

10

Kindergarten

Skills 10 | Teacher Guide

Kindergarten

Skills 10

Teacher Guide

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Introduction

In this unit you will introduce five additional vowel sounds and the most common spelling for each sound:

1. /ee/ spelled 'ee' as in *tree*
2. /ae/ spelled 'a_e' as in *plane*
3. /ie/ spelled 'i_e' as in *limes*
4. /oe/ spelled 'o_e' as in *cone*
5. /ue/ spelled 'u_e' as in *cube*

You will also teach eleven additional Tricky Words, most of which contain one of the sounds taught in this unit. However, these words have the sound written with a different spelling.

WARM-UPS

The Warm-Up exercises for this unit are once again divided into two parts. In the first part, students will orally segment two-syllable words or they will review Tricky Words. In the second part, students will review letter-sound correspondences taught in previous lessons.

The oral segmenting exercises will help students develop several important skills. First, they will help students develop fluent segmenting ability, which is crucial for spelling. In addition, they will help increase students' auditory attention span because longer words are included in this unit. Finally, they will allow students to continue the oral work with two-syllable words they began in Unit 9 and give them practice hearing two segments in two-syllable words. This oral practice with two-syllable words will set the stage for the introduction of written two-syllable words in Grade 1.

It is up to you to determine how much to emphasize syllables. However, it is not advisable at this stage of instruction to spend significant class time teaching about syllable types or syllable identification (syllabification). Please note syllable identification (or syllabification) is not an explicit objective for this unit. At this point, it is important to give students practice hearing syllables. It is not important, and probably not advisable, to attempt to introduce the complicated taxonomy of "syllable types."

The finger exercises in the Warm-Up are designed to help students segment words into syllables. For the two-syllable words included in this unit, a particular pattern of finger tapping is recommended. Begin by tapping your forefinger (or pointer finger) against your thumb as you say the first sound. As you say the other sounds in the first syllable, proceed to tap the thumb against the middle finger, the third finger, and the pinkie. For the first sound in the second syllable, return to the thumb-forefinger tap. This return to the forefinger represents and makes visible the start of the second syllable.

In each word to be segmented, the syllable breaks are marked to help you know when to return to the forefinger. Breaking points are marked with a small divider between the syllables (e.g., *cup·cake*).

SYLLABLE DIVISIONS

You will notice the syllable divisions used in this program are not always the same as the divisions used in dictionaries. This is deliberate. There are some cases in which clear phonics instruction calls for a slightly different division than is typically found in dictionaries written for accomplished readers. The following bullets explain the placement of the syllable dividers:

- For compound words, the divider is placed between the two component words. Examples: *week·end, foot·ball*.
- For words ending with grammatical suffixes (e.g., *-ing, -est, -es*), the divider is generally placed before the suffix. Examples: *cheap·est, box·es, runn·ing*.
- For words ending with word-formation suffixes (e.g., *-ness, -ish, -less, -en*), the divider is generally placed before the suffix. Examples: *ill·ness, self·ish, care·less, wood·en*.
- For words that do not have an obvious grammatical or word-formation suffix, the words are divided according to the dictionary divisions and/or according to pronunciation. Examples: *blis·ter, lan·tern, pa·stry, rai·sins*.
- For words containing double-letter spellings for consonants, the divider is placed after the double-letter spelling rather than in the middle. Most dictionaries would print *bat·ter, big·ger, and traf·fic*; this program prints *batt·er, bigg·er, and traff·ic*. This is done because the double-letter spellings have been taught as single spelling units and it is best not to separate units that students have been encouraged to view as whole entities.

“LONG” VOWELS AND SEPARATED DIGRAPHS

The five vowel sounds taught in this unit have traditionally been called the “long” vowels.

The five sounds in this unit are also the only sounds in the language that are also letter names: /ae/ = ‘a’, /ee/ = ‘e’, /ie/ = ‘i’, /oe/ = ‘o’, /ue/ = ‘u’. Each sound can be spelled with the matching letter name, as in *range*, *Egypt*, *item*, *go*, and *union*. However, you will note these single-letter spellings are not taught as the basic code spellings for these sounds.

This program deliberately delays introducing the single-letter spellings ‘a’, ‘e’, ‘i’, ‘o’, and ‘u’ as spellings for the “long” vowel sounds until after students have had sufficient practice with the basic code spellings for “short” vowel sounds (e.g., ‘a’ pronounced /a/; ‘o’ pronounced /o/). Later in this program, students will learn these letters can stand for more than one sound; they can be pronounced “short” or “long.”

The ‘ee’ spelling for /ee/ is a vowel digraph analogous to the consonant digraphs students have already learned (e.g., ‘ch’, ‘sh’, ‘ng’). The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. They are separated digraphs. The two letters work together to stand for a single sound, but the letters no longer sit next to each other. Instead, they are separated from each other by another spelling. This intervening spelling will always be a consonant spelling and it will usually be a single-letter spelling. For example, in words like *tame*, *tide*, *tone*, and *cute*, a single letter stands between the two letters of the vowel digraph. There are a few words in English where a consonant digraph stands between the two letters of a separated vowel digraph; *ache* is one example. This program does not introduce the latter type of separated digraph in Kindergarten.

It is important for students to understand that two letters can work together to represent a single sound—even if the letters are separated. This is likely to be difficult for some students to grasp; even those who grasp the idea quickly may need time to automatize the procedure during reading. It involves a significant departure from the left-to-right decoding they have been doing up to this point. Students have been taught to read from left to right, but in order to read words with separated digraphs they need to begin scanning to the right and then glancing back again to the left.

The complexity of the mental operations involved in reading is increasing as the sequence of instruction progresses. Consider what is involved in reading the following three words: *ham*, *sham*, *shame*. To read *ham*, the reader needs to inspect each letter, remember which sound each letter stands for, and then blend the three sounds together. To read *sham*, the reader must do all of these things but, additionally, must also recognize that ‘s’ and ‘h’ are a letter-team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/. To read *shame*, the reader must perform all of the above-mentioned tasks while additionally scanning ahead, spotting the letter ‘e’, connecting the letter ‘e’ to the letter ‘a’, and remembering these letters stand for the /ae/ sound. When you combine these tasks, you have a rather complicated procedure, one that takes lots of practice to automatize.

MARKING AND POINTING TECHNIQUES

One of the goals of this unit is to help students learn to see and process separated digraphs as single spelling units. Here are a few ideas to facilitate learning.

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



bike

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



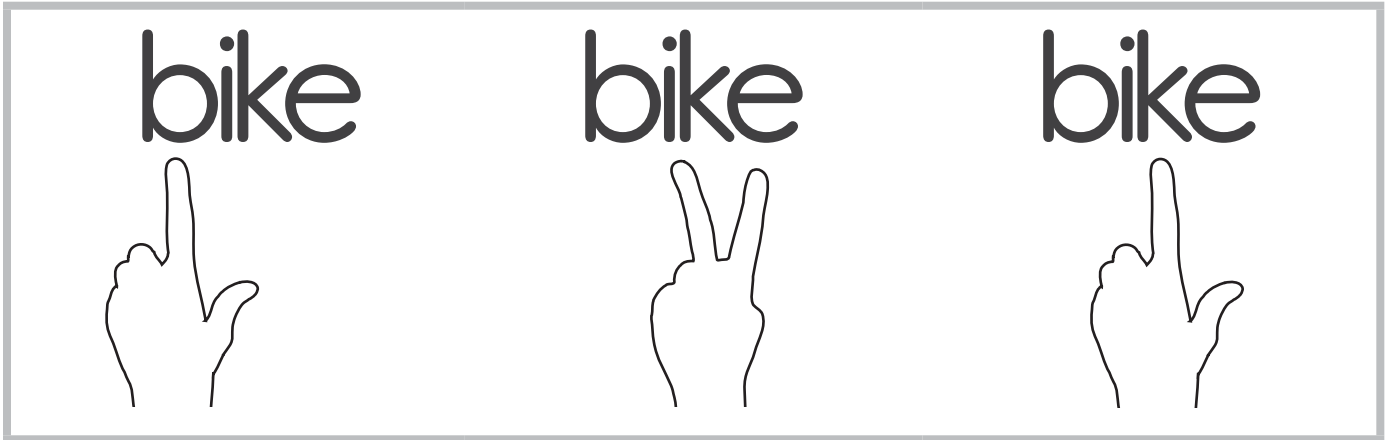
bike

Students can be asked to circle the letters and letter teams that stand for individual sounds. They can make a horseshoe-like shape encompassing the 'i' and the 'e' in *bike*, like this:



bike

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



The split-finger “V” point looks very much like the caret used in the Teacher Guide. This is one reason it is preferred.

SILENT ‘E’ AND MAGIC ‘E’

In this program, spellings such as ‘a_e’ and ‘i_e’ are referred to as separated digraphs. You may also use the term *split digraph* if you prefer.

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

READING PRACTICE AND STORY QUESTIONS ACTIVITY PAGES

Students will continue their reading practice with *Scott*, the Reader for this unit. You should continue to observe student performance, making notes on the Anecdotal Reading Record found in the Teacher Resources section at the back of this Teacher Guide.

Students will also continue to complete story questions activity pages on the stories they have read. Some students may answer the questions using single words or phrases. You should encourage them to answer in complete sentences. This will allow them to practice writing sentences, print capital letters, and use punctuation marks.

At this point in the sequence of instruction, students have not yet learned spellings for all of the sounds in English. They know at least one way to write all of the consonant sounds except for the very rare /zh/ as in *treasure*, but they have very incomplete knowledge of the vowel sounds. During the course of this unit they will learn one way to write /ee/ (*street*), /ae/ (*bake*), /ie/ (*bike*), /oe/ (*home*), and /ue/ (*cute*), but they still will not have learned to write the vowel sounds /oo/ (*soon*), /oo/ (*look*), /ou/ (*shout*), /oi/ (*oil*), /aw/ (*paw*), /er/ (*her*), /ar/ (*car*), and /or/ (*for*). This means students may want to write words using sounds for which they have not yet learned a spelling. Please help students with any word they do not know how to spell. For example, if a student wants to use the word *book* in a response, please provide the correct spelling, perhaps pointing out that he has not yet learned the spelling 'oo' for the /oo/ sound.

When assessing student performance on these activity pages, you are encouraged to accept all phonetically plausible spellings without correction. You should, for the time being, accept *funnee* for *funny*, *wate* for *wait*, *nite* for *night*, and *bote* for *boat*, and so on.

In addition to vocabulary, punctuation marks become increasingly important as part of the reading process. Periods, commas, question marks, and exclamation points have been identified and the learning process is ongoing. The apostrophe is used in this unit to denote ownership (i.e., possessive) and it is also used in contractions. At this point in Kindergarten, it is sufficient to identify the apostrophe used in a contraction in simple terms. Students need to be aware of the linguistic capability to shorten two words into one word using the apostrophe.

SELF-SELECTING TEXT

Throughout the unit, encourage students to choose texts that appeal to them from the classroom library. Use the guidance in the Pausing Point to help students self-select a text.

For detailed information on Independent Reading and to further support students to read grade- and language proficiency-appropriate texts with independence, see the component Independent Reading Guide available on the program's digital components site. **TEKS K.4**

 **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

TRICKY AND HIGH-FREQUENCY WORDS

In this unit, you will introduce eleven more Tricky Words. All of these words are high-frequency words having sounds that cannot be blended using the letter-sound correspondences students have been taught. The Tricky Words introduced in this unit are: *he, she, we, be, me, they, their, my, by, you, and your.*

Only a few of these Tricky Words are completely irregular. Most of them have some letters pronounced and written just as one would expect. With each word, you are encouraged to teach the parts of each Tricky Word that are regular and can be blended, and those parts that are not regular and must simply be remembered.

When students encountered Tricky Words in the Kindergarten units prior to Unit 8, very controlled opportunities for practice are intentionally provided, using only the *Picture Reader* and related activity pages and relying heavily on the use of pictures, with a limited number of words presented in very predictable, repetitive language. This controlled approach for introducing Tricky Words early in students' Kindergarten reading experience reduces the level of cognitive demand so that students can focus solely on remembering the Tricky Word(s) without also being called upon to make use of the code knowledge they have learned to decode other words in the text.

In Unit 8, students continued to learn new Tricky Words using the *Picture Reader*, while, at the same time, a limited number of these same Tricky Words were also gradually included in the stories of the Unit 8 decodable Reader. Starting in Unit 9, new Tricky Words were no longer introduced or practiced in the context of the *Picture Reader*. Instead, once a Tricky Word has been introduced, it will be immediately included in the decodable stories and other components, such as the activity pages.

Teachers should be aware that both the increased number of Tricky Words being introduced in this unit, as well as their incorporation in the unit Reader, represents an increase in cognitive demand that some students may initially find challenging, in that they must instantaneously recognize whether a word can be decoded or whether it is a Tricky Word that does not “play by the rules.”

For that reason, additional support is provided to aid students in making this distinction. In both the Reader and the Activity Book the tricky parts of the Tricky Words are underlined in gray. The tricky parts of a word continue to be underlined until it has appeared twenty times in the Reader. In the Unit 10 Reader, you will notice some Tricky Words from the previous unit are still underlined. These words did not occur twenty times in the previous Reader.

Teachers may want to recommend that all or some students reread parts of the *Picture Reader* when they have spare time as a way to continue to reinforce retention of the many Tricky Words that have already been taught in earlier units.

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

Included below for your reference are the words from the Dolch Sight Word List and Fry's Instant Words List that students should be able to read at the beginning and end of Unit 10.

As of the beginning of this unit, students should be able to read **90 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **95 words** from **Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 10:

	Dolch Words	Fry Words
Tricky Words	a, all, are, blue, down, from, funny, here, I, little, look, no, of, once, one, out, said, so, the, there, three, to, two, was, were, what, when, where, which, why, yellow	a, all, are, down, from, funny, here, I, little, look, no, of, once, one, out, said, so, the, there, three, to, two, was, were, what, when, where, which, why, word
Decodable Words	am, an, and, as, ask, at, best, big, black, bring, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, not, off, on, pick, ran, red, run, sing, sit, six, small, stop, tell, ten, that, them, then, this, up, us, well, went, will, wish, with, yes	add, an, and, as, ask, at, back, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, long, man, men, miss, much, must, nest, not, off, on, plant, run, set, sit, small, song, spell, still, stop, such, tell, than, that, them, then, thing, this, up, us, well, went, will, with

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a **total 116 Dolch Words** and **129 Fry Words**.

By the end of Unit 10:

	New Dolch Words	New Fry Words
Tricky Words	be, by, he, me, my, she, their, they, we, you, your	be, by, he, me, my, she, their, they, we, you, your
Decodable Words	ate, came, five, gave, green, keep, like, made, make, ride, see, sleep, take, those, use	came, close, feet, home, keep, like, life, line, made, make, mile, name, need, same, see, seem, side, state, take, those, time, trees, use

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

ORAL BLENDING

Using a routine to help students learn to substitute syllables will reinforce their oral syllable awareness. Add the following routine during Syllable Blending activities as noted in Lessons 5 and 11.

- Tell students that you will practice substituting syllables in spoken compound words.
- Say, “Let’s practice substituting a syllable using the word *sail•boat*. *Substituting* means to replace a piece of the word with another word part.”
- Clap the syllables while saying *sail•boat*, and then have students repeat after you.
- Say, “I hear two syllables. Let’s substitute the first syllable, *sail*, with the word *tug*. Now we have the word *tug•boat*.”
- Repeat the activity with *play•ground/un•der•ground*.
- Point out that students can also change parts of syllables to make new words. For example, *paint•er* becomes *paint•ed* by changing the ending syllable. **TEKS K.2.A.ix**

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

Throughout this unit, formative assessments are clearly marked for monitoring student performance and progress in the following key skills:

- oral segmenting (Warm-Up: Oral Segmenting)
- letter names and letter sounds (Warm-Up: Sound/Spelling Review)
- discussion questions comprehension (Demonstration Story Reading)
- oral reading of decodable stories (Small Group and Partner Reading)

Observation records for recording student performance of these skills are included in Teacher Resources.

Teachers may want to have two separate clipboards—one with the Oral Segmenting Observation Record, Letter Name and Letter Sound Observation Record, and Discussion Questions Observation Record. A second clipboard may hold the Anecdotal Reading Records, one for each student in the

 **TEKS K.2.A.ix** Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.

class, arranged in alphabetical order. Careful organization of these materials will mean that they are readily accessible when needed, so they can be used most efficiently.

Quick “Checks for Understanding” 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 re-teaching and/or more practice in particular skills, using the Additional Support activities found at the end of each lesson.

END-OF-YEAR STUDENT PERFORMANCE ASSESSMENT

During the last few lessons of this unit, directions are provided for a year-end Student Performance Assessment. You should administer this assessment to all students. A class summary recording sheet is provided for each assessment as well as an overview summary sheet for individual students' results. This individual summary sheet provides data on the acquisition of skills, so you may want to send this important information to the teacher who will be working with the student for the upcoming school year.

TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled Teacher Resources. In this section, assorted forms and charts are included that may be useful, including:

- Dolch Flash Card Family Letter and Flashcards
- Fry Flash Card Family Letter and Flashcards
- Dolch Word Assessment: Beginning and End of Unit 10
- Dolch Sight Word Assessment List
- Fry Word Assessment: Beginning and End of Unit 10
- Fry's Instant Words List
- Oral Segmenting Observation Record—Unit 10
- Letter Name and Letter Sound Observation Record—Unit 10
- Discussion Questions Observation Record—Unit 10
- Anecdotal Reading Record—Unit 10
- Record Sheets for Unit 10 Assessments
- Additional Support Activity Pages
- Activity Book Answer Key

BASIC CODE

Introduce /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ee/ sound and will write the digraph spelling 'ee' to represent this sound.

✚ **TEKS K.2.A.x; TEKS K.2.B.i**

Reading

Students will read "Scott and Lee" with purpose and understanding and will answer oral, literal, and inferential questions about key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.9.E**

Students will use illustrations and texts to learn or clarify word meanings.

✚ **TEKS K.3.B**

Students will establish a purpose for reading.

✚ **TEKS K.4; TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

Letter Name and Letter Sound
Observation Record

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

Observation

"Scott and Lee" Anecdotal Reading Record
(Group 1)

✚ **TEKS K.2.B.ii**

Observation


Discussion Questions Observation Record

✚ **TEKS K.5.G**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for twenty spellings taught so far
Introduce the Sound /ee/ (Phonological Awareness)	Whole Group	5 min.	
Introduce the Spelling /ee/ > 'ee' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.1 (Digital Components)
Reading			
Introduce the Reader	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Introduce the Story	Whole Group	5 min.	
Read "Scott and Lee"	Small Group/ Partner	10 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 1.2 (optional)

 **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

ADVANCE PREPARATION

Note to Teacher

In Warm-Up: Oral Segmenting, students will either practice segmenting the sounds in two-syllable words or review Tricky Words. (In this lesson, they will practice segmenting.) In Warm-Up: Sound/Spelling Review, you will review letter-sound correspondences taught in previous lessons.

This is the first Reading lesson that includes a story comprehension activity page. There is one comprehension activity page for each story in the *Scott Reader*.

The story comprehension activity pages are intended to be used after students have read the story at least once. These activity pages are a good way for students to practice handwriting and develop their writing skills. They are also a good way for you to monitor reading comprehension. Although the questions on these early activity pages are very simple, they will become more challenging and open-ended as students progress through the program.

Foundational Skills

- Gather the Large Letter Cards for twenty spellings already taught. Choose cards students need to practice.

➤ Digital Component 1.1

- Create an enlarged version of Activity Page 1.1 (Digital Component 1.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 1.2

- Create the Preview Spellings chart (Digital Component 1.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan how you will group and pair students today for reading. Students who can work more independently (Group 2) should be paired to read with partners today. You will work with students who need more support (Group 1) as a small group.

Universal Access

- Bring in a picture of a blackbird to use in Oral Segmenting.

Lesson 1: /ee/ > 'ee'

Foundational Skills

**Primary Focus**

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ee/ sound and will write the

✚ digraph spelling 'ee' to represent this sound. **TEKS K.2.A.x; TEKS K.2.B.i**

WARM-UP (10 MIN.)

✚ **Oral Segmenting** **TEKS K.2.A.iv; TEKS K.2.A.vi**

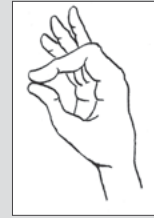
Note: In this unit, students will be asked to blend two-syllable words. Explain the concept with the analogy of a sandwich. Slicing a sandwich in half makes it easier to hold and eat. It's the same way with words; some words have too many sounds to say in one try, so we have to break the words up into big chunks called syllables. Starting in this unit, students will break words up into different chunks: syllables (like the halves of a sandwich); and sounds (the bread, meat, etc., that make up those smaller halves).

When segmenting, continue using the thumb-finger taps to represent sounds. However, there is a slight modification to this strategy. Draw attention to the fact that the words consist of two syllables by returning to the forefinger-thumb tap for the first sound in the second syllable instead of repeatedly tapping the thumb and pinkie together or returning to the forefinger on the fifth sound.

- Look at each word in the box and notice where they are marked with a syllable divider.
- Say the first word (*classroom*).
- Repeat the word, pausing slightly between the syllables.

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes.

- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/k/ /l/ /a/ /s/). Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/r/ /oo/ /m/).
- Say the blended word.
- Repeat and have students segment the sounds in the word while doing the thumb-finger taps.
- Continue this process with the remaining words.
- You may discontinue the teacher demonstration for the words if students no longer need this support.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the second word, show students a picture of a blackbird. Point to the picture of the blackbird and ask a student what color the animal is. Segment the word *black*. Ask another student what the name of the animal is. Segment the word *bird*. Tell students the name of this particular bird is *blackbird* and model segmenting the full word, asking students to repeat. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

1. class•room (4+3) /k/ /l/ /a/ /s/ • /r/ /oo/ /m/
2. black•bird (4+3) /b/ /l/ /a/ /k/ • /b/ /er/ /d/
3. drag•on (4+2) /d/ /r/ /a/ /g/ • /u/ /n/
4. oat•meal (2+3) /oe/ /t/ • /m/ /ee/ /l/
5. card•board (3+3) /k/ /ar/ /d/ • /b/ /or/ /d/
6. paint•ing (4+2) /p/ /ae/ /n/ /t/ • /i/ /ng/
7. pan•cake (3+3) /p/ /a/ /n/ • /k/ /ae/ /k/
8. back•pack (3+3) /b/ /a/ /k/ • /p/ /a/ /k/
9. home•town (3+3) /h/ /oe/ /m/ • /t/ /ou/ /n/
10. bea•vers (2+3) /b/ /ee/ • /v/ /er/ /z/



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Hold up the first Large Letter Card.
- Have students say the sound represented on the card, and then name the letter as well.

Large Letter Cards



- Repeat this process with the remaining cards.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /EE/ (5 MIN.)

Hear Medial Sounds

- Tell students today's sound is /ee/.
- Have students say the /ee/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ee/ sound at the beginning: *eat, each, ear, and easy*.
- Ask students to repeat a number of words having the /ee/ sound in the middle: *sheep, bead, dear, and meal*.
- Ask students if they can tell whether /ee/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /ee/ as the middle sound and some will not.

1. seed
2. shop
3. feet
4. meat

5. bed
6. team
7. ship
8. seat



Check for Understanding

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

INTRODUCE THE SPELLING /EE/ → 'EE' (10 MIN.)

Teacher Modeling

- Tell students you are going to show them how to write the /ee/ sound.
- Write a large lowercase 'ee' on the board/chart paper and describe what you are doing using the phrases in the diagram. Explain that the two letters work together as a team to stand for the /ee/ sound. Model drawing the digraph several more times, using the phrases or counting off the strokes as you create the spelling.
- Tell students you are going to use your entire arm to write a very large spelling in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Write 'f' and 'ff' on the board/chart paper, and explain that 'f' and 'ff' are pronounced the same way.
- Explain that vowel spellings work differently.
- Write 'e' and 'ee' on the board/chart paper.
- Point to the 'e' spelling and explain, when they see one 'e', they should say the /e/ sound as in *bed*.
- Point to the 'ee' spelling and explain, when they see the double-letter spelling 'ee', they should say the /ee/ sound as in *sheep*.
- Tell students whenever the spelling 'ee' appears on a activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for a single sound.



Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice writing the /ee/ sound together.
- Work as a group, guiding students to complete each item in the rows of spellings as you model the handwriting process. Trace the gray dotted spellings first; then write the spellings, using just the black dots as starting points. Say the sound as you finish each spelling.
- Show students how to read the word *see*; have students trace and write the word using the black dots to start each letter. Repeat with the word *feet*.

Activity Page 1.1



- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and then write the word on the corresponding line. Model each step so students can follow along.

Lesson 1: “Scott and Lee” Reading



Primary Focus

Students will read “Scott and Lee” with purpose and understanding; and will answer oral literal and inferential questions about key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.9.E**

Students will use illustrations and texts to learn or clarify word meanings.

✦ **TEKS K.3.B**

✦ Students will establish a purpose for reading. **TEKS K.4; TEKS K.5.A**

✦ **INTRODUCE THE READER (5 MIN.)** **TEKS K.9.E**

- Give each student a Scott Reader.
- Point out the title of the book, printed on the cover. Remind students a book’s title tells about the book. Ask students to read the title of the book. Explain the book is about a boy named Scott and is told by a person who is not a character in the story. Tell students that when someone who is not in the story tells it, they are called a narrator.
- Review the parts of the book (front cover, title page, back cover, page numbers) if necessary. Encourage students to take turns distinguishing letters from words within the sentences.

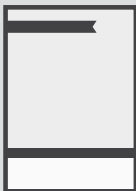
INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the ‘ee’ spelling in each word. Read the words aloud as a class.

✦ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts; **TEKS K.3.B** use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

Reader



Page 2

➤ Digital Component 1.2

/ee/ > 'ee'	
Green	Lee
keeps	feeds
three	sweet
sheep	

🗺️ Preview Core Vocabulary **TEKS K.3.B**

- Before reading today's story, preview the following vocabulary with students.

pen—*n.*, a small, fenced-in area for animals (2)

Example: We saw the pigs in their pen, eating and running around.

sweet—*adj.*, a kind and gentle disposition, temperament, or mood (2)

Example: My sweet Aunt always bakes me cookies.

Vocabulary Chart for "Scott and Lee"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			pen sweet
Sayings and Phrases			

Note: You may want to point out that the word *pen* can have other meanings. Students may be more familiar with the word *pen* referring to a writing tool. In today's story, which takes place on a farm, it has the meaning previously noted.

You may also want to point out that the word *sweet* can have other meanings. Students may be more familiar with the word *sweet* referring to a sugary flavor. In today's story, it has the meaning previously noted.

🗺️ **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).
- As in previous units, optional vocabulary activity pages are provided for use at your discretion.

Purpose for Reading

- Tell students they will read a story about some animals owned by Scott's family. Tell students to pay special attention to the story so that, at the end, they can tell you which is Scott's pet.



READ "SCOTT AND LEE" (10 MIN.)

TEKS K.4; TEKS K.5.A; TEKS K.9.E

Small Group

- Both this lesson and the following lesson have time designated to read "Scott and Lee" in small groups. Remind students that the story is told by someone who is not a character. Read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding students' reading progress.

Group 2: (students able to work independently) Have students take out their Readers, sit with their partners, and take turns reading "Scott and Lee" aloud. Students who finish early should reread stories from previous Readers (encourage them to establish a purpose for reading, such as enjoyment) or choose a sentence from this story to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: (students who need support) Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story "Scott and Lee" without interruption. Read the story a second time, having students take turns reading sentences. Alternatively, you may use a different remediation exercise addressing students' specific needs.



Observation: "Scott and Lee" Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



TEKS K.4 Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.9.E** Listen to and experience first- and third-person texts.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions for “Scott and Lee”

1. **Literal.** Which animal is Scott’s pet?
 - » Scott’s pet is Lee the Sheep.
2. **Literal.** Who keeps a pig?
 - » Scott’s dad keeps a pig.
3. **Literal.** What does Scott’s mom keep?
 - » Scott’s mom keeps three hens.
4. **Inferential.** Describe Lee.
 - » Accept reasonable answers based on the text and illustrations.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Scott and Lee.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

End Lesson



ENGLISH
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LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott’s dad keep a pig in a pen?” “Is Lee the Sheep Scott’s pet?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Scott’s mom keeps . . .” “Scott keeps a . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push and Say

- Make one copy of **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Tell students you will say words for them to break into their smallest sounds.
- The boxes and objects will represent individual sounds before they are blended into words.
- Use the following words to give students segmenting practice:

1. chap•ter (3 + 2) /ch/ /a/ /p/ • /t/ /er/
2. sand•wich (4 + 3) /s/ /a/ /n/ /d/ • /w/ /i/ /ch/
3. thun•der (3 + 2) /th/ /u/ /n/ • /d/ /er/
4. home•stead (3 + 4) /h/ /oe/ /m/ • /s/ /t/ /e/ /d/
5. swimm•ing (4 + 2) /s/ /w/ /i/ /m/ • /i/ ng/
6. pan•cake (3 + 3) /p/ /a/ /n/ • /k/ /ae/ /k/

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 1.2**.
- Pair students and have one student read the narrator describing Scott and his family, and the other read the narrator describing Lee the sheep.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters on the Back

- Pair students to work together for this activity.

- Have students sit on the floor one behind the other.
- Provide each pair of students with **an index card on which you have written selected lowercase letters.**
- Have the first student “write” a lowercase letter on the back of their partner, but remind him/her not to say the name or letter sound aloud.
- The second student identifies the letter by name, says it aloud, then provides the corresponding sound by saying it aloud.
- Continue play until both partners have identified and provided the sound for each lowercase letter.

MORE HELP WITH READING AND SPELLING

/ee/ in the Middle

- Group students in a circle.
- Tell students you are going to read a list of words to each of them, some words with the medial /ee/ and some with /e/.
- Read the first word in the box to the first student. The student should spell the word orally. If the word contains the medial /ee/ the student should move to the middle of the circle. If the word contains the /e/ the student stays in their place.
- After each /ee/ word is spelled correctly, write it on the board/chart paper for all to see, so that by the end of the game students will have a complete list.
- Read the next word to the second student and have them repeat the procedure. If the second student receives an /ee/ word, he or she moves to the middle, taking the place of the first student.
- When all /ee/ words have been spelled and written on the board/chart paper, provide students with pencil and paper.
- Have students write the list of /ee/ words.

1. pens	5. cheek	9. stem	13. reef
2. sweet	6. meet	10. week	14. sled
3. feel	7. bed	11. red	15. seed
4. fell	8. seem	12. seem	16. reef

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 491 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 502 of those words would be completely decodable.

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

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

The sound /ee/ is found in approximately 23 percent of English words.

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

The spelling alternatives 'e' as in *me*, 'ea' as in *bead*, 'e_e' as in *eve*, 'ey' as in *key*, 'ie' as in *Annie*, 'i' as in *Maria*, 'y' as in *happy*, and 'ei' as in *receive* are taught in later grades.

BASIC CODE

Review /ee/ > 'ee'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

- Students will read single-syllable words with the 'ee' spelling and will choose the correct word to "fill in the blank" in a series of sentences. **TEKS K.2.B.i**

Reading

- Students will read "Scott and Lee" with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B; TEKS K.6.E**

- Students will interact independently with text for increasing periods of time. **TEKS K.4**

FORMATIVE ASSESSMENT

Observation

"Scott and Lee" Anecdotal Reading Record (Group 2)

- TEKS K.2.B.ii**

Activity Page 2.2

"Scott and Lee" Story Questions

- TEKS K.5.G**

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Phonics and Word Recognition)	Whole Group	10 min.	☐ Tricky Word Wall (Digital Components)
Complete the Sentences (Phonics)	Independent	15 min.	☐ Activity Page 2.1 ☐ Activity Page 2.1 (Digital Components)
Reading			
Reread "Scott and Lee"	Small Group/ Partner	20 min.	☐ Scott Reader
Review "Scott and Lee"	Independent	15 min.	☐ Activity Page 2.2 ☐ Activity Page 2.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 2.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 2.1) on the board/chart paper or display the digital version.

➤ Digital Component 2.2

- Create an enlarged version of Activity Page 2.1 (Digital Component 2.2) to display for Complete the Sentences, or use the digital version.

Reading

➤ Digital Component 2.3

- Create an enlarged version of Activity Page 2.2 (Digital Component 2.3) to display for Story Questions Activity Page, or use the digital version.
- Plan how to pair the Group 1 students for Partner Reading today.

Lesson 2: /ee/ > 'ee'

Foundational Skills



Primary Focus

✚ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will read single-syllable words with the 'ee' spelling and will choose the

✚ correct word to "fill in the blank" in a series of sentences. **TEKS K.2.B.i**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that most words in English "play by the rules" and are pronounced exactly the way you would expect, but some do not. Words that do not "play by the rules" are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word*.
- Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 2.1

- | | | | |
|------------------|-------------------|------------------|------------------|
| 1. <u>one</u> | 9. <u>l</u> | 17. <u>when</u> | 25. <u>which</u> |
| 2. <u>two</u> | 10. <u>are</u> | 18. <u>word</u> | 26. <u>once</u> |
| 3. <u>three</u> | 11. <u>little</u> | 19. <u>why</u> | 27. <u>said</u> |
| 4. <u>the</u> | 12. <u>down</u> | 20. <u>to</u> | 28. <u>says</u> |
| 5. <u>a</u> | 13. <u>out</u> | 21. <u>where</u> | 29. <u>were</u> |
| 6. <u>blue</u> | 14. <u>from</u> | 22. <u>no</u> | 30. <u>here</u> |
| 7. <u>yellow</u> | 15. <u>all</u> | 23. <u>what</u> | 31. <u>there</u> |
| 8. <u>look</u> | 16. <u>was</u> | 24. <u>so</u> | |

✚ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent.

COMPLETE THE SENTENCES (15 MIN.)

- Remind students they learned a new sound and spelling in the previous lesson.
- Ask students for the sound they learned in the previous lesson. Once the /ee/ sound has been identified, have the class repeat it.
- Have a student come to the board/chart paper and write the spelling for the /ee/ sound. Then have students write the spelling in the air using their pointer fingers.

➤ Digital Component 2.2

- Distribute and display Activity Page 2.1.
- Explain that three words are printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read each word in the box.
- Demonstrate reading the first sentence three times: once with the word *feet*, once with the word *seems*, and once with the word *needs*.
- Ask students which word completes the sentence.
- Have students print the word *seems* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently. Don't forget the back of the activity page.

Activity Page 2.1



Lesson 2: “Scott and Lee”

Reading



Primary Focus

Students will read “Scott and Lee” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B; TEKS K.6.E**

Students will interact independently with text for increasing periods of time.

✚ **TEKS K.4**

✚ **REREREAD “SCOTT AND LEE” (20 MIN.)** **TEKS K.4**

Small Group

- If you read with Group 1 during the previous lesson, read with Group 2 students today while Group 1 students partner read. Be sure to record anecdotal notes regarding students’ reading abilities.

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “Scott and Lee.” Students who finish early should choose a sentence from this story to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 2: Have students follow along in their Readers as you use a *Scott Reader* to read aloud the story, “Scott and Lee,” without interruption. Read the story a second time, having students read.

Reader



Page 2



Observation: “Scott and Lee” Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CCVC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

REVIEW “SCOTT AND LEE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 2.3

- Reconvene the whole class and distribute and display Activity Page 2.2.
- Ask students to read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second and third questions in the same fashion.
- Ask students to read the fourth question.
- Ask students to provide the answer to the fourth question.
- Have students write the following decodable answer on the line provided, following your example: *Scott’s pet is a sheep.*
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 2.2



Activity Page 2.2: “Scott and Lee” Story Questions

Collect Activity Page 2.2 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Provide students with the *Scott Reader*, and help them find the story, “Scott and Lee.”

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.

- 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 you.
- 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.

MORE HELP READING TRICKY WORDS

Bingo

- Make a copy of the Bingo Word Cards (**Activity Page TR 2.2**) for your use, and cut the cards apart.
- Make a copy of the Bingo Boards (**Activity Page TR 2.3**), one board for each student.
- Provide each student with nine **tokens** to use as place markers.
- As word cards are selected and read, students search for the word on their game board. Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct ask, “How did you know that was _____?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).

MORE HELP WITH READING AND SPELLING

Complete the Sentences

- Make one copy of **Activity Page TR 2.4** for each student.
- Have students read the words at the top of the page, and the sentences below.
- Have students choose and write the words that complete the sentences.

TRICKY WORDS

Introduce He, She, and We

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /e/

✚ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the following Tricky Words: *he, she, we*; students will recognize

✚ pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

Reading

Students will read “Red Ants” with purpose and understanding and will answer oral, literal, inferential, and evaluative questions about key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

Letter Name and Letter Sound
Observation Record

✚ **TEKS K.2.B.i**

Observation

“Red Ants” Anecdotal Reading Record (Group 1)

✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✚ **TEKS K.5.G**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee' and nineteen other spellings <input type="checkbox"/> Sound Poster for /ee/ <input type="checkbox"/> Sound Card 47 (<i>tree</i>)
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'f', 's', 'p', 'b', 'l', 'r', 'e', 'ee'
Introduce Tricky Words: <i>He, She, We</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> three yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Red Ants"	Small Group/ Partner	15 min.	
Take-Home Material			
Label the Picture			<input type="checkbox"/> Activity Page 3.1



TEKS K.2.D.v Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee' and nineteen other spellings already taught. Choose cards students need to practice for Sound/Spelling Review.
- Gather the Sound Poster for /ee/ and Sound Card 47 (*tree*). Post the Sound Poster for Sound/Spelling Review.

➤ Digital Component 3.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 3.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 3.2

- Create the Preview Spellings chart (Digital Component 3.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in a calendar and pictures of a mailman, lifeguard, lipstick, and a greenhouse

Lesson 3: Tricky Words: *He, She, We*

Foundational Skills



Primary Focus

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /e/

✚ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the following Tricky Words: *he, she, we*; students will recognize

✚ pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, show the students a calendar. Run your finger across the top week in the calendar and say *week*, segmenting the word and asking students to repeat.

Point to an individual day of the week (Monday through Friday) on the calendar and say *day*, asking students to repeat.

Tell students one name for the days of the week from Monday through Friday is *weekday* and model segmenting the word, asking students to repeat.

Continue the process with the pictures for *mailman*, *lifeguard*, *lipstick*, and *greenhouse*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. week•day (3 + 2) /w/ /ee/ /k/ • /d/ /ae/
2. back•yard (3 + 3) /b/ /a/ /k/ • /y/ /ar/ /d/
3. four•teen (2 + 3) /f/ /or/ • /t/ /ee/ /n/
4. land•fill (4 + 3) /l/ /a/ /n/ /d/ • /f/ /l/ /l/
5. mail•man (3 + 3) /m/ /ae/ /l/ • /m/ /a/ /n/
6. life•guard (3 + 3) /l/ /ie/ /f/ • /g/ /ar/ /d/
7. lip•stick (3 + 4) /l/ /i/ /p/ • /s/ /t/ /i/ /k/
8. green•house(4 + 3) /g/ /r/ /ee/ /n/ • /h/ /ou/ /s/

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Hold up the first Large Letter Card.
- Have students say the sound represented on the card, as well as the letter name.
- Repeat this process with the remaining cards.
- Show students Sound Card 47 (*tree*) and add it to the /ee/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

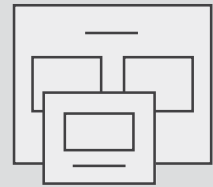
POP-OUT CHAINING (20 MIN.)

- Remind students they recently learned the sound /ee/ as in sheep.
- Have students say the /ee/ sound several times.
- Ask students to repeat a number of words with the /ee/ sound: *queen, eel, read, week, eagle, leaf, seed*.
- Write the spelling 'ee' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.
- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'd', 'f', 's', 'p', 'b', 'l', 'r', 'e', and 'ee'.
- Tell students if they are holding a card with a sound in *step*, they should go to the front of the room and stand in the order spelling *step*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'ee' card is to replace the student with the 'e' card to change the word's vowel sound and make a new word.

Large Letter Cards



Sound Poster and Card



- Say “Alakazam!” and have the student with the ‘ee’ card replace the student with the ‘e’ card, changing *step* to *steep*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|---------------|---------------|
| 1. step—steep | 6. bet—beet |
| 2. ten—teen | 7. bled—bleed |
| 3. met—meet | 8. bred—breed |
| 4. fed—feed | 9. sped—speed |
| 5. red—reed | |

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

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 3.1

- | | | | |
|-----------------|------------------|-------------------|-------------------|
| 1. <u>once</u> | 9. <u>one</u> | 17. <u>said</u> | 25. <u>so</u> |
| 2. <u>from</u> | 10. <u>down</u> | 18. <u>look</u> | 26. <u>were</u> |
| 3. <u>are</u> | 11. <u>there</u> | 19. <u>says</u> | 27. <u>the</u> |
| 4. <u>why</u> | 12. <u>all</u> | 20. <u>word</u> | 28. <u>where</u> |
| 5. <u>when</u> | 13. <u>I</u> | 21. <u>yellow</u> | 29. <u>little</u> |
| 6. <u>a</u> | 14. <u>what</u> | 22. <u>to</u> | 30. <u>two</u> |
| 7. <u>which</u> | 15. <u>blue</u> | 23. <u>out</u> | 31. <u>was</u> |
| 8. <u>no</u> | 16. <u>here</u> | 24. <u>three</u> | |

Tricky Word: *He*

- Write the Tricky Word *he* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /h/ /e/.)
- Tell students we actually pronounce this word /h/ /ee/ as in, “He is a big boy.”
- Circle the letter ‘h’ and explain it is pronounced just as one would expect, as /h/.
- Underline the letter ‘e’ and explain this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /e/, but this letter stands for the /ee/ sound.
- Tell students that when reading *he*, they have to remember to pronounce the letter ‘e’ as /ee/.
- Tell students that when writing *he*, they have to remember to spell the /ee/ sound with the letter ‘e’.
- Point to the word *he* as you say the following sentence, “I bet he is very strong!” Ask students to **Turn and Talk**, using the word *he* in an oral sentence.
- Write the Tricky Word *he* on a yellow card and add it to the Tricky Word Wall.

Tricky Words: *She* and *We*

- Repeat this process with the words *she* and *we*. Like the word *he*, the words *she* and *we* are exceptions to the pattern students learned earlier when ‘e’ is sounded /e/. Point out that all of these words rhyme.

Subjective Pronouns

- Explain to students that the Tricky Words *he*, *she*, and *we* are subjective pronouns. These words can take the place of a noun and can perform an action in a sentence. For example: *He went to the store*. Provide a list of subjective pronouns (*he*, *I*, *it*, *she*, *they*, *we*, and *you*).
- Write each of the sentences on the board:
I was proud of _____ team. (*I*, *me*, *my*)
_____ play soccer on the weekends. (*I*, *me*, *my*)
Carlos passed _____ the ball. (*I*, *me*, *my*)
- Model asking questions about each sentence to choose the correct pronouns: “How is the pronoun used in the sentence? Is it the subject? Is it the object? Or does it show possession?”
- When students talk and write about the story “Red Ants” later in this lesson and in Lesson 4, encourage them to use subjective pronouns in their writing.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *he*, *she*, and *we*.

Lesson 3: "Red Ants" Reading



Primary Focus: Students will read "Red Ants" with purpose and understanding and will answer oral, literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the 'ee' spelling in each word. Read the words aloud as a class.

➤ Digital Component 3.2

/ee/ > 'ee'	
Lee	sweet
sheep	feel
week	free
feet	weeds
sweep	

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students

sweep—v., to brush off (4)

Example: Mike uses a broom to sweep the dirt.

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 4

Vocabulary Chart for “Red Ants”

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

Purpose for Reading

- Tell students they will read a story about red ants. Tell students to pay special attention to the story so they can tell you what happens with the red ants.

READ “RED ANTS” (15 MIN.)

Small Group

- Both this lesson and the following lesson have time designated to read “Red Ants” in small groups. Read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding students’ reading progress.

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Red Ants.” Students who finish early should reread the story “Scott and Lee” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story “Red Ants” without interruption. Read the story a second time, having students read. If you have time, reread “Scott and Lee” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did Lee the Sheep have a bad week?” “Was Scott happy with the ants?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Scott tells the ants Lee is . . .” “Scott has to sweep the ants . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G



Observation: “Red Ants” Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Discuss the following questions as a class.

Discussion Questions for “Red Ants”

1. **Literal.** What do the red ants do?
 - » The ants bite Lee.
2. **Inferential.** Which parts of Lee’s body do the red ants bite?
 - » The ants bite Lee on his legs and feet.
3. **Evaluative.** What are some possible reasons why the ants bit Lee?
 - » Accept reasonable answers based on the text and illustrations.
4. **Literal.** How does Scott get the ants off of Lee?
 - » Scott sweeps the ants off with his hand.
5. **Literal.** What does Scott suggest the ants eat instead of Lee?
 - » Scott tells the ants to munch on plants and weeds.
6. **Evaluative.** *Think Pair Share.* Ask your partner a question about “Red Ants.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 3.1 to a family member.

Activity Page 3.1



Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORALLY SEGMENTING TWO-SYLLABLE WORDS

✚ Push & Say **TEKS K.2.A.iv; TEKS K.2.A.vi**

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Follow the procedure in Lesson 1 using the words in the box.

1. Tues•day (3+2) /t/ /oo/ /s/ • /d/ae/
2. thir•teen (2 + 3) /th/ /er/ • /t/ /ee/ /n/
3. book•case (3 + 3) /b/ /oo/ /k/ • /k/ /ae/ /s/
4. key•board (2 + 3) /k/ /ee/ • /b/ /or/ /d/
5. jump•ing (4 + 2) /j/ /u/ /m/ /p/ • /i/ ng/
6. flap•jack (4 + 3) /f/ /l/ /a/ /p/ • /j/ /a/ /k/

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 3.1**.
- Pair students and have one student read the part of the narrator, and the other read the part of Scott.

Note: Using a highlighter to mark the parts students will read is suggested.

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables.

MORE HELP WITH TRICKY WORDS

Tricky Word Tic-Tac-Toe

- Make one copy of **Activity Page TR 3.2** for each pair of students
- Direct one student to use an X and the other to use an O to mark out the Tricky Words in the grid at the top of the page.
- Tell students the object of the game is to mark all three Tricky Words, *he*, *she* and *we* in a straight line on the grid.
- Have the first student read aloud and mark one of the Tricky Words on the grid.
- Have the second student read aloud and mark another word.
- When the game is over, have students take turns writing all three words on the lines below the grid.

MORE HELP WITH READING AND SPELLING

/ee/ in the Middle

- Follow the directions in Lesson 1 for /ee/ in the Middle.
- Use the words in the box.

1. dent	5. cheek	9. men	13. reef
2. creek	6. week	10. leek	14. bent
3. peel	7. led	11. Ned	15. steed
4. tell	8. peek	12. seem	16. reed

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters in the Sand

- Provide students with shallow trays of sand.
- Have students go through the alphabet, say the letter and the sound for each letter aloud, and then write the lowercase letters in the sand with a finger.

Code Knowledge

Before today's lesson: If students attempted to read 1000 words in a trade book, on average 502 of those words would be completely decodable.

After today's lesson: If students attempted to read 1000 words in a trade book, on average 518 of those words would be completely decodable.

He is the 13th most common word in English.

She is the 34th most common word in English.

We is the 41st most common word in English.

4

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✚ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will spell single-syllable, similarly spelled words with the /e/ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.C.ii**

Reading

- Students will read “Red Ants” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“Red Ants” Anecdotal Reading Record
(Group 2)

✚ **TEKS K.2.B.ii**

Activity Page 4.1

“Red Ants” Story Questions

✚ **TEKS K.5.G**

- ✚ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Dictation with Words (Phonics and Word Recognition)	Whole Group	20 min.	<input type="checkbox"/> paper and pencils
Reading			
Reread "Red Ants"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "Red Ants"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 4.1 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 4.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 4.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 4.2



- Create an enlarged version of Activity Page 4.1 (Digital Component 4.2) to display for Editing, or use the digital version.

Lesson 4: Tricky Words and /ee/ > 'ee'

Foundational Skills



Primary Focus

-  Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
-  Students will spell single-syllable, similarly spelled words with the /e/ and /ee/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.C.ii**


WARM-UP (5 MIN.)

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word, he, she, we*.
- Be sure to point out that the tricky parts of each word are underlined.

 Digital Component 4.1

1. <u>one</u>	10. <u>no</u>	19. <u>says</u>	28. <u>which</u>
2. <u>down</u>	11. <u>blue</u>	20. <u>said</u>	29. <u>are</u>
3. <u>he</u>	12. <u>to</u>	21. <u>look</u>	30. <u>from</u>
4. <u>were</u>	13. <u>the</u>	22. <u>yellow</u>	31. <u>out</u>
5. <u>two</u>	14. <u>little</u>	23. <u>there</u>	32. <u>once</u>
6. <u>what</u>	15. <u>I</u>	24. <u>was</u>	33. <u>she</u>
7. <u>word</u>	16. <u>three</u>	25. <u>when</u>	34. <u>so</u>
8. <u>why</u>	17. <u>a</u>	26. <u>we</u>	
9. <u>where</u>	18. <u>here</u>	27. <u>all</u>	

-  **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

DICTIONATION WITH WORD (20 MIN.)

Dictation with Words

- Ask students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words for them to write. Some words will contain the /e/ sound spelled with the letter 'e' and some will contain the /ee/ sound spelled with the digraph 'ee'.
- Say the word *seed*. Then segment the word, raising one finger for each sound: /s/ (raise thumb) . . . /ee/ (raise pointer finger) . . . /d/ (raise middle finger).
- Ask students how many sounds are in the word *seed*.
- Draw three lines on the board/chart paper—one for each sound in *seed*. Have students do the same on their paper.
- Ask students for the first sound in *seed*. Fill in the first line on the board/chart paper with the letter 's'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *seed*.
- Model reading the word as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters to remember how to write the spellings.

- | | |
|----------|-----------|
| 1. seed | 6. shelf |
| 2. shed | 7. queen |
| 3. feet | 8. meet |
| 4. then | 9. met |
| 5. cheek | 10. sheep |

Lesson 4: "Red Ants"

Reading



Primary Focus: Students will read "Red Ants" with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

 **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

REREAD "RED ANTS" (20 MIN.)

Small Group

- If you read with Group 1 students during the previous lesson, read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding students' reading progress.

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Red Ants." Students who finish early should reread the story "Scott and Lee," or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 2: Have students follow along in their Readers as you use a *Scott* Reader to read aloud the story "Red Ants" without interruption. Read the story a second time, having students read. If you have time, read "Scott and Lee" in the same fashion. Alternatively, you may use a different exercise addressing students' specific needs.

Reader




Page 4



Observation: "Red Ants" Anecdotal Reading Record (Group 2)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

REVIEW “RED ANTS” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 4.2

Activity Page 4.1



- Reconvene the whole class and distribute and display Activity Page 4.1.
- Have students read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Complete the second and third questions in the same fashion.
- Have students read the fourth question.
- Ask students to provide the answer to the fourth question.
- Have students write the following decodable answer on the line provided, following your example: *One thing the ant said was, “We feel bad.”*
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 4.1: “Red Ants” Story Questions

Collect Activity Page 4.1 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.

- Provide each student with a copy of **Activity Page TR 3.1**.
- Follow the directions in Lesson 2 for Silly Voices.

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Provide a set of all **previously taught Tricky Word cards** to a student or pair of students.
- Spread the cards faceup on the floor.
- Have students toss a **beanbag** and then read aloud and collect the word closest to where the bag lands.
- Continue play until all words have been read and collected.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: e (2), b, d, n, t (2), l (2), g, r, m, s, w, ch, k, qu.**
- Tell students you will be calling out a list of words, some words with the /e/ and some with the /ee/.
- Say the first word in the box and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words in the box.

- | | | |
|----------|-----------|-----------|
| 1. bed | 5. meet | 9. wed |
| 2. teen | 6. street | 10. cheek |
| 3. tell | 7. greet | 11. queen |
| 4. green | 8. bled | 12. met |

5

TRICKY WORDS

Introduce
Be and Me

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally segment two-syllable words with up to seven phonemes, and
 - ✦ substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**
- Students will name lowercase letters of the alphabet and provide the
 - ✦ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- ✦ Students will read the following Tricky Words: *be*, *me*. **TEKS K.2.B.iv**

Reading

- Students will read “The Bees” with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.
- ✦ **TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

- ✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

Letter Name and Letter Sound
Observation Record

- ✦ **TEKS K.2.B.i**

Observation

Discussion Questions Observation Record

- ✦ **TEKS K.5.G**

Activity Page 5.2

“The Bees” Story Questions

- ✦ **TEKS K.5.G**

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee' and 19 other spellings
Introduce Tricky Words: <i>Be, Me</i> (Word Recognition)		10 min.	<input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Introduce the Story	Whole Group	20 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 5.1 (optional) <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Bees"			
Review "The Bees"	Whole Group	20 min.	<input type="checkbox"/> Activity Page 5.2 <input type="checkbox"/> Activity Page 5.2 (Digital Components)
Take-Home Material			
Take Home Story: "Scott and Lee"			<input type="checkbox"/> Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee' and nineteen other spellings taught. Choose cards students need to practice.

➤ Digital Component 5.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 5.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 5.2

- Create the Preview Spellings chart (Digital Component 5.2) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 5.3

- Create an enlarged version of Activity Page 5.1 (Digital Component 5.3) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Find a cardboard box and pictures of carpet, a building, a freezer, and children to use in Oral Segmenting.

Lesson 5: Tricky Words: *Be* and *Me*

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to seven phonemes, and

substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**

Students will name lowercase letters of the alphabet and provide the

corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read the following Tricky Words: *be*, *me*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- an•swer (2+2) /a/ /n/ • /s/ /er/
- car•pet (2+3) /k/ /ar/ • /p/ /e/ /t/
- card•board (3+3) /k/ /ar/ /d/ • /b/ /or/ /d/
- feel•ing (3+2) /f/ /ee/ /l/ • /i/ /ng/
- build•ing (4+2) /b/ /i/ /l/ /d/ • /i/ /ng/
- frees•er (4+1) /f/ /r/ /ee/ /z/ • /er/
- bare•foot (3+3) /b/ /ae/ /r/ • /f/ /oo/ /t/
- greet•ing (4+2) /g/ /t/ /ee/ /t/ • /i/ /ng/
- child•ren (4+3) /ch/ /i/ /l/ /d/ • /r/ /e/ /n/
- work•sheet (3+3) /w/ /er/ /k/ • /sh/ /ee/ /t/

- Model for students how to substitute a syllable with the words *cardboard/keyboard* using the routine described in the Introduction. Repeat with *barefoot/barely*, *greeting/greeted* (*card•board/key•board*; *bare•foot/bare•ly*; *greet•ing/greet•ed*).

TEKS K.2.A Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the third word, talk to students about the word *cardboard*. Hold up the cardboard box and tell students that the box is made of *cardboard*. Segment the word *card*, asking students to repeat, then segment the word *board*, asking students to repeat. Follow by segmenting the full word *cardboard*, asking students to repeat. Repeat the process with the pictures for *carpet*, *building*, *freezer*, and *children*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

Large Letter Cards



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

Sound/Spelling Review

- Hold up the first Large Letter Card.
- Have students say the sound represented on the card, as well as the letter name.
- Repeat this process with the remaining cards.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

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

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 5.1

1. <u>y</u> ellow	10. <u>o</u> ut	19. <u>o</u> nce	28. <u>a</u> re
2. <u>w</u> here	11. <u>w</u> hy	20. <u>s</u> ays	29. <u>s</u> aid
3. <u>n</u> o	12. <u>l</u>	21. <u>s</u> he	30. <u>w</u> e
4. <u>l</u> ittle	13. <u>a</u>	22. <u>d</u> own	31. <u>th</u> ere
5. <u>s</u> o	14. <u>b</u> lue	23. <u>w</u> as	32. <u>l</u> ook
6. <u>t</u> o	15. <u>th</u> e	24. <u>f</u> rom	33. <u>th</u> ree
7. <u>a</u> ll	16. <u>w</u> hich	25. <u>w</u> hat	34. <u>w</u> hen
8. <u>h</u> e	17. <u>t</u> wo	26. <u>w</u> ord	
9. <u>o</u> ne	18. <u>h</u> ere	27. <u>w</u> ere	

Tricky Word: **Be**

- Write the Tricky Word *be* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /b/ /e/.)
- Tell students we actually pronounce this word /b/ /ee/ as in, “I will be there soon.”
- Circle the letter ‘b’ and explain it is pronounced just as one would expect, as /b/.
- Underline the letter ‘e’ and explain this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /e/, but this letter stands for the /ee/ sound.
- Tell students that when reading *be*, they have to remember to pronounce the letters ‘e’ as /ee/.
- Tell students that when writing *be*, they have to remember to spell the /ee/ sound with the letters ‘e’.
- Point to the word *be* as you say the following sentence, “The team can be good if we practice!” Ask students to **Turn and Talk**, using the word *be* in an oral sentence.
- Write the Tricky Word *be* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **Me**

- Repeat this process with the word *me*. Like the word *be*, the word *me* is an exception to the pattern students learned earlier, and ‘e’ is sounded /ee/.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *be* and *me*.

Lesson 5: "The Bees" Reading



Primary Focus: Students will read "The Bees" with purpose and understanding; will answer oral and written literal, inferential, and evaluative questions about key details of the story; and will draw an illustration with a caption depicting part of the story. **TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the 'ee' spelling in each word. Read the words aloud as a class.

➤ Digital Component 5.2

/ee/ > 'ee'	
Lee	feet
bees	sheep
cheek	sweet

Preview Core Vocabulary

chat—n., a short, friendly talk (8)

Example: I had a nice chat with the bus driver about sports.

Reader



Page 8

TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Vocabulary Chart for “The Bees”

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

Purpose for Reading

- Tell students they will read a story about bees. Ask students to pay special attention to the story so they can tell you what happens with the bees.

READ “THE BEES” (15 MIN.)

Whole Group

- Read the story, “The Bees,” having students take turns reading aloud.
- If you finish early, read the stories “Red Ants” and “Scott and Lee” in the same fashion.

Wrap-Up

- Discuss the following questions as a class.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott have a chat with the bees?” “Does Scott get mad?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The bees stung Lee on . . .” “One bee says . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 5.2



Discussion Questions for “The Bees”

1. **Literal.** What do the bees do?
 - » The bees sting Lee.
2. **Literal.** Where do the bees sting Lee?
 - » The bees sting Lee on his cheek and feet.
3. **Literal.** What other animals does Scott suggest that the bees sting?
 - » Scott suggests the bees sting the pig, the hens, the cat, or the dog.
4. **Evaluative.** Is this story real? Could it really happen? How do you know?
 - » The story is not real. Bees can sting, but bees cannot speak.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Bees.”
6. Are there any questions you have to help you clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

REVIEW “THE BEES” (20 MIN.)

Story Questions Activity Page

➤ Digital Component 5.3

- Distribute and display Activity Page 5.2.
- Have students read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *The bees stung Lee on his cheek and feet.*
- Continue demonstrating (providing guided practice) until students are ready to work independently.

- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 5.2: “The Bees” Story Questions

Collect Activity Page 5.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SCOTT AND LEE”

- Have students give Activity Page 5.3 to a family member.

Activity Page 5.3



Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push & Say

- Make one copy of **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. pa•ges (2 + 3) /p /ae/ /j/ • /e/ /z/
2. fly•ing (3 + 2) /f/ /l/ /ie/ • /i/ /ng/
3. meet•ing (3 + 2) /m/ /ee/ /t/ • /i/ /ng/
4. plant•ed (5 + 2) /p/ /l/ /a/ /n/ /t/ • /e/ /d/
5. gard•en (3 + 2) /g/ /ar/ /d/ • /e/ /n/
6. flag•pole (4 + 3) /f/ /l/ /a/ /g/ • /p/ /oe/ /l/

MORE HELP WITH ORAL READING

Play Parts

- Make one copy of **Activity Page TR 5.1** for each student.
- Pair students and have one student read the parts of the narrator and Scott. Have other readers read the part of the bees.
- **Note:** Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 5.2** for each student.
- Have students review and write the Tricky Words *be* and *me*, and complete each sentence with the best word choice.

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters on the Back

- Pair students and have them sit on the floor, one behind the other.
- Follow the procedure in Lesson 1 using the words in the box.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 518 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 525 of those words would be completely decodable.

Be is the 19th most common word in English.

Me is the 125th most common word in English.

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee' and will answer the questions correctly. **TEKS K.2.B.ii**

Students will read and write the Tricky Words *he, she, we, be, me, here, there*. **TEKS K.2.B.iv**

Students will complete fill-in-the-blank sentences with the following Tricky Words: *me, he, we, she, be, which*. **TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 6.1

Yes/No Questions

TEKS K.2.B.ii

Activity Page 6.3

Complete the Sentences (Group 2)

TEKS K.2.B.iv

TEKS K.2.B Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Yes/No Questions (Phonics and Word Recognition, Fluency)	Independent	15 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> Activity Page 6.1 (Digital Components)
Wiggle Cards (Phonics)	Whole Group	10 min.	<input type="checkbox"/> eight index cards
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 6.2
Differentiated Instruction (Word Recognition)	Small Group	20 min.	<input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Decodable Sentences (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Write the following phrases on cards, one phrase per card for Wiggle Cards: *pinch cheek, seem sad, stomp feet, be still, seem mad, grin at me, add three plus three, feel neck*

➤ Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.1) to display for Yes/No Questions, or use the digital version.

➤ Digital Component 6.2

- Create the chart with decodable sentences (Digital Component 6.2) on the board/chart paper for Small Group 2 students who finish early, or use the digital version.

Lesson 6: Practice

Foundational Skills



Primary Focus

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee' and will answer the questions correctly. **TEKS K.2.B.ii**

Students will read and write the Tricky Words *he, she, we, be, me, here, there*.
TEKS K.2.B.iv

Students will complete fill-in-the-blank sentences with the following Tricky Words: *me, he, we, she, be, which*. **TEKS K.2.B.iv**

YES/NO QUESTIONS (15 MIN.)

 Digital Component 6.1

- Distribute and display Activity Page 6.1.
- Ask students to read the first question.
- Ask students if the answer to the question is *yes* or *no*.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Activity Page 6.1



Activity Page 6.1: Yes/No Questions

Collect Activity Page 6.1 from students. Note any errors students make answering Yes/No Questions.

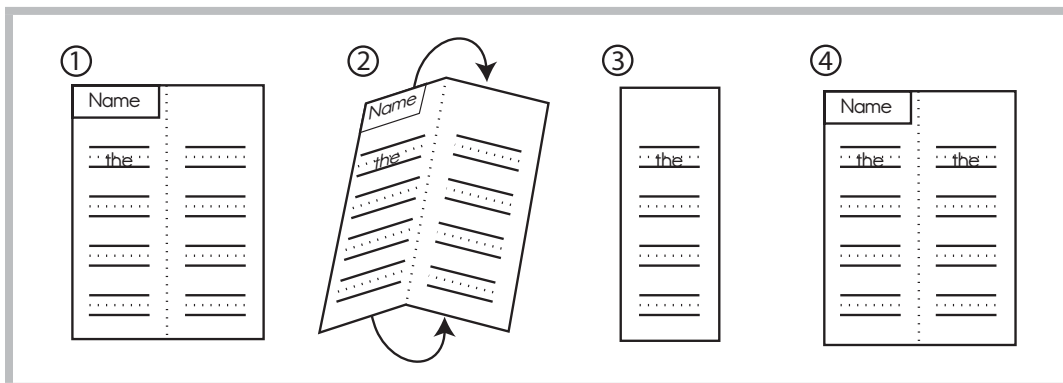
TEKS K.2.B Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

WIGGLE CARDS (10 MIN.)

- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Using the cards you prepared in advance, show students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 6.2.
- Tell students they will practice writing Tricky Words.
- Write *he* on the board/chart paper and have students read it.
- Have students copy *he* onto the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.



- Erase the word *he* from the board/chart paper.
- Have students fold their activity page along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *he* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Ask students to unfold their activity pages and compare the word they just wrote with the word they copied earlier (see Illustration 4).

Activity Page 6.2



- Have students correct the word if they misspelled it. Direct students to use a different color pen or pencil for corrections.
- Repeat these steps with the remaining Tricky Words.

- | | |
|--------|----------|
| 1. he | 5. me |
| 2. she | 6. here |
| 3. we | 7. there |
| 4. be | |

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Distribute Activity Page 6.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Point to the decodable sentences on the board/chart paper. If students finish early, have them read, copy, and illustrate some of the sentences.

➤ Digital Component 6.2

- | | |
|----------------------------------|---------------------------------|
| 1. He has red socks on his feet. | 3. The grass is long and green. |
| 2. She sweeps the deck. | 4. The bed has black sheets. |

Small Group 1

- Distribute Activity Page 6.3.
- Tell students three Tricky Words are printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *me*, once with the Tricky Word *he*, and once with the Tricky Word *we*.
- Ask students which Tricky Word completes the sentence.

Activity Page 6.3



- Have students print the Tricky Word *he* on the line provided, following your example.
- Complete the remaining sentences in the same fashion.



Activity Page 6.3: Complete the Sentences (Group 2)

Collect Activity Page 6.3 from students. Note any errors students make in using Tricky Words.

End Lesson

Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Match Maker

- Make one copy of **Activity Page TR 6.1** for each student.

Note: Copy the word cards on card stock so students cannot see the words through the cards.

- Have students cut the word cards apart and spread them face-down on a desk or table.
- Have students turn over one word card and then another attempting to find a word that rhymes with the word on the first card.
- As students turn over cards, have them read the words aloud.
- Have students play until a match has been found for every word card.
- If students are not ready for rhyming, make two copies of the activity pages for each student and have them find an exact match for each word they turn over.

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Make one copy of **Activity Page TR 6.2** for each student on **yellow card stock**, and cut the word cards apart.

- Make one copy of **Activity Page TR 6.3** for each student on **green card stock**, and cut the word cards apart.
- Explain that the words printed on green paper are regular and can be read by blending. Green means go!
- Explain that the words printed on yellow paper are Tricky Words. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.
 - When students select a green card they may say “Green, go!” before reading the word.
 - When students select a yellow card they may say, “Yellow, careful!” before reading the word.

Note: Laminate the word cards for use in future lessons.

Complete the Sentences

- Make one copy of **Activity Page TR 6.4** for each student.
- Have students read the Tricky Words at the top of the page and the sentences below.
- Have students complete the sentences by writing the Tricky Word(s) that completes each sentence.

BASIC CODE

Introduce /ae/ > 'a_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ae/ sound and will write the digraph spelling 'a_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

Reading

Students will read "Cake and Grapes" with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.C**

Students will read independently for increased periods of time. **TEKS K.4**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

TEKS K.2.B.i

Observation

"Cake and Grapes" Anecdotal Reading Record (Group 1)

TEKS K.2.B.ii

Observation

Discussion Questions Observation Record

TEKS K.6.C

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'ee' and nineteen other spellings
Introduce the Sound /ae/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ae/ > 'a_e' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Cake and Grapes"	Small Group/ Partner	15 min.	
Take-Home Material			
Take Home Story: "Red Ants"			<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart.

➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 7.2

- Create the Preview Spellings chart (Digital Component 7.2) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 7: Introduce /ae/ > 'a_e'

Foundational Skills

**Primary Focus**

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ae/ sound and will write the digraph spelling 'a_e' to represent this sound.

TEKS K.2.A.x; TEKS K.2.C.ii

WARM-UP (5 MIN.)**Sound/Spelling Review**

- Gather the Large Letter Cards for 'ee' and nineteen other spellings that have been taught. Choose cards students need to practice.
- Hold up the first Large Letter Card.
- Have students say the sound represented on the card. If the card shows a letter team, have students name the letters as well.
- Repeat this process with the remaining cards.

Large Letter Cards

**Observation: Letter Name and Letter Sound Observation Record**

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /AE/ (10 MIN.)**Hear Medial Sounds**

- Tell students today's sound is /ae/.
- Have students say the /ae/ sound several times, stretching it out.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Ask students to repeat a number of words having the /ae/ sound at the beginning: *ate, ache, ape, able, and age.*
- Ask students to repeat a number of words having the /ae/ sound in the middle: *cake, cave, made, nail, and lake.*
- Ask students if they can tell whether /ae/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /ae/ as the middle sound and some will not.

1. lake	5. cake	9. right
2. tape	6. bait	10. chain
3. song	7. bet	11. net
4. chat	8. game	12. rake



Check for Understanding

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



INTRODUCE THE SPELLING /AE/ → 'A_E' (10 MIN.)

TEKS K.2.C.ii

Teacher Modeling

- Tell students you are going to show them how to write the /ae/ sound.
- Tell students this spelling is a little different from the spellings they have studied up until now.
- Draw a large lowercase 'a_e' on the board/chart paper, being sure to indicate the space between the letters with a short line (as shown). Explain that both letters work together, as a team, to stand for the sound /ae/.
- Point out the space you left between the letter 'a' and the letter 'e'. Explain when you write an actual word, you fill in the space between the 'a' and the 'e' with a letter for the sound that comes after the /ae/ sound.



Start between the dotted and the bottom line.

1. circle to the left
2. short line down (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left



TEKS K.2.C.ii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.



game

Point at the 'g' from underneath with your pointer finger. Then move your pointing finger under the 'a' and, at the same time, move your middle finger so you have a 'v' with your pointer finger pointing at the 'a' and your middle finger pointing at the 'e'. For 'm,' return to single-finger pointing.

- Add 'g' and 'm' to make *game*. (You may wish to use three different colors: the color that you used for the 'a_e' spelling, a second color for 'g', and a third color for 'm'.)
- Explain that at first, students might think this is /g/ /a/ /m/ /e/ (gamm-eh), but the letters 'a' and 'e' work together (as a letter team) to stand for one sound, the /ae/ sound, even though there is a letter between them. Thus, the word is *game*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'a' and the 'e' (see illustration).
- Point out even though the word *game* contains four letters ('g', 'a', 'm', and 'e'), it is made up of only three sounds (/g/, /ae/, and /m/).
- Have students trace the word in the air with a pointed finger while saying the sounds.
- Write *grape* on the board/chart paper. Explain this is another example of the 'a'-space-'e' spelling for the /ae/ sound.
- Draw a V-shaped mark under *grape* as you did with *game*.
- Tell students you would like them to help you spell another word with the 'a_e' spelling.
- Have students identify the first sound in *made*. Write an 'm' on the board/chart paper.
- Have students identify the second sound in *made*. Write an 'a' on the board/chart paper next to the 'm'. Explain the letter 'a' is the first part of the spelling for /ae/. Tell students you will write the second part after you write the spelling for the sound that comes after the /ae/ sound.
- Have students identify the last sound in *made*. Write a 'd' on the board/chart paper next to the 'a'. Explain that if you left the word like this, it would be pronounced *mad*. To spell *made*, you need to finish writing the /ae/ sound.
- Ask students what letter must be written beside the 'd' in order to finish writing the /ae/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.
- Remind students 'a' and 'e' work together to stand for the /ae/ sound.
- Tell students whenever the spelling 'a_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.) **TEKS K.2.C.ii**

Digital Component 7.1

- Distribute and display Activity Page 7.1.
- Show students how to read the word *make*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *same*.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture and circle it, and then write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe shape, as described in the Introduction.

Activity Page 7.1



Lesson 7: “Cake and Grapes”
Reading



Primary Focus

Students will read “Cake and Grapes” with purpose and understanding and will answer oral, literal, inferential, and evaluative questions about key details of

the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.C**

Students will read independently for increased periods of time. **TEKS K.4**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the ‘a_e’ spelling in each word. Read the words aloud as a class.

Digital Component 7.2

/ae/ > ‘a_e’	
cake	grapes
share	gave
Jade	ate

Reader



Page 12

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.C** Use text evidence to support an appropriate response; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

Purpose for Reading

- Tell students they will read a story about Scott and his friend Jade. Ask students to pay special attention to the story so they can tell you what Scott shares with Jade.



READ “CAKE AND GRAPES” (15 MIN.)

TEKS K.4

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Cake and Grapes.” Students who finish early should reread the stories “The Bees” and “Red Ants” or choose a sentence from the Reader to copy and illustrate. You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: Have students follow along in their Readers as one student at a time reads from “Cake and Grapes.” Read the story a second time, having students take turns reading sentences. If you have time, read “The Bees” and “Red Ants” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Observation: “Cake and Grapes” Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Discuss the following questions as a class. Encourage students to use the text.



TEKS K.4 Self-select text and interact independently with text for increasing periods of time.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott give Jade grapes?” “Does Jade eat all of Scott’s cake?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade shares . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Discussion Questions for “Cake and Grapes”

1. **Literal.** What does Scott share with Jade?
 - » Scott shares cake with Jade.
2. **Literal.** What does Jade share with Scott?
 - » Jade shares grapes with Scott.
3. **Literal.** How do you know Jade and Scott enjoyed their food? Give an example from the story or illustrations that helps you know.
 - » Jade and Scott ate all of their food. Jade and Scott are smiling.
4. **Inferential.** Look at Jade’s and Scott’s clothes and shoes. What type of weather do you think they have? Give an example from the story or illustrations that helps you know.
 - » Accept reasonable answers.
5. **Evaluative.** How are grapes and cake alike? How are they different?
 - » Accept reasonable answers.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Cake and Grapes.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: “RED ANTS”

- Have students give Activity Page 7.2 to a family member.

Activity Page 7.2



Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Provide students with the *Scott Reader*, and help them find the story, “Cake and Grapes.”
- Follow the procedure in Lesson 2.

MORE HELP WITH SPELLING

Complete the Spelling

- Make one copy of **Activity Page TR 7.1** for each student.
- Tell students you will read a list of words with the ‘a _e’ spelling pattern.
- Ask students to listen carefully to each word and write the letters that complete the spelling of each word on the sheet.
- Use the words in the box.

- | | |
|---------|----------|
| 1. cake | 4. shake |
| 2. tape | 5. grape |
| 3. rake | 6. game |

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters in the Snow

- Put a dollop of shaving cream on student desks and have students smooth it out to create a writing surface.
- Have students say each letter of the alphabet and provide the corresponding sound, then write the letter in the shaving cream with a finger.

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 1 (**Activity Page TR 7.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 7.3** (Record Sheet for Progress Monitoring 1) for each student.
- Model with the sample item.
- Show the cards to the student one at a time. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push & Say). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the tasks without physical supports or, at least, utilizing the supports independently (without your prompt).
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- **Goal:** Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 525 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 539 of those words would be completely decodable.

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

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

The sound /ae/ is found in approximately 12 percent of English words.

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

The spelling alternatives 'a' as in *acre*, 'ai' as in *rain*, 'ay' as in *say*, 'ey' as in *hey*, 'ea' as in *great*, 'eigh' as in *eight*, and 'ei' as in *vein* are taught in later grades.

TRICKY WORDS

Introduce They and Their

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/ and /ae/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the Tricky Words *they, their*; students will recognize pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

Reading

Students will read “Cake and Grapes” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

“Cake and Grapes” Anecdotal Reading Record (Group 2)

TEKS K.2.B.ii

Activity Page 8.1

“Cake and Grapes” Story Questions

TEKS K.5.G

TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'f', 's', 'p', 'l', 'r', 'a', 'e'
Introduce Tricky Words: <i>They, Their</i> (Word Recognition)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Reread "Cake and Grapes"	Small Group/ Partner	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Scott Reader
Review "Cake and Grapes"	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Activity Page 8.1 (Digital Components)
Take-Home Material			
Word Box			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 8.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart.

➤ Digital Component 8.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 8.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 8.2

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.2) to display for Story Questions Activity Page or use the digital version.

Start Lesson

Lesson 8: Tricky Words: *They* and *Their* Foundational Skills



Primary Focus

Students will read and spell single-syllable, similarly spelled words with the /a/ and /ae/ sounds and spellings. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the Tricky Words *they*, *their*; students will recognize pronoun cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

POP-OUT CHAINING (15 MIN.)

- Remind students they learned a new sound and spelling in the previous lesson.
- Ask students to provide the sound they learned in the previous lesson. Once the /ae/ sound has been identified, have students repeat it.
- Have a student come to the board/chart paper and write the spelling for the /ae/ sound. Have students write the spelling in the air using their pointer fingers.

➤ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

Large Letter Cards



- Distribute the following Large Letter Cards, reviewing each card's sound: 'm', 'n', 't', 'd', 'c', 'f', 's', 'p', 'l', 'r', 'a', and 'e'.
- Tell the student with the 'e' card that they are holding the magic letter 'e'.
- Tell students that if they are holding a card with a picture of a sound in *fat*, they should go to the front of the room and stand in the order spelling *fat*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *fat* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *fat*, changing *fat* to *fate*.
- Have students read the new word.
- Repeat this process with the remaining word pairs, giving several students a chance to present the magic 'e' card.

- | | |
|-------------|-----------------|
| 1. fat—fate | 6. at—ate |
| 2. tap—tape | 7. pan—pane |
| 3. cap—cape | 8. plan—plane |
| 4. mad—made | 9. scrap—scrape |
| 5. man—mane | 10. rat—rate |

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

Tricky Word Review

- Remind students that most words in English "play by the rules" and are pronounced exactly the way you would expect, but some do not. Words that do not "play by the rules" are called Tricky Words.
- Remind students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 8.1

1. <u>s</u> ays	10. <u>th</u> ree	19. fr <u>o</u> m	28. b <u>e</u>
2. h <u>e</u>	11. <u>a</u>	20. <u>w</u> here	29. <u>w</u> hy
3. <u>l</u> ook	12. w <u>a</u> s	21. <u>l</u>	30. <u>w</u> hich
4. m <u>e</u>	13. <u>t</u> wo	22. <u>o</u> nce	31. <u>w</u> hat
5. <u>a</u> ll	14. t <u>o</u>	23. w <u>o</u> rd	32. <u>h</u> ere
6. d <u>o</u> wn	15. sh <u>e</u>	24. bl <u>u</u> e	33. litt <u>l</u> e
7. th <u>e</u> re	16. s <u>o</u>	25. <u>w</u> hen	34. s <u>a</u> id
8. n <u>o</u>	17. w <u>e</u> re	26. <u>o</u> t	35. w <u>e</u>
9. <u>a</u> re	18. th <u>e</u>	27. yell <u>o</u> w	36. <u>o</u> ne

Tricky Word: *They*

- Write the Tricky Word *they* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /th/ /e/ /y/.)
- Tell students we actually pronounce this word /th/ /ae/ as in, “When will they get here?”
- Circle the letters ‘th’ and explain it is pronounced just as one would expect, as /th/.
- Underline the letters ‘ey’ and explain that these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ and /y/, but these letters stand for the /ae/ sound.
- Tell students that when reading *they*, they have to remember to pronounce the letters ‘ey’ as /ae/.
- Tell students that when writing *they*, they have to remember to spell the /ae/ sound with the letters ‘ey’.
- Point to the word *they* as you say the following sentence, “I think they will be hungry after school.” Ask students to **Turn and Talk**, using the word *they* in an oral sentence.
- Write the Tricky Word *they* on a yellow card and add it to the Tricky Word Wall

Tricky Word: *Their*

- Write the Tricky Word *their* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /th/ /e/ /i/ /r/.)
- Tell students we actually pronounce this word /th/ /ae/ /r/ as in, “Their car is smaller than ours.”
- Circle the letters ‘th’ and explain that they are pronounced just as one would expect, as /th/.
- Circle the letter ‘r’ and explain it is pronounced just as one would expect, as /r/.
- Underline the letters ‘ei’ and explain that these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /e/ and /i/, but these letters stand for the /ae/ sound.
- Tell students that when reading *their*, they have to remember to pronounce the letters ‘ei’ as /ae/.
- Tell students that when writing *their*, they have to remember to spell the /ae/ sound with the letters ‘ei’.
- Point to the word *their* as you say the following sentence, “Kids get their presents on their birthdays.” Ask students to **Turn and Talk**, using the word *their* in an oral sentence.
- Write the Tricky Word *their* on a yellow card and add it to the Tricky Word Wall.

Possessive Pronouns

- Explain to students that the Tricky Word *they* is a subjective pronoun and *their* is a possessive pronoun. Tell students that a possessive pronoun shows ownership. For example: *Their mother is here*. Provide a list of possessive pronouns (*my, mine, your, yours, our, ours, her, hers, his, their, theirs, its*).
- Write the following sentences on the board and read them aloud: *Clara and Ken couldn’t wait to go visit their grandmother. They spent all day packing their suitcases.*
- Have a volunteer underline the possessive pronouns. Have another volunteer circle the subjective pronoun.
- When students talk and write about the story “Cake and Grapes” later in this lesson, encourage them to correctly use possessive pronouns in their writing and speaking.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *they* and *their*.

Lesson 8: "Cake and Grapes"

Reading



Primary Focus: Students will read "Cake and Grapes" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B

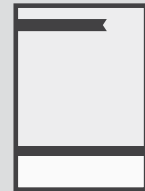
REREAD "CAKE AND GRAPES" (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Cake and Grapes." Students who finish early should reread the stories "The Bees" and "Red Ants." They should not read ahead.

Group 2: Have students follow along in their Readers as one student at a time reads "Cake and Grapes." Read the story a second and third time, having students read. If you have time, read "The Bees" and "Red Ants" in the same fashion. Alternatively, you may use a different exercise addressing the specific needs of students.

Reader



Page 12



Observation: "Cake and Grapes" Anecdotal Reading Record (Group 2)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

REVIEW “CAKE AND GRAPES” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 8.2

Activity Page 8.1



- Reconvene the whole class and distribute and display Activity Page 8.1.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Scott shared a cake with Jade.*
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate an important detail in the story in the box provided and write a caption on the line provided.



Activity Page 8.1: “Cake and Grapes” Story Questions

Collect Activity Page 8.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

WORD BOX

Activity Page 8.2



- Have students give Activity Page 8.2 to a family member.

Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 8.1** for each student.
- Provide students with **green** and **red crayons**.
- Have students color the words matching learned sound spellings green, and the letters pronounced differently than expected, red. Then use the Tricky Words to fill in the blanks in the sentences.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of **board game word tiles**, or write **letters on small tiles**.
- Provide each student with the following letters: **'a', 'c', 'd', 'e', 'g', 'l', 'm', 'n', 'p', 'r', 's', 'u', 'v'**.
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|----------|----------|-----------|
| 1. nap | 5. plan | 9. lap |
| 2. nape | 6. plane | 10. male |
| 3. pace | 7. save | 11. gap |
| 4. space | 8. male | 12. glade |

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 539 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 549 of those words would be completely decodable.

They is the 17th most common word in English.

Their is the 37th most common word in English.

9

BASIC CODE

Review /ae/ > 'a_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will read single-syllable words with the 'a' and 'a_e' spellings and will
- ✦ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Reading

Students will read "Fun in the Sand" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

- ✦ **TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Activity Page 9.1

Match the Picture

- ✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

- ✦ **TEKS K.5.G**

Activity Page 9.2

"Fun in the Sand" Story Questions

- ✦ **TEKS K.5.G**

- ✦ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Match the Picture (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Activity Page 9.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	20 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 9.3 (optional) <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Fun in the Sand"			
Review "Fun in the Sand"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 9.2 <input type="checkbox"/> Activity Page 9.2 (Digital Components)
Take-Home Material			
Take-Home Story: "The Bees"			<input type="checkbox"/> Activity Page 9.4

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 9.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 9.1) on the board/chart paper or display the digital version.

➤ Digital Component 9.2

- Create an enlarged version of Activity Page 9.1 (Digital Component 9.2) to display for Match the Picture, or use the digital version.

Reading

➤ Digital Component 9.3

- Create the Preview Spellings chart (Digital Component 9.3) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 9.4

- Create an enlarged version of Activity Page 9.2 (Digital Component 9.4) to display for Story Questions Activity Page, or use the digital version.

Lesson 9: /ae/ > 'a_e'

Foundational Skills



Primary Focus

- ✚ Students will read previously taught Tricky Words. **TEKS K.2.B.iv**
- Students will read single-syllable words with the 'a' and 'a_e' spellings; and will
- ✚ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word, he, she, we, be, me, they, their*.
- Be sure to point out that the tricky parts of each word are underlined.

▶ Digital Component 9.1

- | | |
|------------------|-------------------|
| 1. <u>one</u> | 10. <u>are</u> |
| 2. <u>two</u> | 11. <u>little</u> |
| 3. <u>three</u> | 12. <u>down</u> |
| 4. <u>the</u> | 13. <u>out</u> |
| 5. <u>a</u> | 14. <u>of</u> |
| 6. <u>blue</u> | 15. <u>funny</u> |
| 7. <u>yellow</u> | 16. <u>all</u> |
| 8. <u>look</u> | 17. <u>was</u> |
| 9. <u>!</u> | |

- ✚ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

MATCH THE PICTURE (15 MIN.)

- Remind students they recently learned the sound /ae/ as in *cake*.
- Have students say the /ae/ sound several times.
- Ask students to repeat a number of words having the /ae/ sound: *pain, say, ape, lace, shake, hay, ache*.
- Write the spelling 'a_e' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.

➤ Digital Component 9.2

- Distribute and display Activity Page 9.1.
- Point out the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Continue demonstrating until students are ready to work independently.

Activity Page 9.1



Activity Page 9.1: Match the Picture

Collect Activity Page 9.1 from students. Note any errors students made matching words to pictures.

Lesson 9: "Fun in the Sand"

Reading



Primary Focus: Students will read "Fun in the Sand" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story and will draw an illustration with a caption, depicting part of the story. **TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart, underlining each instance of the 'a_e' spelling. Read the words aloud as a class.

➤ Digital Component 9.3

/ae/ > 'a_e'	
Jade	make
Dave	wave
shape	save

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students.

wave—n., water that moves in an ocean or lake (14)

Example: Surfers want to ride the biggest wave they can find.

slump—v., to sink or fall suddenly (14)

Example: Timmy began to slump in his chair when he fell asleep.

sag—v., to sink, droop, or settle (14)

Example: The bottom of the hammock will sag if you sit in it for a long time.

Reader



Page 14

TEKS K.5.B Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

Vocabulary Chart for “Fun in the Sand”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			slump sag
Multiple-Meaning Core Vocabulary Words			wave
Sayings and Phrases			

Note: You may also wish to point out that the word *wave* has multiple meanings, such as to wave good-bye. In today’s story, which takes place at a beach, it has the meaning previously noted.

- Review the use of the apostrophe for the contraction *can’t*.

Purpose for Reading

- Tell students they are going to read a story about Scott and his friends. Ask students to pay special attention to the story so they can tell you what Scott and his friends do to have fun.

READ “FUN IN THE SAND” (15 MIN.)

Whole Group

- Read the story “Fun in the Sand,” having students take turns reading.
- If you finish early, read the stories “Cake and Grapes” and “The Bees” in the same fashion.

Wrap-Up

Discussion Questions for “Fun in the Sand”

1. **Inferential.** Where are Scott, Jade, and Dave?
 - » Scott, Jade, and Dave are at the beach, ocean, shore.
2. **Literal.** What do the kids make out of sand?
 - » They make a sand man.
3. **Literal.** What happens to their sand man?
 - » A big wave hits the sand man.
4. **Literal.** How does the sand man look after it’s hit by the wave?
 - » The sand man gets wet. He slumps. He sags. He drips. The sand man is a mess.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Fun in the Sand.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

REVIEW “FUN IN THE SAND” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 9.4

- Distribute and display Activity Page 9.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *The kids make a sand man.*
- When you get to the second question, model shading the circle next to the correct answer.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does a big wave hit? Can the kids save their sand man?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The kids shape the sand . . .” “The sand man gets wet . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 9.2



- Prompt students to answer the third question on their own.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 9.2: “Fun in the Sand” Story Questions

Collect Activity Page 9.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE BEES”

- Have students give Activity Page 9.4 to a family member.

Activity Page 9.4



Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of **Activity Page TR 9.1**, “Fun in the Sand” for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Gather the set of word cards you used in Lesson 6, and make two additional Tricky Word cards (*they* and *their*) on **yellow** paper for each student.
- Follow the directions in Lesson 6 for Green Light, Yellow Light

MORE HELP WITH READING

Race to the Top

- Make one copy of **Activity Page TR 9.2** (Race to the Top Game Board) and **TR 9.3** (word/picture cards) for each pair of students.
- Cut out the word/picture cards, fold along the middle line, and tape together to make two-sided cards.
- Place the word/picture cards into a **container** from which students will draw.
- Provide students with a ladder and a **game piece**.
- As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation/correction.

10

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify which written single-syllable word with previously taught sound spellings or previously taught Tricky Word matches a spoken word.

- TEKS K.2.B.i; TEKS K.2.B.iv; TEKS K.2.D.v**

Reading

Students will read “Skates” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

- TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

- TEKS K.2.B.i**

Observation

“Skates” Anecdotal Reading Record

- TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

- TEKS K.5.G**

Activity Page 10.2

“Skates” Story Questions

- TEKS K.5.G**

- TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee', 'a', 'e', and sixteen other spellings <input type="checkbox"/> Sound Poster for /ae/ <input type="checkbox"/> Sound Card 48 (<i>plane</i>)
Word Recognition	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> Activity Page 10.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott</i> Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Skates"	Partner	15 min.	
Review "Skates"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.2 <input type="checkbox"/> Activity Page 10.2 (Digital Components)
Take-Home Material			
Take-Home Story: "Cake and Grapes"			<input type="checkbox"/> Activity Page 10.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance chart and sixteen other spellings taught. Choose cards students need to practice.
- Gather the Sound Poster for /ae/ and Sound Card 48 (*plane*). Display the Sound Poster for Sound/Spelling Review.

➤ Digital Component 10.1

- Create an enlarged version of Activity Page 10.1 (Digital Component 10.1) to display for Word Recognition, or use the digital version.

Reading

➤ Digital Component 10.2

- Create the Preview Spellings chart (Digital Component 10.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Give some thought prior to the lesson as to how you will pair all students for partner reading in this lesson.

➤ Digital Component 10.3

- Create an enlarged version of Activity Page 10.2 (Digital Component 10.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 10: Dictation

Foundational Skills



Primary Focus

Students will name lowercase letters of the alphabet and provide the corresponding sounds. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify which written single-syllable word with previously taught sound spellings or previously taught Tricky Word matches a spoken word.

TEKS K.2.B.i; TEKS K.2.B.iv; TEKS K.2.D.v

WARM-UP (10 MIN.)

Sound/Spelling Review

- Review letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards.
- Show students Sound Card 48 (*plane*) and add it to the /ae/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

WORD RECOGNITION (15 MIN.)

➤ Digital Component 10.1

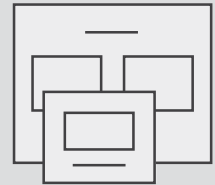
- Distribute and display Activity Page 10.1.
- Point to the first row of words, and tell students that you are going to say one of the two words.
- Say the word *cake*.
- Ask students which of the two words spells *cake*.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

Large Letter Cards



Sound Poster and Card



Activity Page 10.1



- Once students have answered correctly, have them circle *cake*, following your example.
- You may wish to have students circle the separated digraph ‘a_e’ using the horseshoe-like shape mentioned in the introduction.
- Have students copy the word *cake* on the line.
- Continue naming the words below for students to circle.
- Have students copy the circled words on the lines.

- | | | |
|----------|---------|-----------|
| 1. cake | 5. mane | 9. stale |
| 2. we | 6. lake | 10. he |
| 3. dot | 7. rate | 11. trade |
| 4. their | 8. be | 12. pale |

Lesson 10: “Skates”

Reading



Primary Focus: Students will read “Skates” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

 **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

INTRODUCE THE STORY (5 MIN.)


Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

Reader



Page 16

 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

➤ Digital Component 10.2

/ee/ > 'ee'	/ae/ > 'a_e'
week	Jade
tree	skates
see	scared
	safe
	scrape
	snake

Purpose for Reading

- Tell students they are going to read a story about Scott and Jade. Ask students to pay special attention to the story so they can you whether Scott and Jade like to skate.

READ “SKATES” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “Skates.”
- Encourage students who finish early to reread the stories “Fun in the Sand” and “Cake and Grapes.” They should not read ahead.



Observation: “Skates” Anecdotal Reading Record

Circulate around the room, listening to pairs of students read. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information and
Ideas

Beginning

Ask yes/no questions using simple phrases: "Is Scott scared to get up on skates?" "Does Scott slip once?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Jade got skates when she was . . ." "Scott got skates. . ."

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 10.2



Wrap-Up

Discussion Questions for "Skates"

1. **Inferential.** Who got skates first, Scott or Jade?
 - » Jade got her skates first.
2. **Literal.** What does Scott worry about?
 - » Scott worries about tripping, getting a scrape, hitting a tree, and seeing a snake.
3. **Literal.** How many times does Scott slip?
 - » Scott slips once.
4. **Inferential.** Did Jade and Scott like to skate?
 - » Yes. Scott liked to skate once he learned how.
5. **Evaluative.** In what ways was Jade helpful to Scott?
 - » Accept reasonable answers based on the text and illustrations.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "Skates."
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

REVIEW "SKATES" (15 MIN.)

Story Questions Activity Page

➤ Digital Component 10.3

- Distribute and display Activity Page 10.2.
- Ask students to read the first question.
- Ask students to provide the answer to the first question.

- Have students write the following decodable answer on the line provided, following your example: *Jade got skates when she was six.*
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 10.2: “Skates” Story Questions

Collect Activity Page 10.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “CAKE AND GRAPES”

- Have students give Activity Page 10.3 to a family member.

Activity Page 10.3



Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 10.1**.
- Pair students and have one student read the part of Scott, and the other read the parts of Jade and the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH READING

Stand or Clap

- Tell students you will write words some with /a/ and some with /ae/ on the board/chart paper one at a time.

- Tell students you would like for them to read the word silently to themselves after you have written it.
- Ask students to stand if a word contains /a/ and to clap their hands once if a word contains /ae/.
- Tell students that you will write a practice word and write the word *cat* on the board/chart paper. Tell students they should stand.
- Continue with each of the words in the box.

1. mat	4. swag	7. trap	10. drag
2. plate	5. mate	8. smack	11. rate
3. skate	6. crate	9. late	12. flake

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 2 (**Activity Page TR 10.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 10.3** (Record Sheet for Progress Monitoring 2) for each student.
- Follow the procedure in Lesson 7.
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- Goal: Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

BASIC CODE

Introduce /ie/ › ‘i_e’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally segment two-syllable words with up to eight phonemes, and substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**

Students will identify spoken words with the medial /ie/ sound and will write the digraph spelling ‘i_e’ to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

Reading

Students will read “A Fine Hike” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

TEKS K.2.A.iv; TEKS K.2.A.vi

Observation

“A Fine Hike” Anecdotal Reading Record
(Group 1)

TEKS K.2.B.ii

Observation

Discussion Questions Observation Record

TEKS K.5.G

TEKS K.2.A Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Introduce the Sound /ie/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ie/ > 'i_e' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Activity Page 11.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 11.2 (optional)
Read "A Fine Hike"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Take-Home Story: "Fun in the Sand"			<input type="checkbox"/> Activity Page 11.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 11.1

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 11.2

- Create the Preview Spellings chart (Digital Component 11.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in a cupcake or a picture of a cupcake and pictures of a seagull, grapefruit, a sunburn, and a wedding to use in Oral Segmenting.

Note: Be sure to follow your school's policy regarding food distribution and allergies.

Lesson 11: /ie/ > 'i_e'

Foundational Skills



Primary Focus

Students will orally segment two-syllable words with up to eight phonemes, and substitute syllables in multisyllabic words. **TEKS K.2.A.iv; TEKS K.2.A.vi; TEKS K.2.A.ix**

Students will identify spoken words with the medial /ie/ sound and will write the digraph spelling 'i_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**



WARM-UP (5 MIN.)

Oral Segmenting

- The expectation is you will demonstrate the tapping and segmenting. You may discontinue the teacher demonstration when students no longer need this support.
- Follow the instructions in Lesson 1. Model for students how to substitute a syllable to the word *daydream/daytime* using the routine described in the Introduction. (*day•dream/day•time*)

1. cup•cake (3+3) /k/ /u/ /p/ • /k/ /ae/ /k/
2. sea•gull (2+3) /s/ /ee/ • /g/ /u/ /l/
3. day•dream (2+4) /d/ /ae/ • /d/ /r/ /ee/ /m/
4. shoe•lace (2+3) /sh/ /oo/ • /l/ /ae/ /s/
5. grape•fruit (4+4) /g/ /r/ /ae/ /p/ • /f/ /r/ /oo/ /t/
6. nick•name (3+3) /n/ /i/ /k/ • /n/ /ae/ /m/
7. sun•burn (3+3) /s/ /u/ /n/ • /b/ /er/ /n/
8. home•work (3+3) /h/ /oe/ /m/ • /w/ /er/ /k/
9. wedd•ing (3+2) /w/ /e/ /d/ • /i/ /ng/

- Guide students in adding a syllable using the routine in the Introduction for *seagull/seashell*, *homework/classwork* (*sea•gull/sea•shell; home•work/class•work*).

TEKS K.2.A Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; (ix) manipulating syllables within a multisyllabic word; (x) segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the third word, talk to students about the word *cupcake*. Hold up either a cupcake or a picture of a cupcake and ask a student to provide the word *cupcake*.

Segment the word *cup*, asking students to repeat, then segment the word *cake*, asking students to repeat. Follow by segmenting the full word *cupcake*, asking students to repeat. Repeat the process with the pictures for *grapefruit*, *sunburn*, and *wedding*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

INTRODUCE THE SOUND /IE/ (10 MIN.)

Tongue Twister

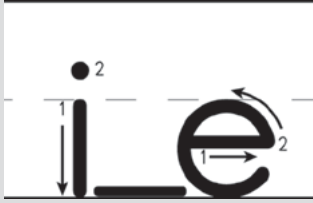
- Tell students the sound is /ie/.
- Have students say the /ie/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ie/ sound at the beginning: *item, idea, ivy, ice, island*.
- Ask students to repeat a number of words having the /ie/ sound in the middle: *hide, mine, light, fine, bite*.
- Ask students if they can tell whether /ie/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Have students close their eyes and listen as you read the following tongue twister: **I'd like ninety-five slices of lime pie.**



Check for Understanding

Read the tongue twister a second time, having students raise their hands whenever they hear the /ie/ sound. Break the tongue twister into segments and read it again, having students repeat each segment back to you: **I'd like** (pause) **ninety-five** (pause) **slices of** (pause) **lime pie.**

INTRODUCE THE SPELLING /IE/ → 'I_E' (10 MIN.)



Start on the dotted line.

1. short line down (lift)
2. dot (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left



Point at the 't' from underneath with your pointer finger. Then move your pointer finger under the 'i' and, at the same time, move your middle finger so you have a 'V' with your pointer finger pointing at the 'i' and your middle finger pointing at the 'e'. For 'm', return to single-finger pointing.

Teacher Modeling

- Tell students you are going to show them how to write the /ie/ sound.
- Tell students this spelling is similar to the spelling they learned for the /ae/ sound.
- Write a large lowercase 'i_e' on the board/chart paper, being sure to indicate a space between the letters with a short line (as shown). Tell students both letters work together to stand for the sound /ie/.
- Point out the space you left between the letter 'i' and the letter 'e'. Explain that when you write an actual word, you will fill in the space between the 'i' and the 'e' with a letter for the sound that comes after the /ie/ sound.
- Add 't' and 'm' to make *time*. (You may wish to use three different colors: the color that you used for the 'i_e' spelling, a second color for 't', and a third color for 'm'.)
- Explain that, at first, students might think this is /t/ /i/ /m/ /e/ (timm-eh), but the letters 'i' and 'e' work together (as a letter team) to stand for one sound, the /ie/ sound, even though there is a letter between them. Thus, the word is *time*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'i' and the 'e' (see illustration).
- Point out that even though the word *time* contains four letters ('t', 'i', 'm', and 'e'), it is made up of only three sounds (/t/, /ie/, and /m/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *fine* on the board/chart paper. Explain this is another example of the 'i'-space-'e' spelling for the /ie/ sound.
- Draw a V-shaped mark under *fine* as you did with *time*.
- Tell students you would like them to help you spell another word with the 'i_e' spelling.
- Have students identify the first sound in *bite*. Write a 'b' on the board/chart paper.

- Have students identify the second sound in *bite*. Write an 'i' on the board/chart paper next to the 'b'. Explain the letter 'i' is the first part of the spelling for /ie/. Tell students you will write the second part after you write the letter of the sound that comes after the /ie/ sound.
- Have students identify the last sound in *bite*. Write a 't' on the board/chart paper next to the 'i'. Explain that if you left the word like this, it would be pronounced *bit*. To spell *bite*, you need to finish the spelling for the /ie/ sound.
- Ask students what letter must be written beside the 't' in order to complete the /ie/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.
- Remind students 'i' and 'e' work together to stand for the /ie/ sound.
- Tell students that whenever the spelling 'i_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 11.1

- Distribute and display Activity Page 11.1.
- Show students how to read the word *time*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *shine*.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe shape, as described in the Introduction.

Activity Page 11.1



Lesson 11: “A Fine Hike”

Reading



Primary Focus: Students will read “A Fine Hike” with purpose and understanding; and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 11.2

/ee/ > ‘ee’	/ae/ > ‘a_e’	/ie/ > ‘i_e’
sleep	lake	hike
three	makes	Clive
		miles
		five
		fire
		nine
		tired
		smile

Preview Core Vocabulary

- Before reading today’s story, preview the following vocabulary with students.

hike—n., a long walk (18)

Example: The Miller family took a long hike through the woods on Saturday.

mile—n., a measurement of distance; 5,280 feet (18)

Example: Emily only needed six minutes to run a mile.

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 18

Vocabulary Chart for “A Fine Hike”

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

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

Purpose for Reading

- Tell students they will read a story about a camping trip. Tell students to pay special attention to the story so they can tell you where Scott, Clive, and Clive’s dad set up their tent.

READ “A FINE HIKE” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “A Fine Hike.” Students who finish early should reread the stories “Skates” and “Fun in the Sand.” You may also wish to assign any of the optional vocabulary activity pages. They should not read ahead.

Group 1: Have students follow along in their Readers as one student at a time reads from “A Fine Hike.” Read the story a second time, having other students read. If you have time, read “Skates” and “Fun in the Sand” in the same fashion. Alternatively, you may use a different remediation exercise addressing students’ specific needs.



Observation: “A Fine Hike” Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “A Fine Hike”

1. **Literal.** Where do Scott, Clive, and Clive’s dad set up their tent?
 - » They set up the tent at the top of the hill.
2. **Literal.** How many fish do Scott and Clive catch?
 - » Scott and Clive catch five fish.
3. **Inferential.** How do you think Dad cooked the hot dogs?
 - » Accept reasonable answers.
4. **Inferential.** What do Scott, Clive, and Clive’s dad do at nine?
 - » Accept reasonable answers based on the text and illustrations.
5. **Inferential.** Why do you think that Scott, Clive, and Clive’s dad were tired?
 - » Accept reasonable answers.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “A Fine Hike.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: “FUN IN THE SAND”

- Have students give Activity Page 11.3 to a family member.

Activity Page 11.3



Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push & Say

- Make one copy of the sound boxes, **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. sun•shine (3 + 2) /s /u/ /n/ • /sh/ /ie/ /n/
2. fly•ing (3 + 2) /f/ /l/ /ie/ • /i/ /ng/
3. meet•ing (3 + 2) /m/ /ee/ /t/ • /i/ /ng/
4. plant•ed (5 + 2) /p/ /l/ /a/ /n/ /t/ • /e/ /d/
5. gard•en (3 + 2) /g/ /ar/ /d/ • /e/ /n/
6. flag•pole (4 + 3) /f/ /l/ /a/ /g/ • /p/ /oe/ /l/

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “A Fine Hike,” (**Activity Page TR 11.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP SPELLING WORDS WITH MEDIAL /IE/

Complete the Spelling

- Make one copy of **Activity Page TR 11.2** for each student.
- Tell students you will read a list of words with the 'i_e' spelling pattern.
- Ask students to listen carefully to each word and write the letters that complete the spelling of each word on the sheet.
- Use the words in the box.

1. five	4. rise	7. time
2. fine	5. drive	8. smile
3. quite	6. wide	9. fire

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 549 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 566 of those words would be completely decodable.

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

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

The sound /ie/ is found in approximately 9 percent of English words.

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

The spelling alternatives 'i' as in *behind*, 'igh' as in *sigh*, 'ie' as in *pie*, 'y' as in *shy*, 'y_e' as in *style*, and 'ye' as in *bye* are taught in later grades.

BASIC CODE

Review /ie/ > 'i_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will read single-syllable words with the 'ee', 'a_e', and 'i_e' spellings and will choose the correct word to "fill in the blank" in a series of sentences.

- TEKS K.2.B.ii**

Reading

Students will read "A Fine Hike" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration

- with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Activity Page 12.1

Complete the Sentences

- TEKS K.2.B.ii**

Observation

"A Fine Hike" Anecdotal Reading Record

- TEKS K.2.B.ii**

Activity Page 12.2

"A Fine Hike" Story Questions

- TEKS K.5.G; TEKS K.6.E**

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	☐ Tricky Word Wall (Digital Components)
Complete the Sentences (Phonics)	Independent	15 min.	☐ Activity Page 12.1 ☐ Activity Page 12.1 (Digital Components)
Reading			
Reread “A Fine Hike”	Small Group/ Partner	20 min.	☐ Scott Reader
Review “A Fine Hike”	Whole Group	15 min.	☐ Activity Page 12.2 ☐ Activity Page 12.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 12.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 12.1) on the board/chart paper or display the digital version.

➤ Digital Component 12.2

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.2) to display for Complete the Sentences, or use the digital version.

Reading

➤ Digital Component 12.3

- Create an enlarged version of Activity Page 12.2 (Digital Component 12.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 12: /ie/ > 'i_e'

Foundational Skills

**Primary Focus**

Students will read previously taught Tricky Words.

 **TEKS K.2.B.iv**

Students will read single-syllable words with the 'ee', 'a_e', and 'i_e' spellings and will choose the correct word to “fill in the blank” in a series of sentences.

 **TEKS K.2.B.ii**
WARM-UP (10 MIN.)**Tricky Word Review**

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review at least fifteen of the Tricky Words taught in Units 8 and 9: *all, from, funny, was, here, no, once, said, so, there, to, were, what, when, where, which, why, word, he, she, we, be, me, they, their*.
- Be sure to point out that the tricky parts of each word are underlined.

 **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

➤ Digital Component 12.1

1. <u>all</u>	11. <u>word</u>	21. <u>what</u>	31. <u>the</u>
2. <u>I</u>	12. <u>they</u>	22. <u>their</u>	32. <u>he</u>
3. <u>one</u>	13. <u>once</u>	23. <u>said</u>	33. <u>are</u>
4. <u>out</u>	14. <u>little</u>	24. <u>two</u>	34. <u>no</u>
5. <u>look</u>	15. <u>from</u>	25. <u>why</u>	35. <u>which</u>
6. <u>down</u>	16. <u>was</u>	26. <u>a</u>	36. <u>says</u>
7. <u>me</u>	17. <u>blue</u>	27. <u>when</u>	37. <u>here</u>
8. <u>were</u>	18. <u>we</u>	28. <u>yellow</u>	38. <u>she</u>
9. <u>be</u>	19. <u>there</u>	29. <u>where</u>	
10. <u>so</u>	20. <u>three</u>	30. <u>to</u>	

COMPLETE THE SENTENCES (15 MIN.)

- Remind students that they learned a new sound and spelling in the previous lesson.
- Ask students to provide the sound they learned in the previous lesson. Once the /ie/ sound has been identified, have the class repeat it.
- Have a student come to the board/chart paper and write the spelling for the /ie/ sound. Ask students to write the spelling in the air using their pointer fingers.

➤ Digital Component 12.2

- Distribute and display Activity Page 12.1.
- Point out the three words printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read all three words.
- Demonstrate reading the first sentence three times: once with the word *bike*, once with the word *likes*, and once with the word *cake*.
- Ask students which word completes the sentence.
- Have students print the word *likes* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 12.1





Activity Page 12.1: Complete the Sentences

Collect Activity Page 12.1 from students. Note any errors students make in completing the sentences.

Lesson 12: "A Fine Hike" Reading



Primary Focus: Students will read "A Fine Hike" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption, depicting part of the story.

 **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

REREAD "A FINE HIKE" (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "A Fine Hike." Students who finish early should reread the stories "Skates" and "Fun in the Sand." You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 2: Have students follow along in their Readers as one student at a time reads aloud from the story, "A Fine Hike." Complete the story a second time, having students read. If you have time, read "Skates" and "Fun in the Sand" in the same fashion. Alternatively, you may use a different exercise addressing students' specific needs.

Reader




Page 18



Observation: "A Fine Hike" Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

REVIEW “A FINE HIKE” (15 MIN.)

Story Questions Activity Page

- Reconvene the whole class.

➤ Digital Component 12.3

- Distribute and display Activity Page 12.2.
- Have students read the first question.
- Ask students to provide the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Clive’s dad set up the tent on top of the hill.*
- Ask students to read the second question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Direct students to complete the last question independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 12.2



Activity Page 12.2: “A Fine Hike” Story Questions

Collect Activity Page 12.2 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Provide your set of **previously taught Tricky Word cards** to a student or pair of students.
- Spread the cards faceup on the floor.
- Have students toss a beanbag, read aloud and collect the word closest to where the bag lands.
- Continue play until all words have been read and collected.

MORE HELP WITH READING

Word Sort

- Make one copy of **Activity Page TR 12.1**, and have them cut the spelling pattern header and word cards apart. Remind students to leave the header in one complete strip.
- Have students place the header at the top and spread the words cards below it.
- Have students read and sort the word cards under the corresponding headers.

TRICKY WORD

Introduce My

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/ and /i/—/ie/ sounds and spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii

Students will read the Tricky Word *my*. **TEKS K.2.B.iv**

Reading

Students will read “The Bike Ride” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

TEKS K.2.B.i; TEKS K.2.D.v

Observation

“The Bike Ride” Anecdotal Reading Record (Group 1)

TEKS K.2.B.ii;

Observation

Discussion Questions Observation Record

TEKS K.5.G

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large letter cards for 'ee', 'a', 'i', 'e', and fourteen other spellings that have been taught <input type="checkbox"/> Sound Poster for /ie/ <input type="checkbox"/> Sound Card 49 (<i>limes</i>)
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'k', 's', 'p', 'c', 'b', 'l', 'r', 'w', 'i', 'a', 'e'
Introduce Tricky Word: <i>My</i> (Word Recognition)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> yellow index card <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 13.1 (optional)
Read "The Bike Ride"	Small Group/ Partner	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Label the Picture			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 13.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings that have been taught for Sound/Spelling Review. Choose cards students need to practice.
- Gather the Sound Poster for /ie/ and Sound Card 49 (*limes*). Display the Sound Poster for Sound/Spelling Review.
- Gather the Large Letter Cards listed in the Lesson at a Glance chart for Pop-Out Chaining.

➤ Digital Component 13.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 13.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 13.2

- Create the Preview Spellings chart (Digital Component 13.2) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 13: Tricky Word: My

Foundational Skills



Primary Focus

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/ and /i/—/ie/ sounds and spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii

Students will read the Tricky Word *my*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)

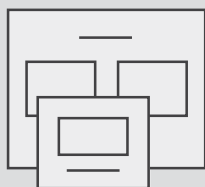
Sound/Spelling Review

- Review the letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.
- Show students Sound Card 49 (*limes*) and add it to the /ie/ Sound Poster.

Large Letter Cards



Sound Posters and Cards



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

POP-OUT CHAINING (20 MIN.)

- Remind students that they recently learned the sound /ie/ as in *mine*.
- Have students say the /ie/ sound several times.
- Ask students to repeat a number of words having the /ie/ sound: *ice, pie, time, cry, sign, hi, I'm*.
- Write the spelling 'i_e' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.
- Distribute the following Large Letter Cards to students, reviewing each card's sound: 'm', 'n', 't', 'd', 'k', 's', 'p', 'c', 'b', 'l', 'r', 'w', 'i', 'a', and 'e'.
- Tell the student with the 'e' card that they are holding the magic letter 'e'.
- Tell students that if they are holding a card with a sound that is in *bit*, they should go to the front of the room and stand in the order that spells *bit*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *bit* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *bit*, changing *bit* to *bite*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs, giving several students a chance to present the magic 'e' card.

- | | |
|---------------|---------------|
| 1. bit—bite | 6. man—mane |
| 2. kit—kite | 7. win—wine |
| 3. mad—made | 8. twin—twine |
| 4. slid—slide | 9. cap—cape |
| 5. rat—rate | 10. rip—ripe |

Large Letter Cards



INTRODUCE TRICKY WORD: MY (5 MIN.)

Tricky Word Review

- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 13.1

1. <u>all</u>	11. <u>once</u>	21. <u>their</u>	31. <u>were</u>
2. <u>l</u>	12. <u>what</u>	22. <u>be</u>	32. <u>look</u>
3. <u>here</u>	13. <u>out</u>	23. <u>down</u>	33. <u>when</u>
4. <u>three</u>	14. <u>no</u>	24. <u>so</u>	34. <u>was</u>
5. <u>says</u>	15. <u>yellow</u>	25. <u>where</u>	35. <u>word</u>
6. <u>why</u>	16. <u>the</u>	26. <u>one</u>	36. <u>from</u>
7. <u>to</u>	17. <u>little</u>	27. <u>he</u>	37. <u>she</u>
8. <u>a</u>	18. <u>which</u>	28. <u>are</u>	38. <u>said</u>
9. <u>two</u>	19. <u>they</u>	29. <u>blue</u>	
10. <u>we</u>	20. <u>me</u>	30. <u>there</u>	

Tricky Word: My

- Write the Tricky Word *my* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /m/ /y/.)
- Tell students we actually pronounce this word /m/ /ie/ as in, "That is my hat."
- Circle the letter 'm' and explain it is pronounced just as one would expect, as /m/.
- Underline the letter 'y' and explain that this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /y/, but this letter stands for the /ie/ sound.
- Tell students that when reading *my*, they have to remember to pronounce the letter 'y' as /ie/.
- Tell students that when writing *my*, they have to remember to spell the /ie/ sound with the letters 'y'.

- Point to the word *my* as you say the following sentence, “I eat my lunch outside when it’s sunny.” Ask students to **Turn and Talk**, using the word *my* in an oral sentence.
- Write the Tricky Word *my* on a yellow card and add it to the Tricky Word Wall.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Word *my*.

Lesson 13: “The Bike Ride” Reading



Primary Focus: Students will read “The Bike Ride” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart, underlining the targeted spellings in each word. Read the words aloud as a class.

➤ Digital Component 13.2

/ae/ > ‘a_e’	/ie/ > ‘i_e’
brave	likes
made	ride
	bike
	tire
	smile
	pride

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 22

Preview Core Vocabulary

- Before reading today’s story, preview the following vocabulary with students.

pride—*n.*, a feeling of self-worth (22)

Example: Jamal felt a lot of pride when he saw his report card.

Vocabulary Chart for “The Bike Ride”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		pride	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contraction *let’s*.

Purpose for Reading

- Tell students they will read a story about Scott and his sister, Meg. Tell students to pay special attention to the story so they can tell you what Scott and Meg are doing in the story.

READ “THE BIKE RIDE” (20 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “The Bike Ride.” Students who finish early should reread the stories “A Fine Hike” and “Skates.” You may also wish to assign any of the optional vocabulary activity pages. Students should not read ahead.

Group 1: Have students follow along in their Readers as students read one at a time from “The Bike Ride.” Read the story a second time, having students read. If you have time, read “A Fine Hike” and “Skates” in the same fashion. Alternatively, you may use a different remediation exercise that addresses students’ specific needs.



Observation: “The Bike Ride” Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “The Bike Ride”

1. **Literal.** What are Scott and his sister Meg doing in the story?
 - » Meg and Scott are on a bike ride.
2. **Literal.** What happens to Meg?
 - » Meg fell off the bike.
3. **Inferential.** Do you think Meg was upset about her fall? Was she afraid to ride again?
 - » No, she got back on her bike and said “Let’s ride.”
4. **Evaluative.** Scott told Meg she was brave. Why would that make her smile?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Bike Ride.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Meg’s tire hit a rock?” “Does Meg sob when she falls off the bike?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Meg was not upset when she fell because . . .” “Meg smiles with pride . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 13.2 to a family member.

Activity Page 13.2



Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Make one copy of **Activity Page TR 13.1** for each student.
- Pair students and have one student read the parts of Scott and Meg, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH TRICKY WORD MY

Write and Draw

- Provide students with **paper and colored pencils**.
- Write the Tricky Word *my* and the following 'i_e' and 'a_e' words on the board/chart paper.

- | | | |
|----------|----------|---------|
| 1. smile | 3. snake | 5. vase |
| 2. bike | 4. cape | 6. dime |

- Tell students you would like for them to read the words on the board/chart paper and create picture phrases for each of them on a piece of paper.
- Have students write the word *my* as the beginning of each phrase.
- Have students complete the phrases by drawing a simple picture to represent each of the words on the board/chart paper (i.e., *my smile*, *my dime*, etc.).

MORE HELP WITH READING AND SPELLING

Word Tiles

- Provide pairs of students with a **set of letter tiles**.
- Write the following words on the board/chart paper.

- | | | | |
|---------|----------|----------|----------|
| 1. mile | 3. gripe | 5. slate | 7. hide |
| 2. lane | 4. grade | 6. drape | 8. bride |

- Have the first student read the words to the second student, one at a time.
- Have the second student spell the words with the letter tiles.
- Have students switch roles and repeat the procedure.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 566 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 568 of those words would be completely decodable.

My is one of the 100 most common words in English.

14

BASIC CODE

Review Long-Vowel Patterns

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'i' and 'i_e' spellings and will

✚ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Reading

Students will read "The Bike Ride" with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with

✚ a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Activity Page 14.1

Match the Picture

✚ **TEKS K.2.B.ii**

Observation

"The Bike Ride" Anecdotal Reading Record (Group 2)

✚ **TEKS K.2.B**

Activity Page 14.2

"The Bike Ride" Story Questions

✚ **TEKS K.5.G**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Match the Picture (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 14.1 (Digital Components)
Reading			
Reread "The Bike Ride"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "The Bike Ride"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 14.2 <input type="checkbox"/> Activity Page 14.2 (Digital Components)
Take-Home Material			
Take-Home Story: "Skates"			<input type="checkbox"/> Activity Page 14.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 14.1

- Create an enlarged version of Activity Page 14.1 (Digital Component 14.1) to display for Match the Picture, or use the digital version.

Reading

➤ Digital Component 14.2

- Create an enlarged version of Activity Page 14.2 (Digital Component 14.2) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Bring in a picture of a bathroom, sunshine, moonlight, goldfish, and seashells to use in Oral Segmenting.

Lesson 14: Long-Vowel Patterns

Foundational Skills



Primary Focus

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

🗺️ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'i' and 'i_e' spellings and will

🗺️ choose the word that correctly matches a picture. **TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. bath•room (3+3) /b/ /a/ /th/ • /r/ /oo/ /m/
2. nine•teen (3+3) /n/ /ie/ /n/ • /t/ /ee/ /n/
3. ant•hill (3+3) /a/ /n/ /t/ • /h/ /i/ /l/
4. sun•shine (3+3) /s/ /u/ /n/ • /sh/ /ie/ /n/
5. gold•fish (4+3) /g/ /oe/ /l/ /d/ • /f/ /i/ /sh/
6. dark•ness (3+3) /d/ /ar/ /k/ • /n/ /e/ /s/
7. moon•light (3+3) /m/ /oo/ /n/ • /l/ /ie/ /t/
8. neigh•bors (2+3) /n/ /ae/ • /b/ /er/ /z/
9. bed•time (3+3) /b/ /e/ /d/ • /t/ /ie/ /m/
10. sea•shells (2+4) /s/ /ee/ • /sh/ /e/ /l/ /z/



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *bathroom*. Hold up a picture of a bathroom and ask a student to provide the word *bathroom*. Segment the word *bath*, asking students to repeat, then segment the word *room*, asking students to repeat. Follow by segmenting the full word *bathroom*, asking students to repeat. Repeat the process with the pictures for *sunshine*, *moonlight*, *goldfish*, and *seashells*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

🗺️ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



MATCH THE PICTURE (15 MIN.)

➤ Digital Component 14.1

- Distribute and display Activity Page 14.1.
- Point out the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Identify and discuss images on the activity page.
- Continue demonstrating until students are ready to work independently.



Activity Page 14.1: Match the Picture

Collect Activity Page 14.1 from students. Note any errors students make matching words to pictures.

Lesson 14: “The Bike Ride”

Reading



Primary Focus: Students will read “The Bike Ride” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

REREAD “THE BIKE RIDE” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “The Bike Ride.” Students who finish early should reread the stories “A Fine Hike” and “Skates.” You may also wish to assign any of the optional vocabulary activity pages. They should not read ahead.

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 22

Group 2: Have students follow along in their Readers as one student at a time reads aloud from “The Bike Ride.” Read the story a second time, having students take turns reading sentences. If you have time, read “A Fine Hike” and “Skates” in the same fashion. Alternatively, you may use a different exercise addressing students’ specific needs.



Observation: “The Bike Ride” Anecdotal Reading Record (Group 2)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

REVIEW “THE BIKE RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 14.2

- Distribute and display Activity Page 14.2.
- Have students read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Have students read the second question.
- Ask students to provide the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: *Meg fell. Then Meg got back on the bike and said, “Let’s ride!”*
- Direct students to complete the remainder of the activity page.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 14.2





Activity Page 14.2: “The Bike Ride” Story Questions

Collect Activity Page 14.2 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SKATES”

- Have students give Activity Page 14.3 to a family member.

Activity Page 14.3



Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push & Say

- Make one copy of **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. sun•shine (3) /s/ /u/ /n/ • /sh/ /ie/ /n/
2. fif•teen (3 + 3) /f/ /i/ /f/ • /t/ /ee/ /n/
3. neigh•bors (2 + 3) /n/ /ae/ • /b/ /er/ /z/
4. bed•time (3 + 3) /b/ /e/ /d/ • /t/ /ie/ /m/
5. bath•tub (3 + 3) /b/ /a/ /th/ • /t/ /u/ /b/
6. day•light (2 + 3) /d/ /ae/ • /l/ /ie/ /t/
7. man•made (3 + 3) /m/ /a/ /n/ • /m/ /ae/ /d/
8. sea•shells (2 + 4) /s/ /ee/ • /sh/ /e/ /l/ /z/

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of the Silly Voices Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “The Bike Ride” (**Activity Page TR 13.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of **letter tiles**, or write letters on small tiles.
- Provide pairs of students with the following letters: **‘i’, ‘b’, ‘d’, ‘e’, ‘f’, ‘l’, ‘m’, ‘n’, ‘p’, ‘q’, ‘r’, ‘t’, ‘u’**.
- Write the following words on the board/chart paper.

1. quit	5. fin	9. din
2. quite	6. fine	10. dine
3. prim	7. bit	11. pin
4. prime	8. bite	12. pine

- Ask students to work together to spell the words with the letter tiles.

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 3 (**Activity Page TR 14.1**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 14.2** (Record Sheet for Progress Monitoring 3) for each student.
- Follow the procedure in Lesson 7.

- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- **Goal:** Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

TRICKY WORD

Introduce By

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read previously taught Tricky Words and the new Tricky Word *by*.

✚ **TEKS K.2.B.iv**

Reading

Students will read “The Plane Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“The Plane Ride” Anecdotal Reading Record

✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✚ **TEKS K.5.G**

Activity Page 15.1

“The Plane Ride” Story Questions

✚ **TEKS K.5.G**

✚ **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Introduce Tricky Word: <i>By</i> (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> yellow index card
Wiggle Cards (Phonics)	Whole Group	10 min.	<input type="checkbox"/> twelve index cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 15.2 (optional)
Read “The Plane Ride”	Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Review “The Plane Ride”	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1 <input type="checkbox"/> Activity Page 15.1 (Digital Components)
Take-Home Material			
Practice Pack			<input type="checkbox"/> Activity Page 15.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 15.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 15.1) on the board/chart paper or display the digital version.
- Prior to teaching this lesson, prepare the following Wiggle Cards: *act like a snake, add five plus one, act scared, smile at me, shake my hand, stand in a line, glare at me, act like a dog, stand by a pal, stare at me, act tired, wave at me.*

Reading

➤ Digital Component 15.2

- Create the Preview Spellings chart (Digital Component 15.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan how you will pair students for partner reading during today's lesson.

➤ Digital Component 15.3

- Create an enlarged version of Activity Page 15.1 (Digital Component 15.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 15: Tricky Word: *By*

Foundational Skills



Primary Focus: Students will read previously taught Tricky Words and the new Tricky Word *by*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)
Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review *he, she, me, be, we, they,* and *their*, plus eight Tricky Words from previous units.
- Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 15.1

- | | | | |
|-----------------|------------------|-------------------|-------------------|
| 1. <u>me</u> | 11. <u>there</u> | 21. <u>what</u> | 31. <u>she</u> |
| 2. <u>from</u> | 12. <u>a</u> | 22. <u>look</u> | 32. <u>here</u> |
| 3. <u>said</u> | 13. <u>he</u> | 23. <u>are</u> | 33. <u>we</u> |
| 4. <u>all</u> | 14. <u>they</u> | 24. <u>out</u> | 34. <u>says</u> |
| 5. <u>two</u> | 15. <u>was</u> | 25. <u>once</u> | 35. <u>when</u> |
| 6. <u>down</u> | 16. <u>no</u> | 26. <u>so</u> | 36. <u>I</u> |
| 7. <u>my</u> | 17. <u>be</u> | 27. <u>to</u> | 37. <u>their</u> |
| 8. <u>three</u> | 18. <u>why</u> | 28. <u>blue</u> | 38. <u>where</u> |
| 9. <u>the</u> | 19. <u>which</u> | 29. <u>word</u> | 39. <u>yellow</u> |
| 10. <u>were</u> | 20. <u>one</u> | 30. <u>little</u> | |

TEKS K.2.B.iv Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

INTRODUCE TRICKY WORD: BY (5 MIN.)

- Write the Tricky Word *by* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /b/ /y/.)
- Tell students we actually pronounce this word /b/ /ie/ as in, “The soap is by the sink.”
- Circle the letter ‘b’ and explain it is pronounced just as one would expect, as /b/.
- Underline the letter ‘y’ and explain that this letter makes up the tricky part of the word. Students would probably expect this letter to be pronounced as /y/, but this letter stands for the /ie/ sound.
- Tell students that when reading *by*, they have to remember to pronounce the letter ‘y’ as /ie/.
- Tell students that when writing *by*, they have to remember to spell the /ie/ sound with the letter ‘y’.
- Point to the word *by* as you say the following sentence, “A deer ran by us on our hike.” Ask students to **Turn and Talk**, using the word *by* in an oral sentence.
- Write the Tricky Word *by* on a yellow card and add it to the Tricky Word Wall



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Word *by*.

WIGGLE CARDS (10 MIN.)

- Use the cards you prepared in advance.
- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- If you have time, repeat some or all of the cards.

Lesson 15: “The Plane Ride”

Reading



Primary Focus: Students will read “The Plane Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 15.2

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'
speed	plane	like
see	takes	ride
seems	lake	smile
		time
		size

Preview Core Vocabulary

- Before reading today’s story, preview the following vocabulary with students.

rent—v., to pay to use something for a certain length of time (24)

Example: We are going to rent a car when we go on vacation.

strip—n., a runway (i.e., paved area) used for driving a plane before and after flying (24)

Example: We waited behind two other planes on the strip before taking off.

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 24

Vocabulary Chart for “The Plane Ride”

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

Note: You may also wish to point out that the word *strip* has multiple meanings, such as a strip of paper. In today’s story, which is about an airplane, it has the meaning previously noted.

Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *that’s*, *it’s*, and *what’s*.

Purpose for Reading

- Tell students they will read a story about a plane ride. Ask students to pay special attention to the story so they can tell you who rents a plane.

READ “THE PLANE RIDE” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Plane Ride.”
- Encourage students who finish early to reread the stories “The Bike Ride” and “A Fine Hike,” but discourage them from reading ahead. You may also wish to assign any of the optional vocabulary activity pages.



Observation: “The Plane Ride” Anecdotal Reading Record

Circulate around the room and listen to pairs of students read. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott’s dad ask Scott and Meg to ride a plane?” “Can the kids see lots of things from the plane?”

Intermediate

When asking each question, provide students with a specific sentence frame: “When Scott looks out of the plane, he sees . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 15.1



Wrap-Up

Discussion Questions for “The Plane Ride”

1. **Literal.** Who rents a plane?
 - » Scott’s dad rents a plane.
2. **Literal.** What do Meg and Scott see from the plane?
 - » They see a lake and a truck.
3. **Literal.** What does Scott think Big Lake looks like?
 - » He says the lake looks like a frog pond.
4. **Inferential.** Why does the lake seem so small?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Plane Ride.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

REVIEW “THE PLANE RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 15.3

- Distribute and display Activity Page 15.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Scott and Meg ride in a plane.*
- Direct students to complete the remainder of the activity page independently.

- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 15.1: “The Plane Ride” Story Questions

Collect Activity Page 15.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

PRACTICE PACK

- Have students give Activity Page 15.3 to a family member.

Activity Page 15.3



Lesson 15: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- | | | |
|-----------------|----------------------|------------------|
| 1. chase pals | 4. shake hands | 7. be a plane |
| 2. ride a bike | 5. hiss like a snake | 8. smile |
| 3. make a shape | 6. hike a hill | 9. stand in line |

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 15.1**.
- Pair students and have one student read the parts of Scott and Meg, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 15.2** for each student.
- Have students complete the sentences by inserting the words *by* and/or *my*.

Code Knowledge

Before today's lesson: If students attempted to read 1000 words in a trade book, on average 568 of those words would be completely decodable.

After today's lesson: If students attempted to read 1000 words in a trade book, on average 572 of those words would be completely decodable.

By is the 30th most common word in English.

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', and /ie/ > 'i_e' and will answer the questions correctly.

TEKS K.2.B.ii

Students will read and write the Tricky Words *they, their, my, by, be, me, we, he*.

TEKS K.2.B.iv

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

TEKS K.2.B.i; TEKS K.2.D.v

Activity Page 16.1

Yes/No Questions

TEKS K.2.B.ii

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings
Yes/No Questions (Phonics, Fluency)	Independent	15 min.	<input type="checkbox"/> Activity Page 16.1 <input type="checkbox"/> Activity Page 16.1 (Digital Components)
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 16.2
Differentiated Instruction (Word Recognition)	Small Group	20 min.	<input type="checkbox"/> Activity Page 16.3 <input type="checkbox"/> Decodable Sentences (Digital Components)
Take-Home Material			
Take-Home Story: "A Fine Hike"			<input type="checkbox"/> Activity Page 16.4

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee', 'a', 'i', 'e', and fourteen other spellings already taught. Choose cards students need to practice.

➤ Digital Component 16.1

- Create an enlarged version of Activity Page 16.1 (Digital Component 16.1) to display for Yes/No Questions, or use the digital version.

➤ Digital Component 16.2

- Create the chart with sentences (Digital Component 16.2) on the board/chart paper (or use the digital version) for Small Group 2 students to illustrate if they finish reading early.

Lesson 16: Review: Tricky Words

Foundational Skills



Primary Focus

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read simple yes/no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', and /ie/ > 'i_e' and will answer the questions correctly. **TEKS K.2.B.ii**

Students will read and write the Tricky Words *they, their, my, by, be, me, we, he*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)

Sound/Spelling Review

- Review letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

YES/NO QUESTIONS (15 MIN.)

▶ Digital Component 16.1

- Distribute and display Activity Page 16.1.
- Ask students to read the first question.
- Ask students if the answer to the question is *yes* or *no*.
- Have students write *no* on the line provided, following your example.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iv) identifying and reading at least 25 high-frequency words from a research-based list.



- Continue demonstrating until students are ready to work independently.



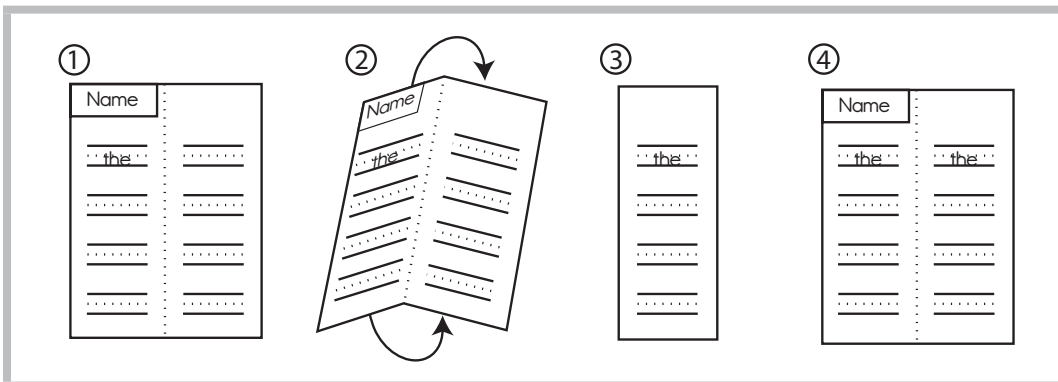
Activity Page 16.1: Yes/No Questions

Collect Activity Page 16.1 from students. Note any errors students make in answering Yes/No Questions.

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 16.2.
- Tell students *they* will practice writing Tricky Words.
- Write *they* on the board/chart paper and have students read it.
- Have students copy *they* onto the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.

Activity Page 16.2



- Erase the word *they* from the board/chart paper.
- Have students fold their activity page along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *they* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Tell students to unfold their activity pages and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if needed.



- Repeat these steps with the remaining Tricky Words.

- | | |
|----------|-------|
| 1. they | 5. be |
| 2. their | 6. me |
| 3. my | 7. we |
| 4. by | |

DIFFERENTIATED INSTRUCTION (20 MIN.)

Small Group 2

- Distribute Activity Page 16.3.
- Have students complete each sentence using the appropriate Tricky Word.
- If students finish early, have them read, copy, and illustrate one of the sentences you prepared in advance.

➤ Digital Component 16.2

- | | |
|---------------------------|------------------------|
| 1. The bee stung the man. | 3. He has three dimes. |
| 2. She came up the steps | 4. Here are nine bugs |

Small Group 1

- Distribute Activity Page 16.3.
- Explain that three Tricky Words are printed at the top of the Activity Page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Complete the remaining two Tricky Words in the same fashion.
- Demonstrate reading the first sentence three times: once with the Tricky Word *they*, once with the Tricky Word *by*, and once with the Tricky Word *my*.
- Ask students which Tricky Word completes the sentence.
- Have students print the Tricky Word *my* on the line provided, following your example.
- Ask students to read the next sentence.
- Complete the page with the appropriate level of support.

Take-Home Material

TAKE-HOME STORY: “A FINE HIKE”

- Have students give Activity Page 16.4 to a family member.

Activity Page 16.4



Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Bingo

- Make one copy of the Bingo Word Cards (**Activity Page TR 16.1**) and cut the cards apart.
- Make enough copies of the Bingo boards (**Activity Page TR 16.2**) for each student to have a Bingo board.
- Follow the directions in Lesson 2 for Bingo.

MORE HELP WITH READING

Stand or Clap

- Tell students you will write some words with the ‘a_e’ spelling and some with the ‘i_e’ spelling on the board/chart paper one at a time.
- Tell students you would like for them to read the word silently to themselves after you have written it.
- Ask students to stand if a word contains ‘a_e’ and to clap their hands once if a word contains ‘i_e’.
- Tell students that you will write a practice word and write the word *game* on the board/chart paper. Tell students they should stand.

• Continue with the words in the box.

1. fade

2. smile

3. male

4. shade

5. Mike

6. spike

7. drape

8. slide

9. shake

BASIC CODE

Introduce /oe/ > 'o_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will identify spoken words with the medial /oe/ sound and will write the digraph spelling 'o_e' to represent this sound.

✦ **TEKS K.2.B.i; TEKS K.2.C.ii**

Reading

Students will read "The Gift" with purpose and understanding; and will answer oral literal and evaluative questions about key details of the story.

✦ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Observation

"The Gift" Anecdotal Reading Record
(Group 1)

✦ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✦ **TEKS K.5.G**

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Introduce the Sound /oe/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /oe/ > 'o_e' (Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 17.1 <input type="checkbox"/> Activity Page 17.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 17.2 (optional)
Read "The Gift"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Take-Home Story: "The Bike Ride"			<input type="checkbox"/> Activity Page 17.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 17.1

- Create an enlarged version of Activity Page 17.1 (Digital Component 17.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 17.2

- Create the Preview Spellings chart (Digital Component 17.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of a spotlight shining on a surface, spiders, tigers, and a toothpick to use in Oral Segmenting.

Lesson 17: /oe/ > 'o_e'

Foundational Skills



Primary Focus

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

✦ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will identify spoken words with the medial /oe/ sound and will write the

✦ digraph spelling 'o_e' to represent this sound. **TEKS K.2.B.i; TEKS K.2.C.ii**

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|-----|------------|-------|--------------------------------|
| 1. | thirst•y | (4+1) | /th/ /er/ /s/ /t/ • /ee/ |
| 2. | day•light | (2+3) | /d/ /ae/ • /l/ /ie/ /t/ |
| 3. | spi•ders | (3+3) | /s/ /p/ /ie/ • /d/ /er/ /z/ |
| 4. | sen•tence | (3+4) | /s/ /e/ /n/ • /t/ /e/ /n/ /s/ |
| 5. | ti•gers | (2+3) | /t/ /ie/ • /g/ /er/ /z/ |
| 6. | spot•light | (4+3) | /s/ /p/ /o/ /t/ • /l/ /ie/ /t/ |
| 7. | week•end | (3+3) | /w/ /ee/ /k/ • /e/ /n/ /d/ |
| 8. | wri•ters | (2+3) | /r/ /ie/ • /t/ /er/ /z/ |
| 9. | tooth•pick | (3+3) | /t/ /oo/ /th/ • /p/ /i/ /k/ |
| 10. | se•cret | (2+4) | /s/ /ee/ • /k/ /r/ /e/ /t/ |

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the sixth word, talk to students about the word *spotlight*.

Hold up a picture of a spotlight shining on a surface and tell students the name for this is *spotlight*. Segment the word *spot*, asking students to repeat, then segment the word *light*, asking students to repeat.

Follow by segmenting the full word *spotlight*, asking students to repeat. Repeat the process with the pictures for *spiders*, *tigers*, and *toothpick*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

✦ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

INTRODUCE THE SOUND /OE/ (10 MIN.)

Hear Medial Sounds

- Tell students today's sound is /oe/. This is the sound we make when we are surprised or when we have just remembered something: "Oh!"
- Have students say the /oe/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /oe/ sound at the beginning: *open, oak, only, own, ocean.*
- Ask students to repeat a number of words having the /oe/ sound in the middle: *bone, road, boat, goat, tone.*
- Ask students if /oe/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /oe/ as the middle sound and some will not.

- | | | |
|---------|---------|-----------|
| 1. rose | 5. note | 9. foot |
| 2. take | 6. home | 10. phone |
| 3. soap | 7. lock | 11. block |
| 4. boot | 8. goat | 12. show |



Check for Understanding

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



Start between the dotted and the bottom line.

1. circle to the left (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

INTRODUCE THE SPELLING /OE/ → 'O_E' (10 MIN.)

Teacher Modeling

- Tell students you are going to show them how to write the /oe/ sound.
- Tell students this spelling is similar to the spellings they learned for the /ae/ sound and the /ie/ sound.



Using your right hand, point at the 'r' from underneath with your pointer finger. Then move your pointer finger under the 'o' and, at the same time, move your middle finger so you have a 'v' with your pointer finger pointing at the 'o' and your middle finger pointing at the 'e'. For 'd', return to single-finger pointing.

- Write a large lowercase 'o_e' on the board/chart paper, being sure to indicate the space between the letters with a short line (as shown). Tell students both letters work together to stand for the sound /oe/.
- Point out you left a space between the letter 'o' and the letter 'e'. Explain when you write an actual word, you will fill in the space between the 'o' and the 'e' with a letter for the sound that comes after the /oe/ sound.
- Add 'r' and 'd' to make *rode*. (You may wish to use three different colors of chalk: the color you used for the 'o_e' spelling, a second color for 'r', and a third color for 'd'.)
- Tell students they might think this is /r/ /o/ /d/ /e/ (rodd-eh), but the letters 'o' and 'e' work together (as a letter team) to stand for one sound, the /oe/ sound, even though there is a letter between them. Thus, the word is *rode*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'o' and the 'e' (see illustration).
- Point out that even though the word *rode* contains four letters ('r', 'o', 'd', and 'e'), it is made up of only three sounds (/r/, /oe/, and /d/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *note* on the board/chart paper. This is another example of the 'o'-space-'e' spelling for the /oe/ sound.
- Draw a V-shaped mark under *note* as you did with *rode*.
- Tell students you would like them to help you spell another word with the 'o_e' spelling.
- Have students identify the first sound in *hope*. Write an 'h' on the board/chart paper.
- Have students identify the second sound in *hope*. Write an 'o' on the board/chart paper next to the 'h'. Explain the letter 'o' is the first part of the spelling for /oe/. Tell students you will write the second part after you write the letter for the sound coming after the /oe/ sound.
- Have students identify the last sound in *hope*. Write a 'p' on the board/chart paper next to the 'o'. Explain if you left the word like this, it would be pronounced *hop*. To spell *hope*, you need to finish writing the /oe/ sound.
- Ask students what letter must be written beside the 'p' in order to complete writing the /oe/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.

- Remind students 'o' and 'e' work together to stand for the /oe/ sound.
- Tell students whenever the spelling 'o_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 17.1

- Distribute and display Activity Page 17.1.
- Show students how to read the word *home*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *stone*.
- Turn to the back of the activity page. Ask students to read each word, identify the matching picture, and write the word on the corresponding line. Model each step so students can follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe-like shape, as described in the Introduction.

Activity Page 17.1



Lesson 17: "The Gift" Reading



Primary Focus: Students will read "The Gift" with purpose and understanding; and will answer oral literal and evaluative questions about key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 28

➤ Digital Component 17.2

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/ie/ > 'o_e'
need	sale	size	Hope
green	made	likes	holes
	take		home

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students.

cash—*n.*, money (30)

Example: I got cash from the bank.

Sayings and Phrases

on sale—a way of saying that the price to buy something has gone down (28)

Example: When the games went on sale, Jimmy bought six of them.

Vocabulary Chart for "The Gift"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			cash
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	on sale		

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *here's* and *it's*.

Purpose for Reading

- Tell students they will read a story about Scott and Meg’s mom, Liz, buying a gift. Ask students to pay special attention to what Liz buys for Meg.

READ “THE GIFT” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “The Gift.” Students who finish early should reread the stories “The Plane Ride” and “The Bike Ride.” They should not read ahead. You may wish to assign optional vocabulary activity pages.

Group 1: Have students follow along in their Readers as one student at a time reads from “The Gift.” Read the story a second time, having students read aloud. If you have time, read “The Plane Ride” and “The Bike Ride.” Alternatively, a different remediation exercise addressing students’ specific needs.



Observation: “The Gift” Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: "Does Meg's doll need a new dress?" "Are Liz and Hope glad?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Liz buys a doll dress at . . ."

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 17.3



Wrap-Up

Discussion Questions for "The Gift"

1. **Literal.** What does Liz buy for Meg?
 - » Liz buys a new doll's dress.
2. **Literal.** Where does she buy it?
 - » She buys it at Hope's Dress Shop.
3. **Literal.** What color is the dress?
 - » The dress is green.
4. **Evaluative.** Hope says that the dress is on sale. What does that mean?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "The Gift"
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE BIKE RIDE"

- Have students give Activity Page 17.3 to a family member.

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push and Say

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Follow the procedure in Lesson 1 using the words in the box.

1. wri•ting (2 + 3) /r /ie/ • /t/ /i/ /ng/
2. li•ons (2 + 3) /l/ /ie/ • /u/ /n/ /z/
3. hun•gry (3 + 3) /h/ /u/ /n/ • /g/ /r/ /ee/
4. light•ing (3 + 2) /l/ /ie/ /t/ • /i/ /ng/
5. star•fish (3 + 3) /s/ /t/ /ar/ • /f/ /i/ /sh/
6. tooth•brush (3 + 4) /t/ /oo/ /th/ • /b/ /r/ /u/ /sh/

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 17.1**.
- Pair students and have one student read the parts of Hope and the narrator, and the other read the part of Liz.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Complete the Spelling

- Make one copy of **Activity Page TR 17.2** for each student.
- Tell students you will read a list of words with the 'o_e' spelling pattern.
- Ask students to listen carefully to each word and write the letters that complete the spelling of each word on the sheet.

- Use the words in the box.

- | | | |
|---------|----------|----------|
| 1. hope | 3. nose | 5. stone |
| 2. poke | 4. smoke | 6. vote |

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 572 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 577 of those words would be completely decodable.

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

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

The sound /oe/ is found in approximately 9 percent of English words.

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

The spelling alternatives 'oe' as in *toe*, 'ow' as in *know*, 'oa' as in *oat*, 'o' as in *no*, 'ough' as in *dough*, and 'ou' as in *shoulder* are taught in later grades.

BASIC CODE

Review /oe/ > 'o_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will read single-syllable words with the 'ee', 'a_e', 'i_e', and 'o_e' spellings and will choose the correct word to "fill in the blank" in a series of sentences.

- TEKS K.2.B.ii**

Reading

Students will read "The Gift" with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a

- caption depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Activity Page 18.1

Complete the Sentences

- TEKS K.2.B.ii**

Observation

"The Gift" Anecdotal Reading Record (Group 2)

- TEKS K.2.B.ii**

Activity Page 18.2

"The Gift" Story Questions

- TEKS K.5.G**

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components)
Complete the Sentences (Phonics and Word Recognition)	Independent	15 min.	<input type="checkbox"/> Activity Page 18.1 <input type="checkbox"/> Activity Page 18.1 (Digital Components)
Reading			
Reread "The Gift"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "The Gift"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 18.2 <input type="checkbox"/> Activity Page 18.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 18.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 18.1) on the board/chart paper or display the digital version.

➤ Digital Component 18.2

- Create an enlarged version of Activity Page 18.1 (Digital Component 18.2) to display for Complete the Sentences, or use the digital version.

Reading

➤ Digital Component 18.3

- Create an enlarged version of Activity Page 18.2 (Digital Component 18.3) to display for Story Questions Activity Page, or use the digital version.

Lesson 18: /oe/ > 'o_e'

Foundational Skills



Primary Focus

- Students will read previously taught Tricky Words. **TEKS K.2.B.iv**

Students will read single-syllable words with the 'ee', 'a_e', 'i_e', and 'o_e' spellings and will choose the correct word to “fill in the blank” in a series of sentences.

- TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Tricky Word Review

- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Review *he*, *she*, *me*, *be*, *we*, *they*, and *their*, plus eight Tricky Words from previous units.
- Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 18.1

- | | | | |
|----------------|-------------------|-------------------|------------------|
| 1. <u>all</u> | 11. <u>once</u> | 21. <u>we</u> | 30. <u>one</u> |
| 2. <u>l</u> | 12. <u>word</u> | 22. <u>blue</u> | 31. <u>where</u> |
| 3. <u>no</u> | 13. <u>down</u> | 23. <u>their</u> | 32. <u>to</u> |
| 4. <u>look</u> | 14. <u>are</u> | 24. <u>out</u> | 33. <u>said</u> |
| 5. <u>says</u> | 15. <u>when</u> | 25. <u>which</u> | 34. <u>from</u> |
| 6. <u>she</u> | 16. <u>three</u> | 26. <u>they</u> | 35. <u>be</u> |
| 7. <u>was</u> | 17. <u>little</u> | 27. <u>yellow</u> | 36. <u>what</u> |
| 8. <u>here</u> | 18. <u>there</u> | 28. <u>why</u> | 37. <u>me</u> |
| 9. <u>a</u> | 19. <u>were</u> | 29. <u>two</u> | 38. <u>he</u> |
| 10. <u>so</u> | 20. <u>the</u> | | |

- TEKS K.2.B** Demonstrate and apply phonetic knowledge by (iv) identifying and reading at least 25 high-frequency words from a research-based list; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

COMPLETE THE SENTENCES (15 MIN.)

- Remind students they learned a new sound and a spelling for the sound in the previous lesson.
- Identify the /oe/ sound by referring to the Sound Poster.
- Write the spelling students learned for the /oe/ sound. Have students write the spelling in the air using their pointer fingers.

➤ Digital Component 18.2

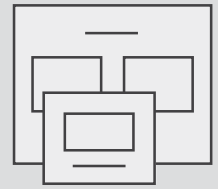
- Distribute and display Activity Page 18.1.
- Show students the three words printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read the first word.
- Read the remaining two words together.
- Demonstrate reading the first sentence three times: once with the word *hope*, once with the word *made*, and once with the word *time*.
- Ask students which word completes the sentence.
- Have students print the word *time* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Activity Page 18.1: Complete the Sentences

Collect Activity Page 18.1 from students. Note any errors students make in completing sentences with Tricky Words.

Sound Posters and Cards



Activity Page 18.1



Lesson 18: “The Gift”

Reading



Primary Focus: Students will read “The Gift” with purpose and understanding; will answer written questions about the key details of the story; and will draw an illustration with a caption depicting part of the story.

 **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

REREAD “THE GIFT” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “The Gift.” Students who finish early should reread the stories “The Plane Ride” and “The Bike Ride.” They should not read ahead. You may also wish to assign any of the optional vocabulary activity pages.

Group 2: Have students follow along in their Readers as one student at a time reads from “The Gift” without interruption. Read the story a second time, having other students read aloud. If you have time, read “The Plane Ride” and “The Bike Ride” aloud.

Reader



Page 28



Observation: “The Gift” Anecdotal Reading Record (Group 2)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

REVIEW “THE GIFT” (15 MIN.)

Story Questions Activity Page


- Reconvene the whole class.

Digital Component 18.3

- Distribute and display Activity Page 18.2.
- Ask students to read the first question.

Activity Page 18.2



 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: *Liz got Meg a doll's dress.*
- Direct students to complete the remainder of the activity page independently.
- Once students have answered the questions, they may illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 18.2: “The Gift” Story Questions

Collect Activity Page 18.2 from students. Note any errors students make in answering story questions.

End Lesson

Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “The Gift” (**Activity Page TR 17.1**) for each student or use the *Scott Reader*.
- Follow the procedure in Lesson 2.

MORE HELP WITH SPELLING

Spelling Cards

- Make one copy of **Activity Page TR 18.1** for each student and have students cut the cards apart.
- Have students spread the cards faceup on a desk or table.
- Call out the words in the box to students one a time.

1. ripe	4. flake	7. slope
2. smoke	5. seen	8. pane
3. creek	6. spike	9. cone

- Have students listen carefully to each word and hold up the card that corresponds with the spelling pattern.

MORE HELP WITH TRICKY WORDS

Tricky Word Beanbag Toss

- Follow the directions in Lesson 4 for Tricky Word Beanbag Toss.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Reading

Students will read “The Sled Ride” with purpose and understanding; will answer oral (literal) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

TEKS K.2.B.i; TEKS K.2.D.v

Observation

“The Sled Ride” Anecdotal Reading Record

TEKS K.2.B.ii

Observation

Discussion Questions Observation Record

TEKS K.5.G

Activity Page 19.1

“The Sled Ride” Story Questions

TEKS K.5.G

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'ee,' 'a,' 'i,' 'o,' 'e,' and twelve other spellings already taught <input type="checkbox"/> Sound Poster for /oe/ <input type="checkbox"/> Sound Card 50 (<i>cone</i>)
Review the Sound /oe/ (Phonological Awareness)	Whole Group	15 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 19.2 (optional)
Read "The Sled Ride"	Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Review "The Sled Ride"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 19.1 <input type="checkbox"/> Activity Page 19.1 (Digital Components)
Take-Home Material			
Take-Home Story: "The Plane Ride"			<input type="checkbox"/> Activity Page 19.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings already taught. Choose cards students need to practice.
- Gather the Sound Poster for /ch/ and Sound Card 27 (*chips*). Display the Sound Poster for Sound/Spelling Review.

Reading

➤ Digital Component 19.1

- Create the Preview Spellings chart (Digital Component 19.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 19.2

- Create an enlarged version of Activity Page 19.1 (Digital Component 19.2) to display for Story Questions Activity Page, or use the digital version.

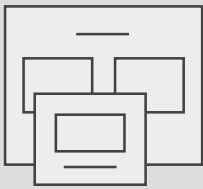
Lesson 19: Review Long-Vowel Patterns

Foundational Skills



Primary Focus: Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Large Letter Cards

Sound Posters
and Cards

WARM-UP (10 MIN.)

Sound/Spelling Review

- Review the letter sounds and names, using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.
- Show students Sound Card 50 (*cones*) and add it to the /oe/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

REVIEW THE SOUND /OE/ (15 MIN.)

Complete the Sentence

- Remind students they recently learned the sound /oe/ as in *home*.
- Have students say the /oe/ sound several times.
- Ask students to repeat a number of words having the /oe/ sound: *phone, coat, show, grow, nose, wrote, bow*.
- Write the spelling 'o_e' on the board/chart paper, and have students write the spelling in the air using their pointer fingers.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

- Tell students you are going to say some incomplete sentences, each of which is missing its last word. This exercise is oral; do not display sentences and answer choices.
- Explain the missing words contain the /oe/ sound.
- Read the first sentence.
- If needed, you may give additional clues to students.
- Complete the remaining sentences.

1. Dogs like to chew on _____. (bones)
2. When I want to talk to my friends, I call them using my _____. (phone)
3. Another word for house is _____. (home)
4. When I wash dishes, I clean them with _____. (soap)
5. When it is chilly outside, I wear a _____. (coat)
6. I can smell things by sniffing them with my _____. (nose)
7. On each of my feet, I have five _____. (toes)
8. I like to eat my ice cream on a sugar _____. (cone)

Lesson 19: “The Sled Ride”

Reading



Primary Focus: Students will read “The Sled Ride” with purpose and understanding; will answer oral (literal) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

 **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance. **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

Reader



Page 32

➤ Digital Component 19.1

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'
steer	Jade	drive	stone
feel	Dave	like	broke
			bones
			home
			froze
			nose

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students.

steer—v., to control where something moves (32)

Example: You use the wheel to steer the car.

drag—v., to pull along a surface (34)

Example: Thomas had to drag the desk across the room.

Vocabulary Chart for "The Sled Ride"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			steer drag
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Review the use of the apostrophe for the contractions *I'll* and *there's*.

Purpose for Reading

- Tell students they will read a story about a sled ride. Ask students to pay special attention to what happens to the sled.

READ “THE SLED RIDE” (15 MIN.)

Partner Reading

- Tell students to sit with their partners and take turns reading “The Sled Ride.”
- Encourage students who finish early to reread the stories “The Gift” and “The Plane Ride,” but discourage them from reading ahead. You may wish to assign optional vocabulary activity pages.



Observation: “The Sled Ride” Anecdotal Reading Record

Circulate around the room, listening to pairs of students read. As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “The Sled Ride”

1. **Literal.** Who gets on the sled?
 - » Scott, Meg, Dave, and Jade got on the sled.
2. **Literal.** Describe what happens on the sled ride.
 - » Accept reasonable answers.
3. **Literal.** How will Scott and Meg get Dave and Jade home?
 - » Accept reasonable answers.
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Sled Ride.”
5. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does the Sled smack into a big stone?” “Do Scott and Meg drag the sled home?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade says she feels like . . .” “Dave froze his nose . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

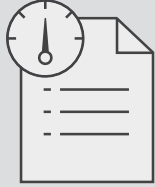
ELPS 2.G; ELPS 4.G

REVIEW “THE SLED RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 19.2

Activity Page 19.1



- Distribute and display Activity Page 19.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *Dave got on the sled last. He sat in the back.*
- Direct students to complete the remainder of the activity page independently.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, they may illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 19.1: “The Sled Ride” Story Questions

Collect Activity Page 19.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE PLANE RIDE”

Activity Page 19.3



- Have students give Activity Page 19.3 to a family member.

Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 19.1**.
- Pair students and have one student read the parts of Scott and the narrator, and the other read the parts of Dave, Jade, and Meg.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH READING

Pop-Out Chaining

- Distribute the following **Large Letter Cards**, reviewing each card's sound as you do so: **'a', 'i', 'o', 'd', 'n', 'r', 'c', 't', 'p', 'k',** and **'f'**.
- Tell the student with the 'e' card they are holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *rip*, they should go to the front of the room and stand in the order spelling *rip*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *rip* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *rip* changing *rip* to *ripe*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|-------------|--------------|
| 1. din–dine | 6. cap–cape |
| 2. rod–rode | 7. kit–kite |
| 3. con–cone | 8. not–note |
| 4. tap–tape | 9. fin–fine |
| 5. pan–pane | 10. pin–pine |

MORE HELP WITH LOWERCASE LETTERS AND SOUNDS

Letters in the Snow

- Put a dollop of shaving cream on each student's desk, and have students smooth it out to create a writing surface.
- Have students say each letter of the alphabet and say the corresponding sound, then write the letter in the shaving cream with a finger.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'o' and 'o_e' or 'a' and 'a_e'

✚ spellings and will choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Students will identify which written single-syllable word with previously taught

✚ long vowel sound-spellings matches a spoken word. **TEKS K.2.B.i**

Reading

Students will read "Scott's Snack Stand" with purpose and understanding; and will answer oral literal questions about the key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Activity Page 20.1

Match the Picture

✚ **TEKS K.2.B.ii**

Activity Page 20.2

Word Recognition

✚ **TEKS K.2.B.i**

Observation

"Scott's Snack Stand" Anecdotal Reading Record (Group 1)

✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✚ **TEKS K.5.G**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (i) identifying and matching the common sounds that letters represent; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Match the Picture (Phonics and Word Recognition)	Independent	15 min.	<input type="checkbox"/> Activity Page 20.1 <input type="checkbox"/> Activity Page 20.1 (Digital Components)
Word Recognition	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.2 <input type="checkbox"/> Activity Page 20.2 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Activity Page 20.3 (optional)
Read "Scott's Snack Stand"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Phrasemaker			<input type="checkbox"/> Activity Page 20.4

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 20.1

- Create an enlarged version of Activity Page 20.1 (Digital Component 20.1) to display for Match the Picture, or use the digital version.

➤ Digital Component 20.2

- Create an enlarged version of Activity Page 20.2 (Digital Component 20.2) to display for Word Recognition, or use the digital version.

Reading

➤ Digital Component 20.3

- Create the Preview Spellings chart (Digital Component 20.3) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of babies, a worm, turkeys, a treasure chest, a toaster and a bookcase (or point to a bookcase in the room) to use in Oral Segmenting.

Lesson 20: Practice

Foundational Skills



Primary Focus

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read single-syllable words with the 'o' and 'o_e' or 'a' and 'a_e'

✚ spellings and will choose the word that correctly matches a picture. **TEKS K.2.B.ii**

Students will identify which written single-syllable word with previously taught

✚ long vowel sound-spellings matches a spoken word. **TEKS K.2.B.i**



WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. book•case (3+3) /b/ /oo/ /k/ • /k/ /ae/ /s/
2. yo•gurt (2+3) /y/ /oe/ • /g/ /er/ /t/
3. ba•bies (2+3) /b/ /ae/ • /b/ /ee/ /z/
4. work•place (3+4) /w/ /er/ /k/ • /p/ /l/ /ae/ /s/
5. earth•worm (2+3) /er/ /th/ • /w/ /er/ /m/
6. tur•keys (2+3) /t/ /er/ • /k/ /ee/ /z/
7. trea•sure (3+2) /t/ /r/ /e/ • /zh/ /er/
8. ma•king (2+3) /m/ /ae/ • /k/ /i/ /ng/
9. toas•ter (3+2) /t/ /oe/ /s/ • /t/ /er/
10. mis•take (3+3) /m/ /i/ /s/ • /t/ /ae/ /k/

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *bookcase*.

Hold up a picture of a bookcase or point to a bookcase in the room and tell students the name for this object is *bookcase*.

Segment the word *book*, asking students to repeat, then segment the word *case*, asking students to repeat. Follow by segmenting the full word *bookcase*, asking students to repeat. Repeat the process with the pictures for *babies*, *earthworm*, *turkeys*, *treasure*, and *toaster*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (i) identifying and matching the common sounds that letters represent.



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

MATCH THE PICTURE (15 MIN.)

➤ Digital Component 20.1

- Distribute and display Activity Page 20.1.
- Point out the two words below each picture.
- Read the two words below the first picture together as a class.
- Have students identify the word matching the picture.
- Ask students to circle the word in the box matching the picture.
- Describe and discuss images, as some may be unfamiliar.
- Continue demonstrating until students are ready to work independently.



Activity Page 20.1: Match the Picture

Collect Activity Page 20.1 from students. Note any errors students make in matching words to pictures.

WORD RECOGNITION (15 MIN.)

➤ Digital Component 20.2

- Distribute and display Activity Page 20.2.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *bike*.
- Ask students which of the two words spells *bike*.

Activity Page 20.1



Activity Page 20.2



- Once the class has answered correctly, have students circle *bike*, and write it on the line, following your example.
- Continue demonstrating until students are ready to work independently.
- Have students copy the circled words on the lines.

1. bike	5. hole	9. grove
2. cheek	6. beet	10. keep
3. note	7. dime	11. mile
4. fine	8. game	12. rate



Activity Page 20.2: Word Recognition

Collect Activity Page 20.2 from students. Note any errors students make in circling and/or copying words.

Lesson 20: “Scott’s Snack Stand” Reading



Primary Focus: Students will read “Scott’s Snack Stand” with purpose and understanding; and will answer oral literal questions about the key details of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

Reader



Page 36

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

➤ Digital Component 20.3

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'
week	make	bike	rode
three	came	wife	tote
		spice	home
		five	stove

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students.

tote bag—n., a large bag that is open at the top (36)

Example: Mike uses a tote bag for his gym clothes.

Vocabulary Chart for "Scott's Snack Stand"			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		tote bag	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

Purpose for Reading

- Tell students they will read a story about Scott selling something. Tell students to pay special attention to what Scott sells at his snack stand.

READ "SCOTT'S SNACK STAND" (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading "Scott's Snack Stand." Students who finish early should reread the stories "The Sled Ride" and "The Gift." They should not read ahead. You may also assign any of the optional vocabulary activity pages.

Group 1: Have students follow along in their Readers as one student reads a paragraph at a time from “Scott’s Snack Stand” without interruption. Read the story a second time, having other students read aloud. If you have time, read “The Sled Ride” and “The Gift” in the same fashion. Alternatively, you may complete a different remediation exercise addressing students’ specific needs.



**Observation: “Scott’s Snack Stand”
Anecdotal Reading Record (Group 1)**

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott buy three big bags of nuts?” “Does Scott make back the five he spent on nuts?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Scott gets his mom to . . .” “Scott sets up a stand and sells. . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Wrap-Up

Discussion Questions for “Scott’s Snack Stand”

1. **Literal.** What does Scott sell at his snack stand?
» *(Scott sells hot spice nuts.)*
2. **Literal.** What does Scott do to the nuts before he sells them?
» *(Scott gets his mom to help him make hot spice nuts.)*
3. **Literal.** How much money does Scott make?
» *(Scott got back the five he spent, plus ten in cash.)*
4. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Scott’s Snack Stand.”
5. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Take-Home Material

PHRASEMAKER

- Have students give Activity Page 20.4 to a family member.

Activity Page 20.4



Lesson 20: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS

Push and Say

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. work • day (3 + 2) /w /er/ /k/ • /d/ /ae/
2. key • boards (2 + 4) /k/ /ee/ • /b/ /or/ /d/ /z/
3. pleas • ing (4 + 2) /p/ /l/ /ee/ /z/ • /i/ /ng/
4. toast • ed (3 + 3) /t/ /oe/ /s/ /t/ • /e/ /d/
5. star • light (3 + 3) /s/ /t/ /ar/ • /l/ /ie/ /t/
6. chick • ens (3 + 4) /ch/ /i/ /k/ • /e/ /n/ /z/

MORE HELP WITH ORAL READING

Play Parts

- Make one copy of **Activity Page TR 20.1** for each student.
- Pair students and have one student read the part of Scott, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: e, b, d, n, t, l, g, s, m, sh, ch, v, p, o, c.**
- Tell students you will be calling out a list of words, some words with the /o/ sound and some with the /oe/ sound.
- Say the first word in the box and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words in the box.

1. lob	5. dot	9. shop
2. cone	6. stone	10. chop
3. tone	7. hot	11. cope
4. got	8. mope	12. vote

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 3 (**Activity Page TR 20.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 20.3** (Record Sheet for Progress Monitoring 3) for each student.
- Follow the procedure in Lesson 7.
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- Goal: Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly-spelled words with the /a/—/ae/, /i/—/ie/, and /o/—/oe/ spellings.

✚ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Reading

Students will read “Scott’s Snack Stand” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“Scott’s Snack Stand” Anecdotal Reading Record (Group 2)

✚ **TEKS K.2.B.ii**

Activity Page 21.1

“Scott’s Snack Stand” Story Questions

✚ **TEKS K.5.G**

✚ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'h', 'p', 'n', 't', 'r', 'c', 'd', 'f', 'o', 'a', 'i', 'e'
Reading			
Reread "Scott's Snack Stand"	Small Group/ Partner	20 min.	<ul style="list-style-type: none"> ❑ Scott Reader
Review "Scott's Snack Stand"	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Activity Page 21.1 ❑ Activity Page 21.1 (Digital Components)
Take-Home Material			
Take-Home Story: "The Gift"			<ul style="list-style-type: none"> ❑ Activity Page 21.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance.

Reading

➤ Digital Component 21.1

- Create an enlarged version of Activity Page 21.1 (Digital Component 21.1) to display for Story Questions Activity Page, or use the digital version.

Lesson 21: Chaining

Foundational Skills



Primary Focus: Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, and /o/—/oe/ spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii

POP-OUT CHAINING (20 MIN.)

 Large Letter Cards



- Distribute the following Large Letter Cards, reviewing each card's sound as you do so: 'h', 'p', 'n', 't', 'r', 'c', 'd', 'f', 'o', 'a', 'i', and 'e'.
- Tell the student with the 'e' card they are holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *hop*, they should go to the front of the room and stand in the order spelling *hop*.
- Tell students you are a magician. When you say, "Alakazam!" the student with the 'e' card should add it to the end of *hop* to change the word's vowel sound and make a new word.
- Say "Alakazam!" and have the student with the 'e' card add it to the end of *hop*, changing *hop* to *hope*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|-------------|--------------|
| 1. hop—hope | 6. rod—rode |
| 2. not—note | 7. fin—fine |
| 3. rip—ripe | 8. con—cone |
| 4. cod—code | 9. tap—tape |
| 5. tot—tote | 10. cop—cope |

TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap;
TEKS K.2.C.ii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Lesson 21: “Scott’s Snack Stand”

Reading



Primary Focus: Students will read “Scott’s Snack Stand” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

 **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

REREAD “SCOTT’S SNACK STAND” (20 MIN.)

Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading “Scott’s Snack Stand.” Students who finish early should reread the stories “The Sled Ride” and “The Gift.” They should not read ahead. You may wish to assign optional vocabulary activity pages.

Group 2: Have students follow along in their Readers as one student at a time reads aloud from “Scott’s Snack Stand.” Read the story a second time, having students read aloud. If you have time, read “The Sled Ride” and “The Gift” in the same fashion. Alternatively, you may complete a different exercise addressing students’ specific needs.

Reader



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Observation: “Scott’s Snack Stand” Anecdotal Reading Record (Group 2)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

REVIEW “SCOTT’S SNACK STAND” (20 MIN.)


Story Questions Activity Page

Digital Component 21.1

- Distribute and display Activity Page 21.1.
- Ask students to read the first question.
- Ask students for the correct answer.

Activity Page 21.1



 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

- Have students shade the circle next to the correct answer, following your example.
- Ask students to read the second question.
- Ask students for the answer to the second question.
- Have students write the following decodable answer on the line provided, following your example: *The nuts cost Scott a lot of cash.*
- Direct students to complete the remainder of the activity page independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 21.1: “Scott’s Snack Stand” Story Questions

Collect Activity Page 21.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “THE GIFT”

Activity Page 21.2



- Have students give Activity Page 21.2 to a family member.

Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “Scott’s Snack Stand” (**Activity Page TR 20.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of **letter tiles**, or write letters on small tiles.
- Provide each student with the following letters: **‘b’, ‘d’, ‘e’, ‘h’, ‘l’, ‘m’, ‘n’, ‘o’, ‘p’, ‘r’, ‘t’**.
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|---------|---------|----------|
| 1. hop | 5. not | 9. robe |
| 2. hope | 6. note | 10. robe |
| 3. lob | 7. mop | 11. dot |
| 4. lobe | 8. mope | 12. dote |

22

BASIC CODE

Introduce
/ue/ > 'u_e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will name lowercase letters of the alphabet and provide the
- ✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**
- Students will identify spoken words with the medial /ue/ sound and will write the
- ✚ digraph spelling 'u_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

Reading

- Students will read "In the Pet Shop" with purpose and understanding and will answer oral literal questions about key details of the story.
- ✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

- ✚ **TEKS K.2.B.i; TEKS K.2.D.v**

Observation

"In the Pet Shop" Anecdotal Reading Record
(Group 1)

- ✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

- ✚ **TEKS K.5.G**

- ✚ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'ee', 'a', 'i', 'o', 'e', and twelve other spellings
Introduce the Sound /ue/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /ue/ > 'u_e' (Phonological Awareness, Phonics)	Whole Group	10 min.	
Meet the Spelling Activity Page (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 22.1 <input type="checkbox"/> Activity Page 22.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Scott Reader</i> <input type="checkbox"/> Activity Page 22.2 (optional)
Read "In the Pet Shop"	Small Group/ Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Take-Home Material			
Take Home Story: "The Sled Ride"			<input type="checkbox"/> Activity Page 22.3

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will introduce the sound /ue/ as in *cute*. Note that /ue/ needs to be pronounced as /ue/, not /oo/: compare *feud* and *food*, *use* and *ooze*. Note also /ue/ is actually a sound combination consisting of two sounds, /y/ and /oo/. It is taught here as if it were one sound because it is often written using single-letter spellings like 'u' as in *user* and spelling units like 'u_e' as in *cube*. There is no need to explain this to the class, but if a student notices /ue/ consists of two sounds, you can confirm this.

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance and twelve other spellings taught. Choose cards students need to practice.

➤ Digital Component 22.1

- Create an enlarged version of Activity Page 22.1 (Digital Component 22.1) to display for Meet the Spelling Activity Page, or use the digital version.

Reading

➤ Digital Component 22.2

- Create the Preview Spellings Chart (Digital Component 22.2) to Introduce the Story on the board/chart paper, or use the digital version.

Lesson 22: /ue/ > 'u_e'

Foundational Skills



Primary Focus

Students will name lowercase letters of the alphabet and provide the

corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will identify spoken words with the medial /ue/ sound and will write the

digraph spelling 'u_e' to represent this sound. **TEKS K.2.A.x; TEKS K.2.C.ii**

WARM-UP (5 MIN.)

Sound/Spelling Review

- Review the letter sounds and names using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling and the 'o' card and the 'e' card to review the 'o_e' spelling.

Large Letter Cards



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

INTRODUCE THE SOUND /UE/ (10 MIN.)

Hearing Medial Sounds

- Tell students today's sound is /ue/.
- Have students say the /ue/ sound several times, stretching it out.
- Ask students to repeat a number of words having the /ue/ sound at the beginning: *you, use, unit, Utah*.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.x** Demonstrate phonological awareness by: segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Ask students to repeat a number of words having the /ue/ sound in the middle: *cube, cute, fuse, fuel, huge, mule*.
- Ask students whether they can tell if /ue/ is a vowel sound or a consonant sound. (*It is a vowel sound, made with an open mouth.*)
- Tell students you are going to say a number of words. Some of the words will have /ue/ as the middle sound and some will not.

- | | |
|----------------|----------------|
| 1. tame | 6. cube (/ue/) |
| 2. cute (/ue/) | 7. room |
| 3. mule (/ue/) | 8. huge (/ue/) |
| 4. run | 9. cone |
| 5. feud (/ue/) | 10. soon |



Check for Understanding

Have students close their eyes and listen carefully. Ask students to raise their hands when they hear a word containing the /ue/ sound. Students should raise their hands for any word with the /ue/ sound. Remember that this is an oral exercise for students, so the different spellings are of no importance.



Start at the dotted line.

1. cup
2. short line down (leave a space)

Start between the dotted and the bottom line.

1. line across
2. most of a circle to the left

INTRODUCE THE SPELLING /UE/ › 'U_E' (10 MIN.)

Teacher Modeling

- Tell students you are going to show them how to write the /ue/ sound.
- Explain that this spelling is similar to the spellings they learned for the /ae/ sound, the /ie/ sound, and the /oe/ sound.
- Write a large lowercase 'u_e' on the board/chart paper, being sure to leave a space between the letters. Explain that both letters work together to stand for the sound /ue/.
- Point out you left a space between the letter 'u' and the letter 'e'. Tell students when you write an actual word, you will fill in the space between the 'u' and the 'e' with a letter for the sound that comes after the /ue/ sound.

- Add 'c' and 't' to make *cute*. (You may wish to use three different colors: the color that you used for the 'u_e' spelling, a second color for 'c', and a third color for 't'.)
- Tell students they might think this is /k/ /u/ /t/ /e/ (cut-eh), but the letters 'u' and 'e' work together (as a letter team) to stand for one sound, the /ue/ sound, even though there is a letter between them. Thus, the word is *cute*.
- Illustrate this relationship by drawing a V-shaped mark connecting the 'u' and the 'e' (see illustration).
- Point out even though the word *cute* contains four letters ('c', 'u', 't', and 'e'), it is made up of only three sounds (/k/, /ue/, and /t/).
- Have students write the word in the air with a pointed finger while saying the sounds.
- Write *mule* on the board/chart paper. Explain this is another example of the 'u'-space-'e' spelling for the /ue/ sound.
- Draw a V-shaped mark under *mule* as you did with *cute*.
- Tell students you would like them to help you spell another word with the 'u_e' spelling.
- Have students identify the first sound in *cube*. Write a 'c' on the board/chart paper.
- Have students identify the second sound in *cube*. Write a 'u' on the board/chart paper next to the 'c'. Explain the letter 'u' is the first part of the spelling for /ue/. Tell students you will write the second part after you write the sound that comes after the /ue/ sound.
- Have students identify the last sound in *cube*. Write a 'b' on the board/chart paper next to the 'u'. Explain if you left the word like this, it would be pronounced *cutb*. To spell *cube*, you need to finish writing the /ue/ sound.
- Ask students what letter must be written beside the 'b' in order to complete the /ue/ sound. Once the letter 'e' has been identified, write an 'e' on the board/chart paper.
- Remind students 'u' and 'e' work together to stand for the /ue/ sound.
- Tell students whenever the spelling 'u_e' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them the two letters stand for one sound.



Using your right hand, point at the 'c' from underneath with your pointer finger. Then move your pointer finger under the 'u' and, at the same time, move your middle finger so you have a 'V' with your pointer finger pointing at the 'u' and your middle finger pointing at the 'e'. For 't', return to single-finger pointing.

MEET THE SPELLING ACTIVITY PAGE (15 MIN.)

➤ Digital Component 22.1

- Distribute and display Activity Page 22.1.
- Show students how to read the word *cute*; then have students trace and write the word using the black dots to start each letter. Repeat with the word *use*.
- Turn to the back of the Activity Page. Ask students to read each word, identify the matching picture, and then write the word on the corresponding line. Model each step so students may follow along.
- If you wish, you may suggest students circle the separated digraph using a horseshoe-like shape, as described in the Introduction.

Activity Page 22.1



Lesson 22: “In the Pet Shop”

Reading



Primary Focus: Students will read “In the Pet Shop” with purpose and understanding and will answer oral literal questions about key details of the story.

➤ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings Chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 22.2

/ee/ > ‘ee’	/ae/ > ‘a_e’	/ie/ > ‘i_e’	/oe/ > ‘o_e’	/ue/ > ‘u_e’
seems	waved	likes	home	cube
free	take		hope	cute
see	stares		zone	tune

Reader



Page 40

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Preview Core Vocabulary

- Before reading today’s story, preview the following vocabulary with your students.

spots—v., sees (40)

Example: Janine spots a giraffe at the zoo.

chimp—n., a type of ape (40)

Example: It is easy for a chimp to climb a tree.

zone—n., an area of space (42)

Example: That zone is used for parking cars.

Sayings and Phrases

chimp-free zone—a way of saying that no chimps are allowed (42)

Note: Explain that students may substitute chimp with any noun to indicate that something is not allowed (e.g., dog-free zone; peanut-free zone).

Vocabulary Chart for “In the Pet Shop”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			chimp zone
Multiple-Meaning Core Vocabulary Words			spots
Sayings and Phrases	chimp-free zone		

Note: You may also wish to point out that the word *spots* has multiple meanings, such as places/location or small dots or splotches. In today’s story, which takes place at a pet shop, it has the meaning previously noted.

- Review the use of the apostrophe used for the contraction *can’t*.

Purpose for Reading

- Tell students they will read a story about a pet shop. Tell students to pay special attention to the story so they can tell you what Scott spots in a pen at the pet shop.

READ “IN THE PET SHOP” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “In the Pet Shop.” Students who finish early should reread the stories “Scott’s Snack Stand” and “The Sled Ride.” They should not read ahead. You may wish to assign optional vocabulary activity pages.

Group 1: Have students follow along in their Readers as one student at a time reads aloud from “In the Pet Shop.” Read the story a second time, having students read aloud. If you have time, read “Scott’s Snack Stand” and “The Sled Ride” in the same fashion. Alternatively, you may complete a different remediation exercise addressing students’ specific needs.

ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Scott sing a tune to the chimp?” “Does Scott’s mom say the chimp can come home?”

Intermediate

When asking each question, provide students with a specific sentence frame: “When Scott waves at the chimp, the chimp . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G



Observation: “In the Pet Shop” Anecdotal Reading Record (Group 1)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “In the Pet Shop”

- Literal.** What does Scott spot in a pen at the pet shop?
 - » Scott spots a chimp.
- Literal.** What does the chimp do when Scott waves at him?
 - » The chimp waves back.
- Literal.** Why can’t Scott take the chimp home?
 - » Mom says she has a chimp-free zone at home.
- Literal.** What pet does Scott get in the end?
 - » Scott gets a fish.
- Evaluative.** *Think-Pair-Share.* Ask your partner a question about “In the Pet Shop.”
- Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE SLED RIDE"

- Have students give Activity Page 22.3 to a family member.

Activity Page 22.3



Lesson 22: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 22.1**.
- Pair students and have one student read the part of Scott and the other read the parts of the narrator and Scott's mom.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Fill in the Consonants

- Distribute the following **Large Letter Cards**: 'u', 'e', 'd', 'n', 'c', 't', 'm', 'l', 'b', 's', 'h', 'g', and 'f'.
- Have the two students with the 'u' and 'e' cards come to the front of the room, stand far enough apart so that another student can fit between them, and hold their cards up for all to see.
- Call out the following words to students, one a time.

- | | | |
|---------|----------|----------|
| 1. dune | 4. tube | 7. fuse |
| 2. cute | 5. tunes | 8. fumes |
| 3. mule | 6. huge | 9. flute |

- Ask the students with the consonants that are used to spell each word come to the front and position themselves so that the word is spelled correctly.
- Choose two new students to come to the front and hold the 'u' and 'e' cards for each new word.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 577 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 584 of those words would be completely decodable.

The students have now been taught at least one way to write 35 of the 44 sounds in English.

The sound /ue/ is the 36th most common sound in English.

The sound /ue/ is found in approximately 2 percent of English words.

The sound /ue/ is spelled 'u_e' approximately 19 percent of the time.

The spelling alternatives 'u' as in *pupil*, 'ue' as in *cue*, and 'ew' as in *few* are taught in later grades.

TRICKY WORDS

Introduce You and Your

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✚ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the Tricky Words *you* and *your*; students will recognize pronoun

✚ cases. **TEKS K.2.B.iv; TEKS K.10.D.vi**

Reading

Students will read “In the Pet Shop” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a

✚ caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

“In the Pet Shop” Anecdotal Reading Record
(Group 2)

✚ **TEKS K.2.B.ii**

Activity Page 23.1

“In the Pet Shop” Story Questions

✚ **TEKS K.5.G**

✚ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Large Card Chaining (Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'i', 'e', 'a', 'u', 'o'
Introduce Tricky Words: <i>You, Your</i> (Recognition)	Whole Group	10 min.	<input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Wall (Digital Components)
Reading			
Reread "In the Pet Shop"	Small Group	20 min.	<input type="checkbox"/> Scott Reader
Review "In the Pet Shop"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 23.1 <input type="checkbox"/> Activity Page 23.1 (Digital Components)
Take-Home Material			
Word Box			<input type="checkbox"/> Activity Page 23.2

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in Lesson at a Glance for Large Card Chaining.

➤ Digital Component 23.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Review Tricky Words (Digital Component 23.1) on the board/chart paper or display the digital version.

Reading

➤ Digital Component 23.2

- Create an enlarged version of Activity Page 23.1 (Digital Component 23.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 23: Tricky Words: *You* and *Your*

Foundational Skills



Primary Focus

Student will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✚ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read the Tricky Words *you* and *your*; students will recognize pronoun cases. ✚ **TEKS K.2.B.iv; TEKS K.10.D.vi**

LARGE CARD CHAINING (15 MIN.)

Large Letter Cards



- Remind students they learned a new sound and a spelling for the sound in the previous lesson. The new sound is /ue/.
- Write the spelling for the /ue/ sound. Have students write the spelling in the air using their pointer fingers.
- Write an example word containing the spelling 'u_e' on the board/chart paper (e.g., *cute*).
- Remind students they also recently learned to write the vowel sounds /ae/, /ie/, and /oe/ using the spellings 'a_e', 'i_e', and 'o_e'.
- Write an example word containing each spelling on the board/chart paper (e.g., *cake*, *bike*, and *hope*).
- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'c', 'k', 's', 'p', 'b', 'l', 'h', 'i', 'e', 'a', 'u', and 'o'.
- Tell students if they are holding a card with a sound in *cut*, they should go to the front of the room and stand in the order spelling *cut*.
- If necessary, help students to stand in the correct order.
- Once the word has been spelled correctly, say, "If this is *cut*, show me *cute*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the remaining chains.

1. cut > cute > mute > mule > mile > mole > pole > pile > pale > pane
2. bike > bake > lake > late > mate > male > mole > hole > holes > homes
3. cub > cube > cute > mute > mule > mile > mite > bite > kite > kate > fate > late

✚ **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.vi** Edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases.

INTRODUCE TRICKY WORDS: YOU, YOUR (10 MIN.)

Tricky Word Review

- Review previously taught Tricky Words using the Word Wall or the digital version, following established procedures. Be sure to point out that the tricky parts of each word are underlined.

➤ Digital Component 23.1

1. <u>when</u>	11. <u>what</u>	21. <u>two</u>	31. <u>my</u>
2. <u>says</u>	12. <u>me</u>	22. <u>once</u>	32. <u>their</u>
3. <u>down</u>	13. <u>where</u>	23. <u>from</u>	33. <u>all</u>
4. <u>why</u>	14. <u>out</u>	24. <u>three</u>	34. <u>the</u>
5. <u>be</u>	15. <u>look</u>	25. <u>which</u>	35. <u>a</u>
6. <u>they</u>	16. <u>I</u>	26. <u>she</u>	36. <u>by</u>
7. <u>he</u>	17. <u>so</u>	27. <u>said</u>	37. <u>were</u>
8. <u>one</u>	18. <u>there</u>	28. <u>we</u>	38. <u>was</u>
9. <u>no</u>	19. <u>yellow</u>	29. <u>here</u>	39. <u>little</u>
10. <u>are</u>	20. <u>to</u>	30. <u>word</u>	40. <u>blue</u>

Tricky Word: *You*

- Write the Tricky Word *you* on the board/chart paper and ask students how they would pronounce it by blending. (They may try to say /y/ /o/ /u/, which is hard to pronounce.)
- Tell students that we actually pronounce this word /ue/ as in, “You are nice.”
- Circle the letter ‘y’ and explain it is pronounced just as one would expect, as /y/.
- Underline the letters ‘o’ and ‘u’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/, but these two letters work together to stand for the /oo/ sound.
- Tell students that when reading *you*, they have to remember to pronounce the letters ‘o’ ‘u’ as /oo/.
- Tell students that when writing *you*, they have to remember to spell the /oo/ sound with the letters ‘o’ ‘u’.
- Point to the word *you* as you say the following sentence, “If you help me, I’ll help you.” Ask students to **Turn and Talk**, using the word *you* in an oral sentence.

- Write the Tricky Word *you* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **Your**

- Write the Tricky Word *your* on the board/chart paper and ask students how they would pronounce it by blending. (They may try to say /y/ /o/ /u/ /r/, which is hard to pronounce.)
- Explain that we actually pronounce this word /y/ /or/ as in, “This is your piece of pie.”
- Circle the letter ‘y’ and explain it is pronounced just as one would expect, as /y/.
- Underline the letters ‘o’, ‘u’, and ‘r’ and explain these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /o/ /u/ /r/, but these three letters work together to stand for the /or/ sound.
- Tell students that when reading *your*, they have to remember to pronounce the letters ‘o’ ‘u’ ‘r’ as /or/.
- Tell students that when writing *your*, they have to remember to spell the /or/ sound with the letters ‘o’ ‘u’ ‘r’.
- Point to the word *your* as you say the following sentence, “Is that your dog?” Ask students to **Turn and Talk**, using the word *your* in an oral sentence.
- Write the Tricky Word *your* on a yellow card and add it to the Tricky Word Wall.

Possessive Pronouns

- Explain to students that the Tricky Word *you* is a subjective pronoun and *your* is a possessive pronoun. Tell students that a possessive pronoun shows ownership. For example: *Your cat is black*. Provide a list of possessive pronouns (*my, mine, your, yours, our, ours, her, hers, his, their, theirs, its*).
- Write the following sentences on the board and read them aloud: *You have a big dog. Is that bird also yours?*
- Have a volunteer underline the possessive pronoun. Have another volunteer circle the subjective pronoun.
- When students talk and write about the story “In the Pet Shop” later in this lesson, encourage them to correctly use possessive pronouns in their writing and speaking.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Words *you* and *your*.

Lesson 23: “In the Pet Shop”

Reading



Primary Focus: Students will read “In the Pet Shop” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

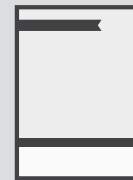
 **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.B**

REREAD “IN THE PET SHOP” (20 MIN.)

Small Group

- **Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “In the Pet Shop.” Students who finish early should reread the stories “Scott’s Snack Stand” and “The Sled Ride.” They should not read ahead. You may wish to assign an optional vocabulary activity page.
- **Group 2:** Have students follow along in their Readers as one student at a time reads from “In the Pet Shop.” Read the story a second time, having students read aloud. If you have time, read “Scott’s Snack Stand” and “The Sled Ride” in the same fashion.

Reader



Page 40

Observation: “In the Pet Shop” Anecdotal Reading Record (Group 2)



As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

REVIEW “IN THE PET SHOP” (15 MIN.)


Story Questions Activity Page

➤ Digital Component 23.2

- Reconvene the whole class and distribute and display Activity Page 23.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.

Activity Page 23.1



 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

- Have students write the decodable answer on the line provided, following your example: *A cube is in the pen with the chimp.*
- When you get to the third question, model shading the circle next to the correct answer.
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 23.1: “In the Pet Shop” Story Questions

Collect Activity Page 23.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

WORD BOX

- Have students give Activity Page 23.2 to a family member.

Activity Page 23.2



Lesson 23: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “In the Pet Shop” (**Activity Page TR 22.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH TRICKY WORDS

Color the Tricky Word

- Make one copy of **Activity Page TR 23.1** for each student.
- Have students read the Tricky Words at the top of the page and each of the sentences below.
- Ask students to choose the word(s) that best completes each sentence and write the word(s) on the line.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: 'u', 'e', 'm', 'd', 'c', 'b', 's', 'n', 't', 'sh', 'f', 'l', 'r'**.
- Tell students that you will be calling out a list of words, some words with the /u/ and some with /ue/.
- Say the first word and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words.

- | | | |
|---------|---------|----------|
| 1. mud | 5. use | 9. club |
| 2. cube | 6. shut | 10. mule |
| 3. sun | 7. cub | 11. drum |
| 4. mute | 8. fume | 12. muse |

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 584 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average 596 of those words would be completely decodable.

You is the 12th most common word in English.

Your is one of the 60 most common words in English.

24

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii

Reading

Students will read “Scott Bakes a Cake” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.E

FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

TEKS K.2.B.i; TEKS K.2.D.v

Observation

“Scott Bakes a Cake” Anecdotal Reading Record

TEKS K.2.B.ii

Activity Page 24.1

“Scott Bakes a Cake” Story Questions

TEKS K.5.G

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	5 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings ❑ Sound Poster for /ue/ ❑ Sound Card 51 (<i>cube</i>)
Large Card Chaining (Phonics and Word Recognition)	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 'l', 'r', 'h', 'sh', 'i', 'e', 'a', 'u', 'o'
Reading			
Introduce the Story	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ <i>Scott Reader</i> ❑ Activity Page 24.2 (optional) ❑ Preview Spellings Chart (Digital Components)
Read "Scott Bakes a Cake"			
Review "Scott Bakes a Cake"	Whole Group	15 min.	<ul style="list-style-type: none"> ❑ Activity Page 24.1 ❑ Activity Page 24.1 (Digital Components)
Take-Home Material			
Take-Home Story: "Scott's Snack Stand"			<ul style="list-style-type: none"> ❑ Activity Page 24.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance and ten other spellings already taught for Sound/Spelling Review. Choose cards students need to practice.
- Gather the Sound Poster for /ue/ and Sound Card 51 (*cube*). Display the Sound Poster for Sound/Spelling Review.
- Gather the Large Letter Cards listed in the Lesson at a Glance to use for Large Card Chaining.
- Write the following Tricky Words on large cards: *you*, *your*. Add the cards to the set of previously taught Tricky Word cards.

Reading

➤ Digital Component 24.1

- Create the Preview Spellings chart (Digital Component 24.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 24.2

- Create an enlarged version of Activity Page 24.1 (Digital Component 24.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 24: Review

Foundational Skills



Primary Focus

Students will name lowercase letters of the alphabet and provide the corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii

WARM-UP (5 MIN.)

Sound/Spelling Review

- Review sound/spellings using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.
- Show students Sound Card 51 (*cube*) and add it to the /ue/ Sound Poster.



Observation: Letter Name and Letter Sound Observation Record

Call on different students to provide the letter name and letter sound for each Large Letter Card. Note students' performance in the Letter Name and Letter Sound Observation Record.

LARGE CARD CHAINING (20 MIN.)

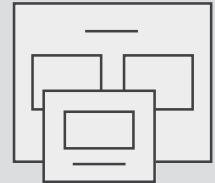
- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'd', 'c', 'k', 'p', 'b', 'l', 'r', 'h', 'sh', 'i', 'e', 'a', 'u', and 'o'.
- Tell students if they are holding a card with a sound in *lime*, they should go to the front of the room and stand in the order spelling *lime*.
- If necessary, help students establish correct order.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Large Letter Cards



Sound Posters and Cards



- Once the word has been spelled correctly, say, “If this is *lime*, show me *time*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Complete the remaining chains.

1. lime > time > tame > name > nape > nope > rope > ripe > ride > hide
2. made > shade > shake > shape > tape > cape > cope > hope > home > hole
3. cub > cube > cute > mute > mule > mile > mole > male > mane > mine

Lesson 24: “Scott Bakes a Cake”

Reading



Primary Focus: Students will read “Scott Bakes a Cake” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 24.1

/ee/ > ‘ee’	/ae/ > ‘a_e’	/ie/ > ‘i_e’	/ue/ > ‘u_e’
three	bakes	like	use
see	cakes	smile	

➤ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 44

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students.

frost—v., to put icing on a cake (46)

Example: Marie likes to frost cake with green icing.

Vocabulary Chart for “Scott Bakes a Cake”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			frost
Sayings and Phrases			

Note: You may also wish to point out that the word *frost* has multiple meanings, such as when it is cold outside and ice crystals form when water vapor freezes. In today's story it has the meaning previously noted.

- Review the use of the apostrophe as an indication of ownership

Purpose for Reading

- Tell students today they will read a story about Scott helping Mom and Meg make something. Tell students to pay special attention to what Scott makes with Mom and Meg.

READ “SCOTT BAKES A CAKE” (15 MIN.)

Whole Group

- Read the story “Scott Bakes a Cake” as a class, having students read aloud.
- If you finish early, reread “In the Pet Shop” and “Scott's Snack Stand.”



Observation: “Scott Bakes a Cake” Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: "Is Scott's Mom baking a cake with Meg?" "Do Scott's Mom and Meg smile?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Scott's job is to . . ."

Advanced/Advanced High

Encourage students to expand and/or build from student responses.

ELPS 2.G; ELPS 4.G

Activity Page 24.1



Wrap-Up

Discussion Questions for "Scott Bakes a Cake"

1. **Literal.** What does Scott make with Mom and Meg?
 - » Scott bakes a cake with Mom and Meg.
2. **Literal.** What is Scott's job?
 - » Scott mixes the eggs.
3. **Inferential.** Scott wants to help frost the cake. What does that mean?
 - » Scott wants to help put icing on the cake.
4. **Inferential.** Do you think Scott enjoys making the cake. Why or why not?
 - » Accept reasonable answers.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about "Scott Bakes a Cake."
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

REVIEW "SCOTT BAKES A CAKE" (15 MIN.)

Story Questions Activity Page

➤ Digital Component 24.2

- Distribute and display Activity Page 24.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: *Scott helps make a cake.*
- Continue demonstrating until students are ready to work independently.

- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 24.1: “Scott Bakes a Cake” Story Questions

Collect Activity Page 24.1 from students. Note any errors students make in answering story questions.

End Lesson

Take-Home Material

TAKE-HOME STORY: “SCOTT’S SNACK STAND”

- Have students give Activity Page 24.3 to a family member.

Activity Page 24.3



Lesson 24: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 24.1**.
- Pair students and have one student read the parts of Scott and Scott’s mom, and the other read the parts of the narrator and Meg.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of board game **letter tiles**, or write letters on small tiles.
- Provide each student with the following letters: **‘a’, ‘b’, ‘c’, ‘e’, ‘g’, ‘h’, ‘i’, ‘l’, ‘n’, ‘o’, ‘p’, ‘r’, ‘s’, ‘t’, ‘u’**.
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

1. cub	5. can	9. cut
2. cube	6. cane	10. cute
3. slop	7. grip	11. shin
4. slope	8. gripe	12. shine

PROGRESS MONITORING (OPTIONAL)

- Copy the Word Cards for Progress Monitoring 4 (**Activity Page TR 24.2**) and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 24.3** (Record Sheet for Progress Monitoring 4) for each student.
- Follow the procedure in Lesson 7.
- Scoring is based on one point assigned for every sound-spelling in a word which is read correctly. Interpret scores as follows:
 - 9 or 10 points—excellent
 - 7 or 8 points—good
 - 5 or 6 points—fair
 - Less than 5 points—poor
- **Goal:** Achieve scores of good or excellent (7 points or higher).
- Scores of 6 or less indicate additional reteaching and reinforcement is required from Additional Support and the Unit 10 Pausing Point.

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read simple yes-no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e', and /ue/ > 'u_e' and will answer

✚ the questions correctly. **TEKS K.2.B.ii; TEKS K.5.E**

Students will read and write the Tricky Words *they, their, you, your, my, by, she*.

✚ **TEKS K.2.B.iv**

Students will complete fill-in-the-blank sentences with the following Tricky Words:

✚ *so, no, your, you, my, by.* **TEKS K.2.B.iv**

FORMATIVE ASSESSMENT

Observation

Oral Segmenting Observation Record

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Activity Page 25.1

Yes/No Questions

✚ **TEKS K.2.B.ii**

Activity Page 25.3

Complete the Sentences

✚ **TEKS K.2.B.iv**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.E** Make connections to personal experiences, to ideas in other texts, and society with adult assistance; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Wiggle Cards (Phonics, Fluency)	Whole Group	5 min.	☐ seven index cards
Yes/No Questions (Phonics, Fluency)	Independent	15 min.	☐ Activity Page 25.1 ☐ Activity Page 25.1 (Digital Components)
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	☐ Activity Page 25.2
Differentiated Instruction (Phonics and Word Recognition, Fluency)	Small Group	15 min.	☐ Activity Page 25.3 ☐ Decodable Sentences (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Write the following phrases on cards, one phrase per card for use as Wiggle Cards: *tap your nose, clap if you like cake, stomp your feet, smile if you like snakes, shake your bones, act like you smell smoke, wave your hands.*

➤ Digital Component 25.1

- Create an enlarged version of Activity Page 25.1 (Digital Component 25.1) to display for Yes/No Questions Activity Page, or use the digital version.

➤ Digital Component 25.2

- Create the chart with sentences (Digital Component 25.2) on the board/ chart paper for Small Group 2 students who finish early to read, copy, and illustrate, or use the digital version.

Universal Access

- Bring in a raincoat (or a picture of someone wearing a raincoat) and pictures of babies, someone getting a haircut, a jacket, and makeup to use in Oral Segmenting.

Lesson 25: Basic Code

Foundational Skills



Primary Focus

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

 **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read simple yes-no questions of single-syllable words with /ee/ > 'ee', /ae/ > 'a_e', /ie/ > 'i_e', /oe/ > 'o_e', and /ue/ > 'u_e' and will answer

 the questions correctly. **TEKS K.2.B.ii; TEKS K.5.E**

Students will read and write the Tricky Words *they, their, you, your, my, by, she*.

 **TEKS K.2.B.iv**

Students will complete fill-in-the-blank sentences with the following Tricky Words:


 *so, no, your, you, my, by.* **TEKS K.2.B.iv**


WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions from Lesson 1.

- | | | | |
|-----|-------------|-------|------------------------------------|
| 1. | rain•coat | (3+3) | /r/ /ae/ /n/ • /k/ /oe/ /t/ |
| 2. | base•ment | (3+4) | /b/ /ae/ /s/ • /m/ /e/ /n/ /t/ |
| 3. | hair•cut | (3+3) | /h/ /ae/ /r/ • /k/ /u/ /t/ |
| 4. | ba•bies | (2+3) | /b/ /ae/ • /b/ /ee/ /z/ |
| 5. | jack•et | (3+2) | /j/ /a/ /k/ • /e/ /t/ |
| 6. | day•light | (2+3) | /d/ /ae/ • /l/ /ie/ /t/ |
| 7. | nine•teen | (3+3) | /n/ /ie/ /n/ • /t/ /ee/ /n/ |
| 8. | day•dream | (2+4) | /d/ /ae/ • /d/ /t/ /ee/ /m/ |
| 9. | make•up | (3+2) | /m/ /ae/ /k/ • /u/ /p/ |
| 10. | class•mates | (4+4) | /k/ /l/ /a/ /s/ • /m/ /ae/ /t/ /s/ |

- 
- TEKS K.2.A**
- Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables;
- TEKS K.2.B.ii**
- Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words;
- TEKS K.5.E**
- Make connections to personal experiences, to ideas in other texts, and society with adult assistance;
- TEKS K.2.B.iv**
- Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *raincoat*.

Hold up the raincoat or picture of a person wearing a raincoat. Tell students that the name for this object is *raincoat*.

Segment the word *rain*, asking students to repeat, then segment the word *coat*, asking students to repeat. Follow by segmenting the full word *raincoat*, asking students to repeat. Repeat the steps with the pictures for *babies*, *haircut*, *jacket*, and *makeup*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E



Observation: Oral Segmenting Observation Record

Call on different students to segment each word. Note students' performance in the Oral Segmenting Observation Record.

WIGGLE CARDS (5 MIN.)

- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.

YES/NO QUESTIONS (15 MIN.)

> Digital Component 25.1

- Distribute and display Activity Page 25.1.
- Ask students to read the first question.
- Ask students if the answer to the question is yes or no.
- Have students write *no* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.



Activity Page 25.1: Yes/No Questions

Collect Activity Page 25.1 from students. Note any errors students make in answering Yes/No Questions.

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 25.2.
- Tell students they will practice writing Tricky Words.
- Write *you* on the board/chart paper and have students read it.

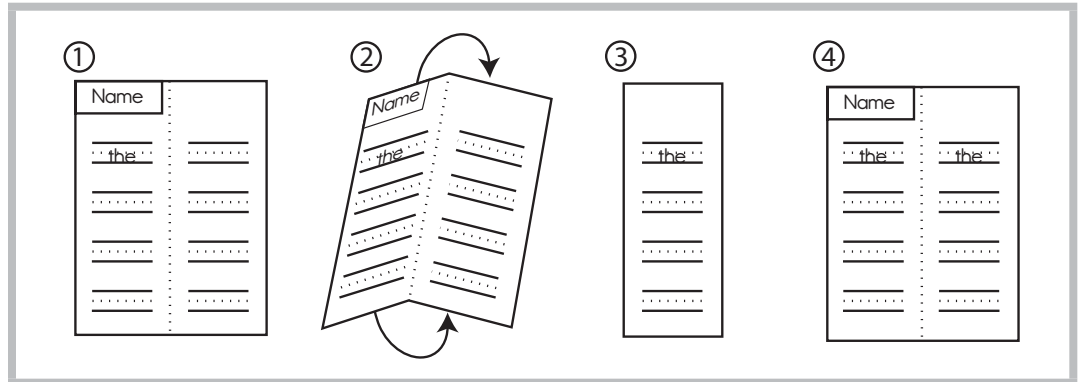
Activity Page 25.1



Activity Page 25.2



- Have students copy *you* onto the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.



- Erase the word *you* from the board/chart paper.
- Have students fold their activity page along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see illustration 2).
- Have students write *you* from memory on the top handwriting guide (see illustration 3). They should say the name of each letter as they write the word.
- Tell students to unfold their activity pages and compare the word they just wrote with the word they copied earlier (see illustration 4).
- Have students correct the word if needed.
- Repeat these steps with the remaining Tricky Words.

- | | |
|----------|--------|
| 1. you | 5. my |
| 2. your | 6. by |
| 3. they | 7. she |
| 4. their | |

DIFFERENTIATED INSTRUCTION (15 MIN.)

Small Group 2

- Distribute Activity Page 25.3.
- Have students complete each sentence using the appropriate Tricky Word.
- Display the sentences referenced in Advance Preparation. If students finish early, have them read, copy, and illustrate some of the sentences.

➤ Digital Component 25.2

- | | |
|----------------------------|-----------------------------|
| 1. He can ride a mule. | 3. She seems mad. |
| 2. The kids like the game. | 4. The dog's nose is black. |

Small Group 1

- Distribute Activity Page 25.3.
- Explain that three Tricky Words are printed at the top of the activity page. Each of these Tricky Words completes one of the sentences printed below.
- Ask students to read the first Tricky Word.
- Read the remaining two Tricky Words.
- Demonstrate reading the first sentence three times: once with the Tricky Word *so*, once with the Tricky Word *no*, and once with the Tricky Word *your*.
- Ask students which Tricky Word completes the sentence.
- Have the students print the Tricky Word *no* on the line provided, following your example.
- Complete the remaining sentences in the same fashion.

Activity Page 25.3



Activity Page 25.3: Complete the Sentences

Collect Activity Page 25.3 from students. Note any errors students make in completing sentences with Tricky Words.

~ End Lesson ~

Lesson 25: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS.

Push & Say

- Make one copy of the sound boxes, **Activity Page TR 1.1** for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.).
- Follow the procedure in Lesson 1 using the words in the box.

1. kitch•en (3 + 2) /k /i/ /ch/ • /e/ /n/
2. six•teen (2 + 4) /s/ /i/ /x/ • /t/ /ee/ /n/
3. plea•sure (3 + 2) /p/ /l/ /e/ • /zh/ /er/
4. bak•ing (3 + 2) /b/ /ae/ /k/ • /i/ /ng/
5. home•work (3 + 3) /h/ /oe/ /m/ • /w/ /er/ /k/
6. foot•balls (3 + 4) /f/ /oo/ /t/ • /b/ /o/ /l/ /z/

MORE HELP WITH READING WORDS

Race to the Top

- Make one copy of the Race to the Top Ladder (**Activity Page TR 9.2**) and the words and picture cards (**Activity Page TR 25.1**) for each student.
- Follow the directions in Lesson 9 for Race to the Top.

STUDENT PERFORMANCE ASSESSMENT

Word Reading

PRIMARY FOCUS OF LESSON

Reading

Students will read “The Cave” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“The Cave” Anecdotal Reading Record

✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✚ **TEKS K.5.G**

Activity Page 26.4

“The Cave” Story Questions

✚ **TEKS K.5.G**

SUMMATIVE ASSESSMENT

Activity Pages 26.1, 26.2

Parts 1A and 1B: Word Reading Assessment

✚ **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.B.iv**

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Student Performance Assessment			
Parts 1A and 1B: Word Reading Assessment	Whole Group	25 min.	☐ Activity Pages 26.1–26.3
Reading			
Introduce the Story	Whole Group	5 min.	☐ Scott Reader ☐ Activity Pages 26.5, 26.6 (optional)
Read “The Cave”	Partner	15 min.	☐ Preview Spellings Chart (Digital Components)
Review “The Cave”	Whole Group	15 min.	☐ Activity Page 26.4 ☐ Activity Page 26.4 (Digital Components)
Take-Home Material			
Take Home Story: “In the Pet Shop”			☐ Activity Page 26.7

ADVANCE PREPARATION

Note to Teacher

The End-of-Year Student Performance Assessment is provided in Lessons 26–28.

Parts 1A and 1B: Word Reading Assessment: Part 1A is an assessment of students' ability to read decodable words. **Part 1B** assesses students' ability to read Tricky Words. Part 1 should be administered to the entire class simultaneously.

Part 2: Sound Writing Assessment assesses knowledge of spelling-sound correspondences. Given a sound, students must write the corresponding spelling. This section should also be administered to the entire class simultaneously in Lesson 27.

Part 3: Letter Sounds Assessment also assesses knowledge of letter-sound correspondences. Given a spelling, students must provide the corresponding sound. This section should be administered to students who miss 6 or more of the 20 (total) items on Parts 1A and 1B and/or 4 or more of the 15 items on Part 2. This section should be administered on an individual basis as time permits and/or during the Pausing Point.

Optional Assessments

Part 4: Writing Lowercase Letters Assessment: In Unit 8, students were asked to recognize and circle each lowercase letter as it was pronounced. Part 4 now assesses students' ability to write each letter of the alphabet in lowercase form as the letter names are pronounced. This section should be administered to the entire class simultaneously if used. This optional assessment should be considered a progress-monitoring tool (Lesson 28).

Part 5: Uppercase Letter Names Assessment is also an optional assessment for which students are asked to recognize and circle each uppercase letter as it is pronounced. If given, this section should be administered to the entire class simultaneously (Lesson 28).

Record the results of this End-of-Year Student Performance Assessment on the Kindergarten End-of-Year Summary (Activity Page 26.3). This can be given to Grade 1 teachers along with each student's assessment information from Unit 8.

Reading

➤ Digital Component 26.1

- Create the Preview Spellings chart (Digital Component 26.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to pair students for partner reading in today's lesson.

➤ Digital Component 26.2

- Create an enlarged version of Activity Page 26.4 (Digital Component 26.2) to display for Story Questions Activity Page, or use the digital version.

Lesson 26: Foundational Skills

Student Performance Assessment



PARTS 1A AND 1B: WORD READING ASSESSMENT (25 MIN.)

Administration

Note: This section of the assessment is to be administered to all students simultaneously. It should take approximately 15 minutes.

- Distribute Activity Pages 26.1 and 26.2.
- Tell students you are going to say a number of words.
- Explain that for each word you say, there are four words printed on the activity page; students should circle the word you say.
- Read the words listed here one at a time, pausing between words so students are able to circle the target word. You may repeat each word one time. Do not elongate or segment the words.

Activity Pages
26.1–26.3



Part 1A	Part 1B
1. shop	1. was
2. smash	2. where
3. quench	3. what
4. thing	4. are
5. thump	5. their
6. tree	6. your
7. joke	7. he
8. wade	8. once
9. five	9. of
10. cute	10. said

Scoring

Score the assessment prior to Lesson 27. Record results on the Word Reading Assessment Summary Sheets in Teacher Resources and on Activity Page 26.3. Words in Part 1A, rows 1–10, assess students' knowledge of the sound/spellings taught in Kindergarten. Words in Part 1B, rows 1–10, assess students' knowledge of Tricky Words.

Lesson 26: "The Cave" Reading



Primary Focus: Students will read "The Cave" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.E**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 26.1

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'	/oe/ > 'o_e'	/ue/ > 'u_e'
peeks	Jade	hike	hope	cute
sleep	cave	like		
eek	wake	glides		
	stares	smiles		
		hide		

Preview Core Vocabulary

- Before reading today's story, you may wish to preview the following vocabulary with students.

✚ **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 48

peek—v., to take a quick look at something (48)

Example: Justin tried to peek in his parents' room to see his birthday present.

glide—v., to move smoothly and without making noise (50)

Example: The eagles glide across the sky.

dip—v., to drop and then rise again (50)

Example: The boat will dip and rise in the pond.

Vocabulary Chart for “The Cave”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		glide	peek
Multiple-Meaning Core Vocabulary Words			dip
Sayings and Phrases			

Note: You may also wish to point out that the word *dip* has multiple meanings, such as a creamy mixture eaten with chips and vegetables. In today's story it has the meaning previously noted.

- Review the use of an apostrophe for the contraction *can't*.

Purpose for Reading

- Tell students today they will read a story about a cave. Tell students to pay special attention to what Jade and Scott find in the cave.

READ “THE CAVE” (15 MIN.)

Partner Reading

- Tell students to sit with their partners and take turns reading “The Cave” aloud to one another.
- Encourage students who finish early to reread the stories “In the Pet Shop” and “Scott Bakes a Cake,” but discourage them from reading ahead. You may wish to assign an optional vocabulary activity page.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Jade like bats?” “Is there a bat in the cave?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Jade and Scott stop at . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G



Observation: “The Cave” Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

Discussion Questions for “The Cave”

1. **Literal.** Where do Jade and Scott stop on their hike?
 - » Jade and Scott stop at a cave.
2. **Literal.** Does Scott want to see bats?
 - » No, Scott does not want to see bats.
3. **Literal.** How does Jade feel about bats?
 - » Jade likes bats.
4. **Literal.** Do Scott and Jade see a bat?
 - » Yes, they see a bat glide by.

How about Scott?

 - » He is scared and wants to hide.
5. **Inferential.** How do you think Jade feels when she sees the bat?
 - » She is happy and smiles.
6. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Cave.”
7. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

REVIEW “THE CAVE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 26.2

- Reconvene the whole class and distribute and display Activity Page 26.4.
- Have students read the first question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Have students read the second question.
- Ask students for the answer to the second question.
- Have students write the decodable answer on the line provided, following your example: *Jade likes bats.*
- Continue demonstrating until students are ready to work independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 26.4



Activity Page 26.4: “The Cave” Story Questions

Collect Activity Page 26.4 from students. Note any errors students make in answering story questions.

~ End Lesson ~

Take-Home Material

TAKE-HOME STORY: “IN THE PET SHOP”

- Have students give Activity Page 26.7 to a family member.

Activity Page 26.7



Lesson 26: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 26.1**.
- Pair students and have one student read the parts of Scott and Jade, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested.

STUDENT PERFORMANCE ASSESSMENT

Sound Writing

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**

Reading

Students will read “The Skiff Ride” with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.

✚ **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

FORMATIVE ASSESSMENT

Observation

“The Skiff Ride” Anecdotal Reading Record

✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✚ **TEKS K.5.G**

Activity Page 27.2

“The Skiff Ride” Story Questions

✚ **TEKS K.5.G**

SUMMATIVE ASSESSMENT

Activity Page 27.1

Part 2: Sound Writing Assessment

✚ **TEKS K.2.B.i**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'ee', 'a', 'i', 'o', 'u', 'e', and ten other spellings
Student Performance Assessment			
Part 2: Sound Writing Assessment	Whole Group	15 min.	❑ Activity Page 27.1
Reading			
Introduce the Story	Whole Group	20 min.	❑ Scott Reader ❑ Activity Page 27.3 (optional) ❑ Preview Spellings Chart (Digital Components)
Read "The Skiff Ride"			
Review "The Skiff Ride"	Whole Group	15 min.	❑ Activity Page 27.2 ❑ Activity Page 27.2 (Digital Components)
Student Performance Assessment			
Part 3: Letter Sounds Assessment	One-on-One		❑ Activity Page 27.4
Take-Home Material			
Take-Home Story: "Scott Bakes a Cake"			❑ Activity Page 27.5

ADVANCE PREPARATION

Foundational Skills

- Gather the Large Letter Cards listed in the Lesson at a Glance and ten other spellings already taught. Choose cards students need to practice.

Reading

➤ Digital Component 27.1

- Create the Preview Spellings chart (Digital Component 27.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 27.2

- Create an enlarged version of Activity Page 27.2 (Digital Component 27.2) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Prepare to demonstrate a handshake or bring in a picture of people shaking hands, and bring in pictures of raisins, a toothpick, and a baseball to use in Oral Segmenting.

Lesson 27: Review

Foundational Skills



Primary Focus

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will name lowercase letters of the alphabet and provide the

✚ corresponding sound. **TEKS K.2.B.i; TEKS K.2.D.v**



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *raisins*. Hold up the picture of the raisins tell students that the name for this type of food is *raisins*. Segment the syllable *rai-*, asking students to repeat, then segment the syllable *-sins*, asking students to repeat.

Follow by segmenting the full word *raisins*, asking students to repeat. Repeat the steps with the pictures for *toothpick*, *handshake* (you may opt to demonstrate this by having students shake hands with you/each other) and *baseball*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

WARM-UP (10 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

1. rai•sins (2+4) /r/ /ae/ • /z/ /i/ /n/ /z/
2. day•time (2+3) /d/ /ae/ • /t/ /ie/ /m/
3. hand•shake (4+3) /h/ /a/ /n/ /d/ • /sh/ /ae/ /k/
4. laugh•ter (3+2) /l/ /a/ /f/ • /t/ /er/
5. tooth•pick (3+3) /t/ /oo/ /th/ • /p/ /i/ /k/
6. spi•ders (3+3) /s/ /p/ /ie/ • /d/ /er/ /z/
7. sun•shine (3+3) /s/ /u/ /n/ • /sh/ /ie/ /n/
8. sun•burn (3+3) /s/ /u/ /n/ • /b/ /er/ /n/
9. lunch•time (4+3) /l/ /u/ /n/ /ch/ • /t/ /ie/ /m/
10. base•ball (3+3) /b/ /ae/ /s/ • /b/ /o/ /l/

Sound/Spelling Review

- Review the sound/spellings using established procedures.
- Review the 'a_e' spelling by holding up the 'a' card with your right hand and the 'e' card with your left hand, leaving a space between the cards. Do the same with the 'i' card and the 'e' card to review the 'i_e' spelling, the 'o' card and the 'e' card to review the 'o_e' spelling, and the 'u' card and the 'e' card to review the 'u_e' spelling.

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

Lesson 27: Foundational Skills

Student Performance Assessment



PART 2: SOUND WRITING ASSESSMENT (15 MIN.)

Administration

Note: This section of the assessment is to be administered to all students simultaneously. It should take approximately 10 minutes.

- Distribute Activity Page 27.1.
- Tell students you are going to say a number of sounds; they should write the spelling for each sound you say.
- Say the sounds, not the words, listed here one at a time, pausing between sounds so students have enough time to write each spelling. Repeat each sound only once. Do not elongate the sound.

- | | | |
|------------------------------|------------------------------|-------------------------------|
| 1. /ch/ (as in <i>chin</i>) | 6. /w/ (as in <i>wag</i>) | 11. /o/ (as in <i>hop</i>) |
| 2. /e/ (as in <i>pet</i>) | 7. /a/ (as in <i>hat</i>) | 12. /ng/ (as in <i>sing</i>) |
| 3. /h/ (as in <i>hat</i>) | 8. /v/ (as in <i>vet</i>) | 13. /j/ (as in <i>jump</i>) |
| 4. /sh/ (as in <i>shop</i>) | 9. /qu/ (as in <i>quit</i>) | 14. /r/ (as in <i>red</i>) |
| 5. /th/ (as in <i>thin</i>) | 10. /i/ (as in <i>it</i>) | 15. /u/ (as in <i>but</i>) |

Scoring

Score the Part 2 assessment prior to Student Performance Assessment, Part 3. Record results on the Sound Writing Assessment Summary Sheet located in Teacher Resources. Also record results on Activity Page 26.3 for each student.

Activity Page 27.1



Lesson 27: "The Skiff Ride"

Reading



Primary Focus: Students will read "The Skiff Ride" with purpose and understanding; will answer oral (literal and inferential) and written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.6.B**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 27.1

/ee/ > 'ee'	/ae/ > 'a_e'	/ie/ > 'i_e'
steers	take	ride
see	safe	like
tree	lake	life
	crane	side
		glides

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students.

skiff—n., a small boat (52)

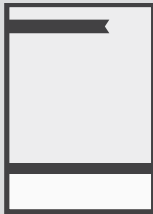
Example: The skiff we rode around the lake could only hold two people.

crane—n., a long-legged bird that likes water (54)

Example: The crane looks for fish in the lake.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.B** provide an oral, pictorial, or written response to a text.

Reader



Page 52

Vocabulary Chart for “The Skiff Ride”

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

Note: You may also wish to point out that the word *crane* has multiple meanings, such as a piece of heavy equipment used to move objects. In today’s story it has the meaning previously noted.

- Review the use of an apostrophe for the contractions *let’s*, *what’s*, and *there’s*.

Purpose for Reading

- Tell students today they will read a story about Scott and Ling. Tell students to pay special attention to what Scott and Ling do in the story.

READ “THE SKIFF RIDE” (15 MIN.)

Whole Group

- Read “The Skiff Ride” as a class, having students read aloud.
- If you finish early, reread “The Cave” and “Scott Bakes a Cake.”



Observation: “The Skiff Ride” Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Does Ling know what a skiff is?” “Does Scott steer the skiff?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The kids slip on life vests because . . .” “Ling spots lots of fun things . . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Activity Page 27.2



Wrap-Up

Discussion Questions for “The Skiff Ride”

1. **Literal.** What do Ling and Scott do in the story?
 - » Scott and Ling ride in the skiff.
2. **Literal.** What is a skiff?
 - » A skiff is a small boat.
3. **Inferential.** Why is it important to wear a life vest when boating?
 - » Accept reasonable answers.
4. **Literal.** What animals does Ling see on her skiff ride?
 - » Ling sees ducks, fish, and a crane.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “The Skiff Ride.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

REVIEW “THE SKIFF RIDE” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 27.2

- Distribute and display Activity Page 27.2.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the following decodable answer on the line provided, following your example: *A skiff is like a ship but not as big.*
- Continue demonstrating until students are ready to work independently.
- Once the students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.



Activity Page 27.2 “The Skiff Ride” Story Questions

Collect Activity Page 27.2 from students. Note any errors students make in answering story questions.

Lesson 27: Foundational Skills

Student Performance Assessment

PART 3: LETTER SOUNDS ASSESSMENT

Administration

Note: Time has not been specifically allocated during this lesson to administer this assessment. It can be administered either at times during the day when other students are working independently or during the Pausing Point.

This section of the assessment should be administered to individual students who miss 6 or more of the 20 (total) items on Parts 1A and 1B of the Word Reading Assessment and/or 4 or more of the 15 items on the Sound Writing Assessment. You will need to administer this portion of the assessment over the course of the remaining Unit 10 lessons.

- The Part 3: Letter Sounds Assessment student testing sheet is located in Teacher Resources. Place the sheet in front of the student.
- Tell the student you are going to show them some spellings; he or she should say the sound each spelling represents.
- Point to the spellings one at a time, pausing between spellings to give the student a chance to respond. Use Activity Page 27.4 to record the student’s responses. For each spelling the student pronounces incorrectly, write an ‘x’ on the corresponding line.

Scoring

Record each student’s score on the Letter Sounds Assessment Summary Sheet located in Teacher Resources and on Activity Page 26.3.

Activity Page 27.4



Take-Home Material

TAKE-HOME STORY: “SCOTT BAKES A CAKE”

Activity Page 27.5



- Have students give Activity Page 27.5 to a family member.

Lesson 27: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 27.1**.
- Pair students and have one student read the parts of Scott and Jade, and the other read the part of the narrator.

Note: Using a highlighter to mark the parts students will read is suggested:

MORE HELP WITH READING

Find My Word

- Write the words in the box on the board/chart paper and tell students to read them silently.

- | | |
|----------|----------|
| 1. grape | 5. green |
| 2. ripe | 6. mule |
| 3. rope | 7. smile |
| 4. skate | 8. cone |

- Tell students you will read clues about the words on the board/chart paper, one at a time, and they should raise their hands when they find the answer on the board/chart paper.
- Call on a student to read the word aloud. If the student is incorrect, read the clue again and give that student another chance.
- For extra practice have students write the words on paper as they are found.
- Clues:

- | | |
|--|---|
| 1. This animal lives on a farm. (<i>mule</i>) | 5. Fruit is best when it is — (<i>ripe</i>) |
| 2. This is one flavor of jelly. (<i>grape</i>) | 6. When you are happy you may do this. (<i>smile</i>) |
| 3. You can tie things with this. (<i>rope</i>) | 7. Sometimes ice cream is served on one of these. (<i>cone</i>) |
| 4. Spring grass is this color. (<i>green</i>) | 8. Shoes with wheels help you do this. (<i>skate</i>) |

28

STUDENT PERFORMANCE ASSESSMENT

Letter Names

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✚ **TEKS K.2.B.i; TEKS K.2.C.ii**

Students will read single-syllable words with the 'ee,' 'o_e,' 'a_e,' 'i_e,' or 'u_e' spellings and will choose a word that correctly matches a picture. **TEKS K.2.B.ii**

Reading

Students will read “Lunch Trades” with purpose and understanding and will answer oral literal, and inferential questions about key details of the story.

✚ **TEKS K.2.B.ii; TEKS K.4; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation

“Lunch Trades” Anecdotal Reading Record (Group 1)

✚ **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

✚ **TEKS K.5.G**

SUMMATIVE ASSESSMENT

Activity Page 28.1

Part 4: Writing Lowercase Letters

✚ **TEKS K.2.E**

Activity Page 28.2

Part 5: Uppercase Letter Names Assessment

✚ **TEKS K.2.D.v**

✚ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.D.v** Demonstrate and apply print awareness by identifying all uppercase and lowercase letters.

LESSON AT A GLANCE

	Grouping	Time	Materials
Student Performance Assessment			
Part 4: Writing Lowercase Letters Assessment (Optional)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 28.1
Part 5: Uppercase Letter Names Assessment (Optional)	Whole Group		<input type="checkbox"/> Activity Page 28.2
Foundational Skills			
Guess My Word (Phonics)	Whole Group	10 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'c', 's', 'l'
Circle the Word (Word Recognition)	Independent	15 min.	<input type="checkbox"/> Activity Page 28.3 <input type="checkbox"/> Activity Page 28.3 (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Scott Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Lunch Trades"	Small Group/ Partner	15 min.	
Take-Home Material			
Take-Home Story: "The Cave"			<input type="checkbox"/> Activity Page 28.4

ADVANCE PREPARATION

Pocket Chart



Foundational Skills

- Arrange the pocket chart as shown.

➤ Digital Component 28.1

- Create an enlarged version of Activity Page 28.3 (Digital Component 28.1) to display for Circle the Word, or use the digital version.

Reading

➤ Digital Component 28.2

- Create the Preview Spellings chart (Digital Component 28.2) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 28: Foundational Skills

Student Performance Assessment



PART 4: WRITING LOWERCASE LETTERS ASSESSMENT

Administration

Note: Part 4: Writing Lowercase Letters Assessment, is an optional progress monitoring tool. You may want to cover or remove the Sound Posters so students are not able to refer to them during this assessment.

- Have students remove both pages of Activity Page 28.1 from their Activity Books and write their names on the top of each page.
- Tell students you will ask them to point to a numbered row and listen as you say the name of a letter. Tell students they are to write the lowercase form of the letter you name on the line.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee). Repeat two times, giving students time to write the letter.
- Continue in the same manner with each of the letters in the box below.

Activity Page 28.1



1. e	10. g	19. i
2. y	11. a	20. p
3. o	12. n	21. s
4. h	13. d	22. r
5. k	14. l	23. q
6. b	15. c	24. f
7. x	16. z	25. v
8. m	17. t	26. w
9. u	18. j	

Scoring

Record students' names, scores, and any letters missed on the Writing Lowercase Letters Assessment Summary Sheet located in Teacher Resources and on Activity Page 26.3.

PART 5: UPPERCASE LETTER NAMES ASSESSMENT

Administration

Note: This is an optional assessment for uppercase letter recognition.

- Have students remove Activity Page 28.2 from their Activity Books and write their names on the top of the page.
- Tell students you will ask them to point to a row and listen as you say the name of a letter. Tell students they are to circle the letter you name.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee), Repeat two times, giving students time to circle a letter.
- Continue in the same manner with each of the letters in the box below.

1. E	10. L	19. J
2. Y	11. W	20. O
3. P	12. T	21. N
4. G	13. D	22. Q
5. K	14. R	23. Z
6. S	15. M	24. A
7. B	16. V	25. U
8. H	17. I	26. X
9. C	18. F	

Scoring and Analysis

Record students' names, scores, and any letters missed on the Uppercase Letter Names Assessment Summary Sheet located in Teacher Resources. Refer to the Analysis and Interpretation of the End-of-Year Assessment sheet in Teacher Resources.

Activity Page 28.2



Lesson 28: Practice

Foundational Skills



Primary Focus

Students will read and spell single-syllable, similarly spelled words with the /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✦ **TEKS K.2.B.i; TEKS K.2.C.ii**

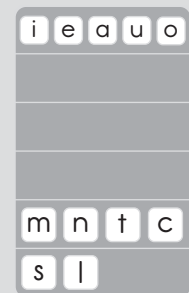
Students will read single-syllable words with the 'ee,' 'o_e,' 'a_e,' 'i_e,' or 'u_e'

✦ spellings and will choose a word that correctly matches a picture. **TEKS K.2.B.ii**

GUESS MY WORD (10 MIN.)

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i,' 'e,' 'a,' 'u,' 'o'.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm,' 'n,' 't,' 'c,' 's,' 'l'.
- Tell students you are thinking of a decodable word with a separated digraph you can build with these spellings. (See box below for possible words.)
- Tell students how many sounds are in your word.
- Have students guess your word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling in the word, move the spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Pocket Chart



- | | |
|---------|----------|
| 1. mine | 6. same |
| 2. lime | 7. mute |
| 3. mile | 8. cute |
| 4. mane | 9. cone |
| 5. male | 10. sole |

✦ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



CIRCLE THE WORD (15 MIN.)

➤ Digital Component 28.1

- Distribute and display Activity Page 28.3.
- Point to the first picture and identify it as a rose.
- Ask students to read the first word; repeat for the second and the third word.
- Ask if the first word, the second word, or the third word matches the picture of the rose.
- Have students circle the word *rose*, following your example.
- Continue demonstrating until students are ready to work independently.

Lesson 28: “Lunch Trades”
Reading



Primary Focus: Students will read “Lunch Trades” with purpose and understanding and will answer oral literal, and inferential questions about key details of the story. **TEKS K.2.B.ii; TEKS K.4; TEKS K.5.B; TEKS K.5.G**

INTRODUCE THE STORY (5 MIN.)

Preview Spellings

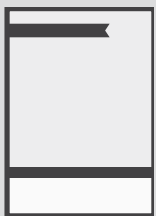
- Before reading the story, refer to the Preview Spellings chart you prepared in advance, underlining the targeted spelling in each word. Read the words aloud as a class.

➤ Digital Component 28.2

/ae/ > ‘a_e’	/ie/ > ‘i_e’	/oe/ > ‘o_e’	/ue/ > ‘u_e’
Dave	like	bone	fumes
trade			
ate			
gave			
grapes			

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

Reader



Page 56

- Review the use of an apostrophe for the contractions *I'll*, *it's*, and *what's*.

Preview Core Vocabulary

fumes—v., to be angry or annoyed (56)

Example: Patty fumes when she can't go to the park.

trade—v., to give something in exchange for something else (56)

Example: I will trade you the blue marker for the red marker.

Vocabulary Chart for “Lunch Trades”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			fumes trade
Sayings and Phrases			

Note: You may also want to point out that the word *fumes* can have other meanings. Students may be more familiar with the word *fumes* referring to smoke or the smell given off by paint. In today's story, which takes place on a farm, it has the meaning previously noted.

Purpose for Reading

- Tell students that today they will read a story about trading lunches. Ask students to pay special attention to who wants to trade lunches and who does not.

READ “LUNCH TRADES” (15 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading “Lunch Trades” aloud to one another. Students who finish early should reread the stories “The Skiff Ride” and “The Cave” or choose a sentence from the Reader to copy and illustrate. They should not read ahead. You may wish to assign an optional vocabulary activity page.

Group 1: Have students follow along in their Readers as one student at a time reads aloud from “Lunch Trades” without interruption. Read the story a second time, having students read aloud. If you have time, reread “The Skiff Ride” and “The Cave” in the same fashion. Alternatively, you may complete a different remediation exercise addressing students’ specific needs.



Observation: “Lunch Trades” Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

ENGLISH
LANGUAGE
LEARNERS



Reading

Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: “Will Ling trade her hot dog?” “Will Ling trade her chips?”

Intermediate

When asking each question, provide students with a specific sentence frame: “For lunch Ling has. . .”

Advanced/Advanced High

Encourage students to expand and/or build on student responses.

ELPS 2.G; ELPS 4.G

Wrap-Up

Discussion Questions for “Lunch Trades”

1. **Literal.** Who is tired of eating ham?
 - » Dave is tired of eating ham.
2. **Literal.** What is in Ling’s lunch?
 - » Ling has a hot dog and chips.
3. **Literal.** What does Scott claim is in his lunch?
 - » He claims he has a fish bone, a lump of fat, and a wet sock.
4. **Inferential.** Does Scott really have a bone, fat, and sock in his lunch? Why does he say this?
 - » No, he did not want to trade lunch with anyone.
5. **Evaluative.** *Think-Pair-Share.* Ask your partner a question about “Lunch Trades.”
6. Are there any questions you have to help clarify your understanding of the story?



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Take-Home Material

TAKE-HOME STORY: “THE CAVE”

- Have students give Activity Page 28.4 to a family member.

Activity Page 28.4



Lesson 28: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Play Parts

- Provide each student with a copy of **Activity Page TR 28.1**.
- Pair students and have one student read the parts of Scott and the narrator, and the other read the parts of the Dave and Ling.

Note: Using a highlighter to mark the parts students will read is suggested.

MORE HELP WITH SPELLING

Letter Spelling

- Provide students with the following **Small Letter Cards: ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, ‘p’, ‘s’, ‘n’, ‘m’, ‘t’, ‘sh’, ‘f’, ‘l’, ‘k’, ‘h’**.
- Tell students that you will be calling out a list of words, some words with short-vowel sounds and some with long-vowel sounds.
- Say the first word and have students echo the word.
- Have students spell the word using the Small Letter Cards.
- Work through the remaining words.

- | | | |
|---------|---------|----------|
| 1. use | 5. lap | 9. fine |
| 2. tape | 6. shut | 10. ship |
| 3. shop | 7. poke | 11. fuse |
| 4. home | 8. pit | 12. lake |

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REVIEW

Long-Vowel Patterns

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read and spell single-syllable, similarly spelled words with /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✚ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Reading

Students will read “Lunch Trades” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a

✚ caption, depicting part of the story. **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

FORMATIVE ASSESSMENT

Observation

“Lunch Trades” Anecdotal Reading Record
(Group 2)

✚ **TEKS K.2.B.ii**

Activity Page 29.1

“Lunch Trades” Story Questions

✚ **TEKS K.5.G**

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Pop-Out Chaining (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'c', 's', 'p', 'b', 'l', 'h', 'w', 'qu', 'i', 'e', 'a', 'u', 'o'
Reading			
Reread "Lunch Trades"	Small Group/ Partner	20 min.	<input type="checkbox"/> Scott Reader
Review "Lunch Trades"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 29.1 <input type="checkbox"/> Activity Page 29.1 (Digital Components)
Take-Home Material			
Take-Home Story: "The Skiff Ride"			<input type="checkbox"/> Activity Page 29.2

ADVANCE PREPARATION

Foundational Skills

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

Reading

➤ Digital Component 29.1

- Create an enlarged version of Activity Page 29.1 (Digital Component 29.1) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Bring in a picture of a dentist, a rainbow, and a scarecrow to use in Oral Segmenting.

Lesson 29: Review

Foundational Skills



Primary Focus

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

✚ **TEKS K.2.A.iv; TEKS K.2.A.vi**

Students will read and spell single-syllable, similarly spelled words with /a/—/ae/, /i/—/ie/, /o/—/oe/, and /u/—/ue/ sounds and spellings.

✚ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

WARM-UP (5 MIN.)

Oral Segmenting

- Follow the instructions in Lesson 1.

- | | | |
|----------------|-------|---------------------------------|
| 1. den•tist | (3+4) | /d/ /e/ /n/ • /t/ /i/ /s/ /t/ |
| 2. rain•bow | (3+2) | /r/ /ae/ /n/ • /b/ /oe/ |
| 3. birth•day | (3+2) | /b/ /er/ /th/ • /d/ /ae/ |
| 4. cup•cake | (3+3) | /k/ /u/ /p/ • /k/ /ae/ /k/ |
| 5. shoe•lace | (2+3) | /sh/ /oo/ • /l/ /ae/ /s/ |
| 6. bed•time | (3+3) | /b/ /e/ /d/ • /t/ /ie/ /m/ |
| 7. some•times | (3+4) | /s/ /u/ /m/ • /t/ /ie/ /m/ /z/ |
| 8. book•case | (3+3) | /b/ /oo/ /k/ • /k/ /ae/ /s/ |
| 9. hop•scotch | (3+4) | /h/ /o/ /p/ • /s/ /k/ /o/ /ch/ |
| 10. scare•crow | (4+3) | /s/ /k/ /ae/ /r/ • /k/ /r/ /oe/ |

POP-OUT CHAINING (20 MIN.)

- Distribute and review the following Large Letter Cards: 'm', 'n', 't', 'c', 's', 'p', 'b', 'l', 'h', 'w', 'qu', 'i', 'e', 'a', 'u', and 'o'.
- Tell student with the 'e' card that they are holding the magic letter 'e'.
- Tell students if they are holding a card with a sound in *cut*, they should go to the front of the room and stand in the order spelling *cut*.

✚ **TEKS K.2.A** Demonstrate phonological awareness by: (iv) identifying syllables in spoken words; (vi) segmenting multisyllabic words into syllables; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Prior to blending the first word, talk to students about the word *dentist*. Hold up a picture of a dentist and tell students that the name for this person is *dentist*. Segment the first syllable, *den-*, asking students to repeat, then segment the second syllable, *-tist*, asking students to repeat. Follow by segmenting the full word *dentist*, asking students to repeat. Repeat the process with the pictures for *rainbow* and *scarecrow*. Proceed with blending the words.

ELPS 2.A; ELPS 2.E

- Tell students you are a magician. When you say, “Alakazam!” the student with the ‘e’ card should add it to the end of cut to change the word’s vowel sound and make a new word.
- Say “Alakazam!” and have the student with the ‘e’ card add it to the end of *cut*, changing *cut* to *cute*.
- Have the class read the new word.
- Repeat this process with the remaining word pairs.

- | | |
|---------------|----------------|
| 1. cut—cute | 6. tot—tote |
| 2. cub—cube | 7. bit—bite |
| 3. hop—hope | 8. pal—pale |
| 4. not—note | 9. pan—pane |
| 5. quit—quite | 10. slim—slime |

Lesson 29: “Lunch Trades” Reading



Primary Focus: Students will read “Lunch Trades” with purpose and understanding; will answer written questions about key details of the story; and will draw an illustration with a caption, depicting part of the story.


 **TEKS K.2.B.ii; TEKS K.5.G; TEKS K.6.E**

REREAD “LUNCH TRADES” (20 MIN.)

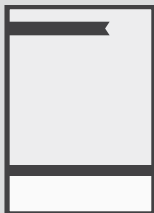
Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns reading “Lunch Trades” aloud to one another. Students who finish early should reread the stories “The Skiff Ride” and “The Cave.” They should not read ahead. You may wish to assign an optional vocabulary activity page.

Group 2: Have students follow along in their Readers as one student at a time reads aloud a paragraph from “Lunch Trades.” Read the story a second time, having students read aloud. If you have time, reread “The Skiff Ride” and “The Cave” in the same fashion.

 **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

Reader



Page 56



Observation: “Lunch Trades” Anecdotal Reading Record (Group 2)

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

REVIEW “LUNCH TRADES” (15 MIN.)

Story Questions Activity Page

➤ Digital Component 29.1

- Reconvene the whole class and distribute and display Activity Page 29.1.
- Ask students to read the first question.
- Ask students for the answer to the first question.
- Have students write the decodable answer on the line provided, following your example: *Ham is in Dave’s lunch bag.*
- Ask students to read the second question.
- Ask students to identify the correct answer.
- Have students shade the circle next to the correct answer, following your example.
- Direct students to complete the last question independently.
- Once students have completed the questions, have them illustrate a part of the story in the box provided and write a caption on the line provided.

Activity Page 29.1



Activity Page 29.1: “Lunch Trades” Story Questions

Collect Activity Page 29.1 from students. Note any errors students make in answering story questions.

Take-Home Material

TAKE-HOME STORY: "THE SKIFF RIDE"

- Have students give Activity Page 29.2 to a family member.

Activity Page 29.2



Lesson 29: Foundational Skills Remediation

Additional Support

MORE HELP ORALLY SEGMENTING TWO-SYLLABLE WORDS.

Push and Say

- Make one copy of the sound boxes, **Activity Page TR 1.1**, for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, etc.)
- Follow the procedure in Lesson 1 using the words in the box.

1. Thurs•day (3 + 2) /th /er/ /z/ • /d/ /ae/
2. hang•ers (3 + 2) /h/ /ae/ /ng/ • /er/ /z/
3. play•ground (3 + 5) /p/ /l/ /ae/ • /g/ /r/ /ou/ /n/ /d/
4. bed•room (3 + 2) /b/ /e/ /d/ • /r/ /oo/ /m/
5. back•pack (3 + 3) /b/ /a/ /k/ • /p/ /a/ /k/
6. clip•board (4 + 3) /k/ /l/ /i/ /p/ • /b/ /or/ /d/

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices Picture Cards, **Activity Page TR 2.1**, and cut the cards apart.
- Make one copy of the story “Lunch Trades” (**Activity Page TR 28.1**) for each student.
- Follow the procedure in Lesson 2.

MORE HELP WITH READING AND SPELLING

Word Tiles

- Gather sets of board game **letter tiles**, or write letters on small tiles.
- Provide each student with the following letters: **‘a’, ‘c’, ‘d’, ‘e’, ‘f’, ‘h’, ‘i’, ‘k’, ‘l’, ‘m’, ‘n’, ‘o’, ‘p’, ‘r’, ‘s’, ‘t’, ‘u’.**
- Call out the words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|----------|----------|----------|
| 1. hut | 5. fan | 9. plot |
| 2. tip | 6. dine | 10. cute |
| 3. shone | 7. mule | 11. use |
| 4. shake | 8. swipe | 12. rope |

Pausing Point

This is the end of both Unit 10 and the program for Kindergarten. A Pausing Point has been included here to accommodate teachers who have a need for supplemental exercises.

PAUSING POINT TOPIC GUIDE

More Help Orally Segmenting Two-Syllable Words

Push & Say	Additional Support Lessons 1, 3, 5, 11, 14, 17, 20, 25, 29
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Recognize and Isolate the Sounds Taught in Unit 10

Stand or Clap	Additional Support Lessons 10, 16
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Sound Off	Page 297
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Complete the Sentences	Additional Support Lesson 2
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/ee/ in the Middle	Additional Support Lessons 1, 3
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Sound Riddles	Page 298
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Recognize the Spellings Taught in Unit 10

How Many Sounds?	Page 299
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Highlight Digraphs	Page 300
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Complete the Spelling	Additional Support Lessons 7, 11, 17
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More Help Reading Digraphs

Teacher Chaining	Page 300
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Wiggle Cards	Additional Support Lesson 15; Page 300
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Word Collections	Page 301
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Mark the Sentence	Page 301
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Connect It	Page 301
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Word Recognition with Phrases	Page 301
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Vowel Switch	Page 302
Word Sort	Additional Support Lesson 12

More Help with Tricky Words

Green Light, Yellow Light	Additional Support Lessons 6, 9
Tricky Word Tic-Tac-Toe	Additional Support Lesson 3
Colored Flashcards	Page 302
Match Maker	Additional Support Lesson 6; Page 303
Tricky Word Beanbag Toss	Additional Support Lesson 4, 12, 18; Page 303
Tricky Word Clues	Page 303
Tricky Word Bingo	Additional Support Lessons 2, 16
Color the Tricky Word	Additional Support Lessons 5, 8, 15, 23
Complete the Sentences	Additional Support Lesson 6
Write and Draw	Additional Support Lesson 13
Handwriting Activity Pages with Tricky Words	Page 303

Independent Reading

Self-Select Text	Page 304
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Read Decodable Stories

Practice Reading	Page 304
Take-Home Stories	Page 306
Silly Voices	Additional Support Lessons 2, 4, 7, 9, 11, 14, 18, 21, 23, 29

Play Parts	Additional Support Lessons 1, 3, 5, 10, 13, 15, 17, 19, 20, 22, 24, 26, 27, 28
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Answer Story Questions in Writing

Story Questions Activity Pages	Page 306
Illustrate Stories	Page 306
Sequence the Story	Page 306

More Help Reading and Spelling Words with Digraphs

Large Card Chaining	Page 306
Word Tiles	Additional Support Lessons 8, 13, 14, 21, 24, 29
Letter Spelling	Additional Support Lessons 4, 20, 23, 28
Race to the Top	Additional Support Lessons 9, 25
Fill in the Consonants	Additional Support Lesson 22
Letter Spelling	Additional Support Lessons 4, 20, 23, 28
Complete the Spelling	Additional Support Lesson 17
Fill in the Consonant	Additional Support Lesson 22
Pop-Out Chaining	Additional Support Lesson 19

Write Words Containing the Digraphs Taught in Unit 10

Word Recognition	Page 307
Chaining Dictation	Page 307
Dictation with Words	Page 307
Word Sort	Page 309
Label the Picture	Page 309
A or B?	Page 309
Word Box	Page 309

Write Phrases or Sentences

Making Phrases	Page 309
Dictation with Sentences	Page 309
Sentence Strips	Page 310
Making Questions, Exclamations, and Statements	Page 310

More Help with Lowercase Letter Names and Sounds

Letters on the Back	Additional Support Lessons 1, 5
Letters in the Sand	Additional Support Lesson 3
Letters in the Snow	Additional Support Lesson 5, 7, 19

Enrichment Passages

The American Flag	Page 311
Texas and the Presidents	Page 311
Businesses	Page 312
The Pledge of Allegiance	Page 312
The U.S. Constitution	Page 312
The Declaration of Independence	Page 313

RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 10

Sound Off

- Tell students you are going to read a story containing a number of examples of the /ee/ sound. The /ee/ sound can be at the beginning, in the middle, or at the end of a word.
- Ask students to touch their knees whenever they hear the /ee/ sound.
- Read the story sentence by sentence, making an effort to emphasize the /ee/ sound whenever it occurs

Once there was an **evil queen**. She was **very, very mean**. The **mean queen** had a **sweet** son named **Dean**. **He** was only **thirteen**. The **mean queen** made **Dean eat** so many **peas** that his **teeth** turned an ugly shade of **green**!

- Follow the same procedure for the /oe/ sound.

Hope wrote a note to her pal Moe. The note said, "Moe, won't you come home with me for a meal of sloppy joes?" Moe wrote a note back. It said, "No, Hope, I won't. Sloppy joes are so yummy! But I have to go home to shovel snow."

Sound Riddles

- Tell students you are going to say some riddles, each of which has an answer containing the target sound.

/ie/

1. I'm thinking of something very cold and very sweet that melts when you take it out of the freezer. (*ice cream*)
2. I'm thinking of something having two wheels and two pedals. A lot of kids like to ride this. (*bike*)
3. I'm thinking of a round dessert that has crust and can be made with cherries, pumpkin, or blueberries. (*pie*)
4. I'm thinking of the number that comes after four. (*five*)
5. I'm thinking of the opposite of day. (*night*)
6. I'm thinking of something that brightens up a room when you turn it on. (*light*)
7. I'm thinking of the opposite of left. (*right*)
8. I'm thinking of something you might do when you are very sad. (*cry*)
9. I'm thinking of the woman who wears a white dress at a wedding. (*bride*)
10. I'm thinking of what birds do with wings. (*fly*)

/ae/

1. I'm thinking of a sweet dessert that usually has frosting. You might eat this on your birthday. (*cake*)
2. I'm thinking of something a lot like a pond, only bigger. (*lake*)
3. I'm thinking of a letter that stands for the /j/ sound. (*'j'*)
4. I'm thinking of water that falls from clouds. (*rain*)
5. I'm thinking of something that you play at recess. (*game*)
6. I'm thinking of the part of the body that has eyes, nose, and mouth. (*face*)
7. I'm thinking of a long animal that slithers. This animal has no legs. (*snake*)
8. I'm thinking of a letter that stands for the /k/ sound. (*'k'*)
9. I'm thinking of the opposite of early. (*late*)
10. I'm thinking of the opposite of love. (*hate*)

/ue/

1. I'm thinking of a letter that stands for the /u/ sound. ('u')
2. I'm thinking of a shape having six square sides. (*cube*)
3. I'm thinking of a make-believe animal that looks like a horse with one horn. (*unicorn*)
4. I'm thinking of a word that means the opposite of me. (*you*)
5. I'm thinking of a word that often describes puppies and kittens. This word means almost the same thing as adorable. (*cute*)
6. I'm thinking of an animal that is a mix between a horse and a donkey. (*mule*)

/ee/

1. I'm thinking of something covering most trees. (*leaves*)
2. I'm thinking of something we plant when we want to grow a flower. (*seed*)
3. I'm thinking of the number that comes after two. (*three*)
4. I'm thinking of something we use to lock or unlock a door. (*key*)
5. I'm thinking of the color of grass. (*green*)
6. I'm thinking of something we do at night. (*sleep* or *dream*)
7. I'm thinking of a farm animal that says, "Baa, baa!" (*sheep*)
8. I'm thinking of something we do when we are hungry. (*eat*)
9. I'm thinking of what we use our eyes to do. (*see*)
10. I'm thinking of something that has a trunk, branches, and leaves. (*tree*)

RECOGNIZE THE SPELLINGS TAUGHT IN UNIT 10

How Many Sounds?

- Distribute and display Activity Page PP.1.
- Remind students that some spellings are digraphs (letter teams), which means they are made up of more than one letter.
- Ask students to tell you the first sound in the first word.
- Complete the remaining sounds in the same fashion.
- Ask students how many sounds are in the word *smile*.
- Have students write the number 4 in the box, following your example.

Activity Page PP.1



- Have students copy *smile* on the handwriting guidelines, following your example.
- Complete the remaining words in the same fashion.

Highlight Digraphs

- Write a number of decodable words containing the digraphs taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each digraph.
- Have students connect the separated digraphs with a V-shaped mark.

MORE HELP READING DIGRAPHS

Teacher Chaining

- Write *nine* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove the first 'n' and add 'l' to create *line*.
- As you make this change, say, "If that is *nine*, what is this?"
- Continue this process to complete the chains.

1. nine > line > lime > time > tame > name > nape > nap > tap > tape
2. cute > cube > cub > cab > cat > fat > fate > date > late > lane
3. line > shine > shin > sheen > teen > ten > men > man > mane > mine
4. pipe > ripe > rip > sip > sick > tick > tim > time > dime > dome
5. base > chase > case > cape > cope > hope > rope > role > hole > pole

Wiggle Cards

- Follow the procedure in Lesson 6.

- | | |
|------------------|-----------------------|
| 1. munch cake | 8. run a mile |
| 2. chase pals | 9. smell a rose |
| 3. ride a bike | 10. hiss like a snake |
| 4. doze off | 11. shake hands |
| 5. slap five | 12. smile |
| 6. stare at pal | 13. be a plane |
| 7. stand in line | 14. rub your nose |

Word Collections

- Write decodable words containing the sound pairs /e/ and /ee/, /a/ and /ae/, /i/ and /ie/, /o/ and /oe/, or /u/ and /ue/ on cards, one word per card. The difference in their spellings should only be the added 'e'. For example, for the /a/—/ae/ pair, make cards with words such as *rat* and *rate*, *pan* and *pane*, and *mat* and *mate*.
- Label two boxes or paper bags with the spellings 'a' and 'a_e'.
- Ask students to read the words on the cards and say if the words contain the /a/ sound or the /ae/ sound.
- Have students place the word cards in the appropriate containers.

Mark the Sentence

- Distribute and display Activity Page PP.2.
- Ask students to read the first sentence.
- Ask students to read the second sentence.
- Ask the class which of the first two sentences matches the first picture.
- Have students shade the circle next to the matching sentence, following your example.
- Continue demonstrating until students are ready to work independently.

Connect It

- Have students complete Activity Page PP.3.

Word Recognition with Phrases

- Distribute and display Activity Page PP.4.
- Point to the first row of phrases, and tell the class you are going to say one of the two phrases.
- Say the phrase *a red flame*.
- Ask the class which of the two phrases spells *a red flame*.
- Once the class has answered correctly, have the students circle the phrase *a red flame*, following your example.
- Continue demonstrating until students are ready to work independently.





- | | | |
|------------------|-------------------|--------------------|
| 1. a red flame | 5. bees in a hive | 9. a lot of feed |
| 2. she runs in | 6. you and Mom | 10. the green lime |
| 3. pass the cone | 7. wake him up | 11. shade of red |
| 4. the bikes | 8. they are cute | 12. on this side |

Vowel Switch

- Distribute and display Activity Page PP.5.
- Ask students to read the first word.
- Ask students to read the second word.
- Ask students which of the first two words matches the first picture.
- Have students circle the matching word, following your example.
- Continue demonstrating until students are ready to work independently.

MORE HELP WITH TRICKY WORDS

Colored Flashcards

- Print decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain that the words printed on yellow paper are tricky. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.

Tricky Words:

- | | |
|----------------|-----------------|
| 1. <u>he</u> | 7. <u>their</u> |
| 2. <u>she</u> | 8. <u>my</u> |
| 3. <u>we</u> | 9. <u>by</u> |
| 4. <u>be</u> | 10. <u>you</u> |
| 5. <u>me</u> | 11. <u>your</u> |
| 6. <u>they</u> | 12. <u>once</u> |

Possible Decodable Words:

- | | |
|----------|-----------|
| 1. see | 12. made |
| 2. take | 13. came |
| 3. like | 14. keep |
| 4. three | 15. gave |
| 5. make | 16. ate |
| 6. home | 17. green |
| 7. name | 18. sleep |
| 8. tree | 19. close |
| 9. seem | 20. fine |
| 10. use | 21. hope |
| 11. five | 22. ride |

Match Maker

- Write the Tricky Words taught so far on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.

Tricky Word Beanbag Toss

- Write the Tricky Words taught in this unit on cards. Place them faceup on the floor.
- Hand a beanbag to a student and explain he or she should toss the beanbag towards the cards.
- Have the student read the Tricky Word card the beanbag hits or lands near.

Tricky Word Clues

- On the board/chart paper, write three to six Tricky Words taught in this program.
- Choose one word and then give students clues about the word.
- Clues could include the number of letters in the word, the first and/or last letter in the word, and what part of the word is tricky.
- Once students have found the right word, ask them to use it in a sentence.

Handwriting Activity Pages with Tricky Words

- Distribute Activity Pages PP.23, PP.24, and PP.25.
- Have students trace and copy the Tricky Words.
- Have students underline the tricky part of each Tricky Word.

Activity Pages
PP.23 – PP.25



- On the back of each activity page are the same words as on the front. The back is more difficult because only starting dots are provided.

INDEPENDENT READING

Self-Select Text

Materials: Classroom Library

- Explain that sometimes students read assigned books in groups, but sometimes they have the opportunity to choose reading materials to read on their own. Tell students that they can make good choices about books by thinking carefully about what they are interested in.
- Gather three or four books of different levels and genres from the classroom library. Display the titles, and call students' attention to the pictures on the cover. Say, "Some of these books look more interesting to me than others. These two are about _____ and _____. They both sound interesting! I'll look at the words and pictures in both books before I choose one."
- Have students self-select a book and tell why they chose it. **TEKS K.4**

READ DECODABLE STORIES

Practicing Reading

- Ask students to sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: "Mike's Tale," "Green Grove Glade," "The Boss," and "The King of Kites."
- Encourage students who finish early to reread stories from previous lessons.
- Students should answer questions using complete sentences.

Discussion Questions for "Mike's Tale"

1. **Inferential.** Where are the kids?
 - » They are in a forest or woods.
2. **Literal.** What is Mike's tale about?
 - » a Grump
3. **Literal.** What makes a snapping noise?
 - » Meg
4. **Literal.** Who gets scared?
 - » Dave

Discussion Questions for “Green Grove Glade”

1. **Literal.** Where does Dave take Scott?
 - » Green Grove Glade
2. **Literal.** Name some things that you can do at Green Grove Glade.
 - » swing, slide, ride
3. **Literal.** What does Scott tell his mom about Green Grove Glade?
 - » It was fun.

Discussion Questions for “The Boss”

1. **Inferential.** What is a glare?
 - » Accept reasonable answers.
2. **Inferential.** Why do Meg and Scott glare at each other?
 - » Accept reasonable answers.
3. **Literal.** Who gets to be the boss?
 - » Jen

Discussion Questions for “The King of Kites”:

1. **Literal.** What did Scott make?
 - » a kite
2. **Literal.** Describe what Scott’s kite looks like.
 - » Accept reasonable answers.
3. **Inferential.** What parts does a kite need to have?
 - » Accept reasonable answers.
4. **Literal.** Where do Scott and Dave go to fly the kite?
 - » to the lake

Activity Pages
PP.6 – PP.10



Activity Pages
PP.11–PP.16



Large Letter Cards



Take-Home Stories

- Distribute Activity Pages PP.6–PP.10.
- Have students take the activity pages home and give them to a family member.

ANSWER STORY QUESTIONS IN WRITING

Story Questions Activity Pages

- Have students complete Activity Pages PP.11–PP.14.

Illustrate Stories

- Have students draw pictures representing their favorite aspects of the stories they have read.
- Ask students questions about their drawings and the stories.

Sequence the Story

- Distribute Activity Pages PP.15 and PP.16.
- Have students reread the story “Scott Bakes a Cake.”
- Ask students to read the four sentences on Activity Page PP.15 and then copy or paste the sentences onto Activity Page PP.16 in the correct sequence.
- Have students illustrate each sentence.

MORE HELP READING AND SPELLING WORDS WITH DIGRAPHS

Large Card Chaining

- Distribute the following Large Letter Cards, reviewing each card’s sound as you pass it out: ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘f’, ‘s’, ‘b’, ‘l’, ‘r’, ‘w’, ‘sh’, ‘i’, ‘e’, ‘a’, ‘u’, ‘o’, and ‘ee’.
- Tell students if they are holding a card with a picture of a sound in *life*, they should go to the front of the room and stand in the order spelling *life*.
- If necessary, help students establish the correct order.
- Once the word has been spelled correctly, say, “If that is *life*, show me *like*.”
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Proceed to the next chain.

1. life > like > bike > bake > make > made > wade > wide > tide > side
2. did > dad > deed > feed > seed > seem > seek > peek > leek > meek
3. hat > fat > fate > rate > date > late > mate > mute > cute > cube
4. rode > ride > side > tide > time > tame > lame > lime > life > line
5. broke > brake > rake > lake > shake > shame > shade > fade > made

WRITE WORDS CONTAINING THE DIGRAPHS TAUGHT IN UNIT 10

Word Recognition

- Follow the procedure in Lesson 10, using the words in the box.

- | | | |
|---------|---------|----------|
| 1. bike | 5. has | 9. twin |
| 2. dime | 6. my | 10. ripe |
| 3. fin | 7. site | 11. win |
| 4. like | 8. they | 12. she |

Chaining Dictation

- Distribute and display Activity Page PP.17.
- Direct students' attention to the first word, and ask students if any of them know what letters need to be written on the lines to make *cute*.
- Have students write a 'u' on the first line and an 'e' on the second line, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page PP.17



- | | |
|---------|-----------|
| 1. cute | 6. bike |
| 2. cut | 7. bake |
| 3. but | 8. wake |
| 4. bit | 9. woke |
| 5. bite | 10. choke |

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 for them to write.

- Say the word *cube*. Then segment the word, raising one finger for each sound: /k/ (raise thumb) . . . /ue/ (raise pointer finger) . . . /b/ (raise middle finger).
- Ask students how many sounds are in the word *cube*.
- Draw three lines on the board/chart paper—one for each sound in *cube*. Have students do the same on their paper.
- Remind students the /ue/ sound is spelled with two letters, so a fourth line is needed. Draw a fourth line on the board/chart paper, and have students do the same on their paper.
- Ask students for the first sound in *cube*. Fill in the first line on the board/chart paper with the letter 'c', and have students do the same on their paper.
- Ask students for the second sound in *cube*. Fill in the second line on the board/chart paper with the letter 'u', and have students do the same on their paper. Remind students that the letter 'u' is the first part of the spelling for /ue/. Tell the class you will write the second part after you write the letters for the sound coming after the /ue/ sound.
- Ask students for the third sound in *cube*. Fill in the third line on the board/chart paper with the letter 'b', and have students do the same on their paper. Explain if you left the word like this, it would be pronounced *cub*. To spell *cube*, you need to finish writing the /ue/ sound.
- Ask students what letter must be written on the fourth line in order to complete the picture of the /ue/ sound. Once the letter 'e' has been identified, fill in the fourth line on the board/chart paper with the letter 'e', and have students do the same on their paper.
- Model reading the word as a strategy for double-checking its spelling.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters to aid in remembering how to write the spellings.

1. cube	10. screen	19. tale	28. peer
2. gripe	11. probe	20. fume	29. throne
3. tone	12. creep	21. frame	30. slope
4. nine	13. mute	22. free	31. wave
5. jokes	14. blaze	23. shape	32. zone
6. speed	15. speech	24. drive	33. heel
7. trade	16. drapes	25. some	34. mule
8. cheer	17. quake	26. time	35. prize
9. smile	18. cute	27. wife	36. use

Word Sort

- Have students complete Activity Page PP.18.

Label the Picture

- Have students complete Activity Page PP.19.

A or B?

- Have the students complete Activity Page PP.20.

Word Box

- Have students complete Activity Page PP.21 and/or Activity Page PP.22.

WRITE PHRASES OR SENTENCES

Making Phrases

- Write decodable nouns, decodable adjectives, and the Tricky Words *he, she, we, be, me, they, their, my, by, you, and your* on cards, one word per card.
- Have students create phrases with these cards.
- Then have students copy the phrases on paper.

Dictation with Sentences

- Provide students with a pencil and 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. (Select sentences from the list below.)
- Tell students to write each sentence you say.



- For each sentence you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Remind students to refer to the Sound Posters to aid in remembering how to write the spellings.

- | | |
|-----------------------------------|-----------------------------|
| 1. What a cute dog! | 11. Time to wake up! |
| 2. The drapes are green. | 12. Is this your plate? |
| 3. Get them some rope! | 13. What a shame! |
| 4. She sits by Mike. | 14. Where are my sheep? |
| 5. Am I late? | 15. My mom made me a cake. |
| 6. I will take nine limes. | 16. Jake needs his things. |
| 7. We rode the bus home. | 17. Did she smash the dish? |
| 8. That's a fine fish! | 18. The fumes smell bad! |
| 9. He likes their bikes. | 19. The mole dug a hole. |
| 10. When will we plant the seeds? | 20. What time is it? |

Sentence Strips

- Choose sentences from the *Scott Reader* that can be illustrated and copy them onto slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Making Questions, Exclamations, and Statements

- Write decodable nouns, decodable adjectives, and decodable verbs on cards, one word per card. Make sure some of these words contain separated digraphs. Write the Tricky Words *he, she, we, be, me, they, their, my, by, you, and your* on cards, one word per card. Also, make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- You may have students copy the sentences on paper.

ENRICHMENT PASSAGES

The following enrichment passages may be used as additional practice and extension opportunities for students who are progressing in the core instruction, successfully learning the sound-spelling patterns, and able to read the decodable text accurately.

The content of these enrichment passages is blended, consisting of approximately 50% decodable words. The passages introduce students to applying foundational (word recognition) skills in more complex, content-area text.

Students who are successfully mastering the code can often generalize these skills to multisyllabic words and sound-spelling patterns that have not yet been taught.

You may wish to preview text vocabulary and/or support some students by using partner reading, choral reading, or small group reading.

The American Flag

The U.S. flag is a very special and important symbol for America. It is red, white, and blue. The flag has fifty stars, and each star stands for one of our states. It also has thirteen stripes to remember the first thirteen colonies. When we see the flag, it helps us feel proud and reminds us of how much we love our country. We wave the flag and show it at special times, like Fourth of July, to celebrate America.

Comprehension Questions

1. What colors are on the U.S. flag? (*red, white, blue*)
2. How many stars are there, and what do they mean? (*fifty stars, one for each state in the United States*)

Texas and the Presidents

Some U.S. Presidents have special ties to Texas. President Dwight D. Eisenhower was born in Texas, but he moved away when he was very young. President Lyndon B. Johnson lived in Texas for a long time. President George H.W. Bush and his son, President George W. Bush, also made Texas their home. Texas has been an important state to several presidents.

Comprehension Questions

1. Which presidents were father and son? (*George H.W. Bush and George W. Bush*)
2. What are some kinds of connections presidents have had with the state of Texas? (*They have been born there and lived there.*)

Businesses

Do you know what a business is? It is when people make or sell things, like when you have a lemonade stand. You decide how much to sell the lemonade for. Businesses help people by giving them things they need or want.

Comprehension Questions

1. What is a business? (*a place for people to make or sell things*)
2. Can you think of something you would like to sell? (*Answers may vary, but students should name an object or service that could be sold by a business.*)
3. How do businesses help people? (*Businesses help people by providing things they need or want.*)

The Pledge of Allegiance

Have you heard the Pledge of Allegiance? Maybe you say it each morning in your classroom. The Pledge of Allegiance is a little like a speech. People usually say it aloud together. It was written long ago, in the 1800s. We say the pledge to show that we love our country.

Comprehension Questions

1. What is the Pledge of Allegiance?
2. What is one place where people say the Pledge of Allegiance?
3. Why do people say the Pledge of Allegiance?

The U.S. Constitution

Have you heard of the Constitution? It is a very special set of rules for our country. It was written a long time ago. Just like you have rules at school, the Constitution has rules for everyone in the United States. It helps keep us happy and safe.

Comprehension Questions

1. What is the Constitution? (*a set of rules*)
2. Why do we have the Constitution? (*It helps keep us happy and safe.*)
3. When was the Constitution written? (*a long time ago*)

The Declaration of Independence

Have you heard of the Declaration of Independence? It is a very special document. It was written a long time ago to tell the world that our country wanted to be free. The people who wrote it said that everyone should have the chance to be happy and free.

Comprehension Questions:

1. What is the Declaration of Independence? (*a special document*)
2. Why was it written? (*to help people have the chance to be happy and free*)
3. What did the people want when they wrote it? (*for our country to be free*)

The American Flag

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Teacher Resources

Kindergarten	Skills 10
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Teacher Guide

Teacher Resources

Dolch Flash Card Family Letter

Fry Flash Card Family Letter

Dolch Word Assessment Record: Beginning and End of Unit 10

Dolch Sight Word Assessment List

Fry Word Assessment Record: Beginning and End of Unit 10

Fry's Instant Words Assessment List

Oral Segmenting Observation Record—Unit 10

Letter Name and Letter Sound Observation Record—Unit 10

Discussion Questions Observation Record—Unit 10

Anecdotal Reading Record—Unit 10

Record Sheets for Unit 10 Assessments

Analysis and Interpretation of the End-of-Year Assessment

Additional Support Activity Pages

Activity Book Answer Key

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

DOLCH FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

In this unit, your student will continue to learn new words from the Dolch Sight Word List.

Your student will be taught to read the following new words as Tricky Words: *he, she, we* (Lesson 3), *be, me* (Lesson 5), *they, their* (Lesson 8), *my* (Lesson 13), *by* (Lesson 15), *you*, and *your* (Lesson 23.) 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 words on the flash cards successfully at the beginning of this unit.

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.

by

were

down

why

their

with

us

take

a

came

one

was

in

am

red

thes

help

what

an

best

jump

wish

not

but

will

no

tell

that

pick

long

went

to

little

them

cut

best

use

sit

ride

yes

she

sing

yellow

blue

ran

see

make

where

at

of

has

much

once

yo

its

sleep

so

out

made

big

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black

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all

there

keep

we

ten

him

which

said

is

are

if

six

when

look

five

up

then

ate

hot

ask

three

must

run

funny

gave

well

green

they

just

small

on

like

had

my

from

and

stop

let

this

I

those

mee

FRY FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

In this unit, your student will continue to learn new words from Fry's Instant Words List.

Your student will be taught to read the following new words as Tricky Words: *he, she, we* (Lesson 3), *be, me* (Lesson 5), *they, their* (Lesson 8), *my* (Lesson 13), *by* (Lesson 15), *you*, and *your* (Lesson 23.) 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 words on the flash cards successfully at the beginning of this unit.

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.

he

his

she

seem

ran

here

yes

your

was

get

made

what

like

so

six

by

close

time

tell

just

best

went

such

look

but

song

much

male

see

little

are

with

one

same

small

their

state

said

when

spell

not

word

two

trees

and

my

miss

once

thing

hot

to

help

it

I

feet

they

if

sit

ten

its

on

run

make

am

us

back

must

a

did

yellowow

is

came

keep

there

will

let

home

three

at

than

we

line

in

need

long

be

where

them

can

red

off

cut

that

side

blue

big

you

stop

all

use

then

has

of

had

add

an

funny

down

this

which

as

mee

from

ask

well

were

the

out

jump

those

why

fast

him

up

no

name

take

life

still

DOLCH WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 10

Student Name: _____

Instructions: This is an optional assessment of words from the Dolch Sight Word List. At the beginning of Unit 10, show the student the Dolch Word List which follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 9 Dolch word assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As he or she completes a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, 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 in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Repeat this assessment at the end of Unit 10.

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
1. by		
2. were		
3. down		
4. why		
5. their		
6. with		
7. us		
8. take		
9. a		
10. came		
11. one		
12. was		
13. in		
14. am		
15. red		
16. the		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
17. help		
18. what		
19. an		
20. best		
21. jump		
22. wish		
23. not		
24. but		
25. will		
26. no		
27. tell		
28. that		
29. pick		
30. long		
31. went		
32. to		
33. little		
34. them		
35. cut		
36. best		
37. use		
38. sit		
39. ride		
40. yes		
41. she		
42. sing		
43. yellow		
44. blue		
45. ran		
46. see		
47. make		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
48. where		
49. at		
50. of		
51. has		
52. much		
53. once		
54. you		
55. its		
56. sleep		
57. so		
58. out		
59. made		
60. big		
61. can		
62. here		
63. off		
64. black		
65. get		
66. two		
67. he		
68. did		
69. fast		
70. bring		
71. as		
72. your		
73. his		
74. it		
75. all		
76. there		
77. keep		
78. we		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
79. ten		
80. him		
81. which		
82. said		
83. is		
84. are		
85. if		
86. six		
87. when		
88. look		
89. five		
90. up		
91. then		
92. ate		
93. hot		
94. ask		
95. three		
96. must		
97. run		
98. funny		
99. gave		
100. well		
101. green		
102. they		
103. just		
104. small		
105. on		
106. like		
107. had		
108. my		
109. from		

Dolch Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
110. and		
111. stop		
112. let		
113. this		
114. I		
115. those		
116. me		
Subtotal	_____ /116	_____ /116

UNIT 10 DOLCH SIGHT WORD ASSESSMENT LIST

- | | | |
|----------------|-----------------|-----------------|
| 1. <u>by</u> | 2. <u>were</u> | 3. <u>down</u> |
| 4. <u>why</u> | 5. <u>their</u> | 6. with |
| 7. us | 8. take | 9. <u>a</u> |
| 10. came | 11. <u>one</u> | 12. <u>was</u> |
| 13. in | 14. am | 15. red |
| 16. <u>the</u> | 17. help | 18. <u>what</u> |
| 19. an | 20. best | 21. jump |
| 22. wish | 23. not | 24. but |
| 25. will | 26. <u>no</u> | 27. tell |

28. that 29. pick 30. long
31. went 32. to 33. little
34. them 35. cut 36. best
37. use 38. sit 39. ride
40. yes 41. she 42. sing
43. yellow 44. blue 45. ran
46. see 47. make 48. where
49. at 50. of 51. has
52. much 53. once 54. you

55. its
56. sleep
57. so
58. out
59. made
60. big
61. can
62. here
63. off
64. black
65. get
66. two
67. he
68. did
69. fast
70. bring
71. as
72. your
73. his
74. it
75. all
76. there
77. keep
78. we
79. ten
80. him
81. which

82. said

83. is

84. are

85. if

86. six

87. when

88. look

89. five

90. up

91. then

92. ate

93. hot

94. ask

95. three

96. must

97. run

98. funny

99. gave

100. well

101. green

102. they

103. just

104. small

105. on

106. like

107. had

108. my

109. from

110. and

111. stop

112. let

113. this

114. I

115. those

116. me

FRY WORD ASSESSMENT INDIVIDUAL RECORD: BEGINNING AND END OF UNIT 10

Student Name: _____

Instructions: This is an optional assessment of words from the Fry's Instant Words List. At the beginning of Unit 10, show the student the Fry Word List which follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 9 Fry Word Assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As he or she completes a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, 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 in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Repeat this assessment at the end of Unit 10.

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
1. he		
2. his		
3. she		
4. seem		
5. ran		
6. here		
7. yes		
8. your		
9. was		
10. get		
11. made		
12. what		
13. like		
14. so		
15. six		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
16. by		
17. close		
18. time		
19. tell		
20. just		
21. best		
22. went		
23. such		
24. look		
25. but		
26. song		
27. much		
28. male		
29. see		
30. little		
31. are		
32. with		
33. one		
34. same		
35. small		
36. their		
37. state		
38. said		
39. when		
40. spell		
41. not		
42. word		
43. two		
44. trees		
45. and		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
46. my		
47. miss		
48. once		
49. thing		
50. hot		
51. to		
52. help		
53. it		
54. I		
55. feet		
56. they		
57. if		
58. sit		
59. ten		
60. its		
61. on		
62. run		
63. make		
64. am		
65. us		
66. back		
67. must		
68. a		
69. did		
70. yellow		
71. is		
72. came		
73. keep		
74. there		
75. will		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
76. let		
77. home		
78. three		
79. at		
80. than		
81. we		
82. line		
83. in		
84. need		
85. long		
86. be		
87. where		
88. them		
89. can		
90. red		
91. off		
92. cut		
93. that		
94. side		
95. blue		
96. big		
97. you		
98. stop		
99. all		
100. use		
101. then		
102. has		
103. of		
104. had		
105. add		

Fry Word	Beginning Unit 10 Assessment: Date _____	End of Unit 10 Assessment: Date _____
106. an		
107. funny		
108. down		
109. this		
110. which		
111. as		
112. me		
113. from		
114. ask		
115. well		
116. were		
117. the		
118. out		
119. jump		
120. those		
121. why		
122. fast		
123. him		
124. up		
125. no		
126. name		
127. take		
128. life		
129. still		
Subtotal	_____ /129	_____ /129

UNIT 10 FRY'S INSTANT WORDS ASSESSMENT LIST

1. he

2. his

3. she

4. seem

5. ran

6. here

7. yes

8. your

9. was

10. get

11. made

12. what

13. like

14. so

15. six

16. by

17. close

18. time

19. tell

20. just

21. best

22. went

23. such

24. look

25. but

26. song

27. much

28. male

29. see

30. little

31. are

32. with

33. one

34. same

35. small

36. their

37. state

38. said

39. when

40. spell

41. not

42. word

43. two

44. trees

45. and

46. my

47. miss

48. once

49. thing

50. hot

51. to

52. help

53. it

54. I

55. feet

56. they

57. if

58. sit

59. ten

60. its

61. on

62. run

63. make

64. am

65. us

66. back

67. must

68. a

69. did

70. yellow

71. is

72. came

73. keep

74. there

75. will

76. let

77. home

78. three

79. at

80. than

81. we

82. line

83. in

84. need

85. long

86. be

87. where

88. them

89. can

90. red

91. off

92. cut

93. that

94. side

95. blue

96. big

97. you

98. stop

99. all

100. use

101. then

102. has

103. of

104. had

105. add

106. an

107. funny

108. down

109. this

110. which

111. as

112. me

113. from

114. ask

115. well

116. were

117. the

118. out

119. jump

120. those

121. why

122. fast

123. him

124. up

125. no

126. name

127. take

128. life

129. still

ORAL SEGMENTING OBSERVATION RECORD—UNIT 10

- ✓ - Correctly Segmented (write the word segmented)
- ✗ - Incorrectly Segmented (write the word given/the sounds segmented)

Subtotal = number of correct responses/total responses per student

Student	Lesson								Subtotal
	1	2	3	4	5	6	7	8	
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/

LETTER NAME AND LETTER SOUND OBSERVATION RECORD — UNIT 10

- LN ✓ Gave the correct letter name LN ✗ Gave an incorrect letter name
 LS ✓ Gave the correct letter sound LS ✗ Gave an incorrect letter sound
 Subtotal: number of correct responses/total responses

Student	Lesson								Subtotal	
	1	2	3	4	5	6	7	8		
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/
										/

DISCUSSION QUESTIONS OBSERVATION RECORD — UNIT 10

CS✓ - Answered in a complete sentence

L✓ - Answered a literal question correctly

I✓ - Answered an inferential question correctly

E✓ - Answered an evaluative question correctly

CS✗ - Did not answer in a complete sentence

L✗ - Answered a literal question incorrectly

I✗ - Answered an inferential question incorrectly

E✗ - Answered an evaluative question incorrectly

Student	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Subtotal

ANECDOTAL READING RECORD—UNIT 10

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

PART 1A: WORD READING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student's scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-Year Student Performance Assessment.

Student Name	shop	smash	quench	thing	thump	tree	joke	wade	five	cute	Total Score	/10

PART 1B: WORD READING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any word the student marked incorrectly and record the number of incorrect responses. Use the student's scores on Parts 1A and 1B to determine if he or she needs to complete Part 3 of the assessment: Letter Sounds. Any student who misses 6 or more items out of the Part 1A, 1B total of 20 must complete Part 3 of the End-of-Year Student Performance Assessment.

Student Name	was	where	what	are	their	your	he	once	of	said	Total Score	/10	Part 1A/1B	/20

PART 2: SOUND WRITING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound the student wrote incorrectly. Any student who misses 4 or more items must complete Part 3 of the End-of-the-Year Student Performance Task Assessment.

Student Name	/ch/	/e/	/h/	/sh/	/th/	/w/	/a/	/v/	/qu/	/i/	/o/	/ng/	/j/	/r/	/u/	Total ___ /35

PART 2: SOUND WRITING ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound the student wrote incorrectly. Any student who misses 4 or more items must complete Part 3 of the End-of-Year Student Performance Assessment.

Student Name	/ch/	/e/	/h/	/sh/	/th/	/w/	/a/	/v/	/qu/	/i/	/o/	/ng/	/j/	/r/	/u/	Total	/35

PART 3 LETTER SOUNDS ASSESSMENT

m	a	t	d	o
c	g	i	n	h
s	f	v	z	p
e	b	l	r	u
w	j	y	x	k
ch	sh	th	qu	ng
ss	ck	ll	ff	ee

PART 3: LETTER SOUNDS ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any sound misread by the student. Record the number of incorrect responses.

Student Name	m	a	t	d	o	c	g	i	n	h	s	f	v	z	p	e	b	l	r	u	w	j	y	x	k	ch	sh	th	qu	ng	ss	ck	ll	ff	ee	Total ___ /35					

PART 4: WRITING LOWERCASE LETTERS ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any letter not identified and written by the student. Record the number of incorrect responses.

Student Name	e	y	o	h	k	b	x	m	u	g	a	n	d	l	c	z	t	j	i	p	s	r	q	f	v	w	Total ___/26	

PART 5: UPPERCASE LETTER NAMES ASSESSMENT SUMMARY SHEET

Directions: Mark an X in the box of any letter circled incorrectly by the student. Record the number of incorrect responses.

Student Name	E	Y	P	G	K	S	B	H	C	L	W	T	D	R	M	V	I	F	J	O	N	Q	Z	A	U	X	Total ___/26	

ANALYSIS AND INTERPRETATION OF THE END-OF-YEAR ASSESSMENT

The Unit 10 End-of-Year Student Performance Assessment is a multipart assessment of skills students have learned in the program. More specifically, the End-of-Year Student Performance Assessment requires that students identify decodable words as the teacher reads them aloud, identify Tricky Words as the teacher reads them aloud, and write spellings corresponding to sounds the teacher pronounces aloud. It is imperative that you clearly identify and document individual students' weaknesses to assist students' Grade 1 teachers in their planning for the following school year. To be successful in Grade 1, students must have mastered the basic code for the short vowel and consonant sounds and be able to apply this knowledge to blend and read words of three to five sounds. Students should also be able to recognize and read the Tricky Words taught in Kindergarten.

This set of assessment results, combined with those from Unit 8, provide a student record that will be invaluable to each student's Grade 1 teacher.

It is important that teachers be cognizant of the possible losses and gains in skills that may result over the summer hiatus. For example, some students may experience a "summer learning loss" in skills, whereas other students may experience gains in their skills due to extracurricular summer experiences (e.g., private tutoring, summer camps, and other programs provided by the community). Although the student record provides valuable information that Grade 1 teachers may use for planning purposes, it will nonetheless be crucial that Grade 1 teachers complete a comprehensive placement assessment with each entering Grade 1 student.

Interpreting Assessment Scores	
Word Recognition	
If student scores...	Recommendation
18–20 correct Word Reading	This student has OUTSTANDING preparation for Grade 1 Skills instruction.
16 or 17 correct on Word Reading	This student has STRONG preparation for Grade 1 Skills instruction.
14 or 15 correct on Word Reading	This student has ADEQUATE preparation for Grade 1 Skills instruction.
13 or less on Word Reading	This student has QUESTIONABLE preparation for Grade 1 Skills instruction.
Sound Writing	
If student scores...	Recommendation
14 or 15 correct on Sound Writing	This student has OUTSTANDING preparation for Grade 1 Skills instruction.
12 or 13 correct on Sound Writing	This student has STRONG preparation for Grade 1 Skills instruction.
11 correct on Sound Writing	This student has ADEQUATE preparation for Grade 1 Skills instruction.
10 or less on Sound Writing	This student has QUESTIONABLE preparation for Grade 1 Skills instruction. Bring this student's performance to the attention of the teacher for the next school year.

Generally you will find the following applies to most students. If a student scores:

- in the OUTSTANDING or STRONG range on Word Reading and/or Sound Writing, the student is ready for instruction using Grade 1 materials.
- in the ADEQUATE or QUESTIONABLE range on Word Reading and/or Sound Writing, the student may not be ready for instruction using Grade 1 materials without rigorous intervention.
- If a student's scores indicate the need for the administration of the Letter Sound assessment, this is another indicator the student may not be ready for instruction using Grade 1 materials.

Word Recognition +	Sound Writing =	Grade 1 Readiness
Outstanding	Outstanding	Outstanding
Outstanding	Strong	Strong
Outstanding	Adequate	Adequate
Outstanding	Questionable	Adequate
Strong	Outstanding	Strong
Strong	Strong	Strong
Strong	Adequate	Adequate
Strong	Questionable	Adequate
Adequate	Outstanding	Adequate
Adequate	Strong	Adequate
Adequate	Adequate	Adequate
Adequate	Questionable	Questionable
Questionable	Outstanding	Questionable
Questionable	Strong	Questionable
Questionable	Adequate	Questionable
Questionable	Questionable	Questionable

Additional Support Activity Pages

Kindergarten	Skills 10
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Teacher Guide

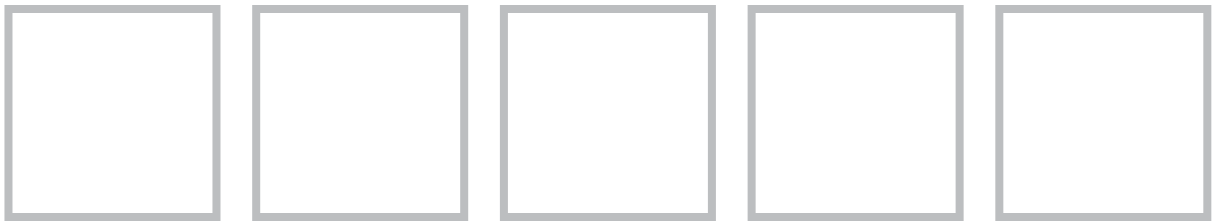
NAME: _____

DATE: _____

TR 1.1

Push & Say Sound Boxes

Directions: Use this page for Push & Say. Students represent sounds with letter cards.

A horizontal row of five empty square boxes, each with a thin gray border, intended for students to write letter cards representing sounds.

NAME: _____

DATE: _____

TR 1.2

Scott and Lee

This is Scott Green.
Scott is ten.

Scott's dad **keeps**
a pig in a pen. Scott's
mom **keeps** three hens.
Scott **keeps** a sheep.

Lee the Sheep is
Scott's pet. Scott **feeds**
Lee and rubs him on
the back. **Lee** is a
sweet sheep.



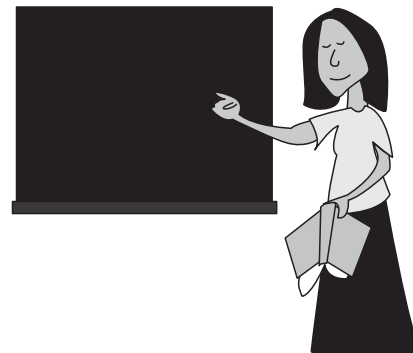
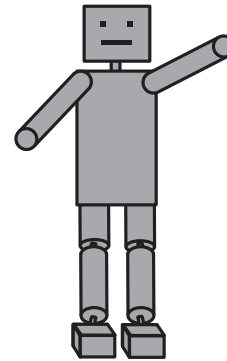
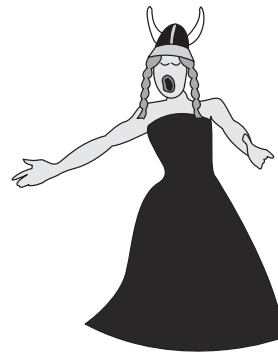
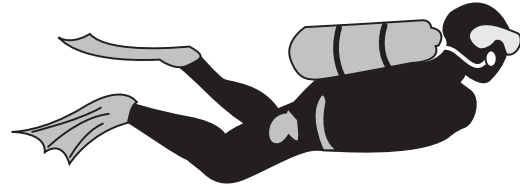
NAME: _____

DATE: _____

TR 2.1

Fluency: Silly Voices Cards

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



NAME: _____

DATE: _____

TR 2.2

Bingo Word Cards

Directions: Copy and cut out Tricky Word cards for use with Sorts, Race to the Top, and Match Maker. (Card stock is recommended to allow for reuse.) For Match Maker darker colored card stock is recommended to prevent seeing through. Note: Word Cards 1–3 for Tricky Words are not for use with Bingo.

a

all

are



do

from

have

here

I

is

no

of

once

one

said

says

NAME: _____

DATE: _____

TR 2.3

Tricky Word Bingo Boards 1

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

do	no	of
said	from	is
says	one	are
have	once	here
all	a	I

NAME: _____

DATE: _____

TR 2.3

CONTINUED

Tricky Word Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

<u>s</u> aid	<u>o</u> ne	<u>o</u> f
<u>a</u> re	<u>f</u> rom	<u>n</u> o
<u>I</u>	<u>a</u> ll	is
<u>d</u> o	<u>a</u>	<u>s</u> ays
<u>h</u> ere	<u>h</u> ave	<u>o</u> n <u>c</u> e

NAME: _____

DATE: _____

TR 2.3

CONTINUED

Tricky Word Bingo Boards 3

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

no	is	one
from	are	I
said	here	have
of	do	a
says	all	once

NAME: _____

DATE: _____

TR 2.3

CONTINUED

Tricky Word Bingo Boards 4

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

<u>all</u>	<u>one</u>	<u>says</u>
<u>of</u>	<u>once</u>	<u>I</u>
<u>a</u>	<u>here</u>	<u>do</u>
<u>are</u>	<u>said</u>	<u>have</u>
<u>is</u>	<u>no</u>	<u>from</u>

NAME: _____

DATE: _____

TR 2.4

Complete the Sentences

sleep	wet	teeth
met	green	week
speeds	yet	cheek

1. I _____ in the big, soft bed.

2. The jet _____ across the sky.

Directions: Have students read the words at the top of the page and each sentence below. Have students choose the word(s) that completes each sentence and write it on the line.

NAME: _____

DATE: _____

TR 2.4

CONTINUED

Complete the Sentences

sleep

wet

teeth

met

green

week

speeds

yet

cheek

3. Kim lost two _____

last _____.

4. I cut my _____ on a twig.

5. The tree is tall and _____.

NAME: _____

DATE: _____

TR 3.1

Red Ants

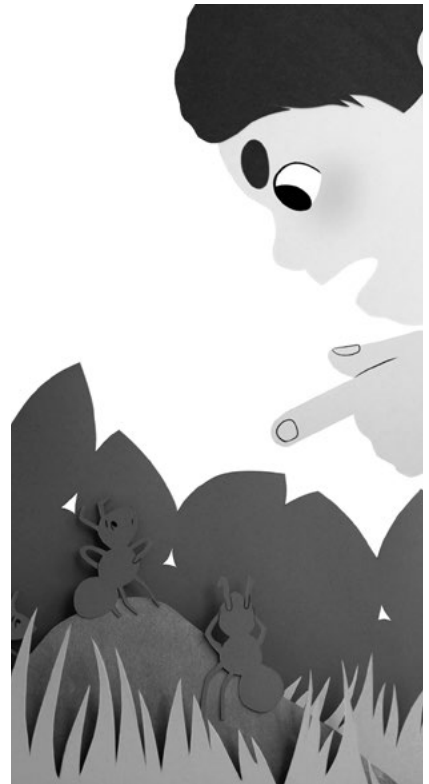
Lee the Sheep had a bad **week** last **week**. Red ants bit him on his legs and **feet**.

Scott had to **sweep** the ants with his hand to get rid of them.

Scott was mad at the ants.

“Ants,” he said, “**Lee** is a **sweet** sheep. **Feel** free to munch on plants and **weeds**, but not on **Lee**!”

One of the ants said, “We **feel** bad. We will not munch on **Lee**. We will munch on plants and **weeds**.”



NAME: _____

DATE: _____

TR 3.2

Tricky Word Tic-Tac-Toe

Directions: Have students take turns reading and marking the words at the top of the page in the traditional game of Tic Tac Toe. On the lines below, students can write the Tricky Words for practice.

he	we	she
she	he	we
we	she	he

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

NAME: _____

DATE: _____

TR 5.1

The Bees

The red ants left. But then the bees got Lee! The bees stung Lee on his cheek and on his feet.

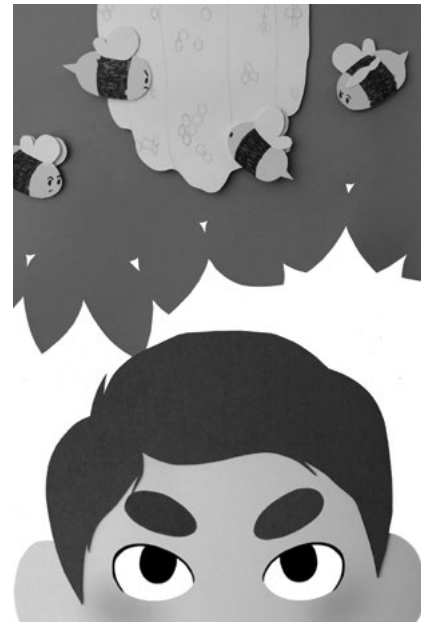
Scott ran up to help Lee. Then he went and had a chat with the bees.

“Bees,” said Scott, “why sting Lee the Sheep? He is a sweet sheep.”

One bee said, “Bees will be bees.”

One bee said, “I must be me.”

Then Scott got mad. He said, “Sting the pig. Sting the hens! Sting the cat. Sting the dog. But let Lee be!” And the bees let Lee be.



NAME: _____

DATE: _____

TR 5.2

Tricky Words (*she* and *me*)

be

me



Directions: Students color the Tricky Word letters using green for letters matching learned sound spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. She will _____ here this week.

2. The kids did not swim with _____.

3. _____ a pal to him.

4. What can it _____ ?

NAME: _____

DATE: _____

TR 6.1

Match Maker

Directions: Make copies of the word cards, and have students cut the cards apart. Have students use the word cards to practice reading words with /e/ and /ee/ by playing games such as Match Maker.

read

bed

bells

swell

smell

pens

tend

spend

reed



NAME: _____

DATE: _____

TR 6.1
CONTINUED

sleep

sheets

sweeps

deep

creep

peek

seed

deeds

freed



NAME: _____

DATE: _____

TR 6.1
CONTINUED

bled

sled

keep



greet

Jed

beep

greed

fed


bend

NAME: _____

DATE: _____

TR 6.1

CONTINUED



peep

steep

NAME: _____

DATE: _____

TR 6.2

Green Light, Yellow Light: Yellow Cards

he

all

are



be

we

have

here

me

here

she

of

once

there

said

says

Directions: Copy and cut out Tricky Word cards for use with Green Light, Yellow Light. (Card stock is recommended to allow for reuse.) For Match Maker darker colored card stock is recommended to prevent seeing through.

NAME: _____

DATE: _____

TR 6.3

Green Light, Yellow Light: Green Cards

Directions: Copy and cut out Tricky Word cards for use with Green Light, Yellow Light. (Card stock is recommended to allow for reuse.) For Match Maker darker colored card stock is recommended to prevent seeing through.

greet

green

weep 

help

led

fled

deep

held

belt

peek

melt

lend

keep

pelt

blend

NAME: _____

DATE: _____

TR 6.4

Complete the Sentences

he

she

we

be

me

here

there

which

1.

_____ blue rod is for

_____?

2.

My sister will fish, and _____

will act funny.

3.

I will _____ glad when Reed

gets _____.

Directions: Have students read the words at the top of the page and each sentence below. Have students choose the word(s) that completes each sentence and write it on the line.

NAME: _____

DATE: _____

TR 6.4

CONTINUED

Complete the Sentences

he

she

we

be

me

here

there

which

4. _____ can get fish with his rod
and reel.

5. _____ can all grill fresh fish at
once.

6. _____ will be fish for mom
and dad, too.

NAME: _____

DATE: _____

TR 7.1

Complete the Spelling 'a_e'

Directions: Have students listen carefully to the list of words you call out and complete the spelling for each

1. _____ a _____ e

2. _____ a _____ e

3. _____ a _____ e

4. _____ a _____ e

5. _____ a _____ e

6. _____ a _____ e

NAME: _____

DATE: _____

TR 7.2

Word Cards for Progress Monitoring 1

peek	week	green
deep	greed	cheek
feed	peep	sleep
creep	bleed	

NAME: _____

DATE: _____

TR 7.3

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation				
Sample: same					
1. week	/w/	/ee/	/k/	-	____ /1
2. green	/g/	/r/	/ee/	/n/	____ /1
3. deep	/d/	/ee/	/p/	-	____ /1
4. greed	/g/	/r/	/ee/	/d/	____ /1
5. cheek	/ch/	/ee/	/k/	-	____ /1
6. feed	/f/	/ee/	/d/		____ /1
7. peep	/p/	/ee/	/p/	-	____ /1
8. sleep	/s/	/l/	/ee/	/p/	____ /1
9. creep	/k/	/r/	/ee/	/p/	____ /1
10. bleed	/b/	/l/	/ee/	/d/	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'ee' > /ee/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 8.1

Tricky Words (*they* and *their*)

Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

they
their



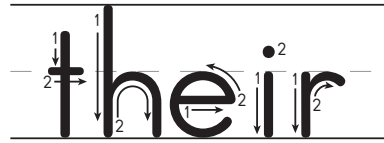
1. _____ take Gran to the
_____ swim meet.

2. The kids pack _____ bags.

NAME: _____

DATE: _____

TR 8.1
CONTINUED



3. _____ will see

_____ mom when she gets

home.

“ _____

4. _____ dogs do not do

tricks,” _____ said.

NAME: _____

DATE: _____

TR 9.1

Fun in the Sand

Scott is with Jade and Dave. The kids dig in the sand. They shape the sand. They make a sand man.

A big wave hits. The kids can't save their sand man from the wave. The sand man gets wet. He slumps. He sags. He drips.

The sand man is a mess. But the kids are not sad. They run and splash in the waves.



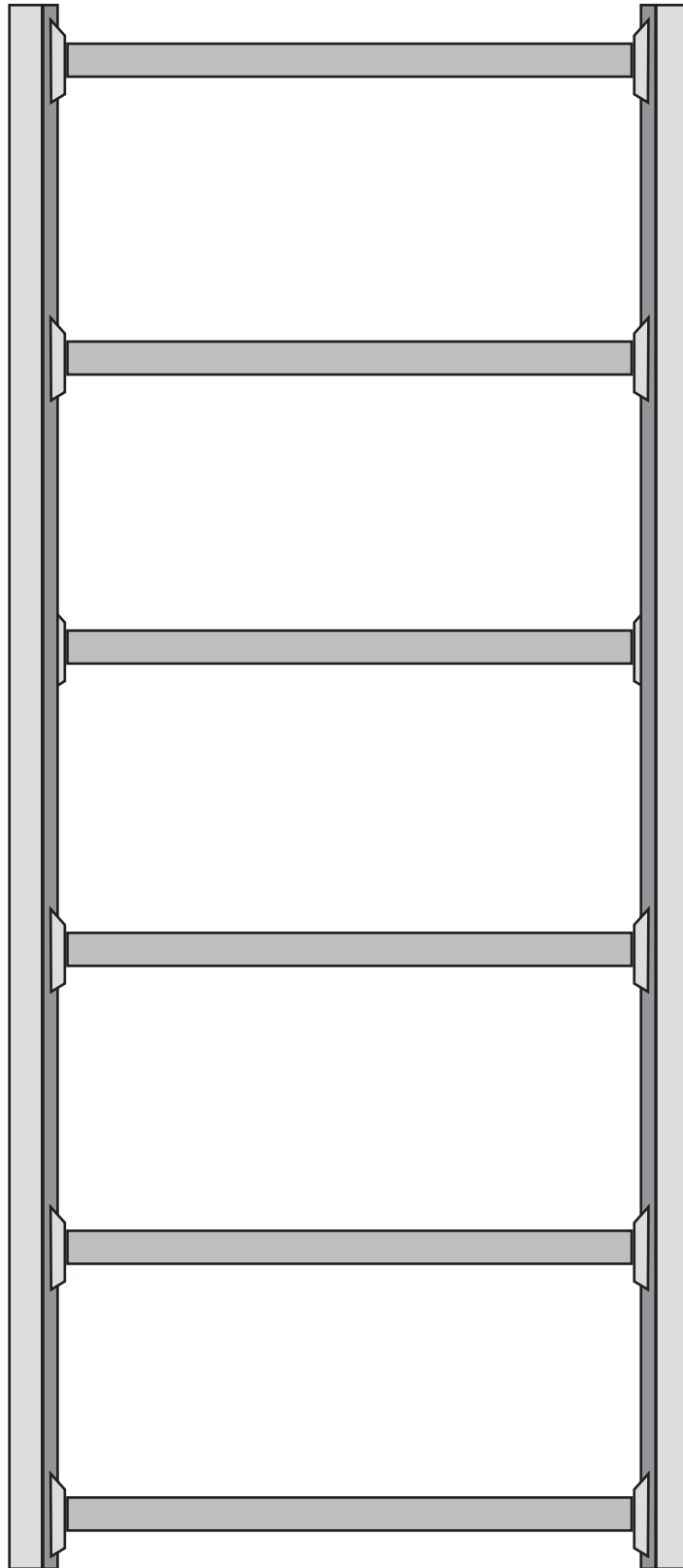
NAME: _____

DATE: _____

TR 9.2

Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.




NAME: _____

DATE: _____

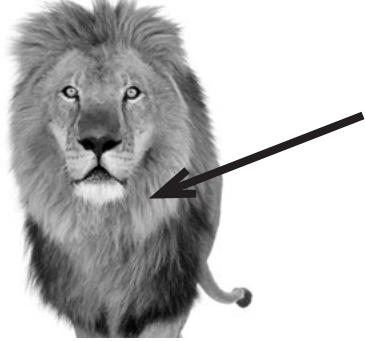
TR 9.3

Sound/Spellings: Word/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 out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.




man



mane



pan



plane

NAME: _____

DATE: _____

TR 9.3

CONTINUED



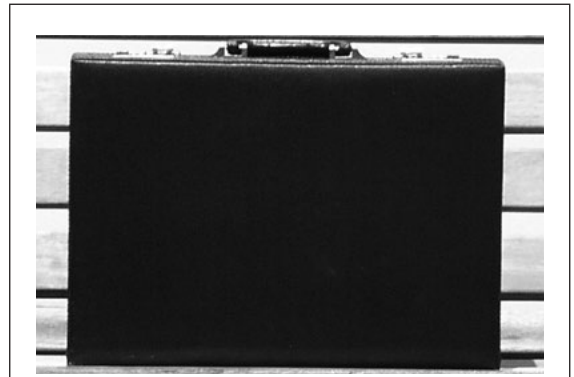
cape



cap



cane



case

NAME: _____

DATE: _____

TR 9.3

CONTINUED



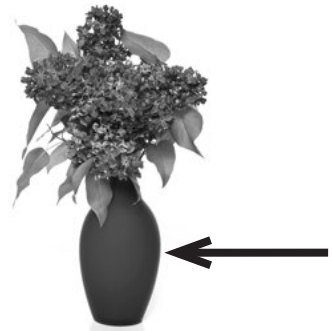
can



pane



tape



vase

NAME: _____

DATE: _____

TR 10.1

Skates

Jade got skates when she was six. Scott just got his last week. He is scared to get up on his skates.

“Is this safe?” Scott asks.
“What if I trip and get a scrape? What if I hit a tree?
What if I see a snake?”

“It is safe!” says Jade.
“Just skate.”

Jade helps Scott skate.
Scott slips once. Then he gets the hang of it.

“Jade,” he yells, “it’s fun to skate!”



NAME: _____

DATE: _____

TR 10.2

Word Cards for Progress Monitoring 2

same	drape	lake
plane	crate	mane
blame	flake	rake
grape	came	

NAME: _____

DATE: _____

TR 10.3

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation				
Sample: same					
1. drape	/d/	/r/	/ae/	/p/	____ /1
2. lake	/l/	/ae/	/k/	-	____ /1
3. plane	/p/	/l/	/ae/	/r/	____ /1
4. crate	/k/	/r/	/ae/	/t/	____ /1
5. mane	/m/	/ae/	/n/	-	____ /1
6. blame	/b/	/l/	/ae/	/m/	____ /1
7. flake	/f/	/l/	/ae/	/k/	____ /1
8. rake	/r/	/ae/	/k/	-	____ /1
9. grape	/g/	/r/	/ae/	/p/	____ /1
10. came	/k/	/ae/	/m/	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'a_e' > /ae/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 11.1

A Fine Hike

Scott is on a hike with Clive and Clive's dad. They hike three miles up a big hill.

At the top of the hill, Clive's dad says, "This is where we will camp." He drops his pack on the grass. Scott and Clive help him set up the tent.



NAME: _____

DATE: _____

TR 11.1
CONTINUED

At five, Scott and Clive hike to the lake to fish. They get five fish!

At dusk, the kids hike back to camp. Clive's dad makes a fire. The kids munch on hot dogs.

At nine, they get in their tent. They are all tired. They smile as they sleep.



NAME: _____

DATE: _____

TR 11.2

Complete the Spelling 'i_e'

Directions: Have students listen carefully to the list of words you call out and complete the spelling for each.

1. _____ i _____ e
2. _____ i _____ e
3. _____ i _____ e
4. _____ i _____ e
5. _____ i _____ e
6. _____ i _____ e
7. _____ i _____ e
8. _____ i _____ e
9. _____ i _____ e

NAME: _____

DATE: _____

TR 12.1

'ee'

'a_e'

'i_e'

bike

hive

gripe

ride

hide

hike



pale

shale

wave

lake

snake

flake

reek

week

teen

creep

green

weed

Directions: Have students cut the spelling patterns header and word cards apart, then sort the word cards under the corresponding headers.

NAME: _____

DATE: _____

TR 13.1

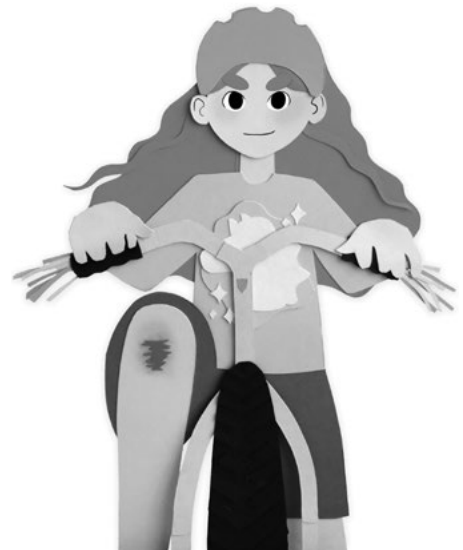
The Bike Ride

Scott's sis, Meg, likes to ride a bike. Once Meg went on a bike ride with Scott. Meg's tire hit a rock and she fell off the bike.

Meg was brave. She did not yell. She did not sob. She got back on the bike. Then she said, "Let's ride!"

"Meg," Scott said, "I am glad my sis is so brave!"

That made Meg smile with pride!



NAME: _____

DATE: _____

TR 14.1

Word Cards for Progress Monitoring 3

kite

bite

lime



hive

slime

pine

grime

dive

time

side

vine

NAME: _____

DATE: _____

TR 14.2

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation				
Sample: kite					
1. bite	/b/	/ie/	/t/	-	____ /1
2. lime	/l/	/ie/	/m/	-	____ /1
3. hive	/h/	/ie/	/v/	-	____ /1
4. slime	/s/	/l/	/ie/	/m/	____ /1
5. pine	/p/	/ie/	/n/	-	____ /1
6. grime	/g/	/r/	/ie/	/m/	____ /1
7. dive	/d/	/ie/	/v/	-	____ /1
8. time	/t/	/ie/	/m/	-	____ /1
9. side	/s/	/ie/	/d/	-	____ /1
10. vine	/v/	/ie/	/n/	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'i_e' > /ie/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 15.1

The Plane Ride

Scott's dad rents a **plane**. He asks Scott and Meg to **ride** with him in the **plane**. The kids **smile** and nod.

The kids get in the **plane**. They click on their belts. Then their dad **takes** off. The **plane** picks up **speed**. By the **time** it gets to the end of the strip, it lifts up.



NAME: _____

DATE: _____

The kids can **see** lots of things from the plane.

“That’s Big Lake!” says Scott. “But it’s not so big from up here, is it? It **seems** like it’s just a frog pond!”

“What’s that?” Meg asks.

“That’s a truck,” says Scott.

“A truck?” says Meg. “But it’s the **size** of a dot!”

Scott and Meg **smile**. It’s fun to **ride** in a plane.



NAME: _____

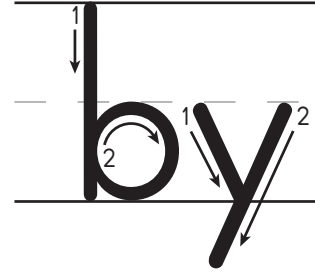
TR 15.2

DATE: _____

Tricky Words: Review the Sound/Spelling (*my* and *by*)

my

by



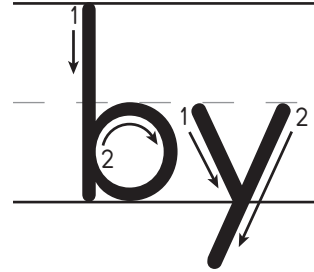
1. What is _____ prize?

2. She led him _____ the hand.

Directions: Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

NAME: _____

DATE: _____



3. I will ride _____ bike

_____ the fish shop.

4. _____ this time,

_____ dad was all wet.


NAME: _____

DATE: _____

TR 16.1

Bingo Word Cards

Directions: Copy and cut out cards for use with Bingo. (Card stock is recommended to allow for reuse.)

be	by	he	
me	my	she	
their	they	we	

NAME: _____

DATE: _____

TR 16.2

Bingo Boards 1

Directions: Copy and cut cards for use with Bingo. (Card stock is recommended to allow for reuse.)

my	she	they
by	we	be
me	he	their

we	they	me
by	be	my
she	he	their

NAME: _____

DATE: _____

TR 16.2

CONTINUED
Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

my	she	be
their	they	me
he	by	we

she	they	me
be	we	their
he	my	by

NAME: _____

DATE: _____

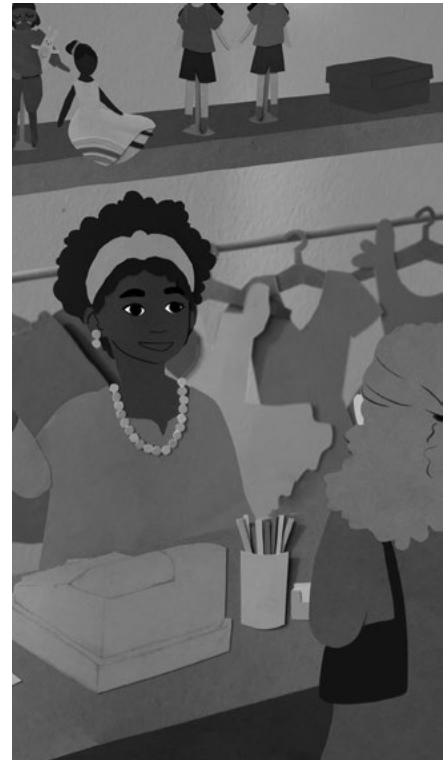
TR 17.1

The Gift

Scott and Meg's mom is named Liz. She stops off at Hope's Dress Shop.

"Hope," Liz says, "I need a doll's dress. The dress on Meg's doll has a bunch of holes in it."

"Well," says Hope, "here's a dress. It's a doll's size, and it's on sale."



NAME: _____

DATE: _____

TR 17.1
CONTINUED

“This is just what I **need!**” says Liz. “It will fit Meg’s doll, and Meg **likes green!**”

Hope drops the dress in a bag. Liz hands **Hope** cash. **Hope** hands the bag to Liz.

Hope is glad. She has **made a sale**. Liz is glad, as well. She has a gift to **take home** to Meg.



NAME: _____

DATE: _____

TR 17.2

Complete the Spelling

Directions: Have students listen carefully to the list of words you call out and complete the spelling for each.

1. _____ o _____ e

2. _____ o _____ e

3. _____ o _____ e

4. _____ o _____ e

5. _____ o _____ e

6. _____ o _____ e

NAME: _____


DATE: _____

TR 18.1

Spelling Cards

Directions: Copy and cut out these letter cards for use with Spelling Cards

ee	a_e
i_e	o_e



NAME: _____

DATE: _____

TR 19.1

The Sled Ride

“I’ll **drive!**” said Scott, as he sat on the sled. **Jade** and Meg got on next. **Dave** was the last one on the sled. He sat in back.

The sled slid off. It went fast.

“Scott,” **Jade** said, “**steer** to the left! There’s a big **stone** there by the—”

Smack! The sled hit the **stone**. The kids fell off.



NAME: _____

DATE: _____

TR 19.1
CONTINUED

Scott went to check
on **Jade**.

“Ug!” **Jade** said. “I feel
like I broke all the bones
in my leg!”

“Hop on the sled,”
Scott said. “I will drag it
home.”

Meg went to check on
Dave.

Dave said, “I froze my
nose!”

“Hop on the sled with
Jade,” said Meg. “Scott
and I will drag it **home**.”



NAME: _____

DATE: _____

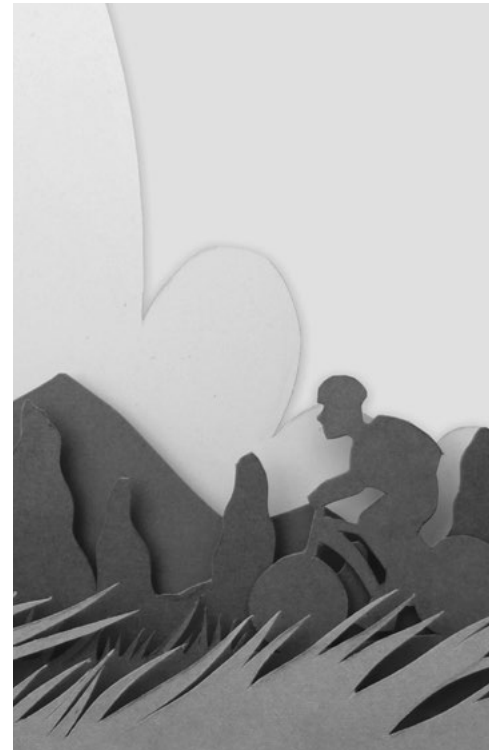
TR 20.1

Scott's Snack Stand

Scott has a snack stand. Last **w**eek, he **r**ode his **b**ike to a shop to get nuts to sell at his stand. He got **t**hree big bags of nuts. The nuts cost him a lot of cash.

Scott slid the bags in his **t**ote bag. Then he **r**ode home.

When he got home, he got his mom to help him **m**ake hot **s**pice nuts on the **s**tove top.



NAME: _____

DATE: _____

TR 20.1
CONTINUED

Then Scott set up his stand.

“Hot spice nuts!” he said. “Get a bag of hot spice nuts! Just one buck!”

A kid came by and got a bag of nuts. Then a man got a bag. Then the man’s wife got a bag. He made back the five he had spent on nuts, plus ten in cash!



NAME: _____

DATE: _____

TR 20.2

Word Cards for Progress Monitoring 3

sole	vote	pole
drone	stone	hone
spoke	mole	lone
stoke	tone	

NAME: _____

DATE: _____

TR 20.3

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation				
Sample: sole					
1. vote	/v/	/oe/	/t/	-	____ /1
2. pole	/p/	/oe/	/l/	-	____ /1
3. drone	/d/	/r/	/oe/	/n/	____ /1
4. stone	/s/	/t/	/oe/	/n/	____ /1
5. hone	/h/	/oe/	/n/	-	____ /1
6. spoke	/s/	/p/	/oe/	/k/	____ /1
7. mole	/m/	/oe/	/l/	-	____ /1
8. lone	/l/	/oe/	/n/	-	____ /1
9. stoke	/s/	/t/	/oe/	/k/	____ /1
10. tone	/t/	/oe/	/n/	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'o_e' > /oe/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 22.1

In the Pet Shop

Scott is in a pet shop.
He spots a chimp in a pen.
The chimp hangs from a
branch. Then he jumps
up on a big red cube and
grins at Scott.

Scott sings a tune to the
chimp. The chimp waves
back. Scott likes the chimp,
and the chimp seems to
like him!



NAME: _____

DATE: _____

TR 22.1

CONTINUED

“Mom,” Scott says, “this chimp is so cute. He got up on his cube and waved at me! Can I take him home?”

“No,” says his mom. “My home is a chimp-free zone.”

Scott stares at the chimp. His mom can see that he is sad, so she tells him he can get a fish.

Scott is so sad he can't take the chimp home, but he is glad he gets to take a fish home.



NAME: _____

DATE: _____

TR 23.1

Tricky Words (you, your)

Directions: Students color the Tricky Word letters using green for letters matching learned sound/spellings and red for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

you

your

you

your

1. Did _____ have a dog?

2. _____ mom's truck is green.

NAME: _____

DATE: _____

you

your

3. Can _____ still make

_____ sweet gum drops?

4. _____ pal will meet

_____ at the pond.

NAME: _____

DATE: _____

TR 24.1

Scott Bakes a Cake

Scott's mom bakes cakes with Meg.

"Scott," she says, "you can help us with this cake, if you like."

Scott shrugs. "Well," he says, "if you can use my help, I will help."

"It will be fun," says his mom. "You can crack the eggs."



NAME: _____

DATE: _____

TR 24.1
CONTINUED

Scott cracks **three** eggs and drops them in the dish.

Scott asks if he can mix up the eggs. Then he asks if he can add in the **cake** mix.

“Well,” his mom says, “if you add the **cake** mix, then Meg gets to frost the **cake**.”

“Can I help Meg frost it?” Scott asks.

Mom and Meg smile.

Meg says, “**See**, Scott. It’s fun to **bake** a **cake**!”



NAME: _____

DATE: _____

TR 24.2

Word Cards for Progress Monitoring 4

muse	cute	use
mule	fume	huge
cue	cube	mute
hue	tune	

NAME: _____

DATE: _____

TR 24.3

Record Sheet for Progress Monitoring 4

Word	Student Pronunciation				
Sample: tune					
1. muse	/m/	/ue/	/t/	-	____ /1
2. cute	/k/	/ue/	/t/	-	____ /1
3. use	/ue/	/s/	/s/	-	____ /1
4. mule	/m/	/ue/	/l/	-	____ /1
5. fume	/f/	/ue/	/m/	-	____ /1
6. huge	/h/	/ue/	/j/	-	____ /1
7. cue	/k/	/ue/	-	-	____ /1
8. cube	/k/	/ue/	/b/	-	____ /1
9. mute	/m/	/ue/	/t/	-	____ /1
10. hue	/h/	/ue/	-	-	____ /1
Total Correct					____ /10

Note: Student performance with all phonemes should be noted for evaluation; however, only vowel digraphs are scored for this assessment.

'u_e' > /ue/ (1-10) ____ /10

NAME: _____

DATE: _____

TR 25.1

Sound/Spellings: Word/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 out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



dime



dive

5

five



kite

NAME: _____

DATE: _____

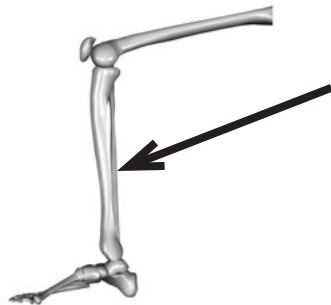
TR 25.1
CONTINUED



line



pine



bone



hole

NAME: _____

DATE: _____

TR 25.1
CONTINUED



pole



robe



rope



rose

NAME: _____

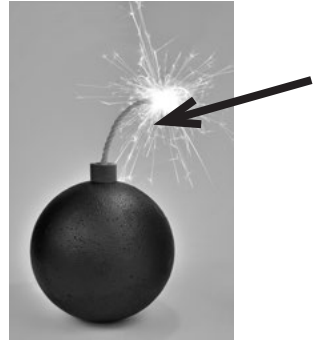
DATE: _____

TR 25.1

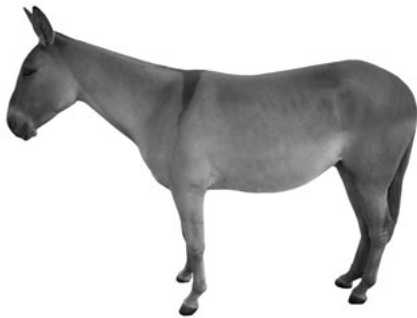
CONTINUED



cube



fuse



mule

NAME: _____

DATE: _____

TR 26.1

The Cave

Scott and Jade are on a hike. Jade spots a cave and peeks in.

“Are there bats in there?” Scott asks.

“I can’t tell,” Jade says, “but I hope so! I like bats!”

“Ick!” says Scott.
“Bats are not cute.”



NAME: _____

DATE: _____

TR 26.1
CONTINUED

Scott and Jade step
in the cave.

Jade yells, “Bats,
where are you? Wake
up!”

Scott says, “Let the
bats sleep.”

Just then a bat glides
up. It flaps its wings. It
dips and spins.

Jade stares at the
bat and smiles.

Scott ducks and yells,
“Hide! A bat!”



NAME: _____

DATE: _____

TR 27.1

The Skiff Ride

“Let’s **take** a ride in my skiff,” says Scott.

“What’s a skiff?” asks Ling.

“Um, it’s **like** a ship,” says Scott, “but not so big.”

The kids run to the dock. They can swim well, but, to be **safe**, they slip on **life** vests. Scott and Ling get in the skiff.



NAME: _____

DATE: _____

TR 27.1
CONTINUED

Scott **steers** the skiff.
He **steers** it to the west
side of the **lake**. The
skiff **glides** in the wind.

Ling spots lots of fun
things.

“I **see** ducks **by** that
pine tree!” she **yells**.

“Is that a fish?” Scott
asks.

“There’s a **crane!**”
Ling adds.

She **says**, “Scott, this
is **so** much fun!”



NAME: _____

DATE: _____

TR 28.1

Lunch Trades

Dave checks his lunch bag. “No!” he fumes. “It’s ham. I ate ham all week! Will you trade, Ling?”

“I’ll trade my hot dog,” Ling says, “but not my chips. Will you trade your lunch, Scott?”

“I will trade,” Scott says, “but you will not like what Mom gave me.”



NAME: _____

DATE: _____

TR 28.1
CONTINUED

“Why?” asks Ling. “What’s in your bag?”

“A fish bone, a lump of fat, and a wet sock,” says Scott.

“No to all of those!” says Ling.

“Ug!” says Dave. “No trade!”

As Ling and Dave trade, Scott keeps his bag. He does not tell Ling and Dave what he has in his bag. He has chips, ham, a bun, and a bunch of red grapes. Scott likes all of the things in his bag. He will not trade them.



ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ 1.1 Activity Page

Directions: Have students trace and copy the digraph and words. Students should say the sounds while writing the spellings.



ee ee ee ee

see see see



feet feet feet

Skills 10 1

sheep weeds
feet queen

weeds queen

feet sheep

Skills 10 2

NAME: _____ DATE: _____ 2.1 Activity Page

feet seems needs

1. That kid seems mad.

2. Dad has socks on his feet.

3. Ann needs ten in cash.

Directions: Have students write each word on the line where it fits best.

Skills 10 5

keep feed bee

4. Mom was stung by a bee.

5. What did Zack feed his dog?

6. I will keep my sheep in a pen.

Skills 10 6

NAME: _____
DATE: _____

2.2 Activity Page

Scott and Lee

Directions: Have students reread the story and answer the questions.

1. Scott's dad keeps . . .
 a pig.
 three hens.
 a sheep.
2. The pig is kept in a . . .
 shed.
 pen.
 box.

Skills 10

7

3. Scott's mom keeps . . .

- a pig.
- three hens.
- a sheep.

4. What is Scott's pet?

Lee the sheep
is Scott's pet.

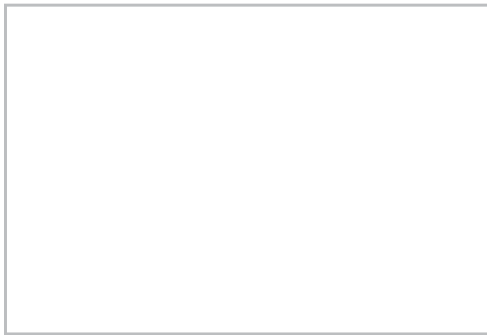
8

Skills 10

NAME: _____
DATE: _____

2.2 Activity Page
CONTINUED

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

9

NAME: _____
DATE: _____

4.1 Activity Page

Red Ants

1. Why was Lee's week bad?

- A dog bit Lee.
- A rat bit Lee.
- Red ants bit Lee.

2. Scott swept the ants from Lee with . . .

- a brush.
- his hand.
- a tree branch.

Directions: Have students reread the story and answer the questions.

Skills 10

13

3. Scott said . . .

- "Munch on **Lee**."
- "Munch on sweets."
- "Munch on plants and **weeds**."

4. What is one thing the ant said?

We will not
munch on
Lee.

14

Skills 10

NAME: _____
DATE: _____

4.1 Activity Page
CONTINUED

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

15

NAME: _____
DATE: _____

5.2 Activity Page

The Bees

1. What stung Lee on his cheek
and feet?

The bees stung
Lee on his
cheek and feet.

Directions: Have students reread the story and answer the questions.

Skills 10

19

2. When did Scott get mad?

Scott got mad
when the bee
said, "I must
be me."

20

Skills 10

NAME: _____ DATE: _____

5.2
CONTINUED

Activity Page

3. What did Scott tell the bees to sting?

Scott said to sting
the pigs, hens, cat,
and dog.

Skills 10

21

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

22

Skills 10

NAME: _____ DATE: _____

6.1

Activity Page

1. Can a tree sing a song? No
2. Is there a kid in this class with six feet? No
3. Are plants from seeds? Yes
4. Are the things in a shop free? No
5. Is there a kid in this class with three hands? No
6. Can a bee buzz? Yes

Skills 10

25

7. Is a sheep a bug? No
8. Are plums sweet? Yes
9. Is grass green? Yes
10. Can we munch on rocks? No
11. Can plants see? No
12. Can a cat sleep? Yes

26

Skills 10

NAME: _____ 6.2 Activity Page
DATE: _____

Directions: Have students copy and then write from memory each Ticky Word.

- me
- he
- we
- she
- be
- which

Skills 10 27

NAME: _____ 6.3 Activity Page
DATE: _____

me he We

- Seth has a hat that he got from his dad.
- We are best pals.
- Dad helps me sweep the deck.

Directions: Have students write each word on the line where it fits best. Remind students that the first word in a sentence is always capitalized.

Skills 10 29

she Which be

- If I get in the pond, I will be wet.
- Which cup is his?
- Mom has a dress that she got from a shop.

Skills 10 30

NAME: _____ 7.1 Activity Page
DATE: _____

a_e as in make

make make

make make

same same

same same

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Skills 10 31

Print the word where it fits best.

1. tape



tape

2. plane



plane

3. skate



skate

32

Skills 10

NAME: _____ 8.1 Activity Page
DATE: _____

Cake and Grapes

1. What did Scott share with Jade?

Scott shared
a cake with
Jade.

Directions: Have students reread the story and answer the questions.

Skills 10

35

2. What did Jade share with Scott?

Jade shared
grapes with
Scott.

3. Which kid ate the grapes?

Scott ate all of
Jade's grapes.

36

Skills 10

NAME: _____ 8.1 Activity Page
DATE: _____ CONTINUED

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

37

NAME: _____
DATE: _____

9.1 Activity Page

Directions: Ask students to circle the word matching the picture.



cap cape



man mane



tap tape



plan plane



rat rate



fat fate

Skills 10

41



pan pane



mad made



scrap scrape



at ate



cap cape



man mane

42

Skills 10

NAME: _____
DATE: _____

9.2 Activity Page

Fun in the Sand

1. What did the kids make with the sand?

The kids make
a sand man.

2. What hit the sand man?

- a truck
- a ship
- a wave

Skills 10

43

3. Did the kids feel sad?

The kids are
not sad. They
run and splash
in the waves.

44

Skills 10

NAME: _____ 9.2 Activity Page
DATE: _____ CONTINUED

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

45

NAME: _____ 10.1 Activity Page
DATE: _____

Directions: Have students copy the word on the line. Students should illustrate at least one meaning of the word.

1. cake cane cake

2. we weep we

3. date dot dot

4. they their their

5. man mane mane

6. lake lack lake

Skills 10

51

7. rate rake rate

8. be bees be

9. sale stale stale

10. he heel he

11. trade track trade

12. plate pale pale

52

Skills 10

NAME: _____ 10.2 Activity Page
DATE: _____

Skates

1. When did Jade get skates?

Jade got skates

when she was

six.

Directions: Have students reread the story and answer the questions.

Skills 10

53

2. What is one thing Scott asks Jade?

Scott asks
Jade, "Is this
safe?"

54

Skills 10

NAME: _____

DATE: _____

10.2
CONTINUED

Take-Home

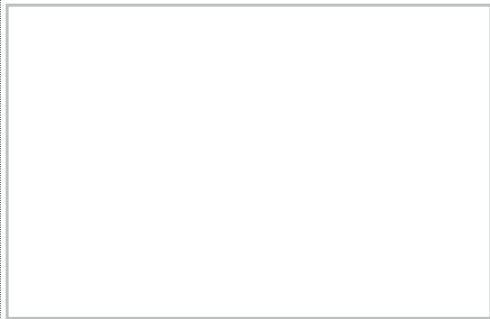
3. Which kid slips once?

Scott slips once.

Skills 10

55

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

56

Skills 10

NAME: _____

DATE: _____

11.1

Activity Page

i_e as in time

time time

time time

shine shine

shine shine

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Skills 10

59

In the box are the names of the 4 things. Print the names on the lines.

bike slide
bride smile



bride smile



slide bike

60

Skills 10

NAME: _____ 12.1 Activity Page
DATE: _____

bike likes cake

1. She likes hide and seek and the slide.

2. Dan rides his bike to Sam's.

3. Yum! That is a sweet cake!

Directions: Have students write each word on the line where it fits best.

Skills 10

65

time tree trades

4. He likes grapes, and she trades.

5. A swing hangs from the tree.

6. Can she tell me what time it is?

66

Skills 10

NAME: _____ 12.2 Activity Page
DATE: _____

A Fine Hike

1. Where did Clive's dad set up the tent?

Clive's dad set up the tent on top of the hill.

Directions: Have students reread the story and answer the questions.

Skills 10

67

2. When did Scott and Clive hike to the lake to fish?

- at five
- at nine
- at six

3. What did Clive's dad make?

Clive's dad
makes a fire.

68

Skills 10

NAME: _____

DATE: _____

12.2
CONTINUED

Activity Page

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

69

NAME: _____

DATE: _____

14.1

Activity Page



rid ride



kit kite



slid slide



rip ripe



twin twine

Directions: Ask students to circle the word matching the picture.

Skills 10

75



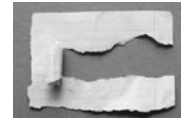
fin fine



sit site



dim dime



rip ripe



spin spine



shin shine

76

Skills 10

The Bike Ride

1. Meg's tire hit . . .

- a branch.
- a bump.
- a rock.

Directions: Have students reread the story and answer the questions.

2. Which kid fell? Tell what that kid did when they fell.

Meg fell. Then
Meg got back
on the bike
and said, "Let's
ride."

CONTINUED

3. What made Meg smile with pride?

Scott said, "I
am glad my sis
is so brave!"

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

NAME: _____ 15.1 Activity Page
DATE: _____

The Plane Ride

1. What did Scott and Meg ride in?

Scott and Meg
ride in a plane.

Directions: Have students reread the story and answer the questions.

Skills 10

83

2. Which kid said that Big Lake did not seem so big?

Scott said that
Big Lake did not
seem so big.

3. Meg said the truck was the size of a . . .

plane.

van.

dot.

84

Skills 10

NAME: _____ 15.1 Activity Page
DATE: _____ CONTINUED

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

85

NAME: _____ 16.1 Activity Page
DATE: _____

1. Can a rake run?

No

2. Is it time to get in bed?

No

3. Is a smile the same as a grin?

Yes

4. Is a square a shape?

Yes

5. Can a grape sing?

No

6. Is theft a crime?

Yes

Directions: Have students answer the questions by writing yes or no.

Skills 10

91

7. Is a lime green?

Yes

8. Is cake sweet?

Yes

9. Can a vase jump?

No

10. Can a snake ride a bike?

No

11. Can a dog skate?

No

12. Can an ox ride a hen?

No

92

Skills 10

NAME: _____ 16.2 Activity Page
DATE: _____

1. they

2. their

3. my

4. by

5. be

6. me

7. we

Directions: Have students copy and then write from memory each Tricky Word.

Skills 10

93

NAME: _____ 16.3 Activity Page
DATE: _____

they my by

1. I like my name a lot.

2. The bike is by the shed.

3. The kids are sad they
can't skate.

Directions: Have students write each word on the line where it fits best.

Skills 10

95

their he me

4. If I chase the cat, it will be scared of

me.

5. The men got their hats at
that shop.

6. James is glad that he
can swim.

96

Skills 10

NAME: _____ 17.1 Activity Page
DATE: _____

o_e as in home

home home

home home



stone stone

stone stone



Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

Skills 10 99



Print the word where it fits best.

1. home  

home

2. nose  

nose

3. rose  

rose

Skills 10 100

NAME: _____ 18.1 Activity Page
DATE: _____

hope made time

1. It is time to get in bed.

2. We made a sweet cake.

3. I hope Dad will let me get a dog.

Directions: Have students write each word on the line where it fits best.

Skills 10 105

bone see broke

4. The glass fell and broke.

5. Stan gave the dog a bone.

6. When will we see him next?

Skills 10 106

NAME: _____ 18.2 Activity Page
DATE: _____

The Gift

1. What is the name of the shop that Liz went to?

- Hope's Doll Shop
- Hope's Hat Shop
- Hope's Dress Shop

Directions: Have students reread the story and answer the questions.

Skills 10

107

2. What did Liz get Meg?

Liz got Meg a
doll's dress.

108

Skills 10

NAME: _____ 18.2 Activity Page
DATE: _____ CONTINUED

3. Why was Hope glad?

She has made
a sale.

Skills 10

109

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

110

Skills 10

NAME: _____ 19.1 Activity Page
DATE: _____

The Sled Ride

1. Which kid got on the sled last?
Where did that kid sit?

Dave got on
the sled last. He
sat in the back.

Directions: Have students reread the story and answer the questions.

Skills 20

111

2. What did the sled hit?

The sled hit the
stone.

112

Skills 20

NAME: _____ 19.1 Activity Page
DATE: _____ CONTINUED

3. Which bones did Jade feel like she broke?

- leg bones
 hand bones
 back bones

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

Skills 20

113

NAME: _____ 20.1 Activity Page
DATE: _____



hop hope



rob robe



mop mope



cod code



tot tote









rat rate

Directions: Ask students to circle the word matching the picture.

Skills 20

119

 not note	 tap tape
 can cane	 con cone
 glob globe	 dot dote

120 Skills 10

NAME: _____ 20.2 Activity Page
DATE: _____

1. **bake** **bike** bike

2. **cheek** chick cheek

3. nose **note** note

4. **fine** fin fine

5. **hole** pole hole

6. bee **beet** beet

Directions: Have students circle the words said and then copy them on the lines.

121 Skills 10

7. **dime** dome dime

8. gate **game** game

9. **grove** grave grove

10. **keep** kept keep

11. male **mile** mile

12. **rate** rat rate

122 Skills 10

NAME: _____ 21.1 Activity Page
DATE: _____

Scott's Snack Stand

1. What did Scott get from the shop?

a bike

nuts

plums

Directions: Have students reread the story and answer the questions.

127 Skills 10

2. What did the nuts cost Scott?

The nuts cost
Scott a lot of
cash.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

128

Skills 10

NAME: _____

DATE: _____

21.1
CONTINUED

Activity Page

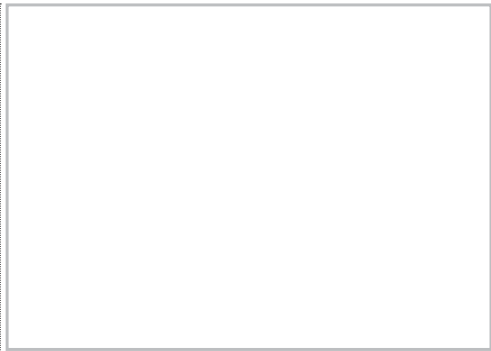
3. Tell what Scott did with the nuts.

Scott got his
mom to help
him make hot
spice nuts on
the stove top.

Skills 10

129

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

130

Skills 10

NAME: _____

DATE: _____

22.1

Activity Page

Directions: Have students trace and copy the words. Students should say the sounds while writing the spellings.

u_e as in cute

cute cute

cute cute

use use use

use use use

Skills 10

133

Print the word where it fits best.

1. mule



mule

2. fuse



fuse

3. cube



cube

134

Skills 10

NAME: _____ 23.1 Activity Page
DATE: _____

In the Pet Shop

1. What is in the pen with the chimp?

A cube is in
the pen with
the chimp.

Directions: Have students reread the story and answer the questions.

Skills 10

139

2. Why can't Scott take the chimp home?

Scott's mom
says, "My home
is a chimp-free
zone."

Directions: In the box, have students illustrate a part of the story and then write a caption below.

140

Skills 10

NAME: _____ 23.1 Activity Page
DATE: _____ CONTINUED

3. What pet can Scott take home?

- a chimp
- a dog
- a fish

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

141

NAME: _____ 24.1 Activity Page
DATE: _____

Scott Bakes a Cake

1. What did Scott help make?

Scott helps
make a cake.

Directions: Have students reread the story and answer the questions.

Skills 10

145

2. What did Scott crack and mix?

Scott cracks
three eggs.

Directions: In the box, have students illustrate a part of the story and write a caption below.

Skills 10

146

NAME: _____ 24.1 Activity Page
DATE: _____ CONTINUED

3. What did Scott's mom say when Scott said that he'd like to add the cake mix?

Scott's mom said,
"If you add the
cake mix, Meg
gets to frost the
cake."

Skills 10

147

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

Skills 10

148

NAME: _____ 25.1 Activity Page
DATE: _____

1. Are you at home? No
2. Can a cat use a pen? No
3. Is a frog as big as a mule? No
4. Is a rose a plant? Yes
5. Is a stone as soft as a bed? No
6. Is your home in a tree? No

Directions: Have students answer the questions by writing yes or no.

Skills 10

153

7. Can a dog dig a hole? Yes
8. Is a cube a shape? Yes
9. Is there a chimp with a green nose in this class? No
10. Is a rope a lot like a string? Yes
11. Can you smile? Yes
12. Is there a kid in this class with no bones? No

Skills 10

154

NAME: _____ 25.2 Activity Page
DATE: _____

1. they
2. their
3. you
4. your
5. my
6. by
7. she

Directions: Have students copy and then write from memory each Tricky Word.

Skills 10

155

NAME: _____ 25.3 Activity Page
DATE: _____

so no your

1. Mom said yes, but Dad said no.
2. Is this your cake?
3. That rose is so big!

Directions: Have students write each word on the line where it fits best.

Skills 10

157

you my by

4. Did the dog like you ?

5. There is a stone by the path.

6. This is my home.

158 Skills 20

NAME: _____ 26.1 Assessment

DATE: _____

1. chop ship shop shot

2. smack mash mesh smash

3. quit bench queen quench

4. then sing thin thing

5. them thug thump trip

159 Skills 20

6. tee trade tree free

7. poke Jade junk joke

8. wake wade wide woke

9. fine fire five fish

10. cut cute kite cube

160 Skills 20

NAME: _____ 26.2 Assessment

DATE: _____

1. what where was were

2. here were where when

3. why which when what

4. all a are the

5. they your the their

161 Skills 20

6. you why no your

7. me she he be

8. one once from word

9. so from of one

10. their says said so

162

Skills 10

NAME: _____ 26.4 Activity Page
DATE: _____

The Cave

1. Where are Scott and Jade?

at a lake

on a plane

in a cave

Directions: Have students reread the story and answer the questions.

Skills 10

165

2. Which kid likes bats?

Jade likes bats.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

166

Skills 10

NAME: _____ 26.4 Activity Page
DATE: _____ CONTINUED

3. Tell what Jade yells.

Jade yells, "Bats,

where are you?"

Wake up!"

Skills 10

167

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

168 Skills 10

NAME: _____ 27.1 Assessment
DATE: _____

- ch
- e
- h
- sh
- th
- w
- a
- v

175 Skills 10

- qu
- i
- o
- ng
- j
- r
- u

176 Skills 10

NAME: _____ 27.2 Activity Page
DATE: _____ CONTINUED

The Skiff Ride

- What is a skiff?

A skiff is like a ship but not as big.

Directions: Have students reread the story and answer the questions.

177 Skills 10

2. Which kid steers the skiff?

Scott steers
the skiff.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

178

Skills 10

NAME: _____ 27.2 Activity Page
DATE: _____

3. List the things that Ling spots.

Ling spots ducks,
a pine tree, and
a crane.

Skills 10

179

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

180

Skills 10

NAME: _____ 28.1 Assessment
DATE: _____

1. e
2. y
3. o
4. h
5. k
6. b
7. x

Skills 10

187

8. m

9. u

10. g

11. a

12. n

13. d

188 Skills 20

NAME: _____ DATE: _____ 28.1 Assessment
CONTINUED

14. l

15. c

16. z

17. t

18. j

19. i

189 Skills 20

20. p

21. s

22. r

23. q

24. f

25. v

26. w

190 Skills 20

NAME: _____ DATE: _____ 28.2 Assessment

1.	A	W	(E)	I
2.	T	(Y)	U	W
3.	O	(P)	T	M
4.	F	(G)	H	N
5.	(K)	L	Z	C
6.	C	B	(S)	D
7.	D	X	Z	(B)
8.	N	I	(H)	M
9.	(C)	R	N	M
10.	(L)	Y	P	G
11.	E	A	I	(W)
12.	N	H	(T)	K
13.	B	(D)	P	Q

191 Skills 20

14. R L T F

15. S T M K

16. X V T Z

17. I T J L

18. Y I J F

19. I E U J

20. B O D Q

21. Z S N T

22. N M Q K

23. Z U W D

24. T A G E


25. U B V D


26. A W E X


192 Skills 10


NAME: _____ 28.3 Activity Page


DATE: _____

1.  nose hose **rose**

2.  **sheep** feet beet


3.  cave lake **rake**


4.  bite beet **bike**


5.  lime kite **dime**


Directions: For each picture, have students circle the matching word.


193 Skills 10

6.  **rope** hope ripe

7.  teeth teen **tree**

8.  rate rake **lake**

9.  home rope **rope**

10.  mute **mule** fume

194 Skills 10

NAME: _____ 29.1 Activity Page

DATE: _____

Lunch Trades

1. What is in Dave's lunch bag?

Ham is in Dave's lunch bag.

2. What will Ling trade?

a hot dog

chips

ham

Directions: Have students reread the story and answer the questions.

197 Skills 10

3. What things are in Scott's lunch bag?

a fish bone, lump of fat, and a wet sock

chips, ham, a bun, and red grapes

chips, a can of pop, and grapes



Answers may vary.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

198

Skills 10

NAME: _____ PP.1 Activity Page

DATE: _____

1. smile 4 smile

2. tree 3 tree

3. brake 4 brake

4. hole 3 hole

5. shade 3 shade

6. spike 4 spike

7. choke 3 choke

Directions: For each word, have students count the sounds. Have students write the number of sounds in the box and copy the word on the line.

Skills 10

201

8. rope 3 rope

9. bride 4 bride

10. cone 3 cone

11. sleep 4 sleep

12. plane 4 plane

13. bee 2 bee

14. size 3 size


202


Skills 10


NAME: _____ PP.2 Activity Page

DATE: _____


Check the words that are the best fit.

1.  Jane has a kite.
 Jane has a bike.

2.  My cat is cute.
 My hat is cute.


3.  This is a rose.
 This is a nose.


4.  His sheep smell.
 His feet smell.


5.  She is at the lake.
 She is in bed.


Skills 10


203

6.  Dave rakes the grass.
 Dave bakes ham.

7.  He seems sad.
 He seems glad.

8.  Those are fish.
 Those are pigs.







9.  He has a cute pup.
 He has a cute cat.

10.  They sit and smile.
 They sit on bikes.







204 Skills 10

NAME: _____ PP.3 Activity Page
 DATE: _____

Make a line from the words to the things.

1. sheep 
 2. bike 
 3. tape 
 4. cube 
 5. snake 
 6. trees 

205 Skills 10

7. deer 
 8. slide 
 9. plate 
 10. cane 
 11. cone 
 12. bee 

206 Skills 10

NAME: _____ PP.4 Activity Page
 DATE: _____

1. a red flame a red frame
 2. he runs in she runs in
 3. pass the cone pass the cane
 4. their bikes the bikes
 5. a hive of bees bees in a hive
 6. you and Mom your mom

Directions: Have students circle the phrases that are read aloud.

207 Skills 10

7. wake him up woke him up

8. they are mute they are cute

9. a lot of feet a lot of feed


10. the green tin the green lime


11. shade of red dash of red


12. on this side on this site


208 Skills 20


NAME: _____ PP.5 Activity Page
 DATE: _____



mop
mope


cap
cape


fin
fine



 kit
kite



cut
cute



 not
note


Directions: Have students circle the words matching the pictures.


209 Skills 20



man
mane


cub
cube


 rob
robe


ten
teen


 pin
pine


 can
cane

210 Skills 20

NAME: _____ PP.11 Activity Page
 DATE: _____

Mike's Tale

1. Which kid had a **ta**le to tell?

Mike has a tale
to tell.

Directions: Have students reread the story and answer the questions.

223 Skills 20

2. What scared Dave?

Meg scared
Dave.

224

Skills 10

NAME: _____

DATE: _____

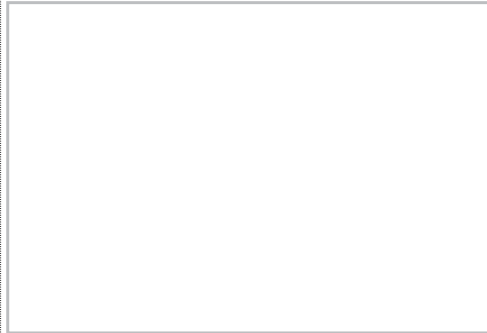
PP.11
CONTINUED

Activity Page

3. What made the twig snap?

- the grump
- Meg
- Mike

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

Skills 10

225

NAME: _____

DATE: _____

PP.12

Activity Page

Green Grove Glade

1. What is Green Grove Glade?

Green Grove
Glade is a fun
spot for kids.

Directions: Have students reread the story and answer the questions.

Skills 10

227

2. What is one fun thing at Green Grove Glade?

The swings are
fun at Green
Grove Glade.

Skills 10

228

NAME: _____ PP.12 Activity Page
DATE: _____ CONTINUED

3. What will Scott tell his mom Green Grove is like?

Directions: In the box, have students illustrate a part of the story and write a caption below.

Scott will tell his
mom it is a fun
spot for kids.

Skills 10

229

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Answers may vary.

Skills 10

230

NAME: _____ PP.13 Activity Page
DATE: _____

The Boss

1. What made Meg mad?

Directions: Have students reread the story and answer the questions.

Scott says, "I
will be the boss
here."

Skills 10

231

2. Tell what Mom said to Scott.

Mom says, "Scott,
meet Jen. Jen
will be the boss."

Skills 10

232

NAME: _____
DATE: _____

PP.13 Activity Page
CONTINUED

3. What is a boss?

A boss tells you
what to do.

Skills 10

233

Directions: In the box, have students illustrate a part of the story and then write a caption below.



Answers may vary.

234

Skills 10

NAME: _____
DATE: _____

PP.14 Activity Page

The King of Kites

1. What did Scott make?

Scott makes a
kite.

Directions: Have students reread the story and answer the questions.

Skills 10

235

2. Where did Scott and Dave test the kite?

The kids take
the kite close to
the lake.

236

Skills 10

NAME: _____ DATE: _____

PP.14 Activity Page
CONTINUED

3. Dave said Scott is . . .

- the King of Kites.
- the Kite Kid.
- the Kite Man.

Answers may vary.

Directions: In the box, have students illustrate a part of the story and then write a caption below.

Skills 10 237

NAME: _____ DATE: _____

PP.15 Activity Page

Scott cracks three eggs and drops them in the dish, one by one. 2

Mom tells Scott that he can help make the cake. 1

Meg says, "See, Scott. It's fun to bake a cake!" 4

Scott asks Mom if he can add in the cake mix. 3

Directions: Have students reread the story "Scott Bakes a Cake" and have students paste the sentences onto Activity Page PP.16 in the correct order.

Skills 10 239

NAME: _____ DATE: _____

PP.16 Activity Page

Directions: Have students paste the sentences from Activity Page PP.15 on this activity page in the correct order. Then have students illustrate each sentence.

2. Scott cracks three eggs and drops them in the dish, one by one.

4. Meg says, "See, Scott. It's fun to bake a cake!"

1. Mom tells Scott that he can help make the cake.

3. Scott asks Mom if he can add in the cake mix.

Skills 10 241

NAME: _____ DATE: _____

PP.17 Activity Page

Fill in the gaps.

1. c t
2. c t
3. b t
4. b t
5. b t

Skills 10 243

6. b i k e

7. b a k e

8. w a k e

9. w o k e

10. ch o k e

NAME: _____ PP.18 Activity Page

DATE: _____

spin
shin
quit
shine

spine
pine
pin
quite

as in b*ij*t

as in b*ite*

spin

shine

shin

spine

quit

pine

pin

quite

Directions: Have students write the words containing the /i/ sound spelled 'i' under the 'i' header and the words containing the /e/ sound spelled 'e' under the 'e' header.

Directions: Have students write the words containing the /u/ sound spelled 'u' under the 'u' header and the words containing the /e/ sound spelled 'e' under the 'e' header.

cub
us
mute
fuse

cube
fuzz
use
mutt

as in c*u*t

as in c*ute*

cub

mute

us

fuse

fuzz

cube

mutt

use

NAME: _____ PP.19 Activity Page

DATE: _____

Print the word where it fits best.

1. cake



cake

2. bike





bike



3. robe





robe

4. cube  

cube

5. cane  

cane

6. smile  



smile

248 Skills 10

NAME: _____ PP.20 Activity Page
DATE: _____



Print the names of the things.

grape grade home hand

grape home



frill fire mute mule

fire mule



249 Skills 10

dime deem clap cape

dime cape

hose nose gate rake




nose gate

250 Skills 10




NAME: _____ PP.21 Activity Page
DATE: _____

In the box are the names of the 6 things. Print the names on the lines.

lake	globe	feet
mule	bike	snake

bike lake mule




  

globe feet snake

Directions: Have students write each word under its matching picture.

251 Skills 10




cone	grapes	cube
bones	sleep	bride

cone

bones

cube

grapes

bride


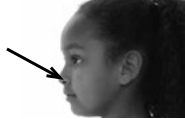
sleep

252 Skills 10

NAME: _____ PP.22 Activity Page



DATE: _____

rope	nose
cone	stone

cone

nose



rope

stone

Directions: Ask students to write the matching word under the picture.



253 Skills 10

home	bones
robe	rose

bones

rose

home

robe

254 Skills 10

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

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 K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

(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 K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	U10: p. 11, U10: p. 14, U10: p. 33, U10: p. 36, U10: p. 43, U10: p. 54, U10: p. 57, U10: p. 113, U10: p. 116, U10: p. 144, U10: p. 147, U10: p. 171, U10: p. 174, U10: p. 201, U10: p. 204, U10: p. 247, U10: p. 250, U10: p. 265, U10: p. 268, U10: p. 286, U10: p. 289
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	U10: p. 11, U10: p. 14, U10: p. 33, U10: p. 36, U10: p. 43, U10: p. 54, U10: p. 57, U10: p. 113, U10: p. 116, U10: p. 144, U10: p. 147, U10: 171, U10: p. 174, U10: p. 201, U10: p 204, U10: p. 247, U10: p. 250, U10: p. 265, U10: p. 268, U10: p. 286, U10: p. 289
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	U10: p. 9, U10: p. 54, U10: p. 57, U10: p. 113, U10: p. 116
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	U10: p. 11, U10: p. 12, U10: p. 14, U10: p. 73, U10: p. 76, U10: p. 113, U10: p. 116, U10: p. 218, U10: p. 221

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	U10: p. 11, U10: p. 12, U10: p. 14, U10: p. 25, U10: p. 28, U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 46, U10: p. 49, U10: p. 54, U10: p. 57, U10: p. 73, U10: p. 76, U10: p. 85, U10: p. 88, U10: p. 104, U10: p. 107, U10: p. 133, U10: p. 136, U10: p. 163, U10: p. 166, U10: p. 171, U10: p. 174, U10: p. 191, U10: p. 194, U10: p. 201, U10: p. 204, U10: p. 211, U10: p. 214, U10: p. 218, U10: p. 221, U10: p. 229, U10: p. 232, U10: p. 238, U10: p. 241, U10: p. 255, U10: p. 265, U10: p. 268, U10: p. 276, U10: p. 281, U10: p. 286, U10: p. 289
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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 25, U10: p. 30, U10: p. 33, U10: p. 34, U10: p. 40, U10: p. 46, U10: p. 48, U10: p. 51, U10: p. 65, U10: p. 68, U10: p. 73, U10: p. 79, U10: p. 85, U10: p. 88, U10: p. 91, U10: p. 94, U10: p. 97, U10: p. 104, U10: p. 108, U10: p. 113, U10: p. 120, U10: p. 125, U10: p. 128, U10: p. 130, U10: p. 133, U10: p. 139, U10: p. 144, U10: p. 147, U10: p. 153, U10: p. 158, U10: p. 163, U10: p. 166, U10: p. 171, U10: p. 177, U10: p. 183, U10: p. 186, U10: p. 191, U10: p. 195, U10: p. 201, U10: p. 204, U10: p. 206, U10: p. 211, U10: p. 215, U10: p. 218, U10: p. 224, U10: p. 229, U10: p. 235, U10: p. 238, U10: p. 242, U10: p. 247, U10: p. 250, U10: p. 255, U10: p. 260, U10: p. 265, U10: p. 270, U10: p. 276, U10: p. 281, U10: p. 282, U10: p. 286, U10: p. 290
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 85, U10: p. 88, U10: p. 133, U10: p. 136, U10: p. 211, U10: p. 214, U10: p. 229, U10: p. 232, U10: p. 238, U10: p. 241, U10: p. 286, U10: p. 289
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	U10: p. 25, U10: p. 28, U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 46, U10: p. 49, U10: p. 54, U10: p. 57, U10: p. 65, U10: p. 68, U10: p. 85, U10: p. 88, U10: p. 94, U10: p. 97, U10: p. 104, U10: p. 107, U10: p. 125, U10: p. 128, U10: p. 133, U10: p. 136, U10: p. 153, U10: p. 156, U10: p. 163, U10: p. 166, U10: p. 183, U10: p. 186, U10: p. 229, U10: p. 232, U10: p. 247, U10: p. 250, U10: p. 255
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 46, U10: p. 49, U10: p. 73, U10: p. 76, U10: p. 77, U10: p. 79, U10: p. 85, U10: p. 88, U10: p. 113, U10: p. 116, U10: p. 133, U10: p. 136, U10: p. 171, U10: p. 174, U10: p. 211, U10: p. 214, U10: p. 218, U10: p. 221, U10: p. 229, U10: p. 232, U10: p. 238, U10: p. 241, U10: p. 276, U10: p. 281, U10: p. 286, U10: p. 289
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	U10: p. 11, U10: p. 12, U10: p. 14, U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 54, U10: p. 57, U10: p. 73, U10: p. 76, U10: p. 104, U10: p. 107, U10: p. 133, U10: p. 136, U10: p. 163, U10: p. 166, U10: p. 191, U10: p. 194, U10: p. 218, U10: p. 221, U10: p. 238, U10: p. 241, U10: p. 265, U10: p. 268, U10: p. 276

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10		Correlation—Teacher’s Guide
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	U10: p. 276
(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 K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 19
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	
(4) 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 K.4	self-select text and interact independently with text for increasing periods of time	U10: p. 7, U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 20, U10: p. 25, U10: p. 30, U10: p. 73, U10: p. 79, U10: p. 80, U10: p. 276, U10: p. 282, U10: p. 304
(5) 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 K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 20
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	U10: p. 33, U10: p. 34, U10: p. 40, U10: p. 54, U10: p. 60, U10: p. 73, U10: p. 79, U10: p. 94, U10: p. 99, U10: p. 104, U10: p. 108, U10: p. 113, U10: p. 120, U10: p. 133, U10: p. 139, U10: p. 153, U10: p. 158, U10: p. 171, U10: p. 177, U10: p. 191, U10: p. 195, U10: p. 201, U10: p. 206, U10: p. 218, U10: p. 224, U10: p. 238, U10: p. 242, U10: p. 255, U10: p. 260, U10: p. 265, U10: p. 270, U10: p. 276, U10: p. 282
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	U10: p. 247, U10: p. 250
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 25, U10: p. 30, U10: p. 33, U10: p. 34, U10: p. 40, U10: p. 46, U10: p. 51, U10: p. 54, U10: p. 60, U10: p. 85, U10: p. 91, U10: p. 94, U10: p. 99, U10: p. 104, U10: p. 108, U10: p. 113, U10: p. 120, U10: p. 125, U10: p. 130, U10: p. 133, U10: p. 139, U10: p. 144, U10: p. 148, U10: p. 153, U10: p. 158, U10: p. 171, U10: p. 177, U10: p. 183, U10: p. 188, U10: p. 191, U10: p. 195, U10: p. 201, U10: p. 206, U10: p. 211, U10: p. 215, U10: p. 218, U10: p. 224, U10: p. 229, U10: p. 235, U10: p. 255, U10: p. 260, U10: p. 265, U10: p. 270, U10: p. 276, U10: p. 282, U10: p. 286, U10: p. 290
TEKS K.5.H	synthesize information to create new understanding with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10		Correlation—Teacher’s Guide
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
<p>(6) 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:</p>		
TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	U10: p. 25, U10: p. 30, U10: p. 85, U10: p. 91, U10: p. 94, U10: p. 99, U10: p. 104, U10: p. 108, U10: p. 183, U10: p. 188, U10: p. 191, U10: p. 195, U10: p. 229, U10: p. 235, U10: p. 265, U10: p. 270
TEKS K.6.C	use text evidence to support an appropriate response	U10: p. 73, U10: p. 79
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	U10: p. 25, U10: p. 30, U10: p. 46, U10: p. 51, U10: p. 54, U10: p. 60, U10: p. 125, U10: p. 130, U10: p. 144, U10: p. 148, U10: p. 153, U10: p. 158, U10: p. 211, U10: p. 215, U10: p. 238, U10: p. 242, U10: p. 255, U10: p. 260, U10: p. 286, U10: p. 290
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	
<p>(7) 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:</p>		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	
<p>(8) 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:</p>		
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	
TEKS K.8.C	discuss main characters in drama	
<p>(D) recognize characteristics and structures of informational text, including</p>		
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

(9) 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 K.9.A	discuss with adult assistance the author’s purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose	
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	U10: p. 11, U10: p. 12, U10: p. 18, U10: p. 20
(10) 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 K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	U10: p. 33, U10: p. 34, U10: p. 36, U10: p. 85, U10: p. 88, U10: p. 229, U10: p. 232
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	
(11) 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 K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	
(12) 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 K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN**Skills 10****Correlation—Teacher's Guide**

Skills 10		Correlation—Teacher's Guide
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 10

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	U10: p. 15, U10: p. 36, U10: p. 57, U10: p. 116, U10: p. 147, U10: p. 174, U10: p. 204, U10: p. 250, U10: p. 268, U10: p. 289
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 10		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	U10: p. 15, U10: p. 36, U10: p. 57, U10: p. 116, U10: p. 147, U10: p. 174, U10: p. 204, U10: p. 250, U10: p. 268, U10: p. 289
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	U10: p. 21, U10: p. 42, U10: p. 62, U10: p. 81, U10: p. 101, U10: p. 110, U10: p. 141, U10: p. 160, U10: p. 180, U10: p. 197, U10: p. 208, U10: p. 226, U10: p. 244, U10: p. 262, U10: p. 272, U10: p. 284
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	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 10		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 grade-appropriate academic topics	
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	
<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 topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
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	U10: p. 21, U10: p. 62, U10: p. 81, U10: p. 101, U10: p. 110, U10: p. 141, U10: p. 160, U10: p. 180, U10: p. 197, U10: p. 208, U10: p. 226, U10: p. 244, U10: p. 262, U10: p. 272, U10: p. 284
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Skills 10

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	
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	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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Grade 1

Skills 7 | Teacher Guide

Grade 1

Skills 7

Teacher Guide

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Introduction

UNIT 7 OVERVIEW

Vowel Spellings

In this unit, you will continue to teach the advanced code, but you will now turn from spelling alternatives for consonant sounds to spelling alternatives for vowel sounds.

Vowel spellings are the trickiest part of the English spelling code. Most vowel sounds can be spelled several different ways. This means that vowel sounds are hard to spell. For example, to spell the sound /ae/, a student has to not only be able to hear the /ae/ sound but also select the correct spelling from several alternatives.

It is no wonder that many students struggle to decode vowel spellings when reading—and struggle even more mightily to spell vowel sounds when writing. The difficulty is embedded in the English writing system. However, the orderly and systematic way in which the vowel spellings are introduced in this unit and in later grades will help students cope with the complexity of English vowel spellings and lead to significantly stronger reading and spelling skills.

Spelling Alternatives

In this unit, the focus is on two of the so-called “long” vowel sounds, /ae/ and /oe/. Students will review the basic code spelling for each sound and then learn common spelling alternatives:

- /ae/ spelled ‘a_e’ (review), **‘ai’, ‘ay’ (new)**
- /oe/ spelled ‘o_e’ (review), **‘oa’ (new)**

Only the most common alternatives are taught in Grade 1. Other spelling alternatives will be taught in Grade 2.

In the past, you may have taught students the well-known jingle, “When two vowels go walking, the first one does the talking.” You may be tempted to use that jingle here to explain why *way* and *wait* are pronounced with /ae/ and why *boat* is pronounced with /oe/. However, it is preferred that you avoid this saying. This rule is actually very unreliable. It is wrong almost as often as it is right. In addition, the rule treats vowels as letters, like ‘a’ and ‘o’, when, in fact, vowels are sounds. Finally, the walking-talking rule teaches students that they only need to pay attention to the first letter in a digraph spelling. That can cause students to misread words such as *now*, *head*, and *cookie*. For digraphs, one has to keep in mind that both letters work together to stand for the vowel sound.

Syllable Breaks

In this unit, as in the last unit, the use of the syllable divider to separate two-syllable words into smaller, more manageable chunks is discontinued. Please refer to the appendix at the end of this Teacher Guide for further discussion of syllabification in English if students need ongoing scaffolding.

Tricky Words

The following words are introduced as Tricky Words as they occur in the Reader: *Mexico* (Lesson 5), *talk* (Lesson 7), *Hidalgo* and *Britain* (Lesson 8), *gracias* (Lesson 9), *Carlos* (Lesson 10), and *Gomez* (Lesson 12).

Decodable Reader

The Reader for this unit is called *Kay and Martez*. It focuses on a young girl, Kay, and her friendship with a Mexican-American boy named Martez. In the second half of the Reader, Kay, Martez, and Kay's family go on a trip to Mexico. The stories incorporate Grade 1 history and geography topics from the curriculum. Please note that there is not always a new story in each lesson.

Please read the stories before assigning them to students to determine any vocabulary that might be unknown to students. Words or phrases such as *zip line* are decodable, but may be challenging for some students.

Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can use the images found on the program's digital components site for this Reader.

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. You will also find Story Questions activity pages that require a written response in the Unit 7 Activity Book.

Grammar

The grammar lessons in this unit cover several topics: the use of conjunctions, commas, and noun-verb agreement in sentences. You will discuss the conjunctions *and*, *but*, and *or* and demonstrate how they are used in writing. You will also introduce commas as punctuation marks that separate items in a series.

Spelling

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

Students will also create a Dictation Journal that focuses on spelling words in isolation as well as in sentences. Spelling assessments will incorporate a phrase or sentence that students must spell correctly.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of paper together is all you will need for each journal. (1)

Writing

In this unit, you will introduce students to instructional writing. As in other units of Grade 1, students are taught a three-stage writing process. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps again as students work on these kinds of writing.

Students will also practice opinion writing in this unit. Students will learn that, when writing an opinion piece, they should state their opinion, give reasons for their opinion, and provide a conclusion for their thoughts. Students will also be encouraged to include evidence from the text to support their opinion.

UNIT 7 ASSESSMENTS

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 key skills throughout this unit. 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

An End-of-Year Assessment for students using the program for Grade 1 is provided, starting in Lesson 19. You should administer this year-end assessment even if students have not fully completed all units of the Grade 1 program.

If time permits, it would be ideal to administer the entire assessment to all students in your class. Administer the Silent Reading Comprehension Assessment to all students. The story used in the Silent Reading Comprehension Assessment will be completely decodable for students who have completed Unit 6. The assessment allows you to gauge students’ independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling. You will ask all students in the class to read a story called “Shark and Wee Fish” silently and to then answer a set of multiple-choice questions about the story.

The Fluency Assessment makes use of the same story, “Shark and Wee Fish,” for assessment of reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. This section should be administered to

all students who miss two or more of the seven questions on the Silent Reading Comprehension Assessment.

The Word Reading in Isolation Assessment is a word-reading assessment designed to test students' ability to read the specific spellings taught or reviewed in Grade 1. Ideally, you should administer this assessment to all students. However, if time is limited, you may choose to administer this assessment only to those students to whom you administered the Fluency Assessment, or to those students in your classroom who are most at risk.

You are strongly encouraged to share the results of this assessment with all students' Grade 2 teachers. A summary sheet (**Activity Page 19.3**) is provided that can be passed on to Grade 2 teachers with students' assessment information.

SMALL GROUP WORK

In this unit, explicit instructions are given on how to integrate small-group work. Generally, exercises for two groups are suggested, assuming that Group 1 consists of independent workers and Group 2 of students who need more support. Of course, you can subdivide your class further. Small-group work is typically suggested during story reading time. You will have the choice to (1) have both groups work on the same skill, with the independent group working on their own while the other group receives guidance from you or (2) reteach/reinforce a skill that you feel needs to be practiced more with Group 2. For reteaching/reinforcing skills, please use the Additional Support activities from relevant lessons and the Pausing Point for additional exercises and activity pages. Please keep in mind that you do not have to use the small-group configuration every time it is suggested and that you can adapt other lessons so they contain small-group work.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 7 skills can be found in the Pausing Point section included after the last lesson if you need to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

TEACHER RESOURCES

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

- Anecdotal Reading Record
- Discussion Questions Observation Record
- Spelling Alternatives Observation Record

- Spelling Tree Templates
- End-of-Year Assessment Materials
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 7

Some additional materials are needed for specific lessons of Unit 7. 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.

- yellow, green, and brown paper for the Spelling Trees (1)
- green markers, one per student (1)
- unruled, white index cards (1)
- red markers, one per student (3)
- chart paper (14)
- scissors and glue stick for each student (14)
- two large sticky notes of two different colors for each student (17)
- 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 in the digital components for this unit. (2)

SPELLING ALTERNATIVES

Introduce /ae/ → 'ai' and 'ay'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will decode words with open syllables and words with /ae/ > 'ai' and 'ay'.

✚ **TEKS 1.2.B.iii**

Language (Spelling)

Students will spell words with closed syllables and consonant digraphs and will

✚ use sound-spelling patterns. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will read and write the Tricky Word *by* and words with /ae/ > 'a_e',

✚ /n/ > 'kn', /ng/ > 'n', /ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.B.iii; TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /ae/ > 'ai', 'ay'

✚ **TEKS 1.2.B.iii**

Activity Page 1.1

Spelling Alternatives /ae/ > 'ai', 'ay'

✚ **TEKS 1.2.B.iii**

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

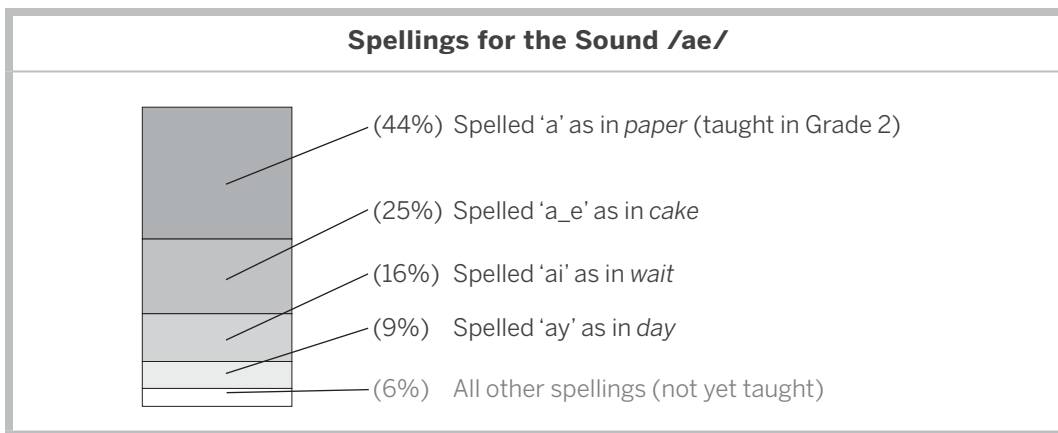
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Alternatives for /ae/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /ae/ > 'ay' (<i>day</i>), /ae/ > 'ai' (<i>wait</i>) <input type="checkbox"/> Individual Code Charts <input type="checkbox"/> green markers
Spelling Tree for /ae/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Tree for /ae/ <input type="checkbox"/> prepared leaves for /ae/ <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> marker <input type="checkbox"/> scissors <input type="checkbox"/> tape
Wiggle Cards (Word Recognition)	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> index cards
Practice with Spellings for /ae/ (Phonics)	Independent	20 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 1.1
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 1.2
Take-Home Material			
Spelling Words			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

Note to Teacher

Today you will introduce two spelling alternatives for the /ae/ sound. Students should already know the basic code spelling 'a_e' as in *cake*. In today's lesson you will review this spelling and introduce the spelling alternatives 'ai' as in *wait* and 'ay' as in *day*. The following chart shows how common each spelling is.

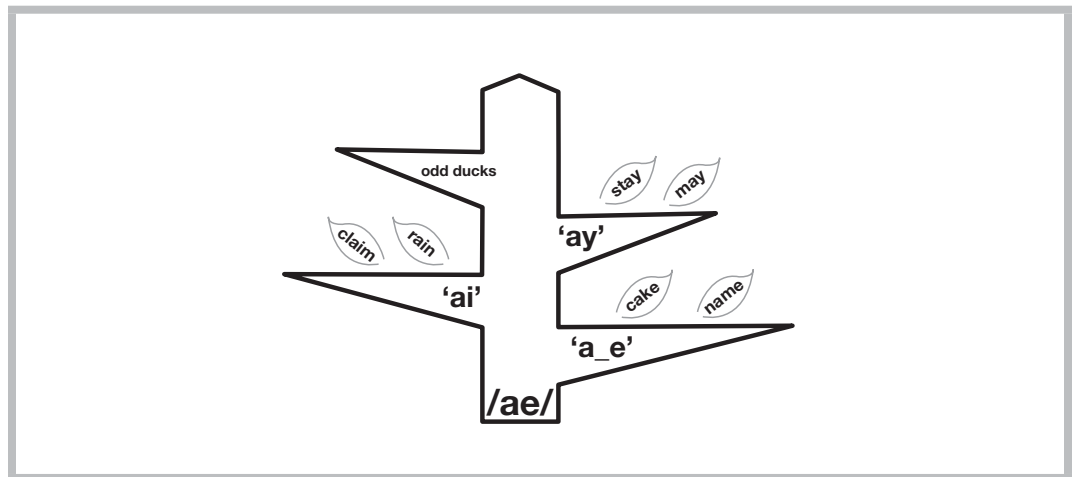


- Review the following spelling patterns:
 - **'ai'** is generally used in initial position (*aim, aid*) or medial position (*pail, paint*) and is almost always followed by a consonant spelling. It is rarely used in final position. Notice how odd the pseudowords *hai* and *pai* look when compared to the real words *aim, jail, raid, and sailor*.
 - **'ay'** is generally used in final position (*say, pay*) and rarely found in initial or medial positions. Notice how odd *mayl* and *fayl* look when compared to *may, spray, and player*.
 - 'ay' is the only spelling taught here that regularly falls at the end of a word.
 - The spellings 'ey' (*hey*), 'ea' (*great*), and 'eigh' (*eight*) are rare and will be taught in Grade 2.

Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.

- Create a Spelling Tree for the /ae/ vowel sound using the template provided in Teacher Resources. You should make the final tree at least 18" x 24", but even larger would be preferable. Make the branch at the bottom the longest and the branch at the top the smallest. Make two other branches, one slightly longer than the other, in between.
- Label the trunk /ae/. Label the bottom branch 'a_e', the next branch 'ai', and the third branch 'ay'. Label the smallest branch at the top "odd ducks."
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /ae/ words such as *cake, frame, game, pavement, take, brain, chain, nails, wait, aim, day, play, stay, subway, and portray* on the leaves.
- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /ae/ sound that doesn't fall into one of the other spelling patterns.
- A completed Spelling Tree is shown here:



- Prepare the Spelling Alternatives Observation Record provided in Teacher Resources. Over the course of the unit, be sure to ask each student to decode words with 'a_e', 'ai', and 'ay' for /ae/ (beginning in Lesson 1) and 'o_e' and 'oa' for /oe/ (beginning in Lesson 11).
- Write the following on index cards or sentence strips to use for the Wiggle Cards activity:

- | | |
|---------------------------------------|-----------------------------|
| 1. Do a rain dance. | 5. Tilt your face sideways. |
| 2. Bend at your waist. | 6. Sit down. |
| 3. Take one step to the left. | 7. Stretch your arms. |
| 4. Act like you are painting a fence. | |

Universal Access

- Bring in a mirror for students to observe their articulation of sounds.
- Bring in pictures for words listed on the Spelling Tree. Give thought in advance to any words that can be demonstrated with actions.

Lesson 1: Spelling Alternatives for /ae/

Foundational Skills

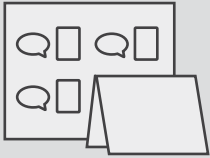


Primary Focus: Students will decode words with open syllables and words with

✚ /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

✚ **SPELLING ALTERNATIVES FOR /AE/ (10 MIN.)** **TEKS 1.2.B.iii**

Code Materials



ENGLISH
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Foundational Skills

Foundational Literacy Skills

Direct students to the shape of your mouth when you form the /ae/ sound.

Have students look at themselves in a mirror to see what their mouth looks like when they make the sound. Have them compare this to the shape their mouth makes when they make the /a/ sound. If mirrors are not available, have student pairs face each other, first making the /ae/ sound, then /a/.

ELPS 1.B; ELPS 2.A;

ELPS 3.A

Vowel Code Flip Book Review

- Have students say the /ae/ sound several times, stretching it out.
- Turn to the **Vowel Code Flip Book page 6**.
- Point to the 'a_e' spelling, read the sample word (*cake*), and discuss the power bar.
- Write 'a_e' on the board/chart paper, along with the sample word. (*cake*)
- Have students turn to **Individual Code Chart page 2**.
- Have them locate and trace the green outline of the card and the code information for 'a_e' > /ae/ with a finger.
- Tell students they will now learn two more spellings for the /ae/ sound.
- Show students the Spelling Card for /ae/ > 'ai' (*wait*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- Have students outline the 'ai' vowel spelling in green marker in their Individual Code Charts.
- Follow the same procedure for the spelling 'ay' (*day*).
- Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts.

Vowel Code Flip Book	Individual Code Chart
1. 'a_e' > /ae/ (<i>cake</i>) page 6	1. 'a_e' > /ae/ (<i>cake</i>) page 2
2. 'ai' > /ae/ (<i>wait</i>) page 6	2. 'ai' > /ae/ (<i>wait</i>) page 2
3. 'ay' > /ae/ (<i>day</i>) page 6	3. 'ay' > /ae/ (<i>day</i>) page 2

✚ **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.

- Tell students that whenever the spelling 'ai' or 'ay' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.



Check for Understanding

Write the words *way, swam, stay, may, tail, map, clay, main, rain, ran, pain* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /ae/ sound.

SPELLING TREE FOR /AE/ (10 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /ae/ sound.
- Point to the trunk labeled /ae/.
- Point to the four branches: 'a_e', 'ai', 'ay', and odd ducks. Explain that the 'a_e' branch is the longest and on the bottom, the 'ai' branch is the second longest, and the 'ay' branch is the third longest. Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with 'ai' and 'ay' for /ae/ in the Spelling Alternatives Observation Record.

WIGGLE CARDS (5 MIN.)

- Using the cards you prepared in advance, show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can write different letters to represent the /ae/ sound.

PRACTICE WITH SPELLINGS FOR /AE/ (20 MIN.)

Note: This should be a teacher-led exercise.

Activity Page 1.1



- Have students turn to Activity Page 1.1.
- Tell students they are going to practice reading some words that have the /ae/ sound spelled 'ai' or 'ay'.
- Have students take turns reading the 'ai' words aloud.
- Briefly discuss the meaning of any words that students may not know, such as *exclaim* or *aid*.
- If students read the words haltingly, have them read them a second time.
- Repeat the same steps for the 'ay' words.
- Once students have read all of the words, have them look at the back of the activity page.
- Have students fill in the blanks in the sentences using the words in the box.



Activity Page 1.1: Spelling Alternatives

Collect Activity Page 1.1 to review and monitor student progress decoding words with 'ai' and 'ay' > /ae/.

Lesson 1: Spelling

Language



Primary Focus: Students will spell words with closed syllables and consonant digraphs and will use sound-spelling patterns.

✚ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will read and write the Tricky Word *by* and words with /ae/ > 'a_e', /n/ >

✚ 'kn', /ng/ > 'n', /ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.B.iii; TEKS 1.2.B.vi**

Activity Page 1.2



INTRODUCE SPELLING WORDS (15 MIN.)

TEKS 1.2.C.i; TEKS 1.2.C.ii;

TEKS 1.2.C.iii

- Have students turn to Activity Page 1.2.
- Tell students that the words they will practice and learn this week will use the spellings they learned in the previous unit.

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

- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word and must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain the meaning of any words they may not know.
- The words for the week are:

/ae/ > 'a_e'	/n/ > 'kn'	/ng/ > 'n'	/ch/ > 'tch'	/r/ > 'wr'	/a/ > 'a'	Tricky Word
fade	knitting	drinking	pitch	wrapper	hands	by
			catch			

- Have students take out their Dictation Journals. Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "She was knitting by the fire."

End Lesson

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 1.2 and remind them to practice the spelling words throughout the week.

Activity Page 1.2



Lesson 1: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

1. bad hair day
2. pay day
3. Save the day.
4. dog days of summer
5. at the end of the day
6. Dump it down the drain!
7. She had her day in the sun.
8. What did you say?
9. Wait for me!
10. Did we get mail today?

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Complete the Sentence

- Write the headings 'a_e', 'ai', and 'ay' in a row on the **board/chart paper**.
- Tell students you will say some incomplete sentences, each of which is missing the last word.
- Explain that the missing words contain the /ae/ sound.
- As you read each sentence, pause to have students fill in the missing word.
- Once students have given the answer, write the word on the board/chart paper under the appropriate heading.

1. On my birthday, I eat birthday _____. (*cake—'a_e'*)
2. Water that falls from the sky is called _____. (*rain—'ai'*)
3. If something is not ready for you, you may have to _____. (*wait—'ai'*)
4. Superman wears a long, flowing _____. (*cape—'a_e'*)
5. The opposite of night is _____. (*day—'ay'*)
6. When we think, we use our _____. (*brains—'ai'*)
7. Triangles, squares, and circles are examples of _____. (*shapes—'a_e'*)
8. Saturday is my favorite _____. (*day—'ay'*)

Highlight the Spelling

- Write the words from the box on **index cards** or a piece of **paper**.
- Ask students to read the words and use a **highlighter** to highlight the letters of each new spelling.

- | | | |
|----------|---------|----------|
| 1. day* | 5. way* | 9. pay |
| 2. may* | 6. air | 10. rain |
| 3. play* | 7. hair | 11. stay |
| 4. say* | 8. main | 12. wait |

**Words with an asterisk are on the Dolch and/or Fry Word List.*

- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the box above. Have students write the entire sentence in their Dictation Journal.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 630 and 783 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 642 and 798 of those words would be completely decodable.

SPELLING ALTERNATIVES

Practice

/ae/ → 'ai' and 'ay'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will decode words with /ae/ > 'ai' and 'ay'.

✦ **TEKS 1.2.A.iv; TEKS 1.2.A.vi; TEKS 1.2.B.iii**

Reading

Students will read "Martez, Martez, Martez" with purpose and understanding and will answer oral literal and inferential questions about key details in the story.

✦ **TEKS 1.2.D; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

Activity Page 2.1

Word Sort /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

Observation

Discussion Questions "Martez, Martez,

✦ Martez" **TEKS 1.7.C**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (vi) manipulating phonemes within base words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **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 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Spelling Tree (Phonics)	Whole Group	10 min.	<input type="checkbox"/> /ae/ Spelling Tree <input type="checkbox"/> prepared leaves for /ae/ <input type="checkbox"/> green paper <input type="checkbox"/> leaves template <input type="checkbox"/> marker <input type="checkbox"/> scissors <input type="checkbox"/> tape
Teacher Chaining (Phonics)	Whole Group	10 min.	
Word Sort (Phonics)	Independent	20 min.	<input type="checkbox"/> Activity Page 2.1
Reading			
Introduce the Reader and Story	Whole Group	20 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i>
Read "Martez, Martez, Martez"			
Take-Home Material			
Match the Picture			<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Prepare leaves for the following words for the Spelling Tree: *rain, sail, waist, tail, explain, bay, pay, say, may, gate, lake, safe, and tale.*

Reading

- There is no Big Book for this Reader.
- 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 2.1

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

Universal Access

- Make copies of the Preview Spellings chart for Lesson 2 located in Teacher Resources.
- Bring in a mirror for students to observe their articulation of sounds.

Lesson 2: Review and Practice

Foundational Skills



Primary Focus: Students will decode words with /ae/ > 'ai' and 'ay'.

 **TEKS 1.2.A.iv; TEKS 1.2.A.vi; TEKS 1.2.B.iii**

WARM-UP (10 MIN.)

Spelling Tree

- Show students the /ae/ Spelling Tree and explain that you are going to add more leaves. Review the sound/spellings represented on each branch.
- Shuffle the leaves and show them one by one. Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.




Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with 'ai' and 'ay' for /ae/ in the Spelling Alternatives Record.

TEACHER CHAINING (10 MIN.)

- Write see on the board.
- Ask a student to read the word.
- Remove the 'ee' and add 'ay' to create say.
- As you make this change, say to students, "If that is see, what is this?"
- Ask students what change you made to the word see to get the word say.
- Continue this process until all of the words in the first chain have been spelled.
- When you have come to the end of the first chain, erase the board and begin the next chain.

 **TEKS 1.2.A** Demonstrate phonological awareness by (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (vi) manipulating phonemes within base words; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

ENGLISH
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Foundational Skills

Foundational Literacy Skills

Direct students to the shape of the mouth when you form the /ae/ sound.

Have students look at themselves in a mirror to see what their mouth looks like when they make the sound.

ELPS 1.B; ELPS 2.A;

ELPS 3.A

Challenge

Ask students to provide the plural of some of the words in the chains. Ask them to pronounce both forms of the words (e.g., *day* and *days*) and discuss the difference in pronunciation.

1. see > say > hay > day > way > pay > pray > ray > tray > tree
2. grin > grain > gain > pain > main > chain > rain > train > drain > drains

WORD SORT (20 MIN.)

- Tell students to turn to Activity Page 2.1.
- Ask students to first read aloud the words in the box, and then sort the words according to their spellings for the /ae/ sound.



Activity Page 2.1: Word Sort

Collect Activity Page 2.1 to review and monitor student progress using the two new spelling alternatives for /ae/.

Activity Page 2.1



Lesson 2: “Martez, Martez, Martez”

Reading



Primary Focus: Students will read “Martez, Martez, Martez” with purpose and understanding and will answer oral literal and inferential questions about key details in the story. **TEKS 1.2.D; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.7.C**

INTRODUCE THE READER AND STORY (5 MIN.)

- Introduce students to the new Reader, *Kay and Martez*. Explain that this Reader is about a girl named Kay and her friend, Martez, who is Mexican-American. Explain that Martez’s parents are from Mexico.
- Look at the table of contents together. Remind students that the titles of stories often give us a clue as to what each story is about. Allow students to share what they think some of the stories might be about.
- Ask students to locate the first story in the table of contents. Ask students to tell you the page number on which “Martez, Martez, Martez” starts. (*page 2*)

Reader



Page 2

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide; **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 1.7.C** Use text evidence to support an appropriate response.

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

Preview Spellings

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

➤ Digital Component 2.1

/ae/ > 'ai'	/ae/> 'ay'	Two-Syllable Words
air	Kay	coleslaw
	paying	hopscotch
	play	invite
	crayons	
	playground	

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.

coleslaw—n., a salad made from chopped cabbage (2)

Example: We brought coleslaw to the barbecue.

hopscotch—n., a game in which players hop on squares drawn on the ground (4)

Example: My friends play hopscotch on the playground at recess.

Vocabulary Chart for “Martez, Martez, Martez”

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

Purpose for Reading

- Tell students they should read today's story to learn who Martez is.

READ "MARTEZ, MARTEZ, MARTEZ" (15 MIN.)

Whole Group

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

Wrap-Up

- Use the following discussion questions to guide conversation 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 on "Martez, Martez, Martez"

1. **Literal.** What does Martez like to do?
 - » Martez likes to play hopscotch and draw pictures with crayons. (Help students distinguish the action word in the question and answer.)
2. **Inferential.** Is Kay faster than Martez?
 - » No, Kay is not faster than Martez because Martez is the fastest child on the playground.
3. **Inferential.** How does Kay know Martez?
 - » Martez is in Kay's class at school.
4. **Literal.** What does Kay think of Martez?
 - » Kay thinks Martez is the best. (You may want to point out that the phrase *I think* does not appear in the text. Ensure students understand that words such as *nice* and *best* indicate opinion.)
5. **Literal.** Where does Kay want to invite Martez?
 - » Kay wants to invite Martez for dinner at her house.

Challenge

Ask students why they think Kay's dad says "Martez, Martez, Martez!" three times. What is he suggesting? You may wish to expand this into a discussion on use of repetition for emphasis in text and conversation.



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: "Does Martez like to play hopscotch?" "Does Martez like to eat coleslaw?"

Intermediate

Provide students with specific sentence frames: "Martez likes to ____." "Martez does not like ____."

Advanced/Advanced High

Ask students to listen to their peers' responses and explain whether or not they agree. Where relevant, ask them to provide additional information.

ELPS 3.H; ELPS 4.G;

ELPS 4.J



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.

End Lesson

Take-Home Material

MATCH THE PICTURE

- Have students take home Activity Page 2.2 and remind them to practice the spelling words throughout the week.

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Guess My Word

- Write the following vowel spellings on **index cards** and lay them on a table: 'a_e', 'ai', and 'ay'.
- Write the following consonant spellings on **index cards** and lay them out on a table: 'n', 't', 'r', 'd', 's', 'p', 'b', 'l', and 'w'.
- Select one of the decodable words from the box, but do not tell the class your word:

- | | |
|--------------|--------------|
| 1. late (3) | 7. lay (2) |
| 2. date (3) | 8. way (2) |
| 3. pain (3) | 9. bay (2) |
| 4. paint (4) | 10. say (2) |
| 5. bait (3) | 11. wait (3) |
| 6. day (2) | 12. pay (2) |

- 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 the cards on that table.
- Continue until the word has been spelled.
- Repeat with additional words as time allows.

Spelling Tree

- If you have not already done so, create a **Spelling Tree** for the /ae/ vowel sound using the instructions in the Advance Preparation section of Lesson 1 and the template provided in Teacher Resources. Be sure to make the tree as large as possible, preferably at least 18" x 24".
- Make five copies of **Activity Page TR 2.1** on green paper, cut out the leaves, and write each word from the box onto a leaf.
- Make one copy of **Activity Page TR 2.2** on yellow paper. Cut out and reserve the odd ducks to use as needed.
- Shuffle the leaves and then give a leaf to each student. Ask the student to read the word and then place the leaf on the correct branch of the Spelling Tree.
- Repeat until all leaves are placed.

- | | | |
|----------|----------|----------|
| 1. cake | 6. chain | 11. day |
| 2. frame | 7. nails | 12. play |
| 3. game | 8. wait | 13. stay |
| 4. take | 9. aim | 14. way |
| 5. brain | 10. pave | 15. tray |

TEACHER CHAINING

- Write *say* on the **board/chart paper**.
- Ask a student to read the word.
- Erase the 's' and add 'p' to create *pay*.
- As you make this change, say to students, "If that is *say*, what is this?"
- Ask students what change you made to the word *say* to get the word *pay*.
- Continue this process until all of the words in the first chain have been spelled.
- When you have come to the end of the first chain, erase the word and begin the next chain.

1. say > pay > day > lay > play > plate > plane > plain
2. clay > lay > ray > may > day > say > stay > stays
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint

GRAMMAR

Plural Nouns and Noun-Verb Agreement

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will distinguish common from proper nouns in oral sentences.

✚ **TEKS 1.11.D.iii**

Students will form plural nouns by adding 's' > /s/, 's' > /z/, and 'es' > /ez/ to the end of singular nouns and will match plural nouns with verbs in sentences.

✚ **TEKS 1.2.B.v; TEKS 1.11.D.i**

Reading

Students will read "Martez, Martez, Martez" with purpose and understanding and

✚ will answer written questions about key details in the story. **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Exit Pass

Noun and Verb Identification

✚ **TEKS 1.2.B.v; TEKS 1.11.D.i**

Observation

Anecdotal Reading Record "Martez, Martez,

✚ Martez" **TEKS 1.4**

Activity Page 3.1

Story Questions "Martez, Martez, Martez"

✚ **TEKS 1.6.G**

- ✚ **TEKS 1.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement; **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
Language (Grammar)			
Warm Up: Nouns and Verbs	Whole Group	10 min.	
Plural Noun Review	Whole Group	20 min.	<input type="checkbox"/> Plural Noun Review (Digital Components)
Reading			
Reread “Martez, Martez, Martez”	Small Group/ Partner	30 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> green and red markers

ADVANCE PREPARATION

Language (Grammar)

➤ Digital Component 3.1

- Create a blank version of the chart from Plural Noun Review (Digital Component 3.1) on the board/chart paper, or use the digital version.

Reading

- 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.
- Give some thought as to how you will group and pair students for reading. Students who can work more independently should be paired with a partner to read (Group 2) while you read with students who need more support (Group 1).

Lesson 3: Grammar

Language



Primary Focus

- Students will distinguish common from proper nouns in oral sentences. **TEKS 1.11.D.iii**

Students will form plural nouns by adding 's' > /s/, 's' > /z/, and 'es' > /ez/ to the end of singular nouns and will match plural nouns with verbs in sentences.

- TEKS 1.2.B.v; TEKS 1.11.D.i**

WARM UP (10 MIN.)

Nouns and Verbs

Nouns

- Remind students that they have learned about a part of speech called a noun that can be a person, place, or thing.
- Say the phrase, "tall man." Have students repeat the phrase, and ask them to identify which word is a noun. (*man*)
- Ask students if the noun *man* names a person, place, or a thing. (*a person*)
- Remind students that there are also special kinds of nouns called proper nouns. They are called proper because they name someone or something specific.
- Tell students that you will say two nouns: *Jane* and *girl*. Ask students which word refers to a specific person. (*Jane*)
- Explain that *Jane* is a proper noun because it names a specific person.
- Explain to students that each person in the room has a proper noun for their name.
- Say a student's name and ask that student to raise their hand. Point out that not everyone has this name, so we know it refers to a specific person.
- Then say the word *girl* and ask all the girls in the class to raise their hands.
- Point out that the word *girl* refers to many students in the class, not just one. Therefore, it is a common noun and not a proper noun.
- Repeat this procedure with a boy's name and the boys in the class.

- TEKS 1.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns;
- TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

- Summarize the proper noun information by asking students why we have proper nouns. (Students should understand that there are particular or specific people or things that need to be named, so they can be identified.)
- Read each of the following sentences aloud. Have students identify the noun in each item below, and then identify whether that noun is a proper noun or a common noun.

1. Caitlin likes to skate. (*Caitlin*, proper)
2. My friend runs. (*friend*, common)
3. [The name of your principal] spoke. (*[principal's name]*, proper)
4. Children shout. (*children*, common)
5. Dogs bark. (*dogs*, common)



Check for Understanding

After you read each sentence, ask students to give **Thumbs Up** if the noun is a proper noun or **Thumbs Down** if it is a common noun.

Verbs

- Remind students that a word which names an action is a part of speech called a verb.
- Actions are things you can do, like run and jump and read.
- On the board/chart paper, write the sentence: *Spin the wheel.*
- Have students read the sentence, name the action, then pretend to perform the action.
- Tell students that *spin* is an action word. A word that names an action is a part of speech called a _____. (*verb*)
- Underline *spin* with a squiggly line and explain that you have underlined the action word.
- On the board/chart paper, write the sentence: *Wave your hand.*
- Have students read the sentence, name the action, then perform the action.



ENGLISH
LANGUAGE
LEARNERS

Language

Using Nouns and Noun Phrases

Beginning

Ask simple yes/no questions: "Does *Caitlin* name a specific girl or any girl?" "Does the word *dog* refer to a specific dog or any dog?"

Intermediate

Provide sentence frames with multiple choices: "The word *friend* (is/ is not) a proper noun because it (does/does not) name a specific person."

Advanced/Advanced High

Prompt students to give additional examples of proper and common nouns.

ELPS 2.C

- Tell students that *wave* is an action word. A word that names an action is a part of speech called a _____. (*verb*)
- Underline the word *wave* with a squiggly line and explain that you have underlined the action word.
- Continue in the same manner with the following sentences, writing each on the board/chart paper and asking students to identify the verb.

1. Sway from side to side. (*sway*)
2. Raise your arm. (*raise*)
3. Point one finger. (*point*)
4. Clap your hands. (*clap*)
5. Jump up in the air once. (*jump*)



Exit Pass: Noun and Verb Identification

Write the following word pairs on the board/chart paper. Ask students to use at least one word pair to create a sentence on a piece of paper. Have students circle the noun and underline the verb with a squiggly line. Collect papers to monitor student understanding.

1. horses—ride
2. runs—Martez
3. hands—clap
4. point—finger

PLURAL NOUN REVIEW (20 MIN.)

- Remind students that *plural* means more than one. Plural words can end in 's' or 'es'.
- Using the chart you prepared in advance, point to the columns "cats," "dogs," and "foxes." Remind students that the sound of the 's' can either be /s/ or /z/, depending on the last consonant of the word.



Language

Using Nouns and Noun Phrases

Beginning

Ask simple yes/no questions: “Does *hats* sound like *cats*?” “Is more than one ant called *ants* or *antses*?”

Intermediate

Provide sentence frames for students to complete: “One box, two ____.”
One mandrill, ten ____.”

Advanced/Advanced High

Encourage students to place the words in the appropriate column without prompting.

ELPS 2.C

- Tell students that you are going to ask them to turn singular nouns into plural nouns.
- Write *hat* on the board/chart paper and ask students to read the word.
- Explain that when you talk about two or more of these, you would say *hats*. Tell students that you will write the word *hats* in the column labeled *cats*, because the ‘s’ is pronounced /s/ at the end of *hats*, just like *cats*.
- Repeat with the remaining words in the box.

- | | | |
|----------|----------|-------------|
| 1. hat | 4. wave | 7. mandrill |
| 2. plane | 5. clock | 8. rash |
| 3. patch | 6. box | 9. ant |

- Write the plural form of each word in the proper column, as shown:

➤ Digital Component 3.1

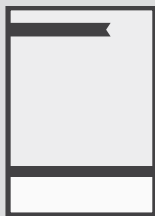
cats ‘s’ > /s/	dogs ‘s’ > /z/	foxes ‘es’ > /ez/
hats	planes	patches
clocks	waves	boxes
ants	mandrills	rashes

- Tell students that you will say the singular form of a noun, and that you want them to tell you the plural form of that noun.

- | | |
|--|------------------------------------|
| 1. one car (<i>two cars</i>) | 4. one crane (<i>two cranes</i>) |
| 2. one stitch (<i>two stitches</i>) | 5. one stick (<i>two sticks</i>) |
| 3. one groundhog (<i>two groundhogs</i>) | |



Reader



Page 2

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: "Does Martez like to play hopscotch?" "Is Kay's dad upset?"

Intermediate

Provide specific sentence starters "Kay's dad is upset because . . ." "Martez is . . ."

Advanced/Advanced High

Ask students to listen to their peers' responses and explain whether or not they agree. Where relevant, ask them to provide additional information.

ELPS 4.G; ELPS 4.J

Lesson 3: "Martez, Martez, Martez"

Reading



Primary Focus: Students will read "Martez, Martez, Martez" with purpose and understanding and will answer written questions about key details in the story.

TEKS 1.4; TEKS 1.6.G

REREAD "MARTEZ, MARTEZ, MARTEZ" (30 MIN.)

Small Group

- Have students turn to Activity Page 3.1.
- As a class, write the date on the activity page, reminding students where to place commas. Tell students they will complete this activity page after rereading "Martez, Martez, Martez."

Group 1: Meet with students needing additional support and reread "Martez, Martez, Martez." Complete Activity Page 3.1 together.



Observation: Anecdotal Reading Record

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

Group 2: Have students read "Martez, Martez, Martez" either with a partner or by themselves, and complete Activity Page 3.1.



Activity Page 3.1: Story Questions

Collect Activity Page 3.1 to evaluate student progress answering questions about key details in the story, "Martez, Martez, Martez."

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 3: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- Write the sentences in the box on **index cards** or the **board/chart paper**. You may wish to add more: each sentence should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action repeating the verb in each sentence.

- | | |
|--------------------|-----------------------|
| 1. Rub your hair. | 4. Play in the rain. |
| 2. Ride the train. | 5. Look at the plane. |
| 3. Bake a cake. | 6. Say your name. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Fishing Pond

- Copy the template on **Activity Page TR 3.1** on **card stock or construction paper**.
- Write a word from the box on each fish.
- Attach a **paper clip** to the top of each fish.
- Make a fishing pole from a **pole or stick**, a **string**, and a **magnet**.
- Have students take turns fishing.
- When a student catches a fish, they should read the word written on the fish then copy it onto a piece of paper and add the plural ending.

- | | |
|-----------|-------------|
| 1. crayon | 5. airplane |
| 2. chain | 6. train |
| 3. day | 7. tray |
| 4. cake | 8. pail |

4

GRAMMAR

Conjunctions and Noun-Verb Agreement

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will revise and expand oral sentences using the decodable conjunctions

✚ *and, but, so, and or.* **TEKS 1.11.C**

Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

✚ **TEKS 1.2.B.v; TEKS 1.11.D.i**

Reading

Students will read “Dinner with Kay” with purpose and understanding and will answer written multiple-choice and short-answer questions about key details in

✚ the story. **TEKS 1.2.D; TEKS 1.4; TEKS 1.6.A; TEKS 1.6.I; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Exit Pass

Noun-Verb Agreement

✚ **TEKS 1.2.B.v; TEKS 1.11.D.i**

Observation

Anecdotal Reading Record “Dinner with Kay”

✚ **TEKS 1.4**

Activity Page 4.1

Story Questions “Dinner with Kay”

✚ **TEKS 1.7.C**

✚ **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using conventions of standard English, including complete sentences with subject-verb agreement; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **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.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Sentences with Conjunctions	Whole Group	15 min.	
Noun-Verb Agreement	Whole Group	20 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i>
Read "Dinner with Kay"	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> red and green markers

ADVANCE PREPARATION

Note to Teacher

Today you will introduce students to noun-verb agreement. These are mainly oral lessons, getting students to hear the correct noun-verb agreement. More explicit instruction and practice for this topic will come in the later grades.

Reading

- Give some thought in advance as to which students need the greatest support in reading and place them in Group 1 to work with you in a small group. Group 2 students will read with partners.

➤ Digital Component 4.1

- Create the Preview Spellings chart (Digital Component 4.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 4 located in Teacher Resources.

Lesson 4: Grammar

Language



ENGLISH
LANGUAGE
LEARNERS

Language

Connecting Ideas

Beginning

Provide students with multiple choices and ask them to choose an appropriate conjunction: “Martez likes hopscotch, (*so/and/but*) he does not like coleslaw.”

Intermediate

Offer students word pairs and ask them to use an appropriate conjunction to join them in a sentence: “*oranges—apples*” could become “You can have oranges *and* apples.” or “You can have oranges *or* apples.” or “You can have oranges *but* not apples.” Discuss the differences in sentence meanings because of the conjunctions.

Advanced/Advanced High

Offer students a series of actions and ask them to use conjunctions to combine two or more of them: “I saw a dog. He looked friendly. I petted him. He wagged his tail.” could become “I saw a dog *and* he looked friendly.” or “The dog looked friendly *so* I petted him.” Encourage students to use variation.

ELPS 3.C

Primary Focus

Students will revise and expand oral sentences using the decodable conjunctions *and, but, so, and or*. **TEKS 1.11.C**

Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

TEKS 1.2.B.v; TEKS 1.11.D.i

WARM-UP (15 MIN.)

Sentences with Conjunctions

- Remind students that when they speak or write, they should strive to make what they say or write interesting. Tell students that one way that they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are words that connect phrases and sentences together.
- Say, “My class went on a trip.” Point out that this is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use conjunctions to connect one sentence to another. Common conjunctions are *and, but, or, and so*. Write *and, but, or, and so* on the board/chart paper.
- Demonstrate aloud how to expand sentences using these conjunctions: “My class went on a trip and it was fun. My class went on a trip, but it started to rain.”
- Ask students to provide other revised sentences aloud using the decodable conjunctions *and, but, or, and so*. Point out that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, *or* offers choices, and *so* indicates cause.
- Work with students to expand sentences of their choosing.

Note: It is not critical that students be able to identify which words are conjunctions but that they are able to use them to expand sentences.

TEKS 1.11.C Revise drafts by adding details in pictures or words; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.i** Edit drafts using conventions of standard English, including complete sentences with subject-verb agreement.



Check for Understanding

Have students create an oral story using conjunctions to build on each other's ideas. Start the story with a statement. For example, if you say "I am going on a camping trip and . . .," the first student might say "I am packing my raincoat or . . ." The next student might say "I am bringing my umbrella but . . ." As students participate, observe their ability to use conjunctions properly.

Support

Pay attention to students' spoken language throughout the day. If students make errors in noun-verb agreement when speaking, gently repeat what they said, modeling correct noun-verb agreement. Do not require students to repeat what you say.

NOUN-VERB AGREEMENT (20 MIN.)

- Tell students they will now practice listening to the ways nouns and verbs work together in a sentence.
- On the board/chart paper, write the word *Kay* and ask students, "Is *Kay* a singular or plural noun?" (*singular*)
- Next to the word *Kay*, write both *jump* and *jumps*. Ask students, "Would we say *Kay jump* or *Kay jumps*?" Repeat the sentence choices aloud.
- Tell students that since *Kay* is a singular noun, we say "Kay jumps."
- Ask students to listen carefully. Tell them you will say two sentences, and they should pick the one that sounds correct. Say: "The boys eat sandwiches. The boys eats sandwiches."
- Tell students that since *boys* is a plural noun, we say "The boys eat sandwiches."
- Ask a student to say another plural noun. Ask another student to say a verb.
- Say the provided plural noun along with a correct and incorrect choice for the verb, and ask students which verb sounds correct. For example, ask students if you would say "The girl walk." or "The girl walks."
- Ask students for two more plural noun examples following the same procedure as before. Repeat for two singular noun examples.



Exit Pass: Noun-Verb Agreement

Write the following word pairs on the board/chart paper. Ask students to use each word pair to create a sentence on a piece of paper. Point out that this time, students must also adapt the verb to match the noun. Have students circle the noun and underline the verb with a squiggly line. Collect papers to monitor student performance.

1. Martez—eat (*Martez eats corn on the cob.*)
2. Kay—play (*Kay plays hopscotch.*)
3. parents—smile (*My parents smile.*)
4. father—groan (*Her father groans.*)

Lesson 4: “Dinner with Kay”

Reading



Primary Focus: Students will read “Dinner with Kay” with purpose and understanding and will answer written multiple-choice and short-answer questions about key details in the story.

 **TEKS 1.2.D; TEKS 1.4; TEKS 1.6.A; TEKS 1.6.I; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “Martez, Martez, Martez.” Ask students to tell you the page number on which “Dinner with Kay” starts. (*page 8*)


Preview Spellings

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

Reader



Page 8

 **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **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.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

➤ Digital Component 4.1

/ae/ > 'ay'	Two-Syllable Words
day	shopper
Kay	dinner
play	outside
say	finished

Preview Core Vocabulary

- Preview the following vocabulary word before reading today's story. Allow students to ask questions to clarify the meaning of this word as necessary.

brags—v., speaks proudly (10)

Example: The art teacher brags about students' artwork.

Vocabulary Chart for "Dinner with Kay"

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

Purpose for Reading

- Tell students to read today's story to find out how the dinner goes.

READ "DINNER WITH KAY" (20 MIN.)

Small Group

Group 1: Working with students needing additional support, read "Dinner with Kay" and complete Activity Page 4.1 up to the final question.

Group 2: Have students read "Dinner with Kay" either with a partner or by themselves, and complete Activity Page 4.1 up to the final question.

- After completing Activity Page 4.1, have students use a red marker to circle the nouns and a green marker to underline the verbs with a squiggly line. Double-check their noun-verb agreement.



Observation: Anecdotal Reading Record

As you listen to students read “Dinner with Kay,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Evidence for Martez’s Character

- Point students to the final question on the activity page: “Write about one thing that Martez says because he is nice.”

Page 8

- Tell students to skim page 8 and raise their hand if they find something that Martez says or does that is an example of him being nice. (*Martez says, “I like this corn a lot! You are a good cook!”*)

Page 10

- Tell students to skim page 10 and raise their hand if they find something that Martez says or does that is another example of him being nice. (*Martez says, “This corn is so sweet. You are a good shopper.”*)

Page 12

- Have a student read the first paragraph on page 12 aloud. Then ask students if there is anything in this paragraph that might be an example of saying or doing something nice. (Prompt students to recognize that there is not anything in this paragraph that would be considered an example of being nice.)
- Read the second paragraph on page 12 aloud. Now tell students to skim the remainder of page 12 to find additional examples of Martez saying or doing something nice and raise their hands to share. (*Answers may vary, but could include that he ate all the food on his plate; he runs inside to thank Kay’s mom and dad for dinner; or he asks if Kay can have dinner at his house the next day.*)

Support

You may want to explain that when you say they should skim the text, it means they do not need to reread every word, but that they should look for key points. If they want to find something Martez says, they could look for quotation marks in the text.

- Tell students that examples found in the text are called evidence. Ask students to complete the final question on their activity page. Encourage them to include evidence from the text to support the statement that Martez is a nice kid.



Activity Page 4.1: Story Questions

Collect Activity Page 4.1 to assess students' progress in understanding the story "Dinner with Kay." Pay particular attention to student responses on the final question and note whether students use evidence in the text to support their answer.

End Lesson

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Spelling Tree

- Make four copies of **Activity Page TR 2.1** on **green paper**, cut out the leaves, and write each word from the box onto a leaf.
- Make one copy of **Activity Page TR 2.2** on **yellow paper**. Cut out and reserve the odd ducks, to use as needed. Follow instructions for Spelling Tree in Lesson 2 using the words in the box.

- | | | |
|----------|------------|----------|
| 1. rain | 5. explain | 9. lake |
| 2. sail | 6. bay | 10. safe |
| 3. waist | 7. pay | 11. tale |
| 4. tail | 8. say | 12. may |

MORE HELP WITH NOUN-VERB AGREEMENT

Phrase Flip Book

- Cut out slips of **paper** and write the following decodable words on the slips of paper, one word per slip:

Verbs		Nouns	
1. jump	7. jumps	1. chair	1. chairs
2. eat	8. eats	2. train	2. trains
3. sleep	9. sleeps	3. vase	3. vases
4. run	10. runs	4. man	4. men
5. bark	11. barks	5. bike	5. bikes
6. sing	12. sings		

- Organize the words into two stacks: one for verbs, one for nouns.
- By turning over the slips of paper, students can make up and read decodable (and often silly) phrases using correct noun-verb agreement.

MORE HELP READING AND WRITING SENTENCES

Sentence Strips

- Make a copy of **Activity Page TR 4.1** and cut apart each sentence strip.
- Have students practice reading each sentence aloud.
- Have students rewrite one of the sentences on a separate **piece of paper** and use a **red marker** to circle the nouns and a **green marker** to underline the verbs with a squiggly line.

5

REVIEW AND PRACTICE

Spelling
Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell the Tricky Word *by* and words with closed syllables and consonant digraphs and will use sound-spelling patterns /ae/ > 'a_e', /n/ > 'kn',

✦ /ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Foundational Skills

Students will decode words with /ae/ > 'ai' and 'ay', and words with the r-controlled

✦ vowel sounds /er/, /ar/, and /or/. **TEKS 1.2.B.iii**

Reading

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

✦ the story. **TEKS 1.2.B.iii; TEKS 1.4; TEKS 1.6.I; TEKS 1.7.C; TEKS 1.8.B; TEKS 1.11.C**

FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Test

✦ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

Activity Pages 5.2, 5.3

Match the Pictures /ae/ > 'ai', 'ay'

✦ **TEKS 1.2.B.iii**

Observation

Anecdotal Reading Record "The Red Dish"

✦ **TEKS 1.4**

Observation

Discussion Questions "The Red Dish"

✦ **TEKS 1.7.C**

✦ **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; (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; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	☐ Activity Page 5.1
Foundational Skills			
Match the Pictures (Phonics)	Whole Group	15 min.	☐ Activity Pages 5.2, 5.3
Reading			
Introduce the Story	Whole Group	5 min.	☐ Preview Spellings Chart (Digital Components)
Read “The Red Dish”	Small Group/ Partner	25 min.	☐ <i>Kay and Martez</i> ☐ Sentences (Digital Components)
Take-Home Material			
“Martez, Martez, Martez”			☐ Activity Page 5.4

ADVANCE PREPARATION

Reading

- Give some thought as to how you will group and pair students for reading. Students who can work more independently should be paired with a partner (Group 2) while you work with students who need more support (Group 1).

➤ Digital Component 5.1

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

➤ Digital Component 5.2

- Create the chart with Sentences (Digital Component 5.2) on the board/chart paper (or use the digital version) so Small Group 2 students can practice conjunctions if they finish reading early.
- You may also want to write the conjunctions *and*, *but*, *or*, and *so* on the board/chart paper.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 5 located in Teacher Resources for students who may struggle decoding words with spelling alternatives for /ae/.

Lesson 5: Spelling Assessment

Language



Primary Focus: Students will spell the Tricky Word *by* and words with closed syllables and consonant digraphs and will use sound-spelling patterns /ae/ > 'a_e', /n/ > 'kn',

/ch/ > 'tch', /r/ > 'wr', and /a/ > 'a'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

SPELLING ASSESSMENT (15 MIN.) **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii**

- Distribute Activity Page 5.1. 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. hands | 5. knitting |
| 2. pitch | 6. by |
| 3. catch | 7. fade |
| 4. wrapper | 8. drinking |

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 5.1. Say, "The horse is drinking by the lake."
- 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Activity Page 5.1



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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.



Activity Page 5.1: Spelling Test

Collect Activity Page 5.1. At a later time today, use the template provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 5: Review and Practice

Foundational Skills



Primary Focus: Students will decode words with /ae/ > 'ai' and 'ay', and words with the r-controlled vowel sounds /er/, /ar/, and /or/. **TEKS 1.2.B.iii**

MATCH THE PICTURES (15 MIN.)

- Have students turn to Activity Pages 5.2 and 5.3.
- Tell students that they will practice the spelling alternatives they have learned for the /ae/ sound, as well as review the r-controlled vowel sounds /er/, /ar/, and /or/.
- On Activity Page 5.2, students should choose the sentence that describes the picture.
- On Activity Page 5.3, students should read the word and write it below its picture.

Note: Most r-controlled vowels in Spanish do not typically include the sounds associated with them; for example, 'er' in English. Ask students to read aloud the sentences and provide support as necessary.



Activity Pages 5.2, 5.3: Match the Pictures

Collect Activity Pages 5.2 and 5.3, and review, paying particular attention to spellings that students consistently identify incorrectly.

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.

Activity Pages
5.2, 5.3



Lesson 5: “The Red Dish”

Reading



Primary Focus: Students will read “The Red Dish” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story. **TEKS 1.2.B.iii; TEKS 1.4; TEKS 1.6.I; TEKS 1.7.C; TEKS 1.8.B; TEKS 1.11.C**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “Dinner with Kay.” Ask students to tell you the page number on which “The Red Dish” starts. (*page 14*)

Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story. You should also teach *Mexico* as a Tricky Word. Write the word on the board/chart paper and underline ‘o’. Tell students that the ‘o’ is tricky and is pronounced /oe/.

➤ Digital Component 5.1

/ae/ > ‘ai’	/ae/ > ‘ay’	Multisyllable Words	Tricky Words
pain	today	Mexican	Mexico
	saying	foolish	
		redder	

- Tell students that this story contains three-syllable words, *Mexican* and *Mexico*. They should use the same chunking strategy they have learned for two-syllable words in approaching this and other three-syllable words.

Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of this word as necessary.

stuff—n., a thing or things (14)

Example: We packed up all of our stuff for the trip.

TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words.

Reader



Page 14

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

saying—n., a well-known phrase (16)

Example: “Practice makes perfect” is a saying my dad always says.

brave—adj., not afraid (16)

Example: The firefighter was brave when he ran into the burning house.

foolish—adj., not using good judgment (16)

Example: It was foolish to run down the stairs.

stuffs—v., fills something up by quickly pushing things into it (18)

Example: She stuffs apples into the grocery bag.

Vocabulary Chart for “The Red Dish”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		foolish	brave
Multiple-Meaning Core Vocabulary Words		saying stuff stuffs	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out what is in the red dish.

READ “THE RED DISH” (25 MIN.)

Small Group

Group 1: Meet with students needing more direct support. Listen as students take turns reading “The Red Dish.”



Observation: Anecdotal Reading Record

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

Group 2: Tell students to take turns reading “The Red Dish.” If they finish early, they can combine two of the sentences on the board/chart paper with a conjunction (*and, or, but, so*) and illustrate their new sentence, or they may reread a previous story in the Reader.

➤ Digital Component 5.2

- | | | |
|--------------------|---------------------|------------------------------|
| 1. Run in place. | 5. Pet the dog. | 9. Martez hates coleslaw. |
| 2. Stand and clap. | 6. Feed the fish. | 10. Kay plays hopscotch. |
| 3. Take a nap. | 7. Catch the train. | 11. Martez likes pork chops. |
| 4. Eat your lunch. | 8. Ride a plane. | 12. Kay draws with crayons. |

Evidence for Martez’s Character

- Reconvene the whole class, and remind students that in the previous lesson they looked at Martez’s character and found evidence that he has good manners.
- Ask students to list Martez’s actions and speech in this chapter. Select students to share their response and write it on the board/chart paper. In each case, ask whether or not this is what they would expect of someone with good manners.
- Ask students if they still think Martez has good manners, and provide evidence from the text, such as when Martez explains the dishes to Kay, notices she is in pain and brings her ice cubes, or compliments her on joining the club.



ENGLISH
LANGUAGE
LEARNERS

Reading

Evaluating Language Choices

Beginning

Read the sentence: “Kay stuffs some in her mouth and lets them melt.”

Explain that *them* refers to ice cubes. Tell students *stuffs* is an action word.

Read again, replacing *stuffs* with the word *put*.

Demonstrate what each verb implies by pretending to stuff, and then put, something in your mouth.

Intermediate

Read the sentence with different action words and ask students to demonstrate the difference between what each verb implies by pretending to stuff/put/place/pour something into their mouths.

Advanced/Advanced High

Ask students what the action word *stuffs* implies and why the writer may have chosen that specific word.

ELPS 4.F

Support

As students read “The Red Dish,” point out that the word *stuff* is used both as a noun and as a verb in this story. On page 14, *stuff* is used as a noun (referring to the food in the dishes) and on page 18, *stuffs* is used as a verb (explaining how Kay shoves ice into her mouth quickly).

Challenge

Point students to the phrase *Brave or perhaps foolish*. Ask students what the conjunction *or* means. Discuss why eating the red peppers might be brave or foolish. Ask students if they think it could be both, and if so why.



Check for Understanding

Ask students for other adjectives they would use to describe Martez, and ask them to provide evidence from the text or illustrations. (Answers will vary but should point to the text and illustrations. For example, *cheerful* because he smiles a lot or *nice* because he helps Kay).

Wrap-Up

Discussion Questions on “The Red Dish”

1. **Literal.** Which peppers are hotter, those in the red dish or those in the green dish?
 - » The peppers in the red dish are hotter.
2. **Inferential.** Why might it be foolish to try some of the food in the red dish?
 - » The food in the red dish is hot, hot, hot, and might be unpleasant to eat.
3. **Literal.** How does Kay cool off her mouth?
 - » Kay cools off her mouth by letting ice cubes melt in her mouth.
4. **Literal.** What club does Martez tell Kay she is now a part of?
 - » Martez tells Kay she is in the “I-ate-from-Dad’s-red-dish-and-am-still-living-to-tell-the-tale club.”
5. **Evaluative.** Do you think Kay will eat more food from the red dish? Why or why not?
 - » Answers may vary, but should include evidence from the text or illustrations.



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.

Take-Home Material

“MARTEZ, MARTEZ, MARTEZ”

- Have students take home Activity Page 5.4 to read with a family member.

Activity Page 5.4



Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Word Sort with Boxes

- Write the following words on **index cards**:

1. clay	4. paid	7. player
2. rain	5. may	8. wait
3. brain	6. pay	9. saying

- Label **two small boxes** with the sound/spellings ‘ay’ and ‘ai’.
- Have students read the words on the word cards and ask them which target spelling they contain.
- Have students place the cards in the appropriate boxes.

Dictation with Words

- Provide each student with a **pencil** and a piece of **paper**.
- Write the spellings ‘ai’ and ‘ay’ on the **board/chart paper**.
- Explain that you are going to say a number of words. These words will contain the alternative spellings for /ae/ taught in this unit.
- Have students write each word that you say.
- For each word you say, hold up one finger for each sound.

Support

Remind students that when they hear /ae/ at the end of a word, it is probably spelled with ‘ay’ and if they hear it in the middle, it is probably spelled with ‘ai’ or ‘a_e’.

- 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 *may*, two lines would be drawn on the paper: ____ ____.
- Once students have drawn one line for each sound, remind them that the sound /ae/ in the word *may* is spelled with the letters 'ay'.
- Have students write the spellings on their respective lines: m ay.
- Finally, ask students to read the word back to you.
- Write the word on the board/chart paper and have students self-correct.
- Repeat with additional words.

- | | | |
|------------|-------------|--------------|
| 1. may (2) | 5. play (3) | 9. makes (4) |
| 2. way (2) | 6. fake (3) | 10. stay (3) |
| 3. day (2) | 7. main (3) | 11. pay (2) |
| 4. say (2) | 8. hair (3) | 12. rain (3) |

GRAMMAR

Noun-Verb Agreement

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

✚ **TEKS 1.11.D.i; TEKS 1.11.D.iii**

Reading

Students will read “The Red Dish” with purpose and understanding and will interact independently with the text by answering written multiple-choice and short-answer questions about key details in the story.

✚ **TEKS 1.4; TEKS 1.5; TEKS 1.7.B; TEKS 1.7.C**

Language (Spelling)

Students will correctly spell the Tricky Word *your* and words with /ae/ > ‘a_e’,

✚ /ae/ > ‘ai’, and /ae/ > ‘ay’. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Red Dish”

✚ **TEKS 1.4**

Activity Page 6.1

Story Questions “The Red Dish”

✚ **TEKS 1.7.B; TEKS 1.7.C**

✚ **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response; **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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Noun-Verb Agreement	Whole Group	15 min.	
Reading			
Reread "The Red Dish"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 6.1
Quick Write: Opinion	Independent	10 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 6.1
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 6.2
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 6.2

ADVANCE PREPARATION

Reading

- Plan to work with students who read “The Red Dish” with partners in the previous lesson (Group 2). Plan to pair students in Group 1 to partner read today.
- Read “The Red Dish” and note the following examples of noun-verb agreement for students.

- | | |
|--|--|
| 1. Martez points at his dad and says, “My dad likes hot peppers.” (16) | 6. Martez sees that Kay is in pain. (18) |
| 2. His dad smiles and nods. (16) | 7. Kay stuffs some in her mouth and lets them melt. (18) |
| 3. Kay shrugs. (16) | 8. Martez and his mom and dad all smile. (20) |
| 4. She takes a bite of the peppers from the red dish. (18) | 9. They like Kay. (20) |
| 5. Martez looks at her. (18) | |

Universal Access

- Bring in a mirror for students to use to observe their articulation of sounds.

Lesson 6: Grammar

Language



Primary Focus: Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

TEKS 1.11.D.i; TEKS 1.11.D.iii

NOUN-VERB AGREEMENT (15 MIN.)

Support

Pay attention to students' oral language throughout the day. If students make errors in noun-verb agreement when speaking, gently repeat what they said, modeling correct noun-verb agreement. Do not require students to repeat what you say.

- Remind students that they have practiced saying singular and plural nouns and matching verbs. Tell students that they will practice doing this again today.
- Ask a student to provide you with a singular noun. Ask another student to provide you with a verb.
- Say the noun and verb in a sentence, saying both the correct and incorrect form of the verb. Ask students which sounds correct. Repeat the noun-verb phrase with correct agreement.
- Repeat several times with both singular and plural nouns, such as the following:

1. Martez—visit (*Martez visit(s) Kay's house.*)
2. Kay—play (*Kay play(s) tag.*)
3. parents—look (*Her parents look(s) out the window.*)
4. ice cubes—melt (*The ice cubes melt(s) in the glass.*)
5. teacher—read (*My teacher read(s) a book.*)
6. students—write (*The student(s) write a story.*)
7. picture—show (*A picture show(s) the family.*)
8. friends—play (*Our friends play(s) outside.*)



Check for Understanding

As you say each sentence with both verb forms, have students give a **Thumbs-Up/Thumbs-Down** to indicate which form of the verb is the correct one.

TEKS 1.11.D Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns.

- Tell students that when they read today’s story, they should pay particular attention to nouns and verbs and how they work together.

Lesson 6: “The Red Dish”

Reading



Primary Focus: Students will read “The Red Dish” with purpose and understanding and will interact independently with the text by answering written multiple-choice and short-answer questions about key details in the story.

TEKS 1.4; TEKS 1.5; TEKS 1.7.B; TEKS 1.7.C

REREAD “THE RED DISH” (20 MIN.)

Small Group

Group 2: Meet with students who read with partners in the previous lesson. Listen as students take turns reading aloud “The Red Dish.” As students read, pause to point out the examples of noun-verb agreement that you previously noted. Complete the first three questions of Activity Page 6.1 as a group.

Group 1: Tell students to take turns reading “The Red Dish.” Ask them to complete the first three questions of Activity Page 6.1 with a partner.



Observation: Anecdotal Reading Record

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



QUICK WRITE: OPINION (10 MIN.)

TEKS 1.5

- Ask students to complete the fourth question on Activity Page 6.1. Remind students that when they are writing an opinion piece they should state their opinion, give reasons for their opinion, and provide a conclusion for their thoughts.
- Remind students that they should use evidence from the text. Model this as necessary.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Activity Page 6.1



Challenge

Encourage students to use either or both of the words *brave* and *foolish* in their opinion writing.



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Supporting Opinions

Beginning

Ask yes/no questions to prompt student responses: “Is the food in the red dish spicy?” “Do you like spicy food?”

Intermediate

Provide sentence starters to help students share their opinions: “I think I (would/would not) take a bite because . . .”

Advanced/Advanced High

Ask questions about the text to prompt student response: “What does it say in the story about the food in the red dish?” and “How does that relate to what you think?”

ELPS 4.J; ELPS 5.G



Activity Page 6.1: Story Questions

Collect and review Activity Page 6.1 to assess students' comprehension of "The Red Dish." Note whether each student successfully states their opinion, includes reasons, and offers a conclusion. Also note whether the student provides evidence from the text to support their opinion.

Lesson 6: Spelling

Language



Primary Focus: Students will correctly spell the Tricky Word *your* and words with /ae/ > 'a_e', /ae/ > 'ai', and /ae/ > 'ay'.

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

INTRODUCE SPELLING WORDS (15 MIN.)

- Have students turn to Activity Page 6.2
- Tell students that the words for this week will use the spellings that they have learned in the last few lessons.
- Read and write each spelling word, underlining and reviewing the alternative spelling 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 the meaning of any words they may not know.
- The words for the week are:

/ae/ > 'a_e'	/ae/ > 'ai'	/ae/ > 'ay'	Tricky Words
escape	rain	stay	your
	hair	stray	
	explain	display	

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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

Activity Page 6.2



- Explain that you will say a sentence that uses one of this week’s spelling words and students will write the entire sentence in their Dictation Journal.
- Say, “I will take your rain jacket.”

End Lesson

Take-Home Material

SPELLING WORDS

- Have students practice the spelling words on Activity Page 6.2 with a family member.

Activity Page 6.2



Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 6.1**) for each student to have one board.
- Copy and cut apart the word cards (**Activity Page TR 6.2**) for your use.
- Any assortment of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Select and read a word card, then have students search for the word on their game board.
- Have students put a finger on the word when they find it, then read it aloud before covering the space. When students are correct ask, “How did you know that was _____?” If a student is incorrect, use the opportunity to address the confusion.
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).
- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the Bingo boards. Have students write the entire sentence in their Dictation Journal.

7

GRAMMAR

Commas in a Series

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally segment and blend two-syllable words into syllables and sounds and will provide the spelling for the segmented words. **TEKS 1.2.C.iii**

Language (Grammar)

- Students will use commas to separate single words in a series and will insert commas between words in printed sentences. **TEKS 1.11.D**

Reading

- Students will identify the information that different parts of a book provide. **TEKS 1.2.D**
- Students will read “In the Mail” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.7.B**

FORMATIVE ASSESSMENT

Activity Page 7.1

Commas in a Series

- TEKS 1.11.D**

Observation

Anecdotal Reading Record “In the Mail”

- TEKS 1.2.D; TEKS 1.4**

Activity Page 7.2

Story Questions “In the Mail”

- TEKS 1.6.F; TEKS 1.7.B**

Observation

Discussion Questions “In the Mail”

- TEKS 1.6.F**

- 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; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **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.B** Write brief comments on literary or informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	15 min.	
Language (Grammar)			
Commas in a Series	Whole Group	20 min.	<input type="checkbox"/> Sentences (Digital Components) <input type="checkbox"/> Activity Page 7.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "In the Mail"	Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Language

➤ Digital Component 7.1

- Create the chart with Sentences (Digital Component 7.1) found in Commas in a Series on the board/chart paper or use the digital version.

Reading

- Plan to assign student pairs for partner reading.

➤ Digital Component 7.2

- Create the Preview Spellings chart (Digital Component 7.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 7 located in Teacher Resources.
- Write the final sentence of the text in the story “In the Mail” and underline the words *hugs*, *and shouts*, and *Martez is the best!*

Lesson 7: Practice and Review

Foundational Skills



Primary Focus: Students will orally segment and blend two-syllable words into syllables and sounds and will provide the spelling for the segmented words.

 **TEKS 1.2.C.iii**

SEGMENT AND BLEND TWO-SYLLABLE WORDS (15 MIN.)

- Look at each word in the box below and notice where they are marked with a syllable divider.
- Say the first word (*display*).
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/d/ /i/ /s/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/p/ /l/ /ae/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.
- After you segment the last word, have students guide you in spelling the word.

1. dis·play (3+3) /d/ /i/ /s/ · /p/ /l/ /ae/
2. es·cape (2+3) /e/ /s/ · /k/ /ae/ /p/
3. ex·plain (2+4) /e/ /x/ · /p/ /l/ /ae/ /n/
4. summ·er (3+1) /s/ /u/ /m/ · /er/
5. por·tray (2+3) /p/ /or/ · /t/ /r/ /ae/

Support

Point out that these words consist of two syllables by restarting with the thumb-forefinger tap for the first sound in the second syllable.

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

Lesson 7: Grammar

Language



Primary Focus: Students will use commas to separate single words in a series and will insert commas between words in printed sentences. **TEKS 1.11.D**

COMMAS IN A SERIES (20 MIN.)

- Draw handwriting lines on the board/chart paper and write a comma on the line.
- Remind students that this punctuation mark is called a comma. They have been using commas to write the date. Commas let us know to take a pause when reading a sentence.
- Tell students that commas are also used to separate words in a sentence, especially when there are three or more words together in a list.
- Lists of words in a sentence are called a series of words.
- Model for students how to insert commas in a series of words. Point to the first sentence you prepared in advance: *Carl likes to jump run and hop.* Tell students that one clue they can use to find the series or list of words is to locate the word *and*, and then look at the words on either side of it.
- Demonstrate for students that when there are at least three words in a series, commas are inserted after each word in the list that appears before the word *and*. The sentence should be punctuated as follows: *Carl likes to jump, run, and hop.* Commas signal that we should pause and take a breath as we are reading.
- Repeat with the remaining sentences.

Challenge

Ask students to create their own lists and read them to a peer. Their peer should identify where commas are needed.

TEKS 1.11.D Edit drafts using conventions of standard English.

➤ Digital Component 7.1

1. Carl likes to jump run and hop.
2. Track soccer and golf are sports.
3. I like cats and dogs.
4. Pants jackets and blouses are clothing.
5. Winter can be freezing dark and long.
6. In the port are ships tugboats and barges.
7. Cheese and chips are snacks.



Check for Understanding

Write a simple decodable sentence on the board/chart paper (e.g., “I like to run.”). Tell students you will add details to the sentence and they should put their hand up when commas become necessary (e.g., *Bob and I like to run. Bob and I like to run a lot. Bob, Kate, and I like to run a lot.*).

- Have students turn to Activity Page 7.1.
- Explain to students that the activity page contains sentences that are missing commas.
- Read each sentence with students and have them add the missing commas. Be sure to model the first few sentences on the board/chart paper.



Activity Page 7.1: Commas in a Series

Collect Activity Page 7.1 and review. Ensure that students have identified when there are only two items in the list, and have not placed commas. Also review for comma placement (including physical placement: for example, is the comma too close to the wrong word?).

Activity Page 7.1



Support

After you read the second sentence, stop to ask students if you paused to take a breath. If students still seem uncertain, ask them to count the number of items in the list. Repeat the same process after the seventh sentence.

Support

Point out that the fourth sentence uses *or* instead of *and*. Ensure that students understand that this indicates a choice, however the same rule applies.

Lesson 7: “In the Mail”

Reading



Primary Focus: Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

Students will read “In the Mail” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story.

TEKS 1.4; TEKS 1.6.F; TEKS 1.7.B

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “In the Mail.” Discuss with students what the purpose of mail is and how it helps people communicate with one another.

Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- Discuss the Tricky Word *talk* before reading the story. Write the word on the board/chart paper and underline the ‘al’. Tell students that the ‘al’ is tricky and pronounced /aw/ or /o/ depending on the region of the United States.

Digital Component 7.2

/ae/ > ‘ai’	/ae/ > ‘ay’	Two-Syllable Words	Tricky Words
mail	play	summer	talk
wait	way	Spanish	
Spain	day		
	say		

Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of this phrase, as necessary.

Sayings and Phrases

can’t make out—unable to see or identify something (22)

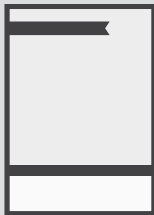
Example: I can’t make out the name on this painting.

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide; **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.B** Write brief comments on literary or informational texts.

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

Reader



Page 22

Vocabulary Chart for “In the Mail”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	can't make out		

Purpose for Reading

- Tell students to read the story carefully with their partners to find out what Kay receives in the mail.

READ “IN THE MAIL” (20 MIN.)

Partner Reading

- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctuation in a sentence, and dialogue.
- When they are finished reading, students should complete Activity Page 7.2 together. Encourage students to look back at the story to find the answers in the text.

Activity Page 7.2



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student read “In the Mail,” make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.



Reading

Reading Closely

Beginning

As students read, pause to help identify clues in the text about how Kay feels. Discuss Kay's actions, what she says, and how she says it.

Intermediate

Prompt students with simple questions: "What does Kay do?" "What does she say?" "How does she say it?" "What does the exclamation point at the end of the sentence tell us?"

Advanced/Advanced High

Ask students to contrast their answers to what their answers would be if certain words or details were changed (e.g., if Kay stomps on the card or if she whispers instead of shouts).

ELPS 4.G



Activity Page 7.2: Story Questions

Collect Activity Page 7.2 and review. Pay particular attention to the answer to the last question and whether students have accurately identified clues in the text of "In the Mail" for Kay's feelings.

Wrap-Up

Discussion Questions for "In the Mail"

1. **Literal.** What did Martez send to Kay in the mail?
 - » Martez sent a card to Kay in the mail.
2. **Inferential.** Why can't Kay read all of the words that are written on the card?
 - » Kay can't read all of the words because some of them are written in Spanish.
3. **Literal.** How does Kay figure out what the Spanish words on the card mean in English? What do they mean? You may refer to the text to find the answer.
 - » Kay's mom reads the Spanish words because she took a Spanish class. They mean, "You are my best pal. See you soon!"
4. **Inferential.** How does Kay feel when she receives the card from Martez? Give specific examples from the text.
 - » Kay is happy. She hugs the card and shouts, "Martez is the best!"
5. **Evaluative.** *Think-Pair-Share.* Ask your partner another *what* question about the story.
 - » Answers may vary, but should cite evidence from the text.



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.

End Lesson

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Use thumb-finger taps to segment the words in the box. Be sure to begin with a thumb-forefinger tap for the first sound in each syllable to emphasize that these words are two syllables.
- Say the first word (*weekday*).
- Repeat the word, pausing slightly between the syllables.
- Say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/w/ /ee/ /k/).
- Say the second syllable in a segmented fashion, beginning with the thumb-forefinger tap for the first sound (/d/ /ae/).
- Say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.
- After you segment the last word, have students guide you in spelling the word.

1. week·day (3+2) /w/ /ee/ /k/ · /d/ /ae/
2. hay·stack (2+4) /h/ /ae/ · /s/ /t/ /a/ /k/
3. rai·sins (2+4) /r/ /ae/ · /z/ /i/ /n/ /z/
4. writt·en (3+2) /r/ /i/ /t/ · /e/ /n/
5. rain·drop (3+4) /r/ /ae/ /n/ · /d/ /r/ /o/ /p/

MORE HELP WITH ALTERNATIVE SPELLINGS FOR /AE/

Cut-and-Place Word Sort

- Make a copy of **Activity Pages TR 7.1 and TR 7.2** for each student.
- Have students cut out the word cards on Activity Page TR 7.1, sort the word cards by spelling for /ae/, and place them in the boxes on Activity Page TR 7.2.
- Students may use the word cards as flash cards for continued practice.

8

GRAMMAR

Root Words with Inflectional Endings

PRIMARY FOCUS OF LESSON

Language

Students will revise and expand oral sentences using the decodable conjunctions

✦ *and, but, or, and so.* **TEKS 1.11.D**

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

learn to double the final consonant in words with short vowel sounds when adding

✦ inflectional endings. **TEKS 1.2.B.v**

Reading

Students will read “The Holiday” with purpose and understanding, will answer oral literal and inferential questions about key details in the story and will work

✦ together in small groups to summarize the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Activity Page 8.1

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

✦ **TEKS 1.2.B.v**

Observation

Anecdotal Reading Record “The Holiday”

✦ **TEKS 1.4**

Activity Page 8.2

Story Questions “The Holiday”

✦ **TEKS 1.6.G**

✦ **TEKS 1.11.D** Edit drafts using conventions of standard English; **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.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Building Sentences with Conjunctions	Whole Group	15 min.	
Root Words and Endings <i>-ed, -ing</i>	Small Group	20 min.	<input type="checkbox"/> Root Word Flower (Digital Components) <input type="checkbox"/> Activity Page 8.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "The Holiday"	Small Group/ Partner	10 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 8.2
Retell the Story	Small Group	10 min.	<input type="checkbox"/> <i>Kay and Martez</i>
Take-Home Material			
"The Red Dish"			<input type="checkbox"/> Activity Page 8.3

ADVANCE PREPARATION

Language (Grammar)

➤ Digital Component 8.1

- Create the Root Word Flower (Digital Component 8.1) found in Root Words and Endings *-ed*, *-ing*, or use the digital version. Label the root of the flower with a root word (e.g., *stop*) and the petals and leaves with derivations (e.g., *stopped*, *stopping*).

Reading

➤ Digital Component 8.2

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

Universal Access

- Make copies of the Preview Spellings chart for Lesson 8 located in Teacher Resources.
- Prepare a number of sentences using familiar language that can be expanded using simple conjunctions. You may want to use examples from the text.
- Prepare lists of actions for students to combine using conjunctions.

Lesson 8: Grammar

Language



Primary Focus

Students will revise and expand oral sentences using the decodable conjunctions *and*, *but*, *or*, and *so*. **TEKS 1.11.D**

Students will add the inflectional endings *-ed* and *-ing* to root words and will learn to double the final consonant in words with short vowel sounds when adding inflectional endings. **TEKS 1.2.B.v**

BUILDING SENTENCES WITH CONJUNCTIONS (15 MIN.)

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences together.
- Tell students that this is an example of a sentence: “My mom drinks coffee.”
- Ask students how they might expand this sentence and make it longer.
- Explain that one way to expand sentences and make them longer is to use conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, *so*, and *or*.
- Write *and*, *but*, *so*, and *or* on the board/chart paper.
- Demonstrate aloud how to expand sentences using each of the targeted conjunctions: “My mom drinks coffee and munches on a muffin. My mom drinks coffee, but not at night. My mom puts sugar in her coffee so it tastes sweeter. My mom drinks coffee or sips tea in the morning.”
- Ask students to create other revised sentences aloud using the conjunctions *and*, *but*, *so*, and *or*. Note to students that the conjunction *and* joins like phrases or sentences, the conjunction *but* joins a phrase that changes the direction of the sentence, *so* indicates cause, and *or* offers choices.
- Work with students to expand sentences of their choosing.

TEKS 1.11.D Edit drafts using conventions of standard English; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including *-ed*, *-s*, and *-es*.


**ENGLISH
LANGUAGE
LEARNERS**
Language
Connecting Ideas
Beginning

Provide students with two sentences: “Kay takes a bite from the red dish.” “The red peppers are too hot.” Help students determine whether the sentences combine like things, offer choices, indicate cause, or change direction to select an appropriate conjunction.

Intermediate

Provide students with multiple choices and ask them to choose the appropriate conjunction: “The peppers in the red dish are hot (and/but) the peppers in the green dish are not.”

Advanced/Advanced High

Prompt students to combine two sentences using appropriate conjunctions independently.

ELPS 3.C; ELPS 5.F



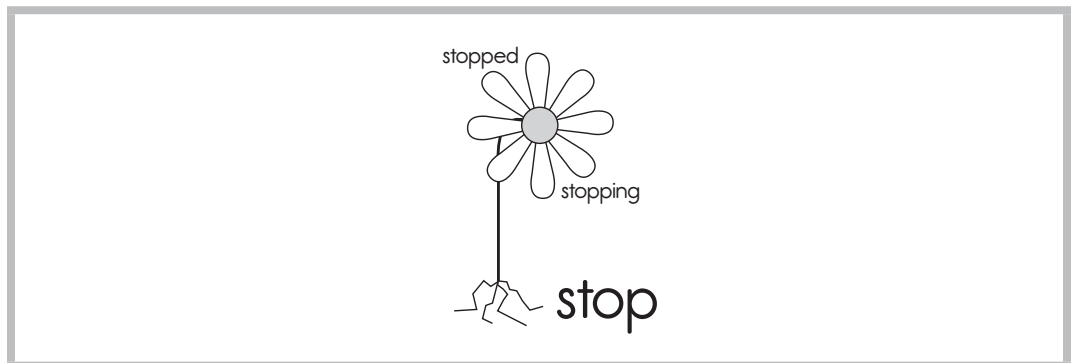
Check for Understanding

Have students create an oral story using conjunctions to build on each other's ideas. Start the story with a statement. For example, if you say "I am going on a camping trip and . . ." the first student might say "I am packing my raincoat or . . ." The next student might say "I am bringing my umbrella but . . ." As students participate, observe their ability to use conjunctions properly.

ROOT WORDS AND ENDINGS *-ED, -ING* (20 MIN.)

- Using the illustration of the flower you prepared in advance, review with students that the base of a word is called the root word.

➤ Digital Component 8.1



- Remind them that you can add a suffix to the end of a root word to make a different form of the word.
- Point out that sometimes, when you add a suffix to a one-syllable root word, you need to double the consonant before adding the suffix. Explain that this is the case with root words that have a short vowel sound and end in a single consonant.
- Write the word *stop* on the board/chart paper and underline it. Ask a student to use the word in a sentence.
- Ask students how many syllables are in the root word *stop*. You may clap to show it is one syllable. Next, ask students whether *stop* has a short vowel sound. Circle the 'o' and say the /o/ sound to show it is a short vowel sound. Ask if *stop* ends in a single consonant.



Foundational Skills

Foundational Literacy Skills

Help students to segment sounds and identify the root word by underlining the sounds in *stepp*, s, t, e, pp, and circling the suffixes *-ed* and *-ing* in each word. Have students complete this process for Activity Page 8.1

ELPS 4.A

Activity Page 8.1



- 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 a suffix.
- Write the word *stopped* on the board/chart paper and underline *stop* in the word. Point out that the word *stopped* is in past tense. Ask a student to use *stopped* in a sentence.
- Explain that *stop* is the main part of the word (the root) and that the past tense marker *-ed* changed the tense of the verb.
- Write the word *stopping* on the board/chart paper, underlining *stop*. Follow the same procedure as above.
- Write the word *peep* on the board/chart paper. Using the same steps as you used with *stop*, tell students that because *peep* has a long vowel sound, the ending consonant is not doubled when adding a suffix.
- Write *peeping* on the board/chart paper to demonstrate that the consonant is not doubled.
- Repeat the process with the words *tag*, *tagged*, and *tagging*, writing the words below *stop*, *stopped*, and *stopping*. Ask students if they see a pattern.
- If students do not see the pattern, underline the doubled consonants and explain that the final consonant spelling in the root word was doubled when an ending was added.
- Have students turn to Activity Page 8.1 and complete it with a partner.



Activity Page 8.1: Root Words and Endings *-ed* and *-ing*

Collect Activity Page 8.1 and review, paying particular attention to the use of double consonants. This is also a good opportunity to check noun-verb agreement.

Lesson 8: “The Holiday”

Reading



Primary Focus: Students will read “The Holiday” with purpose and understanding; will answer oral literal and inferential questions about key details in the story; and will work together in small groups to summarize the story.

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

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “In the Mail.” Ask students to tell you the page number on which “The Holiday” starts. (page 26)

PREVIEW SPELLINGS

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- Discuss the Tricky Words *Hidalgo* and *Britain* with students before reading the story. Write *Hidalgo* on the board/chart paper and underline the ‘o’. Explain that the final ‘o’ in *Hidalgo* is not pronounced /o/, as they might expect. It instead is pronounced /oe/. Write the word *Britain* on the board/chart paper and underline the ‘ai.’ Explain that the ‘ai’ in *Britain* is not pronounced /ae/, as students might expect. Instead, it is pronounced more like a very short /i/ sound, almost as if there is no vowel between the /t/ and the /n/ sounds at all.

➤ Digital Component 8.2

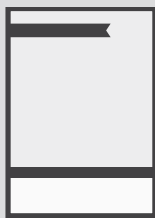
/ae/ > ‘ai’	/ae/ > ‘ay’	Multisyllable Words	Tricky Words
explains	holiday	tribute	Hidalgo
	pay	September	Britain
		government	
		famous	

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.

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

Reader



Page 26

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

tribute—n., something done to show respect to someone (28)

Example: We had a party as a tribute to our teacher.

Britain—n., an island in Europe made of the countries of England, Scotland, and Wales. (30)

Example: The colonists fought against the government of Britain.

Sayings and Phrases

in charge—in control; responsible for (28)

Example: The principal is in charge at our school.

Vocabulary Chart for “The Holiday”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	Britain	tribute	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	in charge		

Purpose for Reading

- Tell students to read today’s story to find out about an important holiday in Mexico.

READ “THE HOLIDAY” (10 MIN.)

Small Group

Group 2: Have students read “The Holiday,” either with a partner or by themselves, and complete Activity Page 8.2.

Group 1: Meet with students needing additional support. Read “The Holiday” and complete Activity Page 8.2 together.

Activity Page 8.2



Observation: Anecdotal Reading Record

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

RETELL THE STORY (10 MIN.)

Summarizing

- Ask students to share responses to the final question on Activity Page 8.2 (“Who was Hidalgo?”).
- Now ask students to refer back to the text, as well as using the shared answers for the last question on Activity Page 8.2, to summarize this story, specifically identifying why there is a holiday on September 16th. Scaffold students’ responses by asking:
 - Before Hidalgo, who was in charge of Mexico?
 - Why did the Mexicans want to be free from the Spanish?
 - What did Hidalgo do first?
 - What happened next, even though it took a long time?
 - Why do Mexicans celebrate September 16th as a holiday?
- On the board/chart paper, write student points as key details. In each case, help students understand that you have picked key words and phrases, rather than copying the whole story:

1. The government of Spain was in charge of Mexico.
2. Tired of being told what to do
3. Made speech—Mexicans should have their own government
4. In the end Mexico set free
5. Holiday in tribute to him

- Tell students you have summarized the text—that is, provided the key details.
- Ask students to work with a partner and to take turns orally resummarizing the story, using the key details notes on the board/chart paper. One student might retell items 1 and 2, while other student retells items 3–5.
- Encourage students to use words like *before*, *after*, *first*, *next*, and *finally*, as appropriate in their retelling. Circulate among students, providing support as needed.

Challenge

Encourage students to use conjunctions (*and*, *so*, *but*, *or*) to join shorter sentences as well as more complex conjunctions (*because*, *before*, *after*, *therefore*) to link events.

Support

Work with students to turn one of your notes into complete sentences. Ensure that students understand why the notes are not complete sentences.



Activity Page 8.2: Story Questions

Collect Activity Page 8.2 and review student responses for accuracy regarding key details.

Take-Home Material

“THE RED DISH”

- Have students take home Activity Page 8.3 to read with a family member.

Activity Page 8.3



Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH ROOT WORDS AND ENDINGS **-ED AND -ING**

- Write the root words in the box on **index cards** and give a card to each student.

1. fish	5. dip	9. flip
2. step	6. rub	10. flop
3. play	7. rain	11. hatch
4. sway	8. hail	12. wait

- Have students read the word on the card and tell them that all of these words are called root words. Explain that when you add a suffix to the end of a root word, it makes a different form of the word.
- Ask students what suffixes they have learned about (*-ed*, *-ing*). Remind students if necessary.
- Ask students if they remember when to double the consonant at the end of a root word before adding the suffix. (Support students in identifying that when adding a suffix to a root word that is one syllable, has a short-vowel sound, and ends in a single consonant, you double the consonant at the end of the root word before adding the suffix.) Point out that a root word must meet all three of these criteria to get a double letter when you add a suffix: that is, the root word must be one syllable, it must have a short vowel sound, and it must end in a single consonant.
- Tell students that they are going to practice adding suffixes to root words to make a different form of the word.

- Have students take turns reading the words on their cards again. Write each word on the board/chart paper (e.g., *fish*).
- For each word, ask students how many syllables are in the root word. (*one*) You may clap to help show that it is one syllable.
- Next, ask students whether the root word has a short vowel sound. Circle the 'i' and say the /i/ sound to show it is a short vowel sound.
- Last, ask students if *fish* ends in a single consonant. Tell students that *fish* is a one-syllable word with a short vowel sound, but it does not have a single consonant ending. Circle the /sh/ at the end of the word. Therefore, you would not have a double letter consonant before adding a suffix.
- Add the suffix *-ed* to the word on the board/chart paper to make *fished* and underline *fish* in the word.
- Ask students to use the new word in a sentence.

Phonics Flowers

- Make a copy of **Activity Page TR 8.1** for each student. Cut apart the two flower templates and give each student one half of an activity page.
- Next give each student an index card from the previous activity. (Select words with endings that the student needs to practice.)
- Remind students that each word is a root word. Have students write the root word on the line at the base of the flower on the activity page.
- On the lines near the petals, have students write the word with the inflectional endings *-ed* and *-ing*. (Remind students to double the end consonant when appropriate.)
- Repeat with another index card and the other flower template.

MORE HELP READING AND WRITING SENTENCES

Sentence Strips

- Make a copy of **Activity Page TR 8.2** and cut apart each sentence strip.
- Have students practice reading each sentence aloud.
- Have students rewrite one of the sentences on a separate **piece of paper** and use a **red marker** to circle the nouns and a **green marker** to underline the verbs with a squiggly line.

REVIEW AND PRACTICE

Tricky Words and Punctuation

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify and read previously taught Tricky Words; will construct a story with sentences using the Tricky Words; and will identify instances where a

- ✚ Tricky Word has been misused and replace it with the correct word. **TEKS 1.2.B.vi**

Language (Grammar)

Students will read sentences that are missing end punctuation; will determine the appropriate punctuation mark (period, question mark, or exclamation point); and

- ✚ will capitalize words at the beginning of sentences. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Students will read sentences containing a series of words and will separate the

- ✚ words in the series with commas. **TEKS 1.11.D**

Reading

Students will identify the information that different parts of a book provide.

- ✚ **TEKS 1.2.D**

Students will read “Better than the Best” with purpose and understanding; will answer oral literal questions about key details in the story; and will describe the character Kay’s feelings using evidence from the text.

- ✚ **TEKS 1.4; TEKS 1.7.C; TEKS 1.8.B**

FORMATIVE ASSESSMENT

Observation

✚ **Anecdotal Reading Record** “Better than the Best” **TEKS 1.2.D; TEKS 1.4**

Observation

✚ **Discussion Questions** “Better than the Best” **TEKS 1.7.C**

- ✚ **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** 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 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **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 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Word Story (Word Recognition)	Whole Group	15 min.	☐ index cards
Language (Grammar)			
Punctuation Review	Whole Group	20 min.	☐ Punctuation Review Chart (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	☐ Preview Spellings Chart (Digital Components)
Read “Better than the Best”	Partner	20 min.	☐ <i>Kay and Martez</i> ☐ Activity Page 9.1
Take-Home Material			
Comma Practice			☐ Activity Page 9.2

ADVANCE PREPARATION

Foundational Skills

- Prepare index cards with some or all of the Tricky Words taught so far.

1. a	11. were	21. says	31. he	41. would
2. I	12. have	22. was	32. we	42. should
3. no	13. one	23. when	33. be	43. down
4. so	14. once	24. where	34. me	44. today
5. of	15. to	25. why	35. they	45. yesterday
6. all	16. do	26. what	36. their	46. tomorrow
7. some	17. two	27. which	37. you	47. how
8. from	18. who	28. here	38. your	48. picture
9. word	19. the	29. there	39. because	49. describe
10. are	20. said	30. she	40. could	

Language

➤ Digital Component 9.1

- Write the sentences in the Punctuation Review chart (Digital Component 9.1) on the board/chart paper or on sentence strips, or use the digital version.

Reading

➤ Digital Component 9.2

- Create the Preview Spellings chart (Digital Component 9.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 9 located in Teacher Resources.
- Create a framework to provide extra support for students' Tricky Word Story. On the board/chart paper, write and review linking words (*first, next, then, last*) to use to prompt student response.
- Prepare sentence frames to help students use their Tricky Words (e.g., "The dragon said . . ."; "He got lost and . . .")

Lesson 9: Warm-Up

Foundational Skills



Primary Focus: Students will identify and read previously taught Tricky Words; will construct a story with sentences using the Tricky Words; and will identify instances where a Tricky Word has been misused and replace it with the

correct word. **TEKS 1.2.B.vi**

Support

Give students Tricky Words that offer additional opportunities for pronunciation practice (e.g., words beginning with 'w' for students with Spanish as their first language).

ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Beginning

Ask students yes/no questions using linking words to prompt the next sentence: "Then, did the dragon get lost?"

Intermediate

Offer sentence frames and ask students to fill in the blanks, including the Tricky Word: "The dragon said . . ." "He got lost and then . . ."

Advanced/Advanced High

Prompt students to change the setting or add a character to help them develop the story more independently.

ELPS 1.B; ELPS 3.C;

ELPS 4.C

TRICKY WORD STORY (15 MIN.)

TEKS 1.2.B.vi

- Show students the index cards you prepared in advance, one at a time, and have them read the Tricky Words aloud.
- Give at least one index card to each student.
- Tell students they are going to make up a silly story as a class. Each student will say one sentence that adds to the story, using the Tricky Word they receive.
- To get students started, choose one of the Tricky Words and make a starting sentence for the story (e.g., "Once there was a dragon.").
- Choose a student to give the next sentence. Make sure the sentence includes their Tricky Word. Then choose another student to add the next sentence to the story, using their Tricky Word.
- Continue this process until all students have had a turn.
- If time allows, collect the index cards, shuffle them, and redistribute them to students to start a new story. You can also replace some of the cards with other cards you did not use for the first story.

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

Lesson 9: Grammar

Language



Primary Focus

Students will read sentences that are missing end punctuation; will determine the appropriate punctuation mark (period, question mark, or exclamation point); and will capitalize words at the beginning of sentences. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Students will read sentences containing a series of words and will separate the words in the series with commas. **TEKS 1.11.D**

PUNCTUATION REVIEW (20 MIN.)

- Remind students that they have learned several punctuation marks that are used at the end of sentences.
- Read the first sentence you prepared in advance, then ask students what is missing from this sentence. (*a period*)
- Write a period at the end of the sentence.
- Remind students that a period is used at the end of a sentence that makes a statement (or tells us something). When the students see a period at the end of a sentence, they need to pause and take a breath.
- Read the second sentence you prepared in advance, then ask students what is missing from this sentence. (*a question mark*)
- Write a question mark at the end of the sentence.
- Read the third sentence with an excited expression, then ask students what is missing from this sentence. (*an exclamation point*)
- Write an exclamation point at the end of the sentence.
- Remind students that an exclamation point is used at the end of a sentence that expresses excitement. When students see an exclamation point at the end of a sentence, they should read the sentence with excitement.
- Explain that if we did not have these punctuation marks, all the sentences would run together and we would probably not be able to read them correctly.

Support

Reread the sentences using different end punctuation to emphasize the different inflection for each.

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.

- Read the fourth sentence you prepared in advance and have students read it aloud.
- Ask students how many sentences these words represent. Then ask students what is wrong with the way the words are written. (*There is no capitalization or punctuation.*)
- Have students tell you what words to capitalize and where to add punctuation so the two sentences are written correctly. Make the changes on the board/chart paper.
- Have students read the two sentences, making sure that they pause at the period.
- Tell students that sometimes pauses are needed within sentences, not just at the end. This type of pause is indicated with another punctuation mark they have learned—a comma. Draw a comma on the board/chart paper.
- Read the next sentence and have students read it aloud.
- Ask students to read the series of items in that sentence. (*grapes, ham, and chips*)
- Remind students that commas are also used to separate three or more items in a series.
- Put commas in the correct places as you read the sentence again, pointing out that there is a comma directly after each item but that there is no comma after the word *and*.
- Repeat this process with the remaining sentences.

➤ Digital Component 9.1

1. I can sit and wait
2. Can you go on the trip
3. I am so glad to go to the zoo
4. gail had a bike where is it
5. carmen likes grapes ham and chips
6. david scraped his knee hand and chin when he fell.
7. Slush is gray wet and freezing.
8. The park has a slide and swings.
9. Mom made a cake a tart and ice pops for us.
10. I like to draw pictures with pencils crayons and paint.
11. Do not forget to bring your hat scarf and mittens!

- Call on students to write in the commas as the class reads each sentence aloud.



Check for Understanding

As students add the commas, pause and ask the class to indicate with **Thumbs-Up/Thumbs-Down** whether they agree with the comma placement.

Lesson 9: “Better than the Best”

Reading



Primary Focus: Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

Students will read “Better than the Best” with purpose and understanding; will answer oral literal questions about key details in the story; and will describe the character Kay’s feelings using evidence from the text.

TEKS 1.4; TEKS 1.7.C; TEKS 1.8.B

Reader



Page 32

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “Better than the Best.” Discuss with students what the phrase *better than the best* might mean. Is it possible for something to be better than the best?

Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- Discuss the Tricky Word *gracias* with students before reading the story. Write the word on the board/chart paper and underline each vowel spelling. Tell students that both ‘a’ spellings are tricky and are pronounced /o/. Next, tell students that the ‘i’ spelling is tricky and is pronounced /ee/. Remind students that they learned the ‘c’ spelling for /s/ in the last unit.

Digital Component 9.2

/ae/ > ‘ai’	/ae/ > ‘ay’	Tricky Words
explains	day	gracias
exclaims	Kay	
wait		

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:

gracias—means *thank you* in Spanish (32)

Example: My friend can speak Spanish, so sometimes instead of “thank you” he says “gracias.”

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide; **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 1.8.B** Describe the main character(s) and the reason(s) for their actions.



exclaims—v., cries out (32)

Example: “Yikes!” exclaims James. “I just saw a snake!”

Sayings and Phrases

jaw drops—a saying meaning to show surprise (34)

Example: Mom’s jaw drops when she hears the exciting news.

Vocabulary Chart for “Better than the Best”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		exclaims	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	gracias jaw drops		

Purpose for Reading

- Tell students to read the story carefully to find out what Kay thinks is better than the best.

READ “BETTER THAN THE BEST” (20 MIN.)

Partner Reading

- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctuation in a sentence, and dialogue.
- When they are finished reading, have students complete Activity Page 9.1. Encourage them to look back at the story to find their answers.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to each student read “Better than the Best,” make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.



ENGLISH LANGUAGE LEARNERS

Reading

Evaluating Language Choices

Beginning

Use yes/no questions to help students identify textual clues: “Did Kay frown?” “Does Kay hug the card?” “Did she say, ‘Yippee!’ and ‘I can’t wait!’?”

Intermediate

Prompt students with simple questions: “What does Kay do?” “What does she say?” “How does she say it?” “What does the exclamation point tell us?”

Advanced/Advanced High

Encourage students to build on their partners’ responses.

ELPS 4.G; ELPS 4.J



Reading

Reading Closely

Beginning

As you read the examples from the text as a class, pause to help students identify clues in the text about how Kay feels. Discuss Kay's actions, what she says, and how she says it.

Intermediate

Prompt students with simple questions:
 "What does Kay do?"
 "What does she say?"
 "How does she say it?"
 "How do you know?"

Advanced/Advanced High

Ask students to contrast their answers to what their answers would be if certain words or details were changed (e.g., if Kay sits down and pouts instead of jumps up and shouts).

ELPS 4.G; ELPS 4.J

Wrap-Up

- Write the following sentence from the story "In the Mail" on the board/chart paper:

Kay hugs the card and shouts, "Martez is the best!"

- Underline the words *hugs*, *shouts*, and the statement "Martez is the best!"
- Tell students each of these is a clue about Kay's feelings. Discuss each word/phrase (e.g., Why would you hug a card? What does that tell us about Kay's feelings?).
- Tell students that in this sentence, we are not told how Kay feels. It does not say, "Kay felt happy," but we are still given words and phrases (and punctuation) as clues that allow us to figure out how Kay feels.
- Now, ask students to refer back to the Reader. Read the fourth paragraph on page 34 aloud. Ask students to read along with you.

Kay's jaw drops. "If Martez in on the trip, that would be better than the best!" she says.

- Ask students to **Turn and Talk** and explain to their partner what we learn about Kay's feelings by what she does, what she says, and how she says it.
- Read the last paragraph on page 34 aloud. Ask students to read along with you.

Kay jumps up and shouts, "I can't wait to tell Martez!"

- Ask students to **Turn and Talk** and explain to their partner what we learn about Kay's feelings by what she does, what she says, and how she says it.



Observation: Discussion Questions

As students **Turn and Talk**, note student performance in the Discussion Questions Observation Record, paying particular attention to each student's ability to use textual clues to describe a character's feelings.

Take-Home Material

COMMA PRACTICE

- Have students take home Activity Page 9.2 to practice commas with a family member.

Activity Page 9.2



Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Reconstructing Sentences

- Make a copy of **Activity Page TR 9.1** or write the sentences from the box onto a piece of **paper**.
- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on **paper**, including correct punctuation.
- Ask students to underline the tricky part of the tricky words.

1. Should we invite Martez to visit us for dinner?
2. Can Kay have dinner at our house tomorrow?
3. Martez takes a trip to Mexico with his mom and dad.
4. Martez sends Kay a card with a picture of Mexico on it.
5. Martez's mom and dad are from Mexico.
6. Today is a big holiday in Mexico.
7. Martez's mom and dad are from Mexico.

10

REVIEW AND PRACTICE

Spelling
Assessment

PRIMARY FOCUS OF LESSON

Language

Students will correctly spell the Tricky Word *your* and words with /ae/ > 'ay',

✚ /ae/ > 'a_e', and /ae/ > 'ai'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will fix sentences with missing punctuation by adding periods, exclamation points, question marks, and commas in the appropriate places.

✚ **TEKS 1.11.D.ix**

Reading

Students will read "The Long Cab Ride" with purpose and understanding and will answer oral literal and inferential questions about key details in the story.

✚ **TEKS 1.2.D; TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Test

✚ **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iv**

Activity Page 10.2

Punctuation Practice

✚ **TEKS 1.11.D.ix**

Observation

Anecdotal Reading Record "The Long

✚ Cab Ride" **TEKS 1.4**

Observation

Discussion Questions "The Long Cab Ride"

✚ **TEKS 1.7.C**

✚ **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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **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 Assessment	Independent	15 min.	☐ Activity Page 10.1
Punctuation Practice	Independent	20 min.	☐ Activity Page 10.2
Reading			
Introduce the Story	Whole Group	5 min.	☐ Preview Spellings Chart (Digital Components)
Read “The Long Cab Ride”	Small Group/ Partner	20 min.	☐ <i>Kay and Martez</i>

ADVANCE PREPARATION

Read

- Plan how you will group students for Reading. Students who need additional support should read with you in Group 1 today. You will work with the other group during the next lesson.

➤ Digital Component 10.1

- Create the Preview Spellings chart (Digital Component 10.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following sentences (without serial commas or end punctuation) on the board/chart paper. You may want to include the instructions: “Fix the sentences by adding ? . ! ,”

1. There are deserts rainforests and wetlands in Mexico
2. Kay sees a soccer game an Aztec shrine and a place for shopping

Universal Access

- Make copies of the Preview Spellings chart for Lesson 10 located in Teacher Resources.
- Bring in postcards or images of plains, deserts, rainforests, and wetlands to help students identify the words during Reading.

Lesson 10: Spelling Assessment and Grammar

Language



Primary Focus

Students will correctly spell the Tricky Word *your* and words with /ae/ > 'ay',

✦ /ae/ > 'a_e', and /ae/ > 'ai'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Students will fix sentences with missing punctuation by adding periods, exclamation points, question marks, and commas in the appropriate places.

✦ **TEKS 1.11.D.ix**

SPELLING ASSESSMENT (15 MIN.)

- 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.

- | | |
|-----------|------------|
| 1. stay | 5. explain |
| 2. escape | 6. hair |
| 3. your | 7. stray |
| 4. rain | 8. display |

- 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.
- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 10.1. Say, "A stray dog is in your yard."
- 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

✦ **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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **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 10.1



Activity Page 10.2



ENGLISH
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LEARNERS



Language

Connecting Ideas

Beginning

Ask questions to help students identify the appropriate punctuation:

“Is there a list?”

“How many items are in that list?” “Does the sentence use question words *how*, *why*, *should*, *would*, or *what*?”

Intermediate

Reread sentences without inflection and ask students to say the sentence back as they believe it should sound. Help them identify pauses in the sentence.

Advanced/Advanced High

Encourage students to read each sentence aloud to themselves to complete the activity page independently.

ELPS 2.A; ELPS 2.C



Activity Page 10.1: Spelling Test

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

PUNCTUATION PRACTICE (20 MIN.)

- Quickly review what students have learned about periods, question marks, and exclamation points.
- Explain that periods, question marks, and exclamation points are end punctuations that help us to read and better understand a sentence.
- Remind students that a period is used at the end of a sentence that makes a statement (or tells us something). When students see a period at the end of a sentence, they should pause and take a breath.
- Remind students that a question mark is used at the end of a sentence that asks a question.
- Remind students that an exclamation point is used at the end of a sentence that expresses excitement. When students see an exclamation point at the end of a sentence, they should read the sentence with excitement.
- Tell students that sometimes pauses are needed within sentences. This type of pause is indicated with a comma. Draw a comma on the board/chart paper. Explain that commas are used to separate items in a series of three or more things.
- Explain to students that if we did not have these punctuation marks, all of the sentences in writing would run together and we would probably not say them correctly.
- Have students turn to Activity Page 10.2.
- Have students read the sentences and determine where to add punctuation so that the two sentences are written correctly.



Activity Page 10.2: Punctuation Practice

Collect and review Activity Page 10.2, paying particular attention to whether students accurately place end punctuation and commas in a series.

Lesson 10: “The Long Cab Ride”

Reading



Primary Focus: Students will read “The Long Cab Ride” with purpose and understanding and will answer oral literal and inferential questions about key details in the story. **TEKS 1.2.D; TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “Better than the Best.” Ask students to tell you the page number on which “The Long Cab Ride” starts. (*page 36*)

Preview Spellings

- Refer to the chart you prepared in advance to preview the sound/spellings before reading the story.
- *Carlos* is a Spanish name, and is pronounced /k/ /ar/ /l/ /oe/ /s/. Write the word on the board/chart paper and underline the ‘o’. Explain that the ‘o’ represents the /oe/ sound, not /o/.

➤ Digital Component 10.1

/ae/ > ‘ai’	/ae/ > ‘ay’	Two-Syllable Words	Tricky Words
airport	staying	deserts	Carlos
plains	day	whispers	
rainforests	way	describes	
	pay	wetlands	
	Kay		

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide; **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



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Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

Preview Core Vocabulary

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

cab—n., a car people ride in and pay someone to take them somewhere (36)

Example: We took a cab to the train station.

inn—n., a hotel (38)

Example: The inn had twenty rooms.

sites—n., places (38)

Example: We visited many sites on our vacation.

shrine—n., a place where people go to worship someone or something special (42)

Example: The shrine was built a long time ago.

Sayings and Phrases

Greetings!—an interjection used to say “Hello!” (38)

Example: “Greetings!” we said when our relatives arrived.

Vocabulary Chart for “The Long Cab Ride”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		sites shrine	cab inn
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	Greetings!		

Purpose for Reading

- Tell students to read today’s story to find out what happens on the long cab ride.

READ “THE LONG CAB RIDE” (20 MIN.)

Small Group

Group 2: Have students take turns reading “The Long Cab Ride” with a partner. Tell them if they finish early, they may copy and fix one of the sentences on the board/chart paper. If they have time, they may illustrate one of the items in the sentence.

Group 1: Meet with students needing additional support. Have students take turns reading small sections of “The Long Cab Ride” aloud. Support student understanding as needed.



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Foundational Skills

Foundational Literacy Skills

Before reading page 40, show students the postcards or images you gathered to help them identify the words for the various landscapes. As you show each picture, say the word and explain the land type. Have students repeat the word after you.

ELPS 1.E; ELPS 4.D



Observation: Anecdotal Reading Record

As you listen to each student read “The Long Cab Ride,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Use the following questions to promote further discussion. Remember to encourage students to answer in complete sentences and to cite the part of the story that guided their response.



Reading

Reading Closely

Beginning

Use yes/no or simple questions to prompt students: “Are Kay and her family in Mexico?” “Does Kay’s dad want to see the sites or go to the inn?”

Intermediate

Use sentence frames to prompt student responses: “Kay’s dad wants the driver to take them to the _____.” “Carlos shows them a soccer _____ and an Aztec _____.”

Advanced/Advanced High

Encourage students to build on other student responses: “Where else does Carlos take them?”

ELPS 4.G; ELPS 4.J

Discussion Questions on “The Long Cab Ride”

1. **Literal.** Where are Kay, Martez, and Kay’s mom and dad?
 - » Kay, Martez, and Kay’s mom and dad are in a cab in Mexico on the way to the inn from the airport.
2. **Literal.** Where does Kay’s dad want the cab driver to take them?
 - » Kay’s dad wants the cab driver to take them directly to the inn.
3. **Literal.** What are some things that Carlos points out?
 - » Carlos points out a soccer game, an Aztec shrine, a good place for shopping, and his mom’s house.
4. **Inferential.** Why is Kay’s dad upset when he hears the price of the cab ride?
 - » Answers may vary, but should cite specific examples from the text, such as “it was a long cab ride,” “he must pay a lot,” or they were “tired from the trip.”
5. **Evaluative. Think-Pair-Share.** Why do you think Carlos takes Kay, Martez, and Kay’s parents to see some sites on the way to the inn?
 - » Answers may vary, but should include evidence from the text or illustrations.



Observation: Discussion Questions

Ask different students to respond to each question. Note student performance in the Discussion Questions Record, including whether the question is literal, inferential, or evaluative.

End Lesson

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/

Word Sort with Boxes

- Write the following words on **index cards**.

- | | | |
|-----------|----------|-------------|
| 1. planes | 5. Dave | 9. play |
| 2. gray | 6. pain | 10. game |
| 3. train | 7. days | 11. Gail |
| 4. same | 8. plain | 12. weekday |

- Label **two small boxes** with the spelling alternatives 'ay' and 'ai'. (You may reuse the boxes from Lesson 5.)
- Label another **small box** with the sound/spelling 'a_e'.
- Have students read the words on the word cards and ask them which target spelling they contain.
- Have students place the cards in the appropriate boxes.

Highlight the Spelling

- Write words from the box on **index cards** or a piece of **paper**.
- Ask students to read the words and use a **highlighter** to highlight the letters of each spelling for /ae/.

- | | | | |
|-------------|------------|------------|--------------|
| 1. wait | 5. mailman | 9. aim | 13. airplane |
| 2. stays | 6. explain | 10. day | 14. tail |
| 3. brain | 7. paints | 11. player | 15. today |
| 4. haystack | 8. aid | 12. hair | 16. bay |

11

SPELLING ALTERNATIVES

Introduce
/oe/ → 'oa'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will decode words with /oe/ > 'o_e' and 'oa' and will sort different words based on their spelling features. **TEKS 1.2.B.iii**

Reading

- Students will read "The Long Cab Ride" with purpose and understanding; will answer written literal questions about key events in the story; and will write a short opinion citing evidence from the text. **TEKS 1.4; TEKS 1.7.C; TEKS 1.7.E**

- Students will self-select text and interact independently with text for increasing periods of time. **TEKS 1.5**

Language (Spelling)

- Students will read and write the Tricky Word *who* and words with /ae/ > 'a_e', 'ai', **TEKS 1.2.B.iii; TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /oe/ > 'o_e', 'oa'

- TEKS 1.2.B.iii**

Observation

Anecdotal Reading Record "The Long Cab

- TEKS 1.4**

Exit Pass

Quick Write Opinion

- TEKS 1.7.E**

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time; **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** 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; (iii) spelling words using sound-spelling patterns; (iv) spelling high frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spellings for /oe/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Card /oe/ > 'oa' (<i>boat</i>) <input type="checkbox"/> green markers
Spelling Tree for /oe/ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Spelling Tree for /oe/ <input type="checkbox"/> prepared leaves for /oe/ <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> marker <input type="checkbox"/> scissors <input type="checkbox"/> tape
Reading			
Reread "The Long Cab Ride"	Small Group	15 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 11.1
Quick Write: Opinion	Independent	10 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> paper
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 11.2
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 11.2

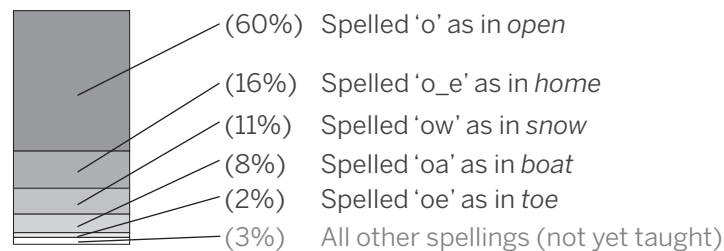
ADVANCE PREPARATION

Note to Teacher

Review the following spelling patterns:

- 'o' is rare in one-syllable words (some exceptions include *no*, *so*, *go*, and *most*)
- At the beginning of a word, 'o' and 'oa' are the most likely spellings (*old*, *obey*, *oak*, and *oat*); 'ow' is rarely used in that position (*own*).
- In the middle of a word, with consonant spellings on either side, 'o', 'oa', and 'o_e' are all used (*fold*, *groan*, and *hope*); 'ow' is rare (*grown*); and 'oe' is rarely, if ever, used.
- At the end of a word, 'o', 'ow', and 'oe' are all used (*hippo*, *snow*, and *toe*); 'oa' is very rare (*cocoa*).
- Many 'o_e' words change to 'o' when a suffix is added (e.g., *hope* > *hoping* and *joke* > *joking*, *joker*).

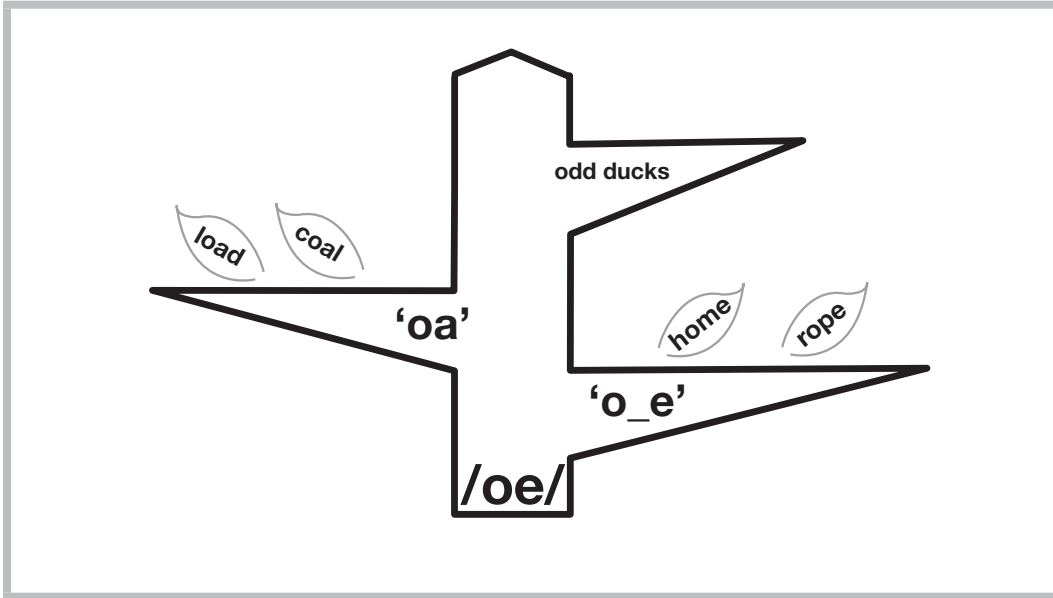
Spellings for the Sound /oe/



Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Create a Spelling Tree for the /oe/ sound using the template provided in Teacher Resources. You should make the tree at least 18" x 24", but even larger would be preferable. Make the branch at the bottom the longest and the branch at the top the smallest. Make one other branch in between.
- Label the trunk /oe/. Label the bottom branch 'o_e', the middle branch 'oa', and the top branch 'odd ducks'.
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /oe/ words such as *home*, *rope*, *note*, *quote*, *coat*, *float*, *coach*, *soap*, *boat*, and *toast* on the leaves.

- On yellow paper, make multiple copies of the odd duck template. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /oe/ sound that doesn't fall into one of the other spelling patterns.
- A completed tree is shown here:



Reading

- Plan to read with students who were in Group 2 during the previous lesson.

Universal Access

- Bring in a mirror for students to observe their articulation of sounds.
- Gather pictures for depictable words listed on the Spelling Tree.
Give prior thought to any words that can be demonstrated with actions.

Lesson 11: Spelling Alternatives for /oe/

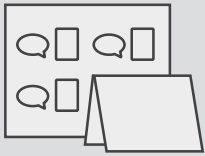
Foundational Skills



Primary Focus: Students will decode words with /oe/ > 'o_e' and 'oa' and will sort different words based on their spelling features. **TEKS 1.2.B.iii**

SPELLING ALTERNATIVES FOR /OE/ (10 MIN.)

Code Materials


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Foundational Skills

Foundational Literacy Skills

Direct students to the shape of your mouth when you form the /oe/ sound.

Have students look at themselves in a mirror to see what their mouth looks like when they make the sound. Have them compare this to the shape their mouth makes when they make the /o/ sound. If mirrors are not available, have student pairs face each other, first making the /oe/ sound, then /o/.

ELPS 1.B; ELPS 2.A;
ELPS 3.A

- Have students say the /oe/ sound several times, stretching it out.
- Turn to the **Vowel Code Flip Book page 9**.
- Point to the 'o_e' spelling, read the sample word (*home*), and discuss the power bar.
- Write 'o_e' on the board/chart paper, along with the sample word. (*home*)
- Have students turn to **Individual Code Chart page 3**.
- Have them locate and trace the green outline of the card and the code information for 'o_e' > /oe/ with a finger.
- Tell students they will now learn another spelling for the /oe/ sound.
- Show students the Spelling Card for 'oa' (*boat*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- Have students outline the 'oa' vowel spelling in green marker in their Individual Code Charts.
- The spellings can be found on the following pages in the Vowel Code Flip Book and in the student Individual Code Chart.

Vowel Code Flip Book	Individual Code Chart
1. 'o_e' > /oe/ (<i>home</i>) page 9	1. 'o_e' > /oe/ (<i>home</i>) page 3
2. 'oa' > /oe/ (<i>boat</i>) page 9	2. 'oa' > /oe/ (<i>boat</i>) page 3

- Tell students that whenever the spelling 'oa' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.

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.



Check for Understanding

Write the words *toad*, *coast*, *hop*, *roast*, *home*, *road*, *cost* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /oe/ sound.

SPELLING TREE FOR /OE/ (10 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /oe/ sound.
- Point to the trunk labeled /oe/.
- Point to the three branches: 'o_e', 'oa', and odd ducks. Explain that the 'o_e' branch is the longest and on the bottom and the 'oa' branch is in the middle. It is shorter because this sound/spelling is less frequent. Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with 'o_e' and 'oa' for /oe/ in the Spelling Alternatives Observation Record.

Lesson 11: “The Long Cab Ride”

Reading



Primary Focus

Students will read “The Long Cab Ride” with purpose and understanding; will answer written literal questions about key events in the story; and will write a short opinion citing evidence from the text. **TEKS 1.4; TEKS 1.7.C; TEKS 1.7.E**

Students will self-select text and interact independently with text for increasing periods of time. **TEKS 1.5**

Reader



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REREAD “THE LONG CAB RIDE” (15 MIN.)

Small Group

Group 1: Tell students to take turns reading “The Long Cab Ride.” Students should then complete Activity Page 11.1. Remind students to refer back to the story to help them answer the questions.

Group 2: Listen as students take turns reading “The Long Cab Ride” aloud. Work with students to complete Activity Page 11.1. Prompt students to refer back to the story to find answers to the questions.

Activity Page 11.1



Observation: Anecdotal Reading Record

As you listen to each student read “The Long Cab Ride,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



QUICK WRITE: OPINION (10 MIN.) **TEKS 1.5**

- Ask students to refer to the last question on Activity Page 11.1. If students have not completed this question, complete it now as a class.
- Have one student read the question and share their response. (*Answers may vary, but should cite specific examples from the text, such as “it was a long ride,” “he must pay a lot,” or they were “tired from the trip.”*)



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 1.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time.

- Give each student a piece of paper. Tell them they will be writing a short opinion piece.
- Explain that an opinion piece should state their opinion, give one or more reasons for their opinion, and provide a conclusion for their thoughts.
- Tell students they should write what they think is the main reason Kay's dad is upset at the end of the cab ride. They may refer to the text and their responses to Activity Page 11.1 as they write.
- Remind students that it is important to use details from the text to support their opinion. Encourage students to use at least one reference from the text in their response.



Exit Pass: Quick Write

Collect and review written responses, paying particular attention to each student's ability to successfully state an opinion, give reasons, and provide a conclusion. Also note whether students include evidence from the text.



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Writing

Supporting Opinions

Beginning

Ask yes/no questions to help guide student responses: "Did Kay's dad want to see the sites?" "Does Kay's dad think the cab ride was long?"

Intermediate

Provide sentence frames to prompt student responses: "It was a long ____." "Kay's dad must pay a lot of ____."

Advanced/Advanced High

Prompt students to include a quote or reference from the text to support their opinion: "Where does it say they are tired?" "Why does Kay's dad think it was a long ride?"

ELPS 4.J; ELPS 5.B

Activity Page 11.2



Lesson 11: Spelling

Language



Primary Focus: Students will read and write the Tricky Word *who* and words with /ae/ > 'a_e', 'ai', and 'ay'.

TEKS 1.2.B.iii; TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

INTRODUCE SPELLING WORDS (15 MIN.)

- Have students turn to Activity Page 11.2.
- Tell students that this week's spelling words use the spellings for /ae/ that they learned in previous lessons.
- Read and write each spelling word, underlining and reviewing the spelling for /ae/ 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.

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

- 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:

/ae/ > 'a_e'	/ae/ > 'ai'	/ae/ > 'ay'	Tricky Words
classmate	gain	layer	who
	brainstorm		
airplane		playground	
	railway		

- Explain that you will say a sentence that uses one of this week's spelling words and students will write the entire sentence in their Dictation Journal.
- Say, "Who is your classmate?"

End Lesson

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 11.2 and remind them to practice the spelling words throughout the week.

Activity Page 11.2



Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /OE/

Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 11.1**) for each student to have one board.
- Copy and cut apart the word cards (**Activity Page TR 11.2**) for your use.

- Any assortment of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Follow the instructions for Bingo in Lesson 6.

Spelling Tree

- Make four copies of **Activity Page TR 2.1** on **green paper**, cut out the leaves, and write each word from the box onto a leaf.
- Make one copy of **Activity Page TR 2.2** on **yellow paper**. Cut out and reserve the odd ducks, to use as needed. Follow instructions for Spelling Tree in Lesson 2 using the words in the box.

1. home	5. note	9. coach
2. wrote	6. coat	10. soap
3. rope	7. float	11. throat
4. coast	8. boat	12. toast

- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the box above. Have students write the entire sentence in their Dictation Journal.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 642 and 798 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 645 and 802 of those words would be completely decodable.

12

REVIEW AND PRACTICE

Conjunctions and Long Vowel Spellings

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will revise and expand oral sentences using the decodable conjunctions

✚ *and, but, so, and or.* **TEKS 1.11.D**

Foundational Skills

Students will decode words with /ae/ > 'ai', /ae/ > 'ay', and /oe/ > 'oa' and use the

✚ words to complete sentences. **TEKS 1.2.B.iii**

Reading

Students will read "The Vote" with purpose and understanding; will answer written literal and inferential questions about key events in the story; will write a short opinion citing evidence from the text; and will compare and contrast the behavior

✚ of different characters in the text. **TEKS 1.7.C; TEKS 1.8.B**

Students will self-select text and interact independently with text for increasing

✚ periods of time. **TEKS 1.5**

FORMATIVE ASSESSMENT

Activity Pages 12.1, 12.2

Word Box /ae/ and /oe/

✚ **TEKS 1.2.B.iii**

✚ **TEKS 1.11.D** Edit drafts using conventions of standard English; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Use Conjunctions in Sentences	Whole Group	15 min.	
Foundational Skills			
Word Box (Phonics)	Independent	20 min.	☐ Activity Pages 12.1, 12.2
Reading			
Introduce the Story	Whole Group/ Independent	25 min.	<ul style="list-style-type: none"> ☐ Preview Spellings Chart (Digital Components) ☐ <i>Kay and Martez</i> ☐ Activity Page 12.3 ☐ Wrap-Up (Digital Components)
Read "The Vote"			

ADVANCE PREPARATION

Reading

➤ Digital Component 12.1

- Create the Preview Spellings chart (Digital Component 12.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 12.2

- Create a blank version of the chart for Wrap-Up (Digital Component 12.2) on the board/chart paper, or use the digital version.

Universal Access

- Prepare a number of word pairs (e.g., *pork chops—corn*, *wetlands—desert*, *Kay—Martez*) and simple sentences that use decodable conjunctions (e.g., “Martez likes corn.” “Martez likes pork chops.”; “Kay likes to play tag.” “Martez likes to play hopscotch.”)
- Make copies of the Preview Spellings chart for Lesson 12 located in Teacher Resources.

Lesson 12: Grammar

Language



Primary Focus: Students will revise and expand oral sentences using the decodable conjunctions *and*, *but*, *so*, and *or*. **TEKS 1.11.D**

USE CONJUNCTIONS IN SENTENCES (15 MIN.)

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way they can do this is by adding words called *conjunctions* to join phrases and sentences.
- Conjunctions are tiny words that connect phrases and sentences.
- Say, “Kay can take a cab.” Point out that *Kay can take a cab.* is a sentence.
- Ask students how they might expand this sentence and make it longer.
- One way we can expand sentences and make them longer is to use tiny words called conjunctions to connect one sentence to another. Common conjunctions are *and*, *but*, *so*, and *or*. Write *and*, *but*, *so*, and *or* on the board/chart paper.
- Demonstrate aloud how to expand sentences using each of the above conjunctions. For example, you could say, “Kay can take a cab and get to the airport in a flash. Kay can take a cab or wait for the bus. Kay takes a cab so she can get to the airport. Kay can take a cab, but there is a traffic jam.”
- Ask students to create other sentences aloud using the conjunctions *and*, *but*, *so*, and *or*. Note that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, *so* indicates cause, and *or* offers choices.
- Work with students to expand sentences of their choosing.



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Language

Connecting Ideas

Beginning

Provide students with multiple choice options and ask them to choose appropriate conjunctions: “Kay’s dad paid for the cab (so/and/but) he did not want to.”

Intermediate

Give students word pairs and ask them to join the words in sentences using a variety of conjunctions: “wetlands—desert” could become “You can visit wetlands or the desert.” “You can visit wetlands and the desert.” or “You can visit the wetlands but you can’t visit the desert.” Discuss the difference in meaning that each conjunction conveys.

Advanced/Advanced High

Offer students a list of actions and encourage them to combine them using a variety of conjunctions.

ELPS 2.C

TEKS 1.11.D Edit drafts using conventions of standard English.

Lesson 12: Phonics and Word Recognition

Foundational Skills



Primary Focus: Students will decode words with /ae/ > 'ai', /ae/ > 'ay', and /oe/ > 'oa' and use the words to complete sentences. **TEKS 1.2.B.iii**

WORD BOX (20 MIN.)

- Tell students to turn to Activity Pages 12.1 and 12.2.
- Explain that students should first read the words in the box, and then write the correct word in the blank underneath its picture.
- Review the Activity Pages as a class.



Activity Pages 12.1, 12.2: Word Box

Collect Activity Pages 12.1 and 12.2 and review for appropriate choices of words. Review or reteach the spellings as necessary.

Lesson 12: "The Vote"

Reading



Primary Focus: Students will read "The Vote" with purpose and understanding; will answer written literal and inferential questions about key events in the story; will write a short opinion citing evidence from the text; and will compare and contrast the behavior of different characters in the text.

TEKS 1.7.C; TEKS 1.8.B

Students will self-select text and interact independently with text for increasing periods of time. **TEKS 1.5**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today's story is called "The Vote." Discuss what a vote is, and if applicable, talk about a time when the class voted on something. What did students like about voting? What didn't they like about voting?

TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.7C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.5** Self-select text and interact independently with text for increasing periods of time.

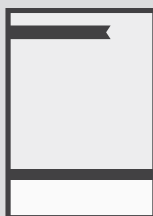
Activity Pages
12.1, 12.2



Challenge

After completing Activity Pages 12.1 and 12.2, ask students to circle nouns and put a squiggly line under verbs.

Reader



Page 44

Preview Spellings

- Refer to the chart you prepared in advance to preview words with the new sound/spellings before reading the story.
- Write *Gomez* on the board/chart paper and explain that it is a Spanish last name. Underline the ‘o’ and tell students that this is the tricky part, and it is pronounced /oe/.

➤ Digital Component 12.1

/oe/ > ‘oa’	/ae/ > ‘ai’	/ae/ > ‘ay’	Multisyllable Words	Tricky Words
boasts	raises	yesterday	Mister	Gomez
groans		pay	ourselves	

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:

hire—v., to pay someone to do a job (46)

Example: We will have to hire a plumber to fix our sink.

boasts—v., brags; speaks proudly (48)

Example: Our coach boasts about how well we played.

Sayings and Phrases

out of date—old; not current or recent (48)

Example: That phone number is out of date.

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/ and /oe/.

Vocabulary Chart for “The Vote”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		boasts	hire
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	out of date		



Purpose for Reading

- Tell students to read the story carefully to find out what Martez, Kay, and her parents vote about.

READ “THE VOTE” (20 MIN.)

Whole Group

- Call on a different student to read one or two paragraphs at a time aloud.
- After students finish reading, they should complete Activity Page 12.3 independently. Encourage students to look back at the story to find their answers.
- Circulate to provide support to students who need help completing Activity Page 12.3.

Wrap-Up

- Ask students why they think the title of the story is “The Vote”? What did the characters in the story vote about? (*Whether to hire Mister Gomez to drive them around to see places in Mexico*)
- Refer to the chart you prepared in advance. Explain that this is a character chart and that you will use it to make notes about the characters’ views in the story. Tell students you will complete the chart as a group.
- Ask students to answer the literal question: How did each character vote? Model how to find the answer in the text on page 48.
- Ask students to answer the inferential question: Why did they each vote the way that they did? Model how to locate evidence in the text to support the answers. (See completed chart.)

➤ Digital Component 12.2



ENGLISH
LANGUAGE
LEARNERS

	Kay's mom	Kay's dad	Kay	Martez
How did they vote?	Yes (48)	No (48)	Yes (48)	No (48)
Why?	<p>She liked the cab ride and having someone tell them about the sites. (44)</p> <p>She wants someone who has a car and who will drive them to the best sites. (46)</p> <p>The book is out of date. (48)</p>	<p>It will cost a lot. (46)</p> <p>They can see the sites themselves. (46)</p> <p>He got a book that will tell them the same stuff. (46)</p>	<p>She liked the cab ride and having someone tell them about the sites. (44)</p>	<p>He liked the cab ride and having someone tell them about the sites. (46)</p>

- Explain that the terms *compare* and *contrast* mean to discuss how things are alike (compare) and how they are different (contrast). Prompt students to discuss which character's views are alike (Kay, her mom, and Martez) and whose are different (Kay's dad).

End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /AE/ AND /OE/

Build the List

- Tell students that you will be reviewing the spellings for the sounds /ae/ and /oe/ that they learned/reviewed in this unit.
- Remind students that they have learned three spellings for the /ae/ sound.
- Ask students to name the three spellings. ('a_e', 'ai', 'ay') Make a list like the one in the box on the **board/chart paper**.

Reading

Reading Closely

Beginning

Ask yes/no questions: "Did Kay's mom like the cab ride?" "Did Kay's dad want a driver?"

Intermediate

Provide specific sentence frames: "Kay's dad had a ___ that could show them the same ___." "Kay's mom says the book is . . ."

Advanced/Advanced High

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

ELPS 4.G

- If students cannot remember a spelling pattern, write an example word containing that pattern on the board/chart paper. Have the student read it, then ask which letters stand for /ae/ in the word. Add the spelling to the list and write the example word on the list.
- Ask students to provide additional example words for each spelling (at least one per spelling).
- Repeat with the spellings for /oe/.

/ae/	/oe/
1. a_e: <i>fade, trade</i>	4. o_e: <i>hope, hole</i>
2. ai: <i>wait, rain</i>	5. oa: <i>soap, road</i>
3. ay: <i>lay, day</i>	

Teacher Chaining

- Write *say* on the **board**.
- Ask a student to read the word.
- Remove 's' and add 'p' to create *pay*.
- As you make this change, ask students, "If that is *say*, what is this?"
- Ask students what change you made to the word *say* to get the word *pay*. 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. say > pay > day > lay > play > plate > plane > plain
2. coat > coast > roast > toast > boast > boat > moat > moan > loan > load > loaf
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint
4. coal > foal > goal > goat > boat > coat > oat > oak > soak > soap

WRITING

Introduce Instructional Writing

PRIMARY FOCUS OF LESSON**Language**

Students will spell words with vowel teams, VCe syllables, and r-controlled syllables. **TEKS 1.2.C.i**

Reading

Students will read “Mister Gomez” with purpose and understanding; will answer written questions about the story; and will answer oral literal and inferential questions about key events in the story. **TEKS 1.4; TEKS 1.7.C**

Writing

Students will be introduced to the elements of clear instructional writing by listening to example instructions for drawing two pictures and by identifying which examples are clear instructions. **TEKS 1.1.B**

FORMATIVE ASSESSMENT

Activity Page 13.1

Story Questions “Mister Gomez”
TEKS 1.7.C

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 1.4** 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 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language			
Spelling Practice	Whole Group	15 min.	
Reading			
Introduce the Story	Whole Group/ Independent	20 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 13.1
Read "Mister Gomez"			
Writing			
Introduce Instructional Writing	Whole Group	25 min.	

ADVANCE PREPARATION

Reading

➤ Digital Component 13.1

- Create the Preview Spellings chart (Digital Component 13.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 13 located in Teacher Resources.
- Gather Image Cards from Knowledge Strand 5, *Early American Civilizations* to review before reading "Mister Gomez."
- Bring in samples of written instructions, such as cookbook recipes, booklets that accompany furniture assembly, and/or directions on how to use a common appliance for the Instructional Writing activity.

Lesson 13: “Mister Gomez”

Language



Primary Focus: Students will spell words with vowel teams, VCe syllables, and r-controlled syllables. **TEKS 1.2.C.i**

SPELLING PRACTICE (15 MIN.)

- Explain to students that they are going to practice spelling words with vowel teams, VCe syllables, and r-controlled syllables along with some of the words from this week’s spelling list.
- Say, “R-controlled vowel sounds are made by combining a vowel and the letter *r*. In this combination, the *r* changes the vowel so it makes the /er/ sound in combinations such as *ir*, *er*, and *ur*. In *bird*, the *ir* makes the /er/ sound. I also see the single consonant *b* and the single consonant *d*. Say this word with me: /b/ /er/ /d/.”
- Say, “Vowel digraphs are two vowels that make one vowel sound, such as the long *o* spelled ‘*oa*’ in *boat*. In *eat*, I see the vowel digraph ‘*ea*,’ which makes the /ee/ sound. I also see the single consonant *t*. Say this word with me: /ee/ /t/.”
- Say, “I see the pattern vowel-consonant-silent *e* in *lake*. This pattern creates a long vowel sound. Say this word with me: /l/ /ay/ /k/.”
- Read aloud the words from the box below. Have students use their Dictation Journal to spell the words

gain	beast	brainstorm
groan	playground	airplane
coach	germ	cake
float	layer	classmate
railway	first	side
beak	burn	stone

- Point out that their spelling words (not including the Tricky Word) are included in the list. After they write the words, have them circle vowel teams (*ai*, *oa*, *ay*, *ea*, *ou*), underline r-controlled vowels (*er*, *ur*, *or*, *ir*, *ar*), and draw a box around words with VCe syllables (*airplane*, *cake*, *classmate*, *side*, *stone*). Circulate to offer corrective feedback as needed. **Note:** You may need to point out that some words, such as *railway*, *layer*, *airplane*, *brainstorm*, and *playground* contain more than one pattern.

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 13: “Mister Gomez”

Reading



Primary Focus: Students will read “Mister Gomez” with purpose and understanding; will answer written questions about the story; and will answer oral literal and inferential questions about key events in the story. **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “Mister Gomez.” Discuss with students the results of the vote from the previous story.
- Discuss the Tricky Word *soldiers* with students before reading the story. Write *soldiers* on the board/chart paper and underline the ‘o.’ Explain that the ‘o’ does not make the /o/ sound they might expect. Instead, it makes the /oe/ sound. Underline ‘dier’ and explain that the ‘d’ makes the /j/ sound in this word and the ‘ier’ makes the /er/ sound. Say the word together.

Preview Spellings

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

➤ Digital Component 13.1

/oe/ > ‘oa’	/ae/ > ‘ay’	Multisyllable Words	Tricky Word
goal	day	Mexico	soldiers
roads	away	empire	
	today	Aztec	
		Cortez	
		respect	

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.

Aztec—n., a group of people who ruled a large area of Mexico long ago; **adj.**, from or relating to the Aztec people (50)

Example: The ancient statue we saw is from the Aztec Empire.

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 50

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /oe/.

empire—n., a group of nations under one ruler (50)

Example: The Aztec Empire was large and powerful.

Cortez—n., a Spanish explorer who came to Mexico long ago (52)

Example: We learned about Cortez when we studied explorers.

clashed—v., fought or disagreed (52)

Example: The colonists clashed with the king over taxes.

respect—v., to honor someone or something (54)

Example: We respect our grandparents.

jabs—v., (56)

Example: My sister jabs my little brother's arm to ask him to stop talking in the movie.

Vocabulary Chart for "Mister Gomez"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	Aztec Cortez	empire clashed	jabs respect
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students that they should read today's story to hear what Mister Gomez tells Kay's family.

READ "MISTER GOMEZ" (15 MIN.)

Whole Group

- Call on a different student to read one or two paragraphs at a time aloud.
- After students finish reading, they should complete Activity Page 13.1 independently. Encourage students to look back at the story to find their answers.
- Circulate to provide support to students who need help completing Activity Page 13.1.

Wrap-Up

- Use the following questions to guide discussion about the story. Remind students to answer in complete sentences and to refer the part of the story that guided their answer.

Activity Page 13.1





Reading

Reading Closely

Beginning

Ask students yes/no questions, pointing them to relevant sections of the text and working closely on the inferences: “If it was an empire, what does that tell us about the Aztecs? Were they powerful?”

Intermediate

Provide students with sentence starters, pointing them to relevant sections of the text: “The Aztecs used the stones to . . .” “The Aztecs made shrines to . . .”

Advanced/Advanced High

Have students make inferences, prompting them with references to what the Aztecs and the Spanish men did.

ELPS 4.G; ELPS 4.J

Support

Show students the examples of written instructions that you collected in advance.

Discussion Questions on “Mister Gomez”

1. **Literal.** What is the first thing Mister Gomez shows Kay, Martez, and Kay’s mom and dad?
 - » a stone outside the inn
2. **Literal.** Who led the Spanish soldiers?
 - » a man named Cortez
3. **Literal.** Who won the war between the Spanish soldiers and the Aztecs? How do you know?
 - » The Spanish soldiers; the story says the Aztec troops were brave but they lost.
4. **Literal.** What did Cortez and his soldiers do with the stones from the Aztec shrines?
 - » Cortez and his soldiers used the stones to build roads and forts.
5. **Inferential.** Who was in Mexico first, the Aztecs or the Spanish?
 - » the Aztecs



Activity Page 13.1: Story Questions

Collect Activity Page 13.1 and review student responses for accuracy regarding key details.

Lesson 13: Instructional Writing
Writing



Primary Focus: Students will be introduced to the elements of clear instructional writing by listening to example instructions for drawing two pictures, and by identifying which examples are clear instructions. **TEKS 1.1.B**

INTRODUCE INSTRUCTIONAL WRITING (25 MIN.)

Example 1: Drawing a Picture

- Tell students that in today’s lesson, and in the next several lessons, they will work on creating and writing instructions.
- Ask students what instructions are and what they might be used for. (*a set of steps that tell you how to do or make something*)

TEKS 1.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions.

- Explain that you will read a set of instructions that you will follow on the board/chart paper.
- Read aloud the instructions from the box, then complete each step of the instructions as you read them.

Note: This first set of instructions is deliberately confusing. You may want to exaggerate your confusion by interpreting each step literally to help illustrate the point.

Example 1: Drawing a Picture

Instructions

- Go to the board.
- Pick up a marker.
- Draw two squares.
- Draw a triangle.
- Draw a rectangle.
- Draw a box around the squares and the rectangle.

- Ask students to guess what the picture is supposed to be. (It should not be recognizable as a house at this point.)

Revised Instructions

- Explain that you will read new instructions for the same process and will follow these instructions on the board/chart paper.
- Read aloud the instructions from the next box. Complete each step of the instructions, or ask a student to do so, as you read them. Be sure to read the title “Drawing a House” aloud, as well as the number preceding each step.

Example 1: Revised

Instructions: Drawing a House

1. Go to the board.
2. Pick up a marker.
3. Draw a large box on the board.
4. Draw a triangle-shaped roof on top of the box.
5. Draw a rectangle for a door inside the box.
6. Draw two squares for windows on each side of the door inside the box.

Challenge

Ask a student to execute the instructions as you read them aloud.

- Ask students which set of instructions was more helpful for drawing a house and why. (*The steps in the revised instructions had a title, were complete and clear, and they were given in a logical order and numbered.*)
- Emphasize that a very important part in writing instructions is to make sure that the steps are complete, clear, and in logical order.
- Discuss what happens if the steps in a set of instructions are not complete or in a logical order.

Example 2: Drawing a Picture

- Distribute blank paper and tell students to take out a pencil.
- Explain that you are going to read a set of instructions for a different process, and this time you want everyone to follow the instructions on a piece of paper.
- Read the instructions from the box. Have students complete each step of the instructions as you read.

Note: This first set of instructions is deliberately confusing. Do not read the title aloud. Also, do not introduce the steps with numbers.

Example 2: Drawing a Picture

Instructions

Pick up your pencil.

Make two dots on the paper.

Draw a curved line.

Draw a circle.

- After you have read the instructions, have students hold up their pictures and tell them to look around the room to see if the pictures look the same. (*They probably will not look the same at this point.*)
- Ask students to guess what the picture is supposed to be. (It may or may not be recognizable as a smiley face at this point.)
- Ask students why their pictures look different from one another. (*The instructions were not very clear or detailed.*)

Revised Instructions

- Explain that you will read new instructions for the same process and that you want students to turn over their papers and follow the instructions.
- Read the instructions from the next box. Have students complete each step of the instructions as you are reading them. This time you should read the title “Drawing a Smiley Face” aloud, as well as the number preceding each step. (You may introduce the steps with numbers or with the words *first*, *second*, etc.)

Example 2: Revised

Instructions: Drawing a Smiley Face

1. Pick up your pencil.
2. Draw a large circle.
3. Make two dots for eyes inside the circle.
4. Draw a smile below the eyes.

- After you have read the instructions, have students hold up their pictures and tell them to look around the room to see if the pictures look the same. (Now the pictures should look very similar.)
- Ask students why the pictures now look very similar. (*The instructions were clear and were given in logical order so that all students had a good idea of what they needed to draw.*)
- Ask students which set of instructions was more helpful for drawing a smiley face and why. (*The steps in the revised instructions had a title, were complete and clear, and they were given in a logical order and numbered.*)
- Discuss what happens if the steps in a set of instructions are not complete or in a logical order.
- Summarize by explaining that good instructions have several characteristics:
 1. The instructions have a title.
 2. The steps are numbered in a logical order.
 3. All steps are complete.

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

Support

Ensure that students can map each characteristic to the instructions. Ask them to identify the title, what makes a given step complete, and why the steps are in logical order. You may want to explain that *logical* means to make sense. Pause after each set of instructions and ask: “Does that make more sense?”

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP USING COMMAS IN A SERIES

Comma Practice

- Make one copy of **Activity Page TR 13.1** for each student.
- On the front of the activity page have students add commas to the sentences.
- On the back of the activity page, have students make a list of three related items (e.g., dogs, cats, pigs; red, green, blue).
- Confirm that students have listed three related items, then on a separate **piece of paper** have them write a sentence that includes the three items in a series, using commas to separate the items.

MORE HELP READING AND WRITING

Reconstructing Sentences

- Make a copy of **Activity Page TR 13.2** or write the sentences from the box onto a **piece of paper**.

1. The oak tree has thick branches.
2. You use your brain when you think.
3. The sink would not drain yesterday.
4. The soap makes a lot of foam!
5. Explain the rules of the game to us.
6. Can we play today if there is no rain?

- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on **paper**, including correct end punctuation.
- Have students choose a sentence to copy and illustrate.

INSTRUCTIONAL WRITING

Sequencing Steps

PRIMARY FOCUS OF LESSON

Reading

Students will read “A House in the Clouds” with purpose and understanding; will answer oral literal and inferential questions about key events in the story; and will compare and contrast the experiences of different sets of characters in the story.

✚ **TEKS 1.4; TEKS 1.6.C; TEKS 1.7.C; TEKS 1.8.B**

Writing

Students will be introduced to the principle of sequencing in instructional writing by examining examples of poor instructional sequencing and then revising the instructions, giving oral instructions that involve a short, related sequence of

✚ actions. **TEKS 1.1.B; TEKS 1.9.D.iii; TEKS 1.12.B**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “A House in the Clouds” **TEKS 1.4**

Observation

Discussion Questions “A House in the Clouds” **TEKS 1.7.C**

Activity Page 14.1

Instructional Writing Sequencing Steps **TEKS 1.1.B; TEKS 1.9.D.iii; TEKS 1.12.B**

✚ **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "A House in the Clouds"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Compare and Contrast Chart (Digital Components)
Writing			
Sequencing Steps	Independent	35 min.	<input type="checkbox"/> Activity Pages 14.1, 14.2 <input type="checkbox"/> Activity Pages 14.1, 14.2 (Digital Components) <input type="checkbox"/> scissors <input type="checkbox"/> glue
Take-Home Material			
"Better than the Best"			<input type="checkbox"/> Activity Page 14.3

ADVANCE PREPARATION

Reading

- Plan to 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 will read in pairs.

➤ Digital Component 14.1

- Create the Preview Spellings chart (Digital Component 14.1) for Introduce the Story on the board/chart paper, or use the digital version.

➤ Digital Component 14.2

- Create a blank version of the chart for Compare and Contrast (Digital Component 14.2) on the board/chart paper, or use the digital version.

Writing

➤ Digital Components 14.3, 14.4

- Prepare to display Activity Pages 14.1 and 14.2 (Digital Components 14.3, 14.4) or you may want to write each step from Activity Page 14.2 on a separate sentence strip.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 14 located in Teacher Resources.

Lesson 14: “A House in the Clouds”

Reading



Primary Focus: Students will read “A House in the Clouds” with purpose and understanding; will answer oral literal and inferential questions about key events in the story; and will compare and contrast the experiences of different sets of characters in the story. **TEKS 1.4; TEKS 1.6.C; TEKS 1.7.C; TEKS 1.8.B**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “Mister Gomez.” Ask students to tell you the page number on which “A House in the Clouds” starts. (*page 58*) Ask students to make predictions about what this story may be about, based on the title.

Preview Spellings

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

 Digital Component 14.1

/ae/ > ‘ay’	Multisyllable Words
day	Gomez
way	Mexico
say	important
	offer

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:

vast—adj., huge (60)

Example: Look at the vast pile of stones.

scrape—v., to rub (60)

Example: The building seemed to scrape the sky.


Reader



Page 58

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

 **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

tilt—v., to move up, down, or to a side (60)

Example: Kay had to tilt her head to see the top of the skyscraper.

offer—v., to give (62)

Example: Joshua will offer help to his dad with groceries.

Vocabulary Chart for “A House in the Clouds”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		vast tilt	
Multiple-Meaning Core Vocabulary Words		scrape offer	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out what Kay and Martez mean by saying they have a house in the clouds.

READ “A HOUSE IN THE CLOUDS” (20 MIN.)

Small Group

Group 1: Meet with students needing more direct support. Listen as students take turns reading “A House in the Clouds” aloud.



Observation: Anecdotal Reading Record

As you listen to students read “A House in the Clouds,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Tell students to take turns reading “A House in the Clouds.”

Tell them that if they finish early, they can illustrate one of the words or phrases on the board/chart paper, or reread a previous story in the Reader.



Reading

Evaluating Language Choices

Beginning

Ask students yes/no or simple questions: “Are the piles of stone very high?” “Can they touch the clouds?” “Are Kay and Martez in a real house?”

Intermediate

Prompt students to evaluate phrases by asking questions: “What do you think it means to scrape the clouds?” “What is a house in the clouds?”

Advanced/Advanced High

Ask students to evaluate the phrases *scrape the clouds* and *house in the clouds*. Ask students why they think the author may have chosen those phrases. Encourage students to expand on other students’ responses.

ELPS 1.H; ELPS 4.G

Wrap-Up

- Use the following discussion questions to guide conversation 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 on “A House in the Clouds”

1. **Literal.** What are the vast piles of stone Mister Gomez takes Martez, Kay, and Kay’s mom and dad to see?
 - » Aztec shrines
2. **Inferential.** What does it mean that the piles of stone seem to “scrape the clouds”?
 - » Answers may vary, but should cite evidence from the text.
3. **Inferential.** Why do Kay and Martez have to tilt their necks to see the tops of the piles of stone?
 - » They have to tilt their necks because the tops are so high up.
4. **Literal.** What do Kay and Martez want to do?
 - » Kay and Martez want to go to the top of one of the shrines.
5. **Evaluative.** What does Martez mean by “a house in the clouds”?
 - » Answers may vary, but should cite evidence from the text.



Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions 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.

Compare and Contrast

- Refer to the chart you prepared in advance.
- Working with different students in turn, ask them to first answer the literal question (what they did) and then find evidence in the text for different experiences. You could also ask different small groups to do this on a piece of paper. If doing this on the board/chart paper, fill in as follows.

➤ Digital Component 14.2

	Kay's Mom and Dad	Kay and Martez
What They Did	Stayed below	Hiked to the top
Their Experience	Stayed on the ground [Couldn't see for miles and miles] [Didn't feel like they had a house in the clouds]	Could see for miles and miles Felt like they had a house in the clouds Thought Kay's parents looked like bugs



Check for Understanding

Ask students to summarize aloud the differences between Kay and Martez's experience and Kay's mom and dad's experience.

Lesson 14: Instructional Writing

Writing



Primary Focus: Students will be introduced to the principle of sequencing in instructional writing by examining examples of poor instructional sequencing and then revising the instructions, giving oral instructions that involve a short, related sequence of actions. **TEKS 1.1.B; TEKS 1.9.D.iii; TEKS 1.12.B**

SEQUENCING STEPS (35 MIN.) **TEKS 1.1.B**

Note: The goal of today's lesson is for students to realize how important it is that instructional steps are in logical order.

Fix Sequence of Poor Instructions

- Remind students that in the previous lesson they learned about instructions. Ask students what instructions are and what they are used for. (*They are a set of steps that tell you how to do or make something.*)
- Tell students that a very important part in writing instructions is to make sure that the steps are complete, clear, and in logical order.

TEKS 1.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **TEKS 1.9.D.iii** Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

- Ask students what happened in the previous lesson when the instructions for drawing a house and drawing a smiley face were not complete, clear, and in logical order. (*The instructions were difficult to follow and the results differed.*)
- Tell students that they will be working with instructions again today, focusing specifically on the importance of putting steps in a logical order.
- Read the instructions for Example 1 from the following box and let all or some students complete the steps as you are reading them.
- The focus of this activity is on the sequencing of the instructional steps. Read the title out loud but do not introduce the steps with numbers. Be sure to pause and give students time to complete each step.

Example 1: Taking Shoes and Socks Off and Putting Them Back On

Take your shoes off.

Take your socks off.

Put your shoes back on.

Put your socks back on.

- Discuss what the problem was with these instructions. (*The steps were out of order.*)
- Prompt students to correct the instructions. (Students need to correct the order of the last two steps so that they put their socks on before their shoes.)
- Ask students how their new instructions were different from the first set of instructions for putting on shoes. (*The steps were in logical order.*)

Students Fix Sequence of Poor Instructions

- Read the instructions for Example 2 from the following box and let all or some students complete the steps as you are reading them.
- The focus of this activity is on the sequencing of the instructional steps. Read the title out loud but do not introduce the steps with numbers. Be sure to pause and give students time to complete each step.

Example 2: Reading with a Partner

Take out your Readers.

Take turns reading with your partner.

Turn to “A House in the Clouds” in your Readers.

Sit with a partner.

- Discuss with students what the problem was with these instructions. (*The steps were out of order.*)
- Prompt students to correct the instructions. Students need to correct the order of the last three steps so that they sit with a partner first, then find the story to read, and then take turns reading.
- Ask students how their new instructions were different from the first set of instructions for reading with a partner. (*The steps were in logical order.*)
- Summarize by saying that good instructions have complete and clear steps that are given in logical order.

Class Creates Logical Sequence

- Distribute Activity Pages 14.1 and 14.2.

➤ Digital Component 14.3

- Display the copy of Activity Page 14.1 which you prepared prior to this lesson.
- Tell students that in the first two activities they worked on putting instructional steps in logical order aloud. For this next activity they will cut out pictures and sentences and paste them in the proper order to create clear written instructions for planting seeds.
- Point to the display copy of Activity Page 14.1 and ask students to refer to their individual activity pages.
- Explain that, once complete, this activity page will give students an idea of what good written instructions look like.
- Remind students that they were asked to follow different sets of directions—good and bad—in the previous lesson and today’s lesson. Ask them to name the characteristics of good instructions. (*There is a title and steps are complete and numbered in a logical order.*)
- Begin by pointing to and reading aloud the title “Planting Seeds.” Tell students that this is the title and it tells what the instructions are about. Good instructions have a title.

Activity Pages
14.1, 14.2



- Tell students good written instructions also usually include a starting sentence that summarizes what the instructions are about.
- Read the sentence, “The steps tell you how to plant seeds.” Explain that this sentence is an example of a good starting sentence.
- Next, point to the numbers one through five on the activity page and remind students that another characteristic of good instructions is that there are numbered steps in logical order. Explain that the written steps for planting seeds will go in these numbered spots on the activity page.

➤ Digital Component 14.4

- Now ask students to look at Activity Page 14.2. Explain that these pictures and sentences describe the steps needed to plant seeds, but right now the steps are not in the correct order. Read the sentences with students and explain that the picture next to each sentence illustrates what the sentence describes.
- Have students cut out the boxes on Activity Page 14.2.
- Tell students to put the boxes in the order they think is correct on Activity Page 14.1. As students complete this, have them paste the boxes to the paper.

Challenge

Ask students to come up with their own simple instructions and present them out of order to another student. Ask the other student to offer the instructions back in a logical sequence. This could also be done as a game with a scoreboard.



Activity Page 14.1: Instructional Writing

Collect Activity Page 14.1 and review for accuracy of sequencing steps.

End Lesson

Take-Home Material

“BETTER THAN THE BEST”

- 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 ALTERNATIVE SPELLINGS

Fishing Pond

- Copy the template on **Activity Page TR 3.1** on **card stock** or **construction paper**.
- Write a word from the box on each fish.
- Attach a **paper clip** to the top of each fish.
- Make a fishing pole from a **pole** or **stick**, a **string**, and a **magnet**.
- Follow the instructions for Fishing Pond in Lesson 3.

- | | |
|----------|-----------|
| 1. goal | 7. goat |
| 2. coat | 8. soap |
| 3. toast | 9. stove |
| 4. oak | 10. rode |
| 5. boat | 11. jokes |
| 6. toad | 12. float |

Word Sort

- Make a copy of **Activity Page TR 14.1** for each student.
- Have students sort and write the words under the corresponding heading.

15

REVIEW AND PRACTICE

Spelling
Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will correctly spell the Tricky Word *who* and words with /ae/ > 'ay', /ae/ > 'a_e',

✚ /ae/ > 'ai', /er/ > 'er', and /or/ > 'or'. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Reading

Students will read "A House in the Clouds" with purpose and understanding; will answer written questions about key events in the story; and will write an opinion

✚ based on the events in the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

Writing

Students will work together to give oral instructions for washing hands and drawing a flower and will review the steps of the writing process.

✚ **TEKS 1.1.B; TEKS 1.1.D**

FORMATIVE ASSESSMENT

Activity Page 15.1

Spelling Test

✚ **TEKS 1.2.C.i; TEKS 1.2.C.iv**

Observation

Anecdotal Reading Record "A House in

✚ the Clouds" **TEKS 1.4**

Activity Page 15.2

Opinion Writing "A House in the Clouds"

✚ **TEKS 1.7.C**

✚ **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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.1.B** Follow, restate, and give oral instructions that involve a short, related sequence of actions; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1
Reading			
Reread "A House in the Clouds"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 15.2
Write Opinion	Independent	5 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 15.2
Writing			
Giving Good Spoken Instructions	Whole Group/ Partner	20 min.	<input type="checkbox"/> Writing Process Graphic (Digital Components) <input type="checkbox"/> simple pictures of objects to draw

ADVANCE PREPARATION

Reading

- Prepare to read with students who were in Group 2 in the previous lesson. Students in Group 1 should partner read.

Writing

➤ Digital Component 15.1

- Make a copy of The Writing Process graphic in Teacher Resources. You can either draw the icons or make enlarged copies of them and attach them to the chart paper. Alternatively, you may use the digital version (Digital Component 15.1).
- Find or draw simple pictures of objects that students can easily describe how to draw (a flower, the sun, etc.).

Lesson 15: Spelling Assessment

Language



Primary Focus: Students will correctly spell the Tricky Word *who* and words with /ae/ > 'ay', /ae/ > 'a_e', /ae/ > 'ai', /er/ > 'er', and /or/ > 'or'.

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

SPELLING ASSESSMENT (15 MIN.)

- Distribute 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. gain | 5. who |
| 2. layer | 6. railway |
| 3. airplane | 7. brainstorm |
| 4. classmate | 8. playground |

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 15.1. Say, "Who is still on the playground?"
- 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Activity Page 15.1



Activity Page 15.1: Spelling Test

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

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; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

Lesson 15: “A House in the Clouds”

Reading



Primary Focus: Students will read “A House in the Clouds” with purpose and understanding; will answer written questions about key events in the story; and will write an opinion based on the events in the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

Reader



Page 58

Activity Page 15.2



Challenge

Encourage students to compare their opinion with Kay and Martez’s experiences and feelings. Students should explicitly reference the text in their comparison.

REREAD “A HOUSE IN THE CLOUDS” (20 MIN.)

Small Group

Group 1: Tell students to take turns reading “A House in the Clouds.” Students should then complete Activity Page 15.2, questions 1–4 only, referring back to the story to help them answer the questions. Tell them if they finish early, they can reread a previous story in the Reader.

Group 2: Meet with students needing less support. Listen as students take turns reading aloud “A House in the Clouds.” Work with students to complete Activity Page 15.2, questions 1–4 only, referring back to the story to help them answer the questions.



Observation: Anecdotal Reading Record

As you listen to students read “A House in the Clouds,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review questions 1–4 on Activity Page 15.2 with the whole class.

WRITE OPINION (5 MIN.)

- Tell students that they should complete the final question on Activity Page 15.2 independently. Explain that this is an opinion question and that they have written opinion pieces several times in previous lessons and units.
- Remind students that, when writing an opinion, they should first state their opinion, then give reasons for their opinion, and finally provide a conclusion for their thoughts.
- Remind students that they should use details from the text to support their opinion.

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.



Activity Page 15.2: Opinion Writing

Collect Activity Page 15.2 and review student responses for the last question, paying particular attention to whether students successfully state their opinion, give reasons for their opinion, and offer a conclusion. Also note whether students include evidence from the text to support their opinion.



ENGLISH
LANGUAGE
LEARNERS

Writing

Supporting Opinions

Beginning

Ask simple questions to support students in sharing their opinions: “Is the shrine high in the sky?” “Do you like to go to high places?” “Would you want to go to the top?”

Intermediate

Provide sentence frames to support students in sharing their opinions: “I (would/would not) like to go to the top of the shrine because . . .”

Advanced/Advanced High

Encourage students to build on their responses: “What do you like about going to high places?” “Would you like to visit Mexico?”

ELPS 5.G

Lesson 15: Instructional Writing

Writing



Primary Focus: Students will work together to give oral instructions for washing hands and drawing a flower and will review the steps of the writing process. **TEKS 1.1.B; TEKS 1.1.D**

GIVING GOOD SPOKEN INSTRUCTIONS (20 MIN.) **TEKS 1.1.B**

Example 1: Students Give Instructions

- Tell students that so far you have been providing instructions.
- Today the whole class is going to work together to come up with instructions for something they do all the time—washing their hands.
- Remind students that good instructions include a title that tells what the instructions are about. Tell students the title of these instructions is “Washing Hands.”
- Remind students that good instructions also usually include a starting sentence that summarizes what the instructions are about.
- Tell them an example of a good starting sentence for these instructions: “These steps tell you how to wash your hands.”
- Ask one student to come to the front of the class and act out how to wash their hands. Tell the student just to pantomime, not to talk.
- Ask the student to act out one step at a time. As soon as the student finishes a single step or action, ask them to stop. Then say, “So the first step in hand washing is . . .” and describe what the student did.
- Ask the student to act out the next step.
- Now encourage the other students to describe or put into words the next

TEKS 1.1.B Follow, restate, and give oral instructions that involve a short, related sequence of actions; **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.

step/set of actions the first student is pantomiming. Be sure to guide and restate students' verbalizations so they are clear and accurate, including words and phrases like "step 2 . . ." or "the second step . . ."

- Continue in this manner until the remaining hand-washing steps have been pantomimed and described.
- Remind students that good instructions also usually include a result sentence that states the outcome of the instructions if the steps are followed correctly.
- Ask students to think about why people wash their hands. Ask them, "What do we want to end up with when we finish?" (*clean hands*)
- Tell them a good example of a result sentence for these instructions: "If you do all the steps, you will have clean hands."
- Summarize by saying that they worked together to create good instructions for washing hands. The instructions had a title, a starting sentence, complete and clear steps that were given in the correct order, and a result sentence.

Example 2: Students Give Instructions

- Choose two students and ask the second student to leave the room for a few minutes.
- While the student is outside, explain to the first student and the rest of the class that they will work on giving good spoken instructions.
- Show a simple picture (e.g., a flower) to the class. Explain that you want the first student to give the second student instructions for drawing the flower when the second student is back in the room.
- Quickly review the characteristics of good instructions: title, starting sentence, numbered steps in a logical order, and a result sentence.
- Give the picture of the flower to the first student. Remind them not to show this picture to the second student.
- Call the second student back into the room and explain that the first student is going to give instructions for how to draw something and that they should try to draw the picture on the board/chart paper.
- Have the first student give the instructions. As needed, prompt the student to begin with a title for the instructions and a starting sentence.
- If the first student gets off target in giving the steps, recap what has been done so far. Involve the class in helping the student give better instructions.
- Encourage the student to begin each step with a phrase like

Challenge

Ask students who are ready to give oral instructions more independently to complete the activity with a partner rather than as a whole class.

“The first step is . . .” and end the instructions with a result sentence.

- As time allows, repeat this activity with other simple pictures.
- Remind students that good instructions consist of a title, a starting sentence, complete and clear steps that are numbered and given in a logical order, and a result sentence.
- Tell students that today they have been working on giving good instructions aloud. Next they will learn about a process that will help them when writing instructions.

Review the Writing Process

➤ Digital Component 15.1

- Display The Writing Process graphic that you prepared in advance. Keep this chart on display in the classroom for students to refer to anytime they are writing.
- Briefly review the three steps that good writers use when they want to write.
- Tell students that they will use this chart to practice writing good directions.
- Explain that in the next lesson they will work together as a class to plan and draft instructions for brushing teeth.

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP WITH ALTERNATIVE SPELLINGS FOR /OE/

Word Sort

- Make a copy of **Activity Page TR 15.1** for each student.
- Have students sort and write the words under the corresponding heading.

Cut-and-Place Word Sort

- Make a copy of **Activity Page TR 15.2 and TR 15.3** for each student.
- Have students cut out the word cards on Activity Page TR 15.2, sort the word cards by spelling for /ae/, and place them in the boxes on Activity Page TR 15.3.
- Students may use the word cards as flash cards for continued practice.

16

INSTRUCTIONAL WRITING

Planning and Drafting

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will alphabetize a series of words to the second letter and use a dictionary to find words. **TEKS 1.2.E**

Reading

Students will read “The Market” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key events in the story; and will write an opinion citing evidence from the story. **TEKS 1.4; TEKS 1.7.C**

Writing

Students will dictate or compose informational texts, including procedural texts. **TEKS 1.12.B**

Students will review the steps for writing instructions in logical order and will use a template to draft a set of instructions for brushing teeth. **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.12.B**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The Market”

TEKS 1.4

Activity Page 16.1

Story Questions “The Market”

TEKS 1.7.C

Activity Pages 16.2, 16.3

Instructional Writing Planning and Drafting

TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.12.B

TEKS 1.2.E Alphabetize a series of words to the first or second letter and use a dictionary to find words; **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 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure; **TEKS 1.12.B** Dictate or compose informational texts, including procedural texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Alphabetize Words and Use a Dictionary	Whole Group	10 min.	<input type="checkbox"/> Index Cards for Alphabetizing
Reading			
Introduce the Story	Whole Group	5 min.	
Read “The Market”	Partner	15 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 16.1
Writing			
Planning and Drafting	Whole Group/ Independent	30 min.	<input type="checkbox"/> Activity Pages 16.2, 16.3 <input type="checkbox"/> Activity Pages 16.2, 16.3 (Digital Components) <input type="checkbox"/> Instructional Writing Chart (Planning) (Digital Components) <input type="checkbox"/> Instructional Writing Chart (Drafting) (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Write the following words on index cards: *mask, cold, neck, tarp, dash, mark, mush, trash, child, dark* for alphabetizing.

Reading

- Plan to assign student pairs for partner reading.

➤ Digital Component 16.1

- Create the Preview Spellings chart (Digital Component 16.1) for Introduce the Story on the board/chart paper, or use the digital version.

Writing

➤ Digital Components 16.2, 16.3

- Create enlarged versions of Activity Pages 16.2 and 16.3 (Digital Components 16.2, 16.3) to display for Planning and Drafting, or use the digital versions. You will also need to display The Writing Process graphic from Lesson 15.

➤ Digital Components 16.4, 16.5

- Plan to write the decodable steps and sentences from the Instructional Writing charts for Planning and Drafting (Digital Components 16.4 and 16.5), or use the digital versions.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 16 located in Teacher Resources

Start Lesson

Lesson 16: “The Market”

Foundational Skills



Primary Focus: Students will alphabetize a series of words to the second letter and use a dictionary to find words. **TEKS 1.2.E**

ALPHABETIZE WORDS AND USE A DICTIONARY (10 MIN.)

Alphabetizing Words

- Use the following strategies and routines to teach and reinforce how to alphabetize a series of words to the second letter.
- Write these words in a line on the board: *start, your, thank, year, wrap*. Say, “Let’s look at and say some words we have been learning and then list them in alphabetical order. Remember we start by looking at the first letter. The letter *s* comes before the letters *t, w,* and *y* in the alphabet, so I will write *start* first in our list. The letter *t* comes after *s* and before *w* and *y*, so the next word in our list is *thank*.” Ask students which word should come next in your list. (*wrap*) Say, “Yes. The letter *w* comes after *s* and *t* in the alphabet, and I will write *wrap* under *thank*.”
- Then ask students what letter the remaining two words begin with. (*y*) Tell students that to figure out the correct order of these words, they will have to look at the second letter of each word. Ask students which letter comes first: *o* or *e*. (*e*) Say, “Because *e* comes before *o*, we know that *year* comes before *your*.” Write *year* and *your* in order.
- Use the index cards prepared in advance with the words: *mask, cold, neck, tarp, dash, mark, mush, trash, child, dark*. Distribute them to ten students who then stand randomly at the front of the class. Have another volunteer name which word comes first in alphabetical order. The student with that word should move to the left to start a line of words in alphabetical order. Continue having students name words until all of the cards are in order.

TEKS 1.2.E Alphabetize a series of words to the first or second letter and use a dictionary to find words.

Using a Dictionary

- Explain to students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. To clarify the meaning of words:
 - Identify the word.
 - Ask yourself: What other words surround this word? Where have you heard this word before?
 - Finally, identify which resource materials you can use to define the word, such as a simple dictionary or glossary.
- Choose a book from the classroom library that uses words that students may not know. Read a few pages aloud.
- Say, “I am not sure I know the word _____. Point to the word. I will think about the other words that are around this word. I will also think about where I have heard this word before. What words are around the word I have chosen? Let’s brainstorm where we may have heard this word before.”
- If the book has a glossary, say, “This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. When I find the word, I can confirm what it means.
- If the book does not have a glossary, say, “This book does not have a glossary, but I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. When I find the word, I can confirm the meaning.”
- Display a Read-Aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

Lesson 16: “The Market” Reading



Primary Focus: Students will read “The Market” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key events in the story; and will write an opinion citing evidence from the story. **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “The Market.” Discuss with students what markets are, and what people might buy and sell at them.

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 66

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

Preview Spellings

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

➤ Digital Component 16.1

/ae/ > 'ai'	/ae/ > 'ay'	Two-Syllable Words
paintings	day	market
painted	pay	knickknacks
		patterns
		glitter
		limit

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:

Sayings and Phrases

arts and crafts—things made by hand (decorations, pottery, etc.) (66)

Example: We made arts and crafts at camp.

knickknacks—small objects used for decoration (66)

Example: All my grandmother's knickknacks in the attic are dusty.

spending limit—the most amount of money you can spend to buy something (68)

Example: We had a spending limit for the gift exchange.

Vocabulary Chart for "The Market"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	arts and crafts knickknacks spending limit		

Purpose for Reading

- Tell students to read the story carefully to find out what Kay and her mom get at the market.

READ “THE MARKET” (15 MIN.)

Partner Reading

- When they are finished reading, students should complete Activity Page 16.1 together. Encourage students to look back at the story and answer the questions using text evidence.

Activity Page 16.1



Observation: Anecdotal Reading Record

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

Wrap-Up

- Use the following discussion questions to guide conversation 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 on “The Market”

1. **Literal.** Where did Kay, Martez, and Kay’s mom and dad go?
 - » They went to a market.
2. **Literal.** What does the mask that Kay’s mom likes look like?
 - » The mask is red with glitter.
3. **Literal.** Why did the man make the red mask with glitter?
 - » The man made the red mask with glitter to use for dancing on holidays.
4. **Inferential.** How does Kay’s mom feel about buying the mask? Give an example from the story that helps you know.
 - » Answers may vary, but should indicate Kay’s mom was feeling happy, excited, joyful, etc. Examples might include that Kay’s mom says, “that is fun”; she thinks the man worked hard to make the mask; she puts on her new mask.
5. **Evaluative Think-Pair-Share** Would you have bought the mask for the price the man was asking? Why or why not?
 - » Answers may vary.



Activity Page 16.1: Story Questions

Collect Activity Page 16.1 to evaluate student progress answering questions about key details in the story “The Market.”

Lesson 16: Instructional Writing Writing



Primary Focus

Students will dictate or compose informational texts, including procedural texts.

TEKS 1.12.B

Students will review the steps for writing instructions in logical order and will use a template to draft a set of instructions for brushing teeth.

TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.12.B

PLANNING AND DRAFTING (30 MIN.)

TEKS 1.12.B

Planning

➤ Digital Component 16.2

- Display the blank planning template (Digital Component 16.2) that you prepared in advance.
- Referring to The Writing Process graphic, quickly review the three steps of the writing process—plan, draft, and edit.
- Point to the first step on The Writing Process graphic and explain that students are going to begin with the first step in the writing process. They are going to think about and plan instructions for how to brush teeth.
- Remind students that they have talked about a number of characteristics of good instructions. Encourage them to review any of the characteristics they remember.
- Emphasize how important clarity and order of the steps are in any set of instructions and ask students what happened in previous lessons when the instructions were poor. (*The instructions were difficult to follow.*)
- Remind students that complete steps in a logical order are important for instructions. During this planning part of the process for writing instructions, you will focus on planning complete and logical steps.

TEKS 1.11.A Plan a first draft by generating ideas for writing such as by drawing and brainstorming; TEKS 1.11.B.i Develop drafts in oral, pictorial, or written form by organizing with structure; TEKS 1.12.B Dictate or compose informational texts, including procedural texts.

Activity Pages
16.2, 16.3



- Tell students the first thing you will do is complete the statement that begins: “The steps tell you how to: . . .”
- Prompt students to help you, then write the phrase: “brush your teeth” in the box.
- Explain that you are going to act out the steps for brushing teeth and that students should describe what it is that you do in each step. Tell students that you will use the template to jot down their ideas.
- Act out the first step, wetting your toothbrush, then pause and ask students to describe the step aloud: (e.g., “The first step is to get the toothbrush wet.”). Write the words *wet toothbrush* in the first box.
- Remind students that when we plan, it is OK to just write down words and phrases so we do not forget our ideas.
- Continue in this manner through the remaining steps. Be sure to pause after you act out each additional step and ask students to describe it.
- After you have acted out a step and the class has described it aloud, have students join you in acting out the entire series of steps.
- Tell students the last thing you will do is complete the result statement. Tell students that the result statement should say what happens when you follow all of these steps.
- Prompt students to help you, then write the phrases: *clean mouth* and *fresh smile*.
- When all the steps have been acted out and described, tell students that they just completed the first part of the writing process. They planned five instructional steps for brushing teeth. Good writers plan ahead to organize their ideas.

➤ Digital Component 16.4

1. wet toothbrush
2. toothpaste on toothbrush
3. brush teeth
4. rinse mouth
5. rinse toothbrush

Drafting

➤ Digital Component 16.3

- Display the blank drafting template (Digital Component 16.3) that you prepared in advance.
- Point to the second step on the writing process chart and explain that they will now work on drafting the instructions for brushing teeth.
- Point to the top line and explain that when writing instructions, students first have to write the title or the name of the instructions. The title is what the instructions are about.
- Remind students that these instructions are about brushing teeth. On the template, write the title “How to Brush Teeth.”
- Explain that the next thing they need to write is a starting sentence. The starting sentence for instructions summarizes what the instructions are about. It starts with “The steps tell you how to . . .”
- Refer to your planning template and ask a student to read the completed statement: “The steps tell you how to brush your teeth.” Complete the starting sentence on the draft template and have students read the sentence aloud.
- Point to the numbered lines on the draft and ask students what might go next to each number. (*each individual step*)
- Explain that the starting sentence is followed by the steps of the instructions.
- Remind students of the steps they came up with during the planning phase, acting out each step again if needed.
- Ask students to describe the individual steps as complete sentences and then write them on the template. Be sure to write all of your steps in decodable sentences or display the digital version.
- Have students read the sentences after you are finished.
- When all five steps have been written, explain that the last thing they need to write in a draft is the result sentence.
- Explain that a result sentence includes the words *if* and *then*. It starts with “If you do all of the steps, then . . .”
- Write the result sentence on the template and have students read it aloud. (e.g., “If you do all of the steps, then you will have clean teeth.”)
- Point out that the starting sentence, each step sentence, and the result sentence all start with a capital letter and end with correct punctuation.

➤ Digital Component 16.5

How to Brush Teeth

The steps tell you how to brush your teeth.

1. Wet your toothbrush.
2. Place toothpaste on your toothbrush.
3. Brush your teeth.
4. Rinse your mouth.
5. Rinse your toothbrush.

If you follow all of the steps, then you will have clean teeth.

- Tell students they just completed the second step in the writing process.

Review: Planning and Drafting

- With the draft of the instructions for brushing teeth still displayed, point to The Writing Process graphic and remind students of the first two steps that are involved in writing instructions (plan and draft).
- Explain that they can draft instructions using the draft template, which students can find on Activity Page 16.2.
- Explain that this time they did not do the last step in the writing process (edit). Tell students they will edit in later lessons.
- Summarize by saying that good instructions have a title, a starting sentence, complete and clear steps that are numbered and given in correct order, and a result sentence.
- Have students write a set of instructions on their own, using Activity Pages 16.2 and 16.3. Possible topics are “How to Draw the Sun” and “Feeding a Pet.” You may wish to list decodable topics on the board/chart paper or assign topics to students.



Activity Pages 16.2, 16.3: Instructional Writing

Collect Activity Pages 16.2 and 16.3 and review student performance planning and drafting instructions.

End Lesson



ENGLISH
LANGUAGE
LEARNERS

Writing

Writing

Beginning

Help students brainstorm familiar vocabulary for their topic (e.g., for “feeding a pet”: *bowl*, *water*, *food*) and jointly create sentences.

Intermediate

Provide specific sentence starters to help students with their topic: “Place . . .” “Give the pet . . .” “Fill . . .”

Advanced/Advanced High

Review students’ initial drafts and work with them to find alternative and more precise vocabulary for their instructions.

ELPS 5.B

Support

Repeat the steps with the new instructions to help students identify the steps.

Challenge

Give students more challenging topics such as “Feeding a Chimp.”

Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH SHORT AND LONG VOWEL SPELLINGS

Sort and Color

- Make one copy of **Activity Pages TR 16.1 and TR 16.2** for each student.
- Provide each student with **two different-colored pencils or highlighters**.
- For Activity Page TR 16.1, have students read the words in the boxes and shade the boxes in one color if the letter 'a' is pronounced /a/ as in *hat* and in another color if it is pronounced /æ/ as in *cake*.
- For Activity Page TR 16.2, have students read the words in the boxes and shade the boxes in one color if the letter 'o' is pronounced /o/ as in *hot* and in another color if it is pronounced /oe/ as in *home*.

INSTRUCTIONAL WRITING

Editing and Publishing

PRIMARY FOCUS OF LESSON

Reading

- Students will decode multisyllable words with /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

Students will read "A Rainforest Ride" with purpose and understanding and will answer oral literal questions about key events in the story.

- TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

Writing

Students will use an editing checklist to edit a partner's planning and drafting templates from the previous lesson and will provide partner with suggestions for

- improving the draft. **TEKS 1.11.C; TEKS 1.11.D.i-x**

Students will write final copies of their instructional drafts from the previous

- lesson, incorporating peer edits. **TEKS 1.12.B**

- Students will publish and share their writing. **TEKS 1.11.E**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "A Rainforest Ride"

- TEKS 1.4**

Observation

Discussion Questions "A Rainforest Ride"

- TEKS 1.6.G; TEKS 1.7.C**

Instructional Writing

Editing and Publishing Final Copies

- TEKS 1.11.D; TEKS 1.11.E**

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.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 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (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; **TEKS 1.12.B** dictate or compose informational texts, including procedural texts; **TEKS 1.11.E** Publish and share writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "A Rainforest Ride"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Kay and Martez</i>
Writing			
Editing and Publishing	Whole Group/ Independent	35 min.	<input type="checkbox"/> Activity Page 17.1 <input type="checkbox"/> Activity Page 17.1 (Digital Components) <input type="checkbox"/> two sticky notes (two different colors) for each student

ADVANCE PREPARATION

Reading

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

➤ Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

Writing

➤ Digital Component 17.2

- Create an enlarged version of Activity Page 17.1 (Digital Component 17.2) to display for Editing, or use the digital version.

Universal Access

- Make copies of the Preview Spellings chart for Lesson 17 located in Teacher Resources.
- Gather the Knowledge Strand 8 *Animals and Habitats* Flip Book and Image Cards to review before reading “A Rainforest Ride.”

Lesson 17: “A Rainforest Ride”

Reading



Primary Focus

- Students will decode multisyllable words with /ae/ > ‘ai’ and ‘ay’. **TEKS 1.2.B.iii**

Students will read “A Rainforest Ride” with purpose and understanding and will answer oral literal questions about key events in the story.

- TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

Reader



Page 72

Support

Provide a copy of the Preview Spellings chart you prepared in advance to students who may struggle decoding words with spelling alternatives for /ae/.

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after “The Market.” Ask students to tell you the page number on which “A Rainforest Ride” starts. (page 72) Tell students that a rainforest is a forest that receives lots of rain.

Preview Spellings

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

 Digital Component 17.1

/ae/ > ‘ai’	/ae/ > ‘ay’	Two-Syllable Words
rainforest	day	farewell
	say	harness
	layer	
	pay	

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.

farewell—n., goodbye (72)

Example: We said farewell as we moved away from home.

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

zip line—n., a wire, usually high above the trees, that a person attaches to with a harness and can slide down from the top to the bottom (72)

Example: Martez quickly went from treetop to treetop on the zip line.

harness—n., a set of straps that keep a person or animal attached (74)

Example: Julie made sure to secure the harness on the horse before she went for a ride.

Vocabulary Chart for “A Rainforest Ride”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	zip line	harness farewell	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out about the ride Kay and Martez take in the rainforest.

READ “A RAINFOREST RIDE” (20 MIN.)

Small Group

Group 1: Meet with students needing more direct support. Listen as students take turns reading aloud “A Rainforest Ride.”

Group 2: Tell students to take turns reading “A Rainforest Ride.” Tell them if they finish early, they can reread a previous story in the Reader.

Challenge

Have students write about the rainforest using the Flip Book and Image Cards from Knowledge 8.



Observation: Anecdotal Reading Record

As you listen to students read “A Rainforest Ride,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Did Kay, Martez, and Kay’s parents go to the desert?” “Did Kay’s mom ride the zip line?” “Was the zip line safe to ride?”

Intermediate

After asking each question, provide students with a specific sentence frame:
“They went to the . . .”
“Kay’s mom did not . . .”
“The zip line . . .”

Advanced/Advanced High

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

ELPS 4.G

Wrap-Up

- Use the following discussion questions to guide conversation 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 on “A Rainforest Ride”

1. **Literal.** Where do Kay, Martez, and Kay’s parents go?
 - » Kay, Martez, and Kay’s parents drive to see the rainforest.
2. **Literal.** What is a zip line?
 - » A zip line is a wire that a person attaches to with a harness to slide from top to bottom.
3. **Literal.** How do they make sure that riding the zip line is safe?
 - » The man says that children ride in a harness and there is a net to catch them, just in case.



Observation: Discussion Questions

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

Lesson 17: Instructional Writing

Writing



Primary Focus

Students will use an editing checklist to edit a partner's planning and drafting templates from the previous lesson and will provide partners with suggestions for improving the draft. **TEKS 1.11.C; TEKS 1.11.D.i-x**

Students will write final copies of their instructional draft from the previous lesson, incorporating peer edits. **TEKS 1.12.B**

Students will publish and share their writing. **TEKS 1.11.E**

EDITING AND PUBLISHING (35 MIN.)

TEKS 1.11.D.i-x; TEKS 1.11.E;

TEKS 1.12.B

Editing

➤ Digital Component 17.2

- Display a copy of Check the Draft from Activity Page 17.1 (Digital Component 17.2). Explain that this is an editing checklist that has steps to help them edit their drafts. Remind students that editing helps make their writing better. Tell students to edit their drafts using the conventions of standard English, including subject-verb agreement, verb tenses, nouns, adjectives, adverbs that convey time, prepositions, pronouns, capitalization, end punctuation, and spelling.
- Distribute students' planning and drafting templates on Activity Pages 16.2 and 16.3. Tell them that they will work with peer partners to complete their edits. A peer is a classmate, and peer editing is when we use a checklist to edit someone else's work. Tell students they will use Activity Page 17.1 to check a peer's draft.
- Have students sit with a partner. Explain that they should first read over their partner's draft, then follow the editing checklist. Students should mark a partner's draft in another color and be careful to keep the draft neat so the partner can read their edits.
- Give each pair two sticky notes of different colors. On one color sticky note, have students write down something they like about the partner's draft. On the other color sticky note, have students write down something that could be improved in the draft.

✚ **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: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (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; **TEKS 1.12.B** dictate or compose informational texts, including procedural texts; **TEKS 1.11.E** Publish and share writing.

Activity Page 17.1



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Writing

Beginning

Prompt students' writing with simple questions:
"What do you do first?"
"What do you do next?"
"What is the last thing you do?"

Intermediate

Provide students with sentence starters to prompt their writing:
"The first step is . . ."
"Next, you . . ."
"The last thing you do is . . ."

Advanced/Advanced High

Encourage students to read their instructional writing piece to a peer and have the peer act out the instructions.

ELPS 5.B; ELPS 5.D



Check for Understanding

As students check the drafts, circulate to review that each student's sticky notes include one positive note and one suggestion for improvement.

Publishing

- Tell students that to make it easier for someone else to read their work, they need to write their instructions on clean sheets of paper. This is called *publishing*.
- Have students write final copies of their work, incorporating peer edits.
- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

Note: You may have students create a colorful cover for their work, on which they illustrate their instructions.



Instructional Writing: Editing and Publishing

Collect each student's edited draft and final copy, paying particular attention to the extent to which students incorporated suggestions from peers as well as the peer's effectiveness in checking the draft.

~End Lesson~

Lesson 17: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Write the phrases in the box on cards, one phrase per card:

- | | |
|-----------------------|----------------------------|
| 1. Rub your hair. | 5. Pat your nose. |
| 2. Put on your coat. | 6. Sway from side to side. |
| 3. Croak like a toad. | 7. Moan and groan. |
| 4. Play in the rain. | 8. Make some toast. |

MORE HELP WITH ALTERNATIVE SPELLINGS FOR /OE/

Guess My Word

- Write the following vowel spellings on **index cards** and lay them out on a table: 'o_e' and 'oa'.
- Write the following consonant spellings on **index cards** and lay them out on a table: 'n', 't' (2), 'd', 's', 'p', 'b', 'l', and 'w'.
- Choose a decodable word that you can build using the spellings shown, but do not tell the class your word. (See the following box for possible words.)
- 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 the cards on that table.
- Continue until the word has been spelled.
- Repeat with one or two additional words.

- | | |
|-------------|---------------|
| 1. bone (3) | 6. boat (3) |
| 2. tone (3) | 7. load (3) |
| 3. note (3) | 8. toad (3) |
| 4. pole (3) | 9. boast (4) |
| 5. nope (3) | 10. toast (4) |

18

GRAMMAR REVIEW

Conjunctions
and Punctuation

PRIMARY FOCUS OF LESSON

Language

Students will revise and expand oral sentences using the decodable conjunctions

- ✚ *and, but, so, and or.* **TEKS 1.11.C**

Students will punctuate sentences, adding periods, exclamation points, question

- ✚ marks, and commas in the appropriate places. **TEKS 1.11.D.ix**

Reading

- ✚ Students will decode multisyllable words with /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

Students will read "A Rainforest Ride" with purpose and understanding and will answer oral literal questions about key events in the story.

- ✚ **TEKS 1.4; TEKS 1.7.B; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 18.1

Punctuation Practice

- ✚ **TEKS 1.11.D.ix**

Observation

Anecdotal Reading Record "A Rainforest Ride"

- ✚ **TEKS 1.4**

Activity Page 18.2

Story Questions "A Rainforest Ride"

- ✚ **TEKS 1.7.B; TEKS 1.7.C**

- ✚ **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Conjunctions in Sentences	Whole Group	15 min.	
Punctuation Practice	Independent	20 min.	<input type="checkbox"/> Activity Page 18.1
Reading			
Reread "A Rainforest Ride"	Small Group/ Partner	25 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 18.2
Take-Home Material			
"A House in the Clouds"			<input type="checkbox"/> Activity Page 18.3



Language

Connecting and
Condensing Ideas

Beginning

Read a sentence you prepared in advance and ask students to identify the conjunction in the sentence: “Kay’s Mom likes a mask *but* she does not have a lot of cash.” “The red dish has hot peppers *so* Kay did not like it.”

Intermediate

Read a simple sentence you prepared in advance and provide students with an appropriate conjunction for them to expand/connect ideas: “Martez splashes in the pool and Kay . . .” “Carlos drives the cab *but* Kay’s dad . . .”

Advanced/Advanced High

Encourage students to expand and create more complex sentences using conjunctions.

ELPS 3.C

ADVANCE PREPARATION

Language (Grammar)

- Prepare several sentences that can be expanded upon using *and*, *but*, *so*, and *or*. Create sentences that reference the Reader content (e.g., “Martez splashes in the pool.” “The red dish has hot peppers.” “Kay’s mom likes a mask.” “Carlos drives the cab.”)

Reading

- Prepare to read with students who were in Group 2 in the previous lesson. Students in Group 1 should partner read.

Universal Access

- Gather the Knowledge Strand Domain 8 *Animals and Habitats* Flip Book and Image Cards to review before reading “A Rainforest Ride.”

Start Lesson

Lesson 18: Grammar

Language



Primary Focus

Students will revise and expand oral sentences using the decodable conjunctions *and*, *but*, *so*, and *or*. **TEKS 1.11.C**

Students will punctuate sentences, adding periods, exclamation points, question marks, and commas in the appropriate places. **TEKS 1.11.D.ix**

CONJUNCTIONS IN SENTENCES (15 MIN.)

- Remind students that when they speak or write, they should strive to make their speaking or writing interesting. Remind students that one way they can do this is by adding words called conjunctions to join phrases and sentences.
- Conjunctions are words that connect phrases and sentences together.
- Write the following on the board/chart paper: *Kay will visit the market.* Explain that this is a sentence. Ask students how they can tell it is a sentence. (*It begins with a capital letter and ends with a period.*)
- Point out that this is a simple sentence, that is, it only tells us one thing: that Kay will go to the market.
- Ask students how they might expand this sentence and make it longer.

TEKS 1.11.C Revise drafts by adding details in pictures or words; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

- One way we can expand sentences and make them longer is to use words called *conjunctions* to connect one sentence to another. Common conjunctions are *and*, *but*, *so*, and *or*. Write *and*, *but*, *so*, and *or* on the board/chart paper.
- Demonstrate aloud how to expand sentences using each of the above conjunctions: “Kay will visit the market and get a gift for Martez. Kay will visit the market, but cannot tell Martez. Kay will visit the market so she can buy a gift for Martez. Kay will visit the market or make a gift for Martez herself.”
- Ask students to create other sentences aloud using *and*, *but*, *so*, and *or*. Have students share their sentences with a partner. Explain that *and* joins like phrases or sentences, *but* joins a phrase that changes the direction of the sentence, *so* indicates cause, and *or* offers choices.
- Work with students to expand sentences of their choosing. Invite a few students to write their sentences on the board/chart paper and discuss the use of conjunctions with the class.

PUNCTUATION PRACTICE (20 MIN.)

- Have students turn to Activity Page 18.1 to practice placing commas in a series. They should also include the correct punctuation at the end of each sentence.



Activity Page 18.1: Punctuation Practice

Collect Activity Page 18.1 and review for correct comma placement within a series and correct end punctuation.

Activity Page 18.1



**Reading Closely****Beginning**

Ask yes/no or simple questions: "What did Kay and Martez see in the rainforest?" "Did Kay's mom and dad think the zip line was safe?" "Do Kay and Martez have fun on the zip line?"

Intermediate

Provide students with a specific sentence frame: "Kay and Martez saw . . ." "Kay's mom and dad think . . ." "Kay and Martez have . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

Lesson 18: "A Rainforest Ride"**Reading****Primary Focus**

- Students will decode multisyllable words with /ae/ > 'ai' and 'ay'. **TEKS 1.2.B.iii**

Students will read "A Rainforest Ride" with purpose and understanding and will answer oral literal questions about key events in the story.

- TEKS 1.4; TEKS 1.7.B; TEKS 1.7.C**

REREAD "A RAINFOREST RIDE" (25 MIN.)**Small Group**

Group 2: Meet with students who read with a partner during the previous lesson. Listen as students take turns reading aloud "A Rainforest Ride." Work with students to complete Activity Page 18.2, referring back to the story to help them answer the questions.

**Observation: Anecdotal Reading Record**

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

Group 1: Have students take turns reading "A Rainforest Ride."

They should then complete Activity Page 18.2, referring back to the story to help them answer the questions. Tell them if they finish early, they can reread a previous story in the Reader.

**Activity Page 18.2: Story Questions**

Collect Activity Page 18.2 and review student responses for accuracy regarding key details.

- TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Take-Home Material

“A HOUSE IN THE CLOUDS”

- Have students take home Activity Page 18.3 to read with a family member.

Activity Page 18.3



Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP USING COMMAS IN A SERIES

Reconstructing Sentences

- Make a copy of **Activity Page TR 18.1** or write the sentences from the box onto a **piece of paper**.
- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students copy the sentences on **paper**, including correct punctuation.

1. You need a hat mittens and a coat in the winter
2. They took a train an airplane and a boat on their trip
3. I would like a cat a goat or a toad for a pet
4. I took my letter to the mailbox yesterday
5. Kay's dress is green blue and pink
6. I like toast with jam cheese and chips for lunch

19

SILENT READING COMPREHENSION

End-of-Year
Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will be assessed on their ability to read a text and comprehend

- ✚ what they are reading. **TEKS 1.6.F; TEKS 1.6.G**

Students will silently read the story “Shark and Wee Fish” and answer multiple-choice literal, inferential, and evaluative questions concerning

- ✚ key events in the story. **TEKS 1.6.F; TEKS 1.6.G**

Students will read “The Dive” with purpose and understanding; will answer written literal questions about key events in the story; and will write an opinion based on

- ✚ events in the story. **TEKS 1.7.B**

✚ **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 1.7.B** Write brief comments on literary or informational texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Silent Reading Comprehension Assessment	Whole Group	30 min.	<input type="checkbox"/> Activity Pages 19.1–19.3
Wiggle Cards	Whole Group	10 min.	<input type="checkbox"/> index cards
Read “The Dive”	Small Group	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 19.4

ADVANCE PREPARATION

Note to Teacher

The Silent Reading Comprehension Assessment should be given to the whole class in one sitting. Ask students to tear out Activity Pages 19.1 and 19.2. Allow students 30 minutes to silently read the story on Activity Page 19.1 and to answer the multiple-choice comprehension questions on Activity Page 19.2. Students should be allowed (and encouraged) to look back at the story as they answer the questions. Collect the activity pages after 30 minutes. (Ability to read the story and answer the questions in a fixed length of time is part of the assessment.)

You may find the use of file folder study carrels a useful tool for student assessment.

Reading

- Write the following decodable sentences on cards or sentence strips large enough for students to be able to easily read them.

- | | |
|--------------------------|-------------------------------|
| 1. Rub your hair. | 5. Soak in a tub. |
| 2. Croak like a toad. | 6. Bite your toast. |
| 3. Moan and groan. | 7. Wash your hands with soap. |
| 4. Dump it in the drain. | 8. Pat your throat. |

Lesson 19: End-of-Year Assessment

Reading



Primary Focus

Students will be assessed on their ability to read a text and comprehend what they are reading. **TEKS 1.6.F; TEKS 1.6.G**

Students will silently read the story “Shark and Wee Fish” and answer multiple-choice literal, inferential, and evaluative questions concerning key events in the story. **TEKS 1.6.F; TEKS 1.6.G**

Students will read “The Dive” with purpose and understanding; will answer written literal questions about key events in the story; and will write an opinion based on events in the story. **TEKS 1.7.B**

SILENT READING COMPREHENSION ASSESSMENT (30 MIN.)

- Have students turn to Activity Pages 19.1 and 19.2.
- Tell students to silently read the story on Activity Page 19.1 then answer the questions on Activity Page 19.2.
- Tell students they should look back to the story if they can't remember an answer.
- Tell students that if they feel tired, it's a good idea to take a short personal break. Explain that they need to respect others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time. If they finish and have checked their papers, they should remain quiet for others to finish.

Activity Pages
19.1, 19.2



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 1.7.B** Write brief comments on literary or informational texts.



Answer Key for “Shark and Wee Fish”			
1. B	3. B	5. B	7. C
2. B	4. B	6. A	

- Guidelines for analyzing student scores on the Silent Reading Comprehension Assessment are found on the next page.
- Record students’ scores on the End-of-Year Summary Sheet (Activity Page 19.3) for each student.
- Once you have scored and sorted student responses on the comprehension section, administer the Fluency Assessment to students who get more than two answers wrong on the Silent Reading Comprehension Assessment. While you are administering the individual assessments, other students should complete their reports and engage in other independent activities, which may include reading stories in Readers and completing Pausing Point activity pages.

Silent Reading Comprehension Analysis

- The number of questions answered correctly indicates the following:
 - Students who score **4 or fewer questions correctly** appear to have poor preparation for Grade 2. Administer the Fluency Assessment and Word Reading in Isolation Assessment.
 - Students who score **5 out of 7 questions correctly** appear to have adequate preparation for Grade 2. Administer the Fluency Assessment and Word Reading in Isolation Assessment.
 - Students who score **6 or 7 out of 7 questions correctly** have good to outstanding preparation for Grade 2. They need no further testing.
- Also consider whether a student missed literal, inferential, and/or evaluative questions.
 - Literal questions assess students’ recall of key details from the story. These questions are text-dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided. Literal questions: 1, 2, 4, 5, 6
 - Inferential questions ask students to infer information from the text and think critically. These questions are also text-dependent, but require students to paraphrase and/or refer back to the different portions of the text that provide information leading to and supporting the inference they are making. Inferential question: 3

- Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills. These questions are also text-dependent, but require students to paraphrase and/or refer back to the portion(s) of the story that substantiate the argument they are making or the opinion they are offering. Evaluative question: 7

WIGGLE CARDS (10 MIN.)

- Show students a Wiggle Card that you prepared in advance, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

READ “THE DIVE” (20 MIN.)

Small Group

Group 1: Work closely with students in this group to read “The Dive” and complete Activity Page 19.4, providing scaffolding and support as necessary.

Group 2: Have students in this group, who need less support, read “The Dive” independently and complete Activity Page 19.4. If students finish early, they can reread stories from the *Kay and Martez Reader*. Ask them to choose one story to summarize and retell to a partner.



Check for Understanding

Monitor students' as they complete Activity Page 19.4.

End Lesson

Reader



Page 76

Activity Page 19.4



20

FLUENCY

End-of-Year
Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will read “Shark and Wee Fish” aloud with accuracy, appropriate rate, and expression and will answer literal, inferential, and evaluative questions about

✚ the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

Students will read “At the Airport” with purpose and understanding and will answer multiple-choice and short-answer questions about key events in the story.

✚ **TEKS 1.6.G**

✚ **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
Reading			
Fluency Assessment	One-on-One	30 min.	<input type="checkbox"/> Activity Pages 20.1, 20.2
Wiggle Cards	Whole Group	10 min.	<input type="checkbox"/> prepared cards from Lesson 19
Read "At the Airport"	Small Group	20 min.	<input type="checkbox"/> <i>Kay and Martez</i> <input type="checkbox"/> Activity Page 20.3

ADVANCE PREPARATION

Note to Teacher

The Fluency Assessment provides a more focused, one-on-one assessment for students who **incorrectly answered two or more of the seven questions** in the Silent Reading Comprehension Assessment. To administer this section of the assessment, you will pull students aside individually and ask each to read “Shark and Wee Fish” aloud to you. You should keep a running record during this reading and calculate a Words Correct Per Minute (W.C.P.M.) score using the guidelines that follow. This will provide an indication of fluency. Record students’ scores (in both Oral Reading Comprehension and Fluency) on the End-of-Year Summary Sheet (Activity Page 19.3) for each student.

You may find the use of file folder study carrels a useful tool for student assessment.

Reading

- While you are administering the one-on-one Fluency Assessment, the other students may be rereading stories from their Reader, writing instructional paragraphs, or completing activities and activity pages from the Pausing Point.

Lesson 20: End-of-Year Assessment

Reading



Primary Focus

Students will read “Shark and Wee Fish” aloud with accuracy, appropriate rate, and expression, and will answer literal, inferential, and evaluative questions

about the story. **TEKS 1.4; TEKS 1.6.F; TEKS 1.6.G**

Students will read “At the Airport” with purpose and understanding and will answer multiple-choice and short-answer questions about key events in the story.

TEKS 1.6.G

FLUENCY ASSESSMENT (30 MIN.)

- Have one student at a time come to a quiet assessment area to read “Shark and Wee Fish” with you.

Instructions

- Place a copy of “Shark and Wee Fish” in front of the student. Ask the student to tear out Activity Page 20.1 (a clean copy of “Shark and Wee Fish”) and Activity Page 20.2, the W.C.P.M. Calculation Activity Page from the Activity Book. You will use Activity Page 20.1 to mark as a running record as you listen to the student read aloud.
- Tell the student that you are going to ask them to read the story aloud, including the title.
- Explain that you are going to use a watch to see how long it takes them to read the story. Tell the student that this is not a race; the student should read at their regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time.

Activity Pages
20.1, 20.2



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.

- As the student reads the story, make a running record on the copy with the student's name using the following guidelines:

Words Read Correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words Read Incorrectly	Write an 'X' above the word.
Substitutions	Write the substitution above the word.
Self-Corrected Errors	Replace original error mark with an 'SC.'
Teacher-Supplied Words	Write a 'T' above the word (counts as an error).

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on the record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. (Five minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also write down either the Finish Time or the Elapsed Time.
- After the student finishes reading, ask the following comprehension questions to see how much of the story the student understood on the second reading.

Comprehension Questions on “Shark and Wee Fish”

1. **Inferential.** Why did the fish swim into the cave?
 - » The fish swam into the cave because they were scared Shark would eat them.
2. **Literal.** Which fish came face to face with Shark?
 - » Wee Fish came face to face with Shark.
3. **Literal.** What did Wee Fish tell Shark to keep him from eating him?
 - » Wee Fish told Shark that he is king of the reef and that all of the fish are scared of him.
4. **Literal.** How do the other fish react when they see Wee Fish and Shark?
 - » The other fish are scared of Shark and swim away.
5. **Inferential.** Who does Shark think the fish are scared of? Who are they really scared of?
 - » Shark thinks the fish are scared of Wee Fish, but the fish are really scared of Shark.
6. **Evaluative.** Did Shark trick Wee Fish or did Wee Fish trick Shark?
 - » Wee Fish tricked Shark into thinking that Shark should be scared of Wee Fish

- Repeat this process for additional students.
- Scoring can be done later, provided you have kept running records and jotted down either the Elapsed Time or the Start Time and the Finish Time. Record students’ scores in the Oral Reading Comprehension Assessment section on the End-of-Year Summary Sheet (Activity Page 19.3) for each student.

Scoring

- Students who answer **5 or 6 questions correctly** may have good to outstanding* preparation for Grade 2.
- Students who answer **4 questions correctly** may have adequate* preparation for Grade 2.
- Students who answer **3 or fewer questions correctly** may have poor* preparation for Grade 2.

*Reading comprehension accuracy must be considered in conjunction with fluency performance in evaluating overall preparation for Grade 2.

Activity Page 19.3



Guidelines for Calculating W.C.P.M. Scores

- If the reading was fairly accurate (< 10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on the bottom of Activity Page 20.2.
- To calculate a student's exact W.C.P.M. score, use the information you wrote down on the record sheet and follow the steps described below. The steps are also shown in graphic form on the W.C.P.M. Calculation Activity Page. You will probably find it helpful to have a calculator available.
 - First, complete the Words section of the W.C.P.M. Calculation Activity Page.
 - Count Words Read. This is the total number of words the student read or attempted to read, up to the point where they stopped. It includes words the student read correctly as well as words the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 341 as your total. If the student did not finish the story, you will need to count the number of words the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Activity Page.
 - Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
 - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
 - Next, complete the Time section of the activity page.
 - Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.)
 - If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes.
 - Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, then add the number of seconds.
 - Next, complete the W.C.P.M. section of the activity page.
 - Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

- As you evaluate W.C.P.M. scores, here are some factors to consider:
 - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for students in Grade 1 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. The national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 1 is 53 W.C.P.M.
 - A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 1 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (28 W.C.P.M.) are experiencing serious problems in reading fluently.
 - After you have entered all student scores into the W.C.P.M. Calculation Activity Page (Activity Page 20.2), record them on the End-of-Year Summary (Activity Page 19.3) in the Fluency Assessment section for each student.

WIGGLE CARDS (10 MIN.)

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

READ “AT THE AIRPORT” (20 MIN.)

Small Group

Group 1: Have students read “At the Airport.” They can complete Activity Page 20.3 when they have finished reading the story. If students finish early, they can reread stories from the *Kay and Martez* Reader. Ask them to choose one story to summarize and retell to a partner.

Group 2: Work with students to read “At the Airport.” They can complete Activity Page 20.3 when they have finished reading the story.

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

Reader



Page 80

21

WORD READING IN ISOLATION

End-of-Year Assessment

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will read individual words in isolation that feature closed syllables, magic 'e' syllables, vowel digraph syllables, and r-controlled syllables.

✦ **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.B.iii**

✦ **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; (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 Reading in Isolation Assessment	One-on-One	50 min.	☐ Activity Pages 21.1, 21.2
Wiggle Cards	Whole Group	10 min.	☐ prepared cards from Lesson 19

ADVANCE PREPARATION

Note to Teacher

The Word Reading in Isolation Assessment is designed to assess a student's ability to read words containing the spellings that were taught and reviewed in Grade 1. The emphasis in this assessment is solely on decoding accuracy.

It would be ideal to give all students the Word Reading in Isolation Assessment, but if there is a time restriction, assess those students who scored less than 50 W.C.P.M. on the Fluency Assessment.

The assessment sheet with words for students to read is at the end of this lesson and reprinted on Activity Page 21.1. Ask students to tear out Activity Page 21.2 for you to use as a running record and scoring sheet.

Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *write* assesses the 'wr' spelling for /r/ and the 'i_e' spelling for /ie/.

You may find the use of file folder study carrels a useful tool for student assessment.

Foundational Skills

- While you are administering the one-on-one assessment, students may be rereading stories from their Readers, writing instructional paragraphs (or other types of writing genres they have learned this year), or completing activities and activity pages from the Pausing Point. If they have been keeping a writing portfolio, they can read their work from the year and select their favorite pieces.

Lesson 21: End-of-Year Assessment

Foundational Skills



Primary Focus: Students will read individual words in isolation that feature closed syllables, magic 'e' syllables, vowel digraph syllables, and r-controlled syllables.

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

WORD READING IN ISOLATION ASSESSMENT (50 MIN.)

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. Have that student bring Activity Pages 21.1 and 21.2 with them.

Instructions

- Find a quiet place to sit with the student. Place the Word Reading in Isolation Assessment (Activity Page 21.1) in front of the student and ask them to read the words on the sheet aloud.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Activity Page 21.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word they say. If the student self-corrects, do not mark the word wrong.
- Guidelines for analyzing student scores on the Word Reading in Isolation Assessment are included here.
- After you have tallied all students' scores from the Word Reading in Isolation Assessment Scoring Sheet (Activity Page 21.2), record them on the End-of-Year Summary (Activity Page 19.3) for each student.

Word Reading in Isolation Analysis

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger their preparation is for Grade 2.
- The number of words read correctly indicates the following:
 - Students who score **40 or fewer words out of 60 correctly** have poor preparation for Grade 2.
 - Students who score **41–49 out of 60 words correctly** have adequate preparation for Grade 2.
 - Students who score **50 out of 60 words correctly** have good to outstanding preparation for Grade 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; (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.

- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score required to meet benchmark of 80%	
Phonemes	
Consonants /b/ /j/ /p/ /w/ /sh/ /d/ /f/ /k/ /l/ /r/ /s/ /x/ /y/ /th/ /th/ /g/ /h/ /m/ /n/ /t/ /v/ /z/ /ch/ /ng/ /qu/	148/185
Vowels /a/ /e/ /i/ /o/ /u/ /ae/ /ee/ /ie/ /oe/ /ue/ /oo/ /oo/ /ou/ /oi/ /aw/ /er/ /or/ /ar/	72/90

- See the Word Reading in Isolation Remediation Guide provided in Teacher Resources for use in directing remediation. Make a copy of each page.
- Write the names of students who missed particular sounds under the appropriate header(s) on the Word Reading in Isolation Remediation Guide. This will help you determine what kind of remediation is needed.

WIGGLE CARDS (10 MIN.)

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

Pausing Point

This is the end of Unit 7. You should pause here and spend additional time reviewing the material taught in Unit 7. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

Recognize and/or Write Spellings Taught in Unit 7

Consonant Blends	Page 201
Line Race	Page 201
Build the List	Page 201; Additional Support Lesson 12
Spelling Alternatives Board Game	Page 202
Word Sort	Page 202; Additional Support Lessons 14, 15
Complete the Sentence	Page 203; Additional Support Lesson 1
Sound Dictation	Page 203
Highlight the Spelling	Page 204; Additional Support Lessons 1, 10
Spelling Bingo	Page 204
Word Sort	Page 205
Word Sort with Boxes	Page 205; Additional Support Lessons 5, 10
Word Sort with Students	Page 205
Cut-and-Place Word Sort	Page 206; Additional Support Lessons 7, 15
Word Sort Activity Pages	Page 206
Sort and Color	Page 206; Additional Support Lesson 16

Read, Write, or Spell Words with Spelling Alternatives

Teacher Chaining	Page 206; Additional Support Lessons 2, 12
Eraser Man	Page 207
Guess My Word	Page 207; Additional Support Lessons 2, 17
Fishing Pond	Page 208; Additional Support Lessons 3, 14
Choose the Right Word	Page 209
Word Recognition	Page 210
Yes or No?	Page 210
Word Box	Page 210
Label the Picture	Page 210
Dictation with Words	Page 210; Additional Support Lesson 5

Read and/or Write Phrases

Wiggle Cards	Page 211; Additional Support Lessons 3, 17
Phrase Flip Book	Page 211; Additional Support Lesson 4
Dictation with Phrases	Page 212

Read and/or Write Sentences

Sentence Strips	Page 213; Additional Support Lessons 4, 8
Reconstructing Sentences	Page 213; Additional Support Lessons 9, 13, 18
Sentence Pasting	Page 213
Dictation with Sentences	Page 213

Use Commas

Adding Commas	Page 214; Additional Support Lesson 18
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Enrichment Passages

The American Flag	Page 215
Johnson Space Center	Page 215
Businesses	Page 216
The Pledge of Allegiance	Page 216

RECOGNIZE AND/OR WRITE THE SPELLINGS TAUGHT IN UNIT 7

Consonant Blends


- Use this routine when teaching one-syllable spoken words.
- Say, “You are going to practice blending and segmenting words with consonant blends.”
- Say the word *explain*. Follow the routine above to blend and segment the word. Point out that two sounds in the middle of the word, /p/ and /l/, blend together to make ‘pl’. Have students say ‘pl’ and notice how it feels on their tongues.
- Say the following words: *plane, planet, split, apply*. Have students identify the blends and whether they are at the beginning or middle of the words. Then have them blend and segment the phonemes using motions from the program. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Line Race

- Divide the class into two groups and line them up in front of the board/chart paper.
- Tell students that you will call out a sound and that you want the two students at the front of the lines to write a spelling for that sound.
- The student who writes a correct answer goes to the end of their line. The other student sits down and watches for the rest of the game.
- If both students write the same correct answer, the one who wrote it faster continues the game and goes to the back of the line.
- If both students write a correct answer but they are not the same (because of spelling alternatives), the student who wrote it down faster goes to the end of the line.
- Continue until only one student is left standing in line.
- **Modification:** If you have a helper in your classroom, play this game in smaller groups.

Build the List

- Tell students that you want to review the spellings for the sounds /ae/ and /oe/ that they learned/reviewed in Unit 7.
- Tell students that they now know three spellings for the /ae/ sound.

 **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.

- Ask students to name those spellings. Then ask students for example words.
- Work with students to complete a list like the one shown below, in which each spelling is listed with at least one example word.
- If students cannot remember a spelling pattern, write a word containing that pattern on the board/chart paper. Have the students read it. Then ask which letters stand for /ae/ in the word. Add the spelling and the example word to the list.
- Repeat with the spellings for /oe/.

/ae/	/oe/
1. 'a_e': fade, trade 2. 'ai': wait, rain 3. 'ay': lay, day	1. 'o_e': hope, hole 2. 'oa': soap, road

Spelling Alternatives Board Game

Note: This game can be played for all sounds that have spelling alternatives.

- Create a game board with twenty-five to forty spaces and several crossing paths so students can move in several different directions.
- Write a decodable /ae/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard that lists the spellings for /ae/ they have learned ('a_e', 'ai', 'ay') with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /ae/ sound. For example, the word *chain* would be copied into the space for 'ai' words.
- The first student to get one example of each spelling pattern wins.

Word Sort

- Distribute **Activity Pages PP.1** (for /ae/) or **PP.2** (for /oe/).
- Explain that the chart printed at the top of the activity page includes a number of words that contain the /ae/ sound (or /oe/ sound).



- Have students read the chart, mark the words that contain the /ae/ sound (or /oe/ sound), and sort those words according to which spelling is used to stand for the /ae/ sound (or /oe/ sound).

Complete the Sentence

- Remind students that they recently learned some spelling alternatives for the /ae/ sound.
- Ask students if they can remember the spellings they have learned.
- Write the headings 'a_e', 'ai', and 'ay' on the board/chart paper in a row.
- Tell students that you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words will contain the /ae/ sound.
- Read the first sentence.
- Have students raise their hands and wait to be called on if they think they know the missing word.
- Once students have guessed the answer, write *cake* on the board/chart paper under the 'a_e' heading.
- Repeat this process with the remaining sentences, writing each word under its respective heading.

1. On my birthday, I eat birthday _____. (*cake*—'a_e')
2. Drops of water that fall from the sky are called _____. (*raindrops*—'ai')
3. If something is not ready for you, you may have to _____. (*wait*—'ai')
4. Superman wears a long, flowing _____. (*cape*—'a_e')
5. The opposite of night is _____. (*day*—'ay')
6. When we think, we use our _____. (*brains*—'ai')
7. Triangles, squares, and circles are examples of _____. (*shapes*—'a')
8. The Fourth of July is a _____. (*holiday*—'ay')

Sound Dictation

Note: This exercise can be done for any of the sound/spellings taught so far.

- Distribute whiteboards and dry-erase markers (or clipboards, paper, and pencils) to students.

- Tell students that they will practice writing the spellings for vowel sounds they studied in Unit 7.
- Say the sounds listed below and have students write the spellings for each sound on their whiteboards. Tell students how many spellings to write for each sound.
- Periodically, have students show you what they have written on their whiteboards.

Spellings Taught/Reviewed in Unit 7

1. /ae/: 'a_e', 'ai', 'ay'
2. /oe/: 'o_e', 'oa'

Highlight the Spelling

Note: This game is best played in small groups or in centers.

- Write a number of decodable words that contain the vowel spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each new spelling.

Possible Words

- | | | | |
|------------|--------------|--------------|---------------|
| 1. Monday | 7. rode | 13. weekday | 19. floating |
| 2. player | 8. trains | 14. jokes | 20. cape |
| 3. weekday | 9. player | 15. stovetop | 21. raindrops |
| 4. staying | 10. haystack | 16. raisins | 22. waiting |
| 5. nails | 11. explode | 17. day | 23. cake |
| 6. smoke | 12. road | 18. toads | |

Spelling Bingo

- Make Bingo cards with the spellings taught or reviewed in Unit 7 and the 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 student's card, the student should say, "Bingo!"

Word Sort

- Write the following words containing the new spellings for /ae/ on index cards: *rain, wait, brain, paid, may, pay, saying, played*.
- Write headers on the board/chart paper for both of the new spellings the students have learned for /ae/—'ai' and 'ay'.
- Ask students to sort the words by taping them under the proper headers.

'ai'	'ay'
rain wait brain paid	may pay saying played

Word Sort with Boxes

Note: This exercise can be done for any of the sound/spellings taught or reviewed in this unit.

- Write a number of decodable words that contain either of two target spellings (e.g., 'ai' and 'ay') on cards.
- Label two boxes with the target spellings (e.g., 'ai' and 'ay').
- Have students read the words on the word cards and ask them which target spelling they contain.
- Have students place the cards in the appropriate boxes.

Word Sort with Students

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words with the three spellings for /ae/ on word cards, one word per card. You can also use whiteboards.



- Pass the cards/whiteboards out to students.
- Explain that you want students to form groups: one group for words with /ae/ spelled 'a_e', one for /ae/ spelled 'ai', and one for /ae/ spelled 'ay'.
- Once students have formed their groups, ask them to check each other's words.

Cut-and-Place Word Sort

- Distribute Activity Pages PP.3 and PP.4.
- Have students read the words on Activity Page PP.3 and cut them out.
- Have students sort the words by their spellings for /ae/ and place them in the table on Activity Page PP.4 under the right heading.
- **Extension:** Have students use highlighters to mark the spelling 'ai' or 'ay' in each word pasted on their page.
- Activity Pages PP.5 and PP.6 are for the spellings of the sound /oe/.

Word Sort Activity Pages

- Have students complete Activity Page PP.7 for 'ai' and 'ay' > /ae/.
- Have students complete Activity Page PP.8 for 'o_e' and 'oa' > /oe/.

Sort and Color

- Distribute Activity Pages PP.9 and PP.10.
- Provide each student with two different-colored pencils or highlighters.
- For Activity Page PP.9, have students read the words in the boxes and shade the boxes in one color if the letter 'a' is pronounced /a/ as in *hat* and in another color if it is pronounced /ae/ as in *cake*.
- For Activity Page PP.10, have students read the words in the boxes and shade the boxes in one color if the letter 'o' is pronounced /o/ as in *hot* and in another color if it is pronounced /oe/ as in *home*.

READ, WRITE, OR SPELL WORDS WITH SPELLING ALTERNATIVES

Teacher Chaining

- Write *say* on the board.
- Ask a student to read the word.

- Remove 's' and add 'p' to create *pay*.
- As you make this change, say to students, "If that is *say*, what is this?"
- Ask students what change you made to the word *say* to get the word *pay*. 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. say > pay > day > lay > play > plate > plane > plain
2. ran > rain > pain > paid > pad > lad > tad > toad > load > road > raid
3. brain > rain > rail > sail > tail > mail > pail > pain > paint > faint
4. clay > lay > ray > may > day > say > stay > stays

Eraser Man

- Draw a stick figure on the board.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height of each box should approximate the height and width of the spelling it represents (i.e., high-rising boxes for spellings that have ascenders, low-dipping boxes for spellings that have descenders, and wide boxes for digraph spellings).
- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, ask for the spelling.
- If the student guesses a sound or spelling that is not in the word, erase one of the stick figure's body parts.
- Repeat until the stick figure has been completely erased (you win) or until the boxes are filled in (students win), whichever comes first.
- Repeat with a second word, if there is time.

Guess My Word

- Write the following vowel spellings on index cards and lay them out on a table: 'a_e', 'ai', 'ay', 'o_e', 'oa'.
- Write the following consonant spellings on index cards and lay them out on a table: 'n', 't' (2), 'd', 's', 'p', 'b', 'l', 'w'.

- Think of a decodable word that you can build using the spellings shown, but do not tell the class your word. (See the following box for possible words.)
- 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 the cards on that table.
- Continue until the word has been spelled.
- Repeat with one or two additional words.

1. late	10. pay	19. pole
2. wade	11. lay	20. nope
3. date	12. day	21. boat
4. pane	13. way	22. load
5. sane	14. bay	23. toad
6. pain	15. say	24. boast
7. paint	16. bone	25. toast
8. bait	17. tone	
9. wait	18. note	

Fishing Pond

Note: This game is best played in small groups or in centers.

- Copy the template provided on **Activity Page TR 3.1** on cardstock or construction paper.
- Write a decodable word on each fish. (See the following box for possible words.)
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole or stick, a string, and a magnet.
- Have students take turns fishing.
- When a student catches a fish, they should read the word written on the fish and then copy it onto a piece of paper.

- **Variation:** Stock a fish pond with decodable words containing /ae/ (or /oe/). Have students catch several fish and sort the words by the spellings for /ae/ (or /oe/).

- | | |
|---------|----------|
| 1. boat | 6. road |
| 2. way | 7. day |
| 3. make | 8. rain |
| 4. take | 9. same |
| 5. main | 10. rope |

Choose the Right Word

- Write the words *rain*, *raisins*, and *rope* on the board/chart paper and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board/chart paper.
- Ask students, “Which word names something that falls from the sky?”
- Have students find the answer (*rain*) on the board/chart paper and then copy it onto a sheet of paper or whiteboard.
- Continue this process with the remaining sets of questions.

- | | |
|--|--|
| 1a. Which word names something that falls from the sky? (<i>rain</i>) | |
| 1b. Which word names something that is like a very thick string? (<i>rope</i>) | |
| 1c. Which word names something that is a snack you can eat? (<i>raisins</i>) | |
| ----- | |
| 2a. Which word names something you can walk on? (<i>path</i>) | |
| 2b. Which word names the opposite of night? (<i>day</i>) | |
| 2c. Which word names an animal that looks a lot like a frog? (<i>toad</i>) | |
| ----- | |
| 3a. Which word is something you wear on a very cold day? (<i>coat</i>) | |
| 3b. Which word describes something that you can fly in? (<i>airplane</i>) | |
| 3c. Which word is something the mailman/mailwoman brings to you? (<i>mail</i>) | |



- 4a. Which word names a sweet treat? (*cake*)
- 4b. Which word describes how you move to music? (*dance*)
- 4c. Which word is a type of tree? (*oak*)

Word Recognition

- Distribute Activity Page PP.11.
- 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. goat | 4. toned | 7. boat |
| 2. chain | 5. pair | 8. rain |
| 3. plain | 6. play | 9. stay |

Yes or No?

- Have students complete Activity Page PP.12.

Word Box

- Have students complete Activity Page PP.13.

Label the Picture

- Have students complete Activity Page PP.14.

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 alternative spellings for /ae/ and /oe/ taught in this unit.
- Write the spellings 'ai', 'ay', 'o_e', and 'oa' on the board/chart paper.
- 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 *may*, two lines would be drawn on the paper: .

- Once students have drawn one line for each sound, remind them that the sound /ae/ in the word may is spelled with the letters 'ay'.
- Have students write the spellings on their respective lines: m ay .
- Finally, ask students to read the word back to you.
- Write the word on the board/chart paper and have students self-correct.
- Repeat with additional words.

- | | | |
|------------|---------------|--------------|
| 1. may (2) | 6. change (4) | 11. stay (3) |
| 2. way (2) | 7. play (3) | 12. road (3) |
| 3. day (2) | 8. places (6) | 13. pay (2) |
| 4. air (2) | 9. main (3) | 14. rain (3) |
| 5. say (2) | 10. hair (3) | |

READ AND/OR WRITE PHRASES

Wiggle Cards

- Make a set of cards with decodable sentences written on them. Each word or phrase should describe a motion or activity that students can act out.
- 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. Rub your hair. | 4. Pinch your nose. |
| 2. Get your coat. | 5. Sway from side to side. |
| 3. Croak like a toad. | 6. Moan and groan. |

Phrase Flip Book

Note: This activity is best done in small groups or in centers.

- Cut out slips of paper.
- Write the following decodable adjectives on six of the slips of paper, one adjective per slip: *gray, faded, hot, large, black*.
- Write the following decodable nouns on slips of paper, one noun per slip: *chair, train, vases, toaster*.

- Stack the adjective slips of paper and staple their top edge to a sheet of card stock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock to the right of the adjectives.
- By turning the slips of paper, students can make up and read decodable (and often silly) phrases.

Dictation with Phrases

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases. They contain words with the spellings students have learned for /ae/ and /oe/.
- Remind students of the spellings and write 'a_e', 'ai', 'ay', 'o_e', and 'oa' on the board/chart paper.
- Tell students to write each phrase that you say.
- For each phrase that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase back to you.
- Write the phrase on the board/chart paper and have students self-correct.
- Repeat with additional phrases.

- | | |
|------------------|----------------|
| 1. sweet raisins | 9. clay pot |
| 2. red train | 10. black coal |
| 3. large chair | 11. red face |
| 4. black mole | 12. bike lane |
| 5. white crayon | 13. deep hole |
| 6. nice day | 14. long road |
| 7. gray rud | 15. white coat |
| 8. fast runner | 16. fast boat |

READ AND/OR WRITE SENTENCES

Sentence Strips

Note: This activity is best done in small groups or in centers.

- Choose sentences from the *Kay and Martez* Reader that can be illustrated and copy them onto long slips of paper. Display the slips of paper for students to see.
- Have students choose a sentence to copy and illustrate.

Reconstructing Sentences

- Copy sentences that contain commas from the Reader *Kay and Martez* on paper.
- Cut the sentences into their individual words and place them in envelopes. Keep the commas with the words that they follow.
- Have students reconstruct the sentences.
- Have students copy the sentences on paper.
- **Extension:** Ask students to identify the adjectives and to connect them with arrows to the nouns they define.

Sentence Pasting

Note: This activity is best done in small groups or in centers.

- Write a number of decodable statements, questions, and exclamations on paper and cut them into individual words. Keep the period, question mark, or exclamation mark on the same slip with the final word in each sentence. Keep commas on the same slip with the words that they follow. Keep quotation marks with the word that they precede/follow.
- Have students form sentences and paste them on paper.

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 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 sentence on the board/chart paper and have students self-correct.
- Repeat with additional sentences.

- | | |
|--------------------------------------|--------------------------------------|
| 1. An oak tree has thick branches. | 6. Can you explain the book to me? |
| 2. You think with your brain. | 7. The river runs past our house. |
| 3. Seeds turn into seedlings. | 8. This soap makes a lot of foam! |
| 4. Our sink did not drain yesterday. | 9. Is today a gray day? |
| 5. The roads are packed with cars. | 10. The dog is playing with the cat. |

USE COMMAS

Adding Commas

- Distribute Activity Page PP.15.
- On the front of the activity page have students add commas to the sentences.
- On the back of the activity page have students write two sentences that contain a series of items, using commas to separate the items.

ENRICHMENT PASSAGES

The following enrichment passages may be used as additional practice and extension opportunities for students who are progressing in the core instruction, successfully learning the sound-spelling patterns, and able to read the decodable text accurately.

The content of these enrichment passages is blended, consisting of approximately 50% decodable words. The passages introduce students to applying foundational (word recognition) skills in more complex, content-area text.



Students who are successfully mastering the code can often generalize these skills to multisyllabic words and sound-spelling patterns that have not yet been taught.

You may wish to preview text vocabulary and/or support some students by using partner reading, choral reading, or small group reading.

The American Flag

The U.S. flag is a powerful symbol of our country. It is red, white, and blue and has fifty bright stars, each one standing for a different state. There are also thirteen stripes representing the first colonies that became part of the United States. When people see the flag, it reminds them to be proud and love their country. We show the flag at schools and during important events to remember how important America is to us all.

Comprehension Questions:

1. Why does the flag have fifty stars? (*It has one for each state.*)
2. What do the thirteen stripes represent? (*the thirteen original colonies*)
3. How does the flag help us show love for our country? (*When we see it we remember how important America is to us all.*)

Johnson Space Center

The Martinez family went to visit the Johnson Space Center in Houston, Texas. They were excited to see huge rockets and learn about space. When they arrived, they saw a giant rocket.

At the Center, the Martinez family found out why Texas is so important for space travel. They learned that the Johnson Space Center is where astronauts train before they go into space. It is also the place where experts talk to astronauts and guide their spaceships. This helps keep the astronauts safe while they explore space.

The best part of the visit was meeting a real astronaut who had been to space. The astronaut told them about floating around and doing experiments. The family felt happy and excited about what they learned. They talked about what it would be like to go to space themselves. They felt proud that Texas helps make space travel possible.

Comprehension Questions

1. What did the Martinez family learn at Johnson Space Center? (*They learned that it is where astronauts train before they go to space and what it is like to go into space.*)
2. How has Texas helped make space travel possible? (*It has Johnson Space Center, which helps train astronauts and talks to them and guides them while they are in space.*)
3. What kinds of things do astronauts do? (*go to space, conduct experiments*)
4. What do you think it would be like to go to space? (*Answers may vary, but students should express an opinion or perspective about going to space.*)

Businesses

Have you ever heard of a business? It is something people create to sell things or provide services. Imagine opening a store to sell your drawings. When people shop or buy things, they are helping businesses. Businesses let people share their ideas and make things we enjoy.

Comprehension Questions

1. What is a business? (*a place where people sell things or provide services*)
2. What can you sell if you started a business? (*a thing, like a drawing, or a service, such as mowing a lawn*)
3. Why are businesses important for people? (*They let people share their ideas and things we enjoy.*)

The Pledge of Allegiance

Do you know the Pledge of Allegiance? Maybe you say it each morning in your classroom. It is also said before some meetings, particularly meetings of government officials. The Pledge of Allegiance is like a kind of speech. People usually stand and recite it, or say it aloud together. It was written a very long time ago, in the 1800s. We say the pledge to show love for the United States.

Comprehension Questions

1. What is the Pledge of Allegiance? (*kind of a speech people say before meetings or school*)
2. What is one place where people say the Pledge of Allegiance? (*meetings, schools*)

3. Why do people say the Pledge of Allegiance? *(to show love for the United States)*
4. When was the Pledge of Allegiance written? *(in the 1800s)*

The U.S. Constitution

Do you know about the Constitution? It is an important document that has rules for our country. It was written over two hundred years ago. Just like you have rules in your classroom, the Constitution has rules for everyone in the United States to follow. These rules help us live together peacefully and keep us safe.

Comprehension Questions

1. What is the Constitution? *(an important document)*
2. Why do we have the Constitution? *(to have rules for our country)*
3. When was the Constitution written? *(over two hundred years ago)*
4. What do the rules in the Constitution help us do? *(help us live together peacefully and keep us safe)*

The Declaration of Independence

Do you know about the Declaration of Independence? It is an important document that was written over two hundred years ago. The people who wrote it wanted to tell everyone that our country was going to be free from another country. They wanted us to have the chance to make our own choices and be happy.

Comprehension Questions

1. What is the Declaration of Independence? *(a document)*
2. Why was it written? *(to tell everyone the United States was going to be a free country)*
3. What did the people want when they wrote it? *(to have the chance to make our own choices and be happy)*
4. How long ago was it written? *(over two hundred years ago)*

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Businesses

Have you ever heard of a business? It is something people create to sell things or provide services. Imagine opening a store to sell your drawings. When people shop or buy things, they are helping businesses. Businesses let people share their ideas and make things we enjoy.

The Pledge of Allegiance

Do you know the Pledge of Allegiance? Maybe you say it each morning in your classroom. It is also said before some meetings, particularly meetings of government officials. The Pledge of Allegiance is like a kind of speech. People usually stand and recite it, or say it aloud together. It was written a very long time ago, in the 1800s. We say the pledge to show love for the United States.

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Teacher Resources

Grade 1	Skills 7
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Teacher Guide

Teacher Resources

Anecdotal Reading Record—Unit 7

Discussion Questions Observation Record—Unit 7

Spelling Alternatives Observation Record—Unit 7

Template: Spelling Tree

Template: Spelling Tree Leaves

Template: Spelling Tree Odd Ducks

The Writing Process

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

Lesson 20: End-of-Year Fluency Assessment: “Shark and Wee Fish”

Lesson 21: Word Reading in Isolation Assessment

Lesson 21: Word Reading in Isolation Scoring Sheet

Lesson 21: Word Reading in Isolation Remediation Guide

Preview Spellings Charts

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

ANECDOTAL READING RECORD—UNIT 7

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 7

- CS✓ - Answered in a complete sentence
- CS✗ - Did not answer in a complete sentence
- L✓ - Answered a literal question correctly
- L✗ - Answered a literal question incorrectly
- I✓ - Answered an inferential question correctly
- I✗ - Answered an inferential question incorrectly
- E✓ - Answered an evaluative question correctly
- E✗ - Answered an evaluative question incorrectly

Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal

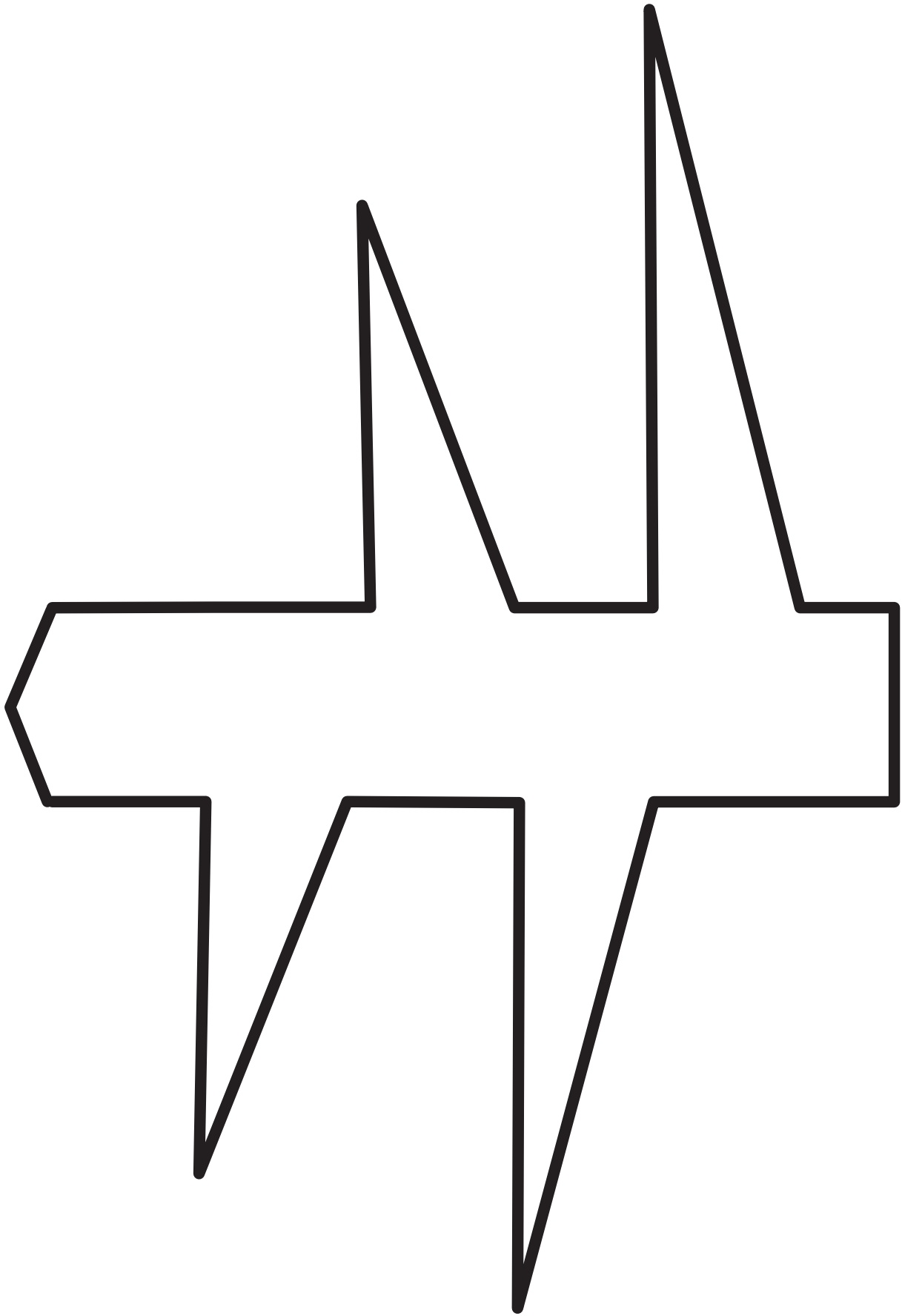
SPELLING ALTERNATIVES OBSERVATION RECORD — UNIT 7

- ✓ 'ay' for /ae/ (write the word read)
 - ✓ 'ai' for /ae/ (write the word read)
 - ✓ 'a_e' for /ae/ (write the word read)
 - ✓ 'oa' for /oe/ (write the word read)
 - ✓ 'o_e' /oe/ (write the word read)
-
- ✗ 'ay' for /ae/ (write the word and student's pronunciation)
 - ✗ 'ai' for /ae/ (write the word and student's pronunciation)
 - ✗ 'a_e' for /ae/ (write the word and student's pronunciation)
 - ✗ 'oa' for /oe/ (write the word and student's pronunciation)
 - ✗ 'o_e' /oe/ (write the word and student's pronunciation)

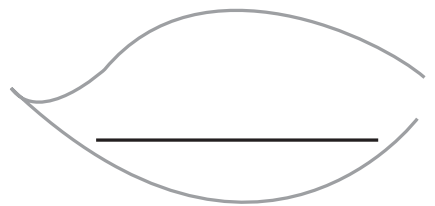
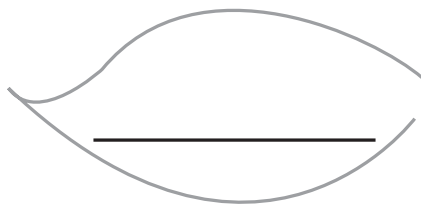
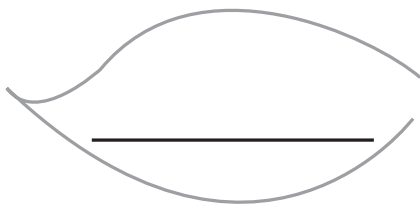
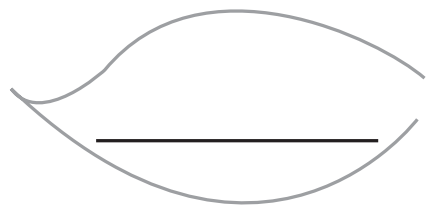
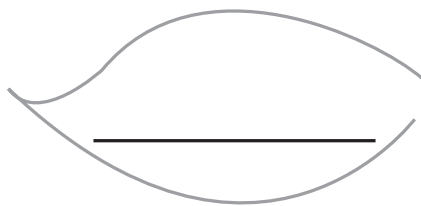
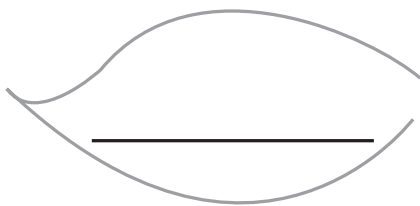
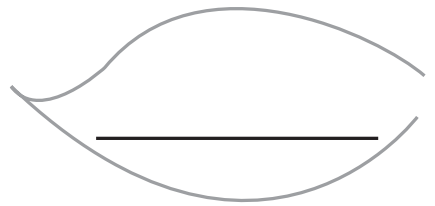
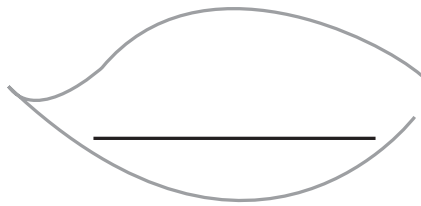
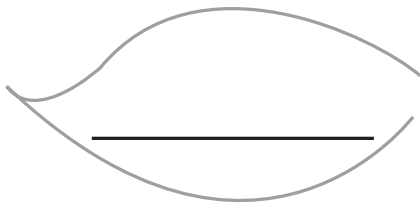
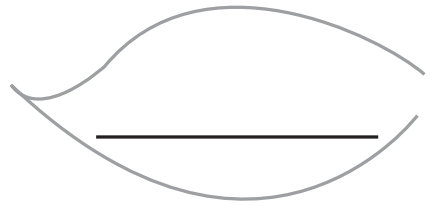
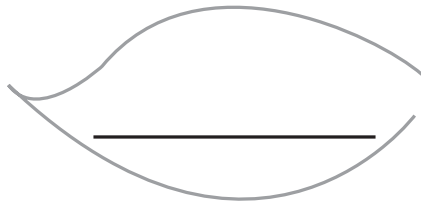
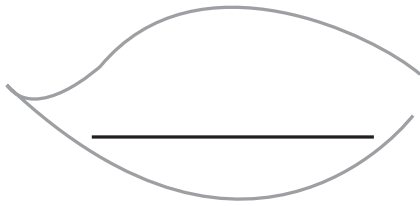
Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal
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Subtotal = number of correct responses/total responses per student

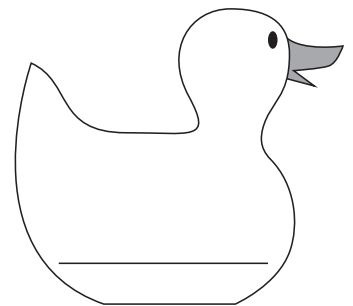
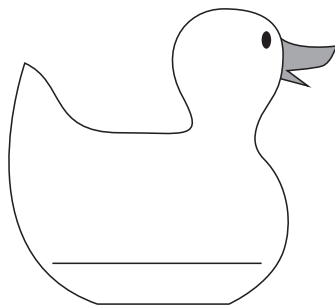
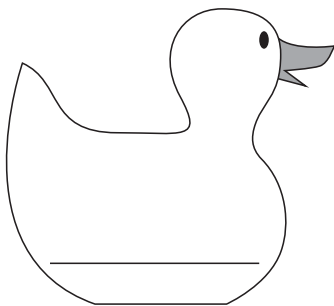
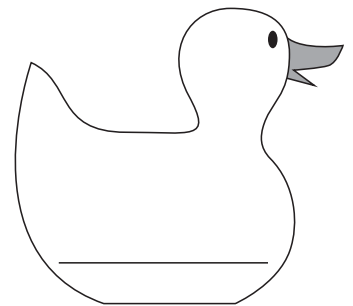
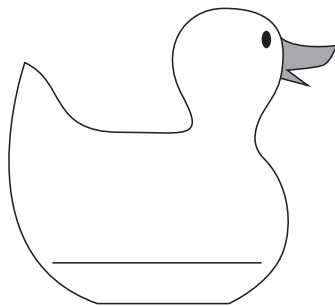
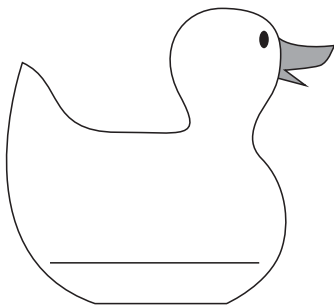
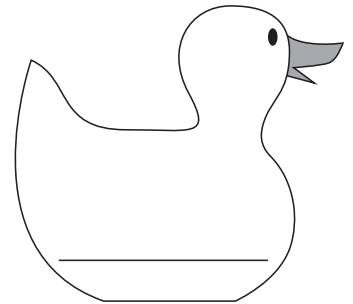
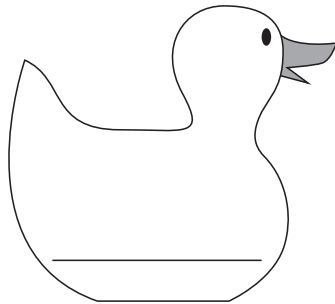
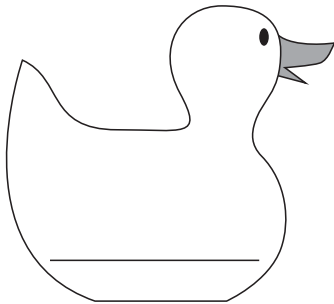
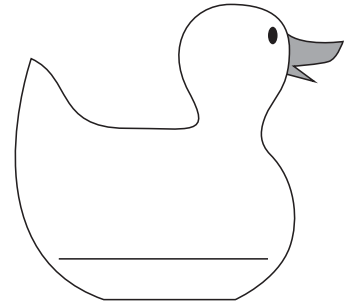
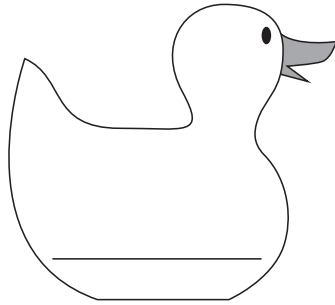
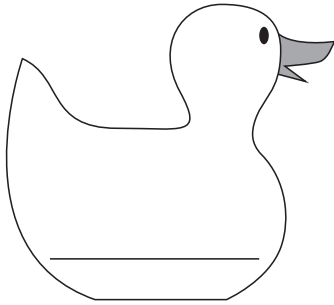
TEMPLATE: SPELLING TREE



TEMPLATE: SPELLING TREE LEAVES



TEMPLATE: SPELLING TREE ODD DUCKS



THE WRITING PROCESS



PLAN



DRAFT



EDIT

LESSON 5: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the Analysis of Student Errors chart. 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. The following are analyses that focus on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

Column 1

What an error in this column means: The spelling 'a' for the /a/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

Column 2

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.

Column 3

What an error in this column means: The spelling 'kn' for the /n/ 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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

Column 4

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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

Column 5

What an error in this column means: The spelling 'a_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

Column 6

What an error in this column means: The spelling 'n' for the /ng/ 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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

Column 7

What an error in this column means: The word *by* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

Column 8

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point.

LESSON 5: ANALYSIS OF STUDENT ERRORS

Student Name	Column 1: 'a' > /a/ <i>hands</i>	Column 2: 'tch' > /ch/ <i>pitch catch</i>	Column 3: 'kn' <i>knitting</i>	Column 4: 'wr' > /r/ <i>wrapper</i>	Column 5: 'a_e' > /ae/ <i>fade</i>	Column 6: 'n' > /ng/ <i>drinking</i>	Column 7: Tricky Word <i>by</i>	Column 8: Notes

LESSON 10: SPELLING ANALYSIS DIRECTIONS

Analysis of Student Errors

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the Analysis of Student Errors chart. 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. The following are analyses that focus on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

Column 1

What an error in this column means: The spelling 'a_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

Column 2

What an error in this column means: The spelling 'ai' for the /ae/ 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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

Column 3

What an error in this column means: The spelling 'ay' for the /ae/ 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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

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: For now, students should memorize how to spell Tricky Words. 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 with certain encoding vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point.

LESSON 10: ANALYSIS OF STUDENT ERRORS

Student Name	Column 1: 'a_e' > /ae/ <i>escape</i>	Column 2: 'ai' > /ae/ <i>rain hair explain</i>	Column 3: 'ay' > /ae/ <i>stay stray display</i>	Column 4: Tricky Word <i>your</i>	Column 5: Notes

LESSON 15: SPELLING ANALYSIS DIRECTIONS

Analysis of Student Errors

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the Analysis of Student Errors chart. 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. The following are analyses that focus on errors in encoding spelling alternatives in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

Column 1

What an error in this column means: The spelling 'a_e' for the /ae/ sound is the basic code spelling. The influx of new spellings might have caused some confusion with basic code spellings.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more practice regarding segmenting and blending in order to isolate vowel sounds.

Column 2

What an error in this column means: The spelling 'ai' for the /ae/ 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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

Column 3

What an error in this column means: The spelling 'ay' for the /ae/ 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 for additional activities. Word sorts and exposure to words with spelling alternatives will increase students' comfort levels with choosing the correct spelling for each sound.

Column 4

What an error in this column means: The word *who* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

LESSON 15: ANALYSIS OF STUDENT ERRORS

Student Name	Column 1: 'a_e' > /ae/ airplane classmate	Column 2: 'ai' > /ae/ gain airplane railway brainstorm	Column 3: 'ay' > /ae/ layer railway playground	Column 4: Tricky Word who	Column 5: Notes

Shark and Wee Fish

Shark swam by the reef. Sharp teeth glittered in his mouth. He shouted to the fish, “I will have a hundred of you for my lunch!”

The fish were scared. They went and hid in a cave.

“Shark will not get us in here!” one of the fish said. “He is too big to swim in.”

After a while, one of the fish went out to check and see if Shark had left. His name was Wee Fish.

Wee Fish swam out of the cave. He soon found himself face to face with Shark.

Shark snarled, “Here’s a nice fish for my lunch!”

Wee Fish had to think fast.

“Stop!” he shouted in his loudest voice. “I am the king of this reef! All of the fish here are scared of me, and you should be, too!”

Shark smiled. Wee Fish was just three inches long. Shark was ten feet long. He had teeth in his mouth that were bigger than Wee Fish.

“Is this some sort of joke?” Shark said. “Why would fish be scared of you?”

“Swim next to me and you will see,” Wee Fish said.

Shark swam with Wee Fish. They came upon some spotted fish. When the spotted fish saw Shark, they got scared and swam off.

Shark and Wee Fish swam up to some striped fish. When the striped fish saw Shark, they got scared and swam off.

“Well, well,” said Shark to himself. “It’s odd, but it looks like the fish are scared of Wee Fish, just as he said.” (Shark did not see that the fish were scared of him.)

Shark and Wee Fish swam up to some silver fish. When the silver fish saw Shark, they got scared and swam off.

Then Shark started to think. “All of the fish are scared of Wee Fish,” he said to himself. “Perhaps I should be scared of him, too.”

All of a sudden, Shark felt scared. He swam off. And from then on, he never went back to that reef.

LESSON 21: WORD READING IN ISOLATION ASSESSMENT

Word Reading in Isolation Assessment					
	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
2	mermaid	brushed	etch	frigid	spark
3	fanned	bouncing	ginger	sleeve	write
4	oak	topsoil	absence	coached	fence
5	choice	knotted	wheel	smooth	tribute
6	landscape	whisper	squawk	cancel	arch
7	honk	object	involve	trace	ordered
8	excuse	zone	bedside	woolen	pitchfork
9	saying	gather	knock	shimmer	waist
10	wrist	horse	gained	loaded	iceberg
11	suspense	air	concept	yawn	shrank
12	short	outlook	sprout	transform	challenge

LESSON 21: WORD READING IN ISOLATION SCORING SHEET

	a	b	c	d	e
1	throne	weekday	large	rinse	blanket
	/θ/ /r/ /o/ /n/	/w/ /ee/ k/ • /d/ /ae/	/l/ /ar/ /j/	/r/ /i/ /n/ /s/	/b/ /l/ /a/ /ŋg/ • /k/ /e/ /t/
2	mermaid	brushed	etch	frigid	spark
	/m/ /er/ • /m/ /ae/ /d/	/b/ /r/ /u/ /sh/ /t/	/e/ /ch/	/f/ /r/ /i/ /j/ • /i/ /d/	/s/ /p/ /ar/ /k/
3	fanned	bouncing	ginger	sleeve	write
	/f/ /a/ /n/ /d/	/b/ /ou/ /n/ /s/ • /i/ /ŋg/	/j/ /i/ /n/ • /j/ /er/	/s/ /l/ /ee/ /v/	/r/ /ie/ /t/
4	oak	topsoil	absence	coached	fence
	/oe/ /k/	/t/ /o/ /p/ • /s/ /oi/ /l/	/a/ /b/ • /s/ /e/ /n/ /s/	/k/ /oe/ /ch/ /t/	/f/ /e/ /n/ /s/
5	choice	knotted	wheel	smooth	tribute
	/ch/ /oi/ /s/	/n/ /o/ /t/ • /e/ /d/	/w/ /ee/ /l/	/s/ /m/ /oo/ /th/	/t/ /r/ /i/ /b/ • /ue/ /t/
6	landscape	whisper	squawk	cancel	arch
	/l/ /a/ /n/ /d/ • /s/ /k/ /ae/ /p/	/w/ /i/ /s/ • /p/ /er/	/s/ /qu/ /aw/ /k/	/k/ /a/ /n/ • /s/ /e/ /l/	/ar/ /ch/
7	honk	object	involve	trace	ordered
	/h/ /o/ /ŋg/ /k/	/o/ /b/ • /j/ /e/ /k/ /t/	/i/ /n/ • /v/ /o/ /l/ /v/	/t/ /r/ /ae/ /s/	/or/ • /d/ /er/ /d/
8	excuse	zone	bedside	woolen	pitchfork
	/e/ /x/ • /k/ /ue/ /s/	/z/ /oe/ /n/	/b/ /e/ /d/ • /s/ /ie/ /d/	/w/ /oo/ /l/ • /e/ /n/	/p/ /i/ /ch/ • /f/ /or/ /k/
9	saying	gather	knock	shimmer	waist
	/s/ /ae/ • /i/ /ŋg/	/g/ /a/ /th/ • /er/	/n/ /o/ /k/	/sh/ /i/ /m/ • /er/	/w/ /ae/ /s/ /t/
10	wrist	horse	gained	loaded	iceberg
	/r/ /i/ /s/ /t/	/h/ /or/ /s/	/g/ /ae/ /n/ /d/	/l/ /oe/ /d/ • /e/ /d/	/ie/ /s/ • /b/ /er/ /g/
11	suspense	air	concept	yawn	shrank
	/s/ /u/ /s/ • /p/ /e/ /n/ /s/	/ae/ /r/	/k/ /o/ /n/ • /s/ /e/ /p/ /t/	/y/ /aw/ /n/	/sh/ /r/ /a/ /ŋg/ /k/
12	short	outlook	sprout	transform	challenge
	/sh/ /or/ /t/	/ou/ /t/ • /l/ /oo/ /k/	/s/ /p/ /r/ /ou/ /t/	/t/ /r/ /a/ /n/ /s/ • /f/ /or/ /m/	/ch/ /a/ /l/ • /e/ /n/ /j/

LESSON 21: WORD READING IN ISOLATION REMEDIATION GUIDE

Phonemes—Consonants		
/b/ (1e, 2b, 3b, 4c, 5e, 7b, 8c, 10e)	/d/ (1b, 2a, 2d, 3a, 5b, 6a, 7e, 8c, 10c, 10d)	/f/ (2d, 3a, 4e, 8e, 12d)
/g/ (9b, 10c, 10e)	/h/ (7a, 10b)	/j/ (1c, 2d, 3c, 7b, 12e)
/k/ (1b, 1e, 2e, 4a, 4d, 6a, 6c, 6d, 7a, 7b, 8a, 8e, 9c, 11c, 11e, 12b)	/l/ (1c, 1e, 3d, 4b, 5c, 6a, 6d, 7c, 8d, 10d, 12b, 12e)	/m/ (2a, 5d, 9d, 12d)
/n/ (1a, 1d, 3a, 3b, 3c, 4c, 4e, 5b, 6a, 6d, 7c, 8b, 8d, 9c, 10c, 11a, 11c, 11d, 12d, 12e)	/p/ (2e, 4b, 6a, 6b, 8e, 11a, 11c, 12c)	/r/ (1a, 1d, 2b, 2d, 3e, 5e, 7d, 10a, 11b, 11e, 12c, 12d)
/s/ (1d, 2e, 3b, 3d, 4b, 4c, 4e, 5a, 5d, 6a, 6b, 6c, 6d, 7d, 8a, 8c, 9a, 9e, 10a, 10b, 10e, 11a, 11c, 12c, 12d)	/t/ (1e, 2b, 3e, 4b, 5b, 5e, 7b, 7d, 9e, 10a, 11c, 12a, 12b, 12c, 12d)	/v/ (3d, 7c)
/w/ (1b, 5c, 6b, 8d, 9e)	/x/ (8a)	/y/ (11d)

/z/ (8b)	/ch/ (2c, 4d, 5a, 6e, 8e, 12e)	/th/ (5d, 9b)
/th/ (1a)	/sh/ (2b, 9d, 11e, 12a)	/ng/ (1e, 3b, 7a, 9a, 11e)
	/qu/ (6c)	

Phonemes—Vowels		
/a/ (1e, 3a, 4c, 6a, 6d, 9b, 11e, 12d, 12e)	/e/ (1e, 2c, 4c, 4e, 5b, 6d, 7b, 8a, 8c, 8d, 10d, 11a, 11c, 12e)	/i/ (1d, 2d, 3b, 3c, 5e, 6b, 7c, 8e, 9a, 9d, 10a)
/o/ (4b, 5b, 7a, 7b, 7c, 9c, 11c)	/u/ (2b, 11a)	/ae/ (1b, 2a, 6a, 7d, 9a, 9e, 10c, 11b)
/ee/ (1b, 3d, 5c)	/ie/ (3e, 8c, 10e)	/oe/ (1a, 4a, 4d, 8b, 10d)

/ue/ (5e, 8a)	/oo/ (5d)	/oo/ (8d, 12b)
/ou/ (3b, 12b, 12c)	/oi/ (4b, 5a)	/aw/ (6c, 11d)
/er/ (2a, 3c, 6b, 7e, 9b, 9d, 10e)	/or/ (7e, 8e, 10b, 12a, 12d)	/ar/ (1c, 2e, 6e)

Past-Tense Marker		
'ed' > /t/ (2b, 4d)	'ed' > /d/ (3a, 7e, 10c)	'ed' > /ed/ (5b, 10d)

PREVIEW SPELLINGS CHARTS

Lesson 2 “Martez, Martez, Martez”

/ae/ > ‘ai’	/ae/ > ‘ay’
air	Kay
	paying
	play
	crayons
	playground

Lesson 4 “Dinner with Kay”

/ae/ > ‘ay’
day
Kay
play
say

Lesson 5 “The Red Dish”

/ae/ > ‘ai’	/ae/ > ‘ay’
pain	today
	saying

Lesson 7 “In the Mail”

/ae/ > ‘ai’	/ae/ > ‘ay’
mail	play
wait	way
Spain	day
	say

Lesson 8 “The Holiday”

<i>/ae/ > ‘ai’</i>	<i>/ae/ > ‘ay’</i>
explains	holiday
	pay

Lesson 9 “Better than the Best”

<i>/ae/ > ‘ai’</i>	<i>/ae/ > ‘ay’</i>
explains	day
exclaims	Kay
wait	

Lesson 10 “The Long Cab Ride”

<i>/ae/ > ‘ai’</i>	<i>/ae/ > ‘ay’</i>
airport	staying
plains	day
rainforests	way
	pay
	Kay

Lesson 12 “The Vote”

<i>/oe/ > ‘oa’</i>	<i>/ae/ > ‘ay’</i>
boasts	yesterday
groans	pay

Lesson 13 “Mister Gomez”

<i>/oe/ > 'oa'</i>	<i>/ae/ > 'ay'</i>
goal	day
	away
roads	today

Lesson 14 “A House in the Clouds”

<i>/ae/ > 'ay'</i>
day
way
say

Lesson 16 “The Market”

<i>/ae/ > 'ai'</i>	<i>/ae/ > 'ay'</i>
paintings	day
painter	pay

Lesson 17 “A Rainforest Ride”

<i>/ae/ > 'ai'</i>	<i>/ae/ > 'ay'</i>
rainforest	day
	say
	layer
	pay

Additional Support Activity Pages

Grade 1	Skills 7
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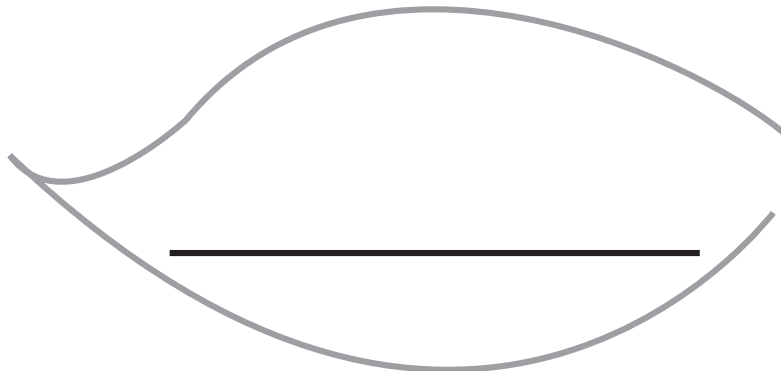
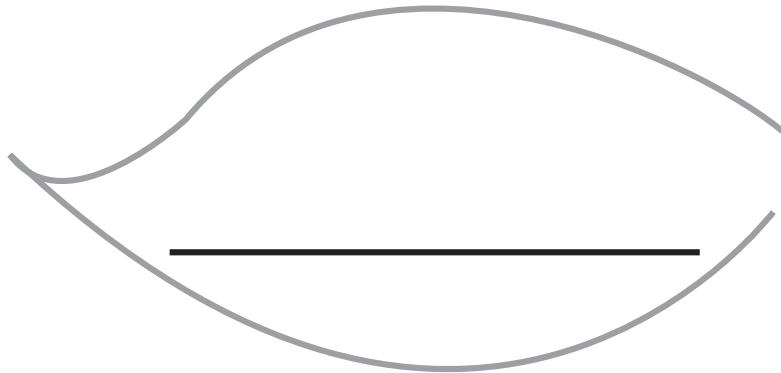
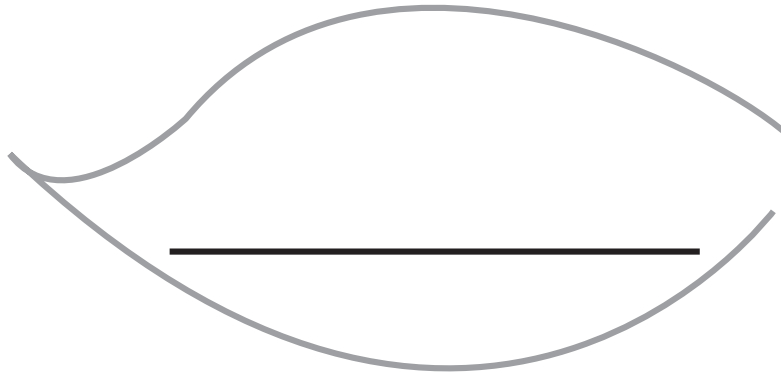
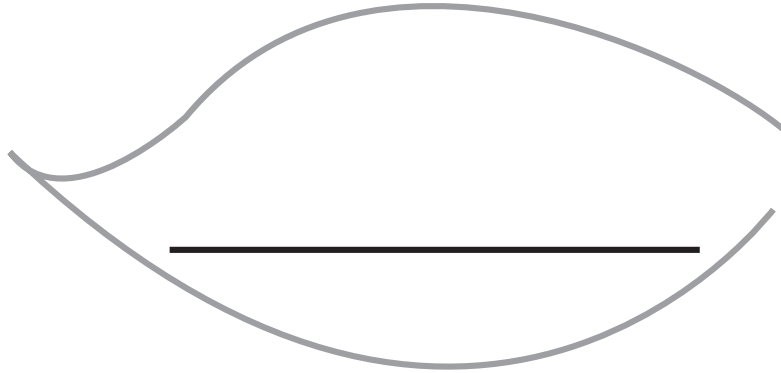
Teacher Guide

NAME: _____

DATE: _____

TR 2.1

Template for Spelling Tree (Leaves)

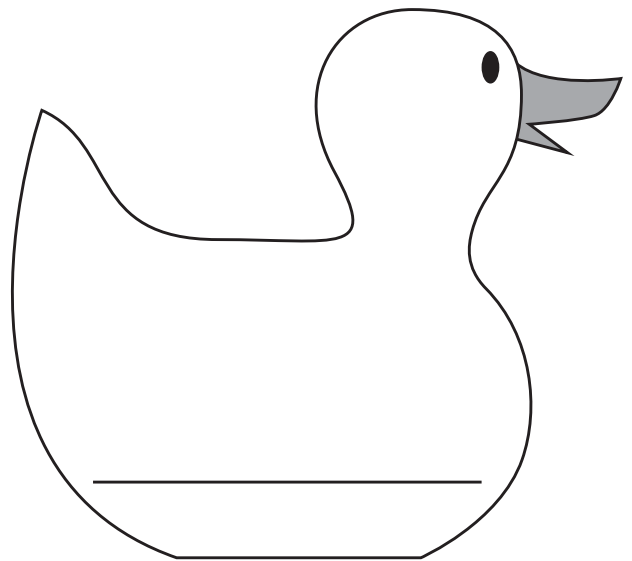
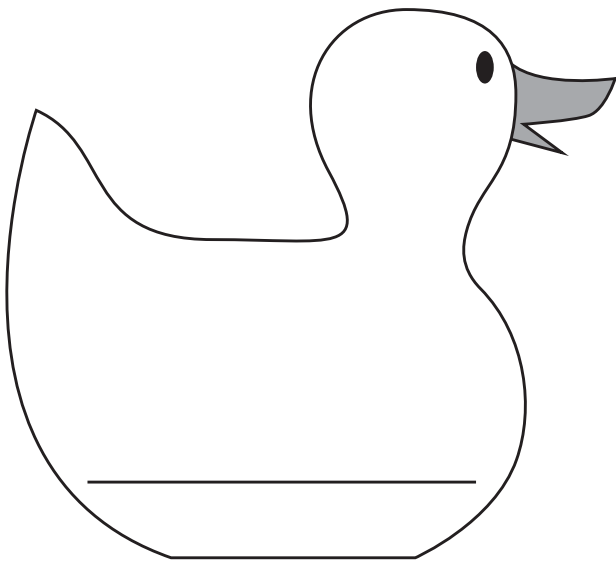
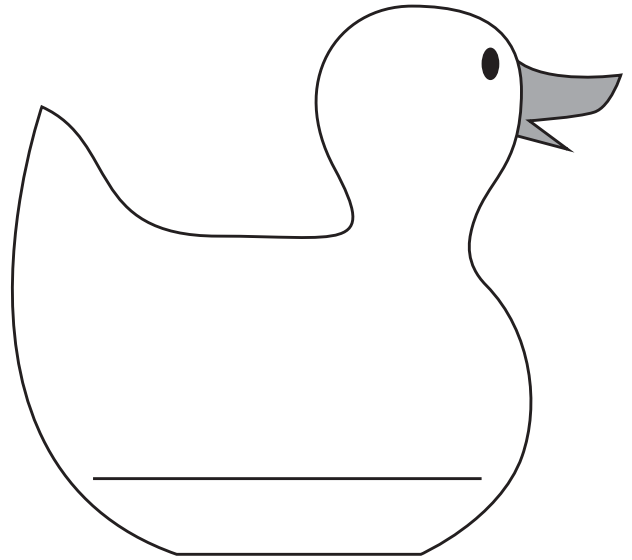
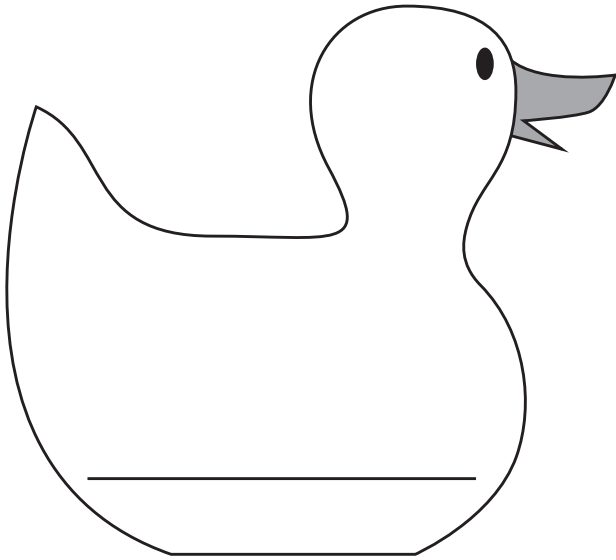


NAME: _____

DATE: _____

TR 2.2

Template for Spelling Tree (Odd Ducks)

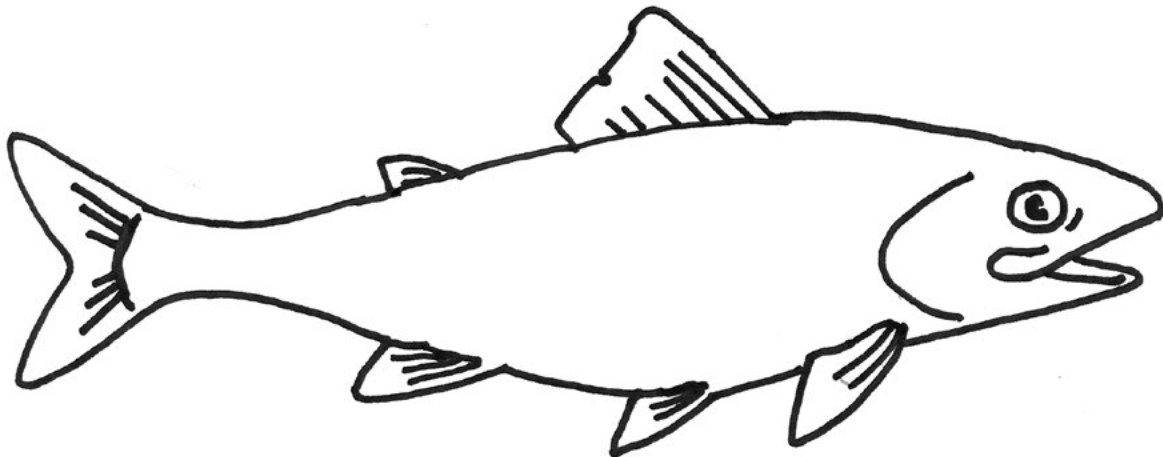
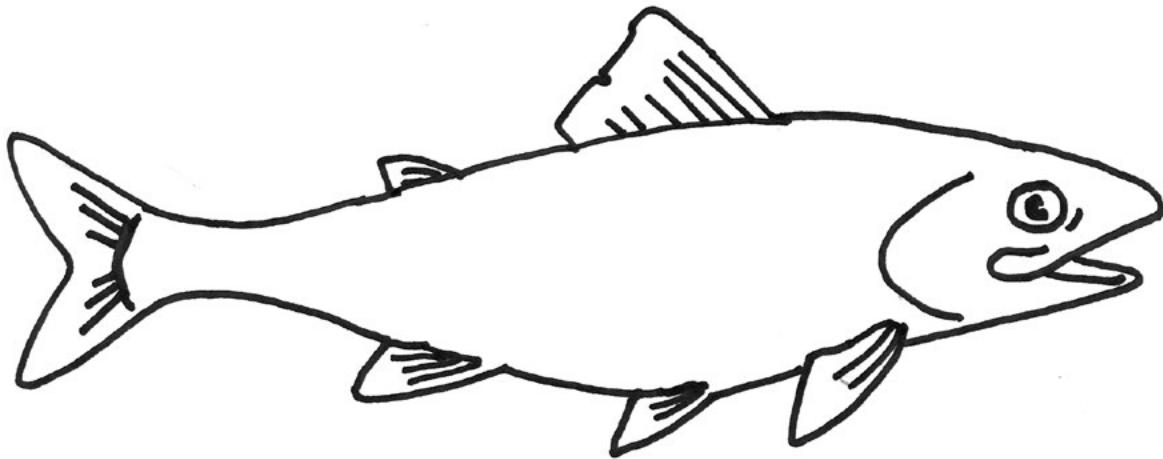
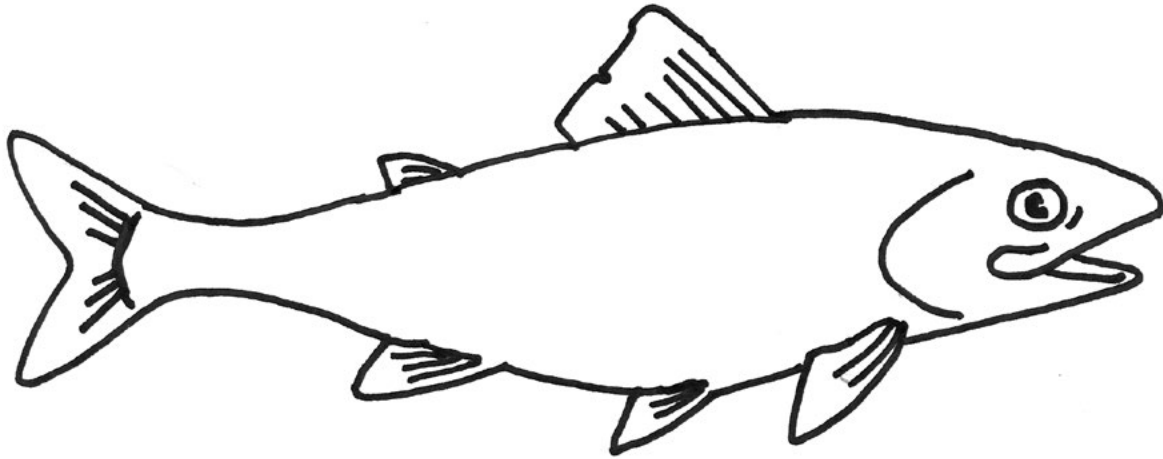


NAME: _____

DATE: _____

TR 3.1

Template for Fishing Pond Exercise



NAME: _____

DATE: _____

TR 4.1

Sentence Strips



1. Martez likes to **play** hopscotch and draw pictures with **crayons**.
2. “So should we invite Martez to visit us for dinner?”
3. “Yes!” says **Kay** with a shout. “Can we invite him tomorrow?”
4. “Still,” Martez says, “today you joined the club.”

NAME: _____

DATE: _____

TR 6.1

Directions: Make a copy and cut apart Bingo boards for student use.

hair	say	ray	pay
nail	stay	plain	air
way	main	snail	mail
day	sway	may	play

pay	way	air	day
mail	main	rain	play
wait	hair	snail	say
may	hay	stay	ray

NAME: _____

DATE: _____

TR 6.1

CONTINUED

ray	sway	main	way
say	play	mail	nail
plain	wait	hair	stay
snail	air	pay	may

main	rain	wait	air
ray	nail	tray	plain
say	day	hair	sway
hay	mail	pay	way

NAME: _____

DATE: _____

TR 6.2

Directions: Make a copy and cut apart the word cards for your use in calling out words for Bingo.



day

may

play

say

hay

way

tray

air

hair

main

pay

rain

ray

stay

mail

sway

wait

snail

plain

nail

NAME: _____

DATE: _____

TR 7.1

Cut out the word cards and place them on Page TR 7.2.

Monday

weekday 

pails

raisins

wait

raining

haystack

nails

trains

daytime

NAME: _____

DATE: _____

TR 7.2

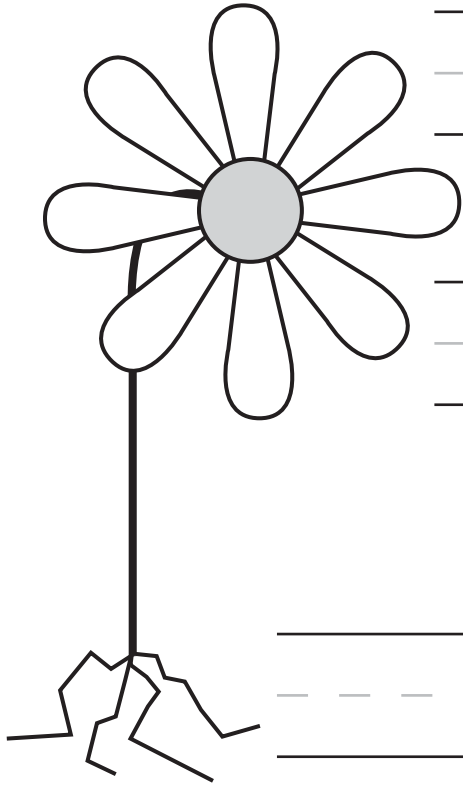
Sort the word cards from Page TR 7.1 by their spellings for /ae/ and place them in the boxes.

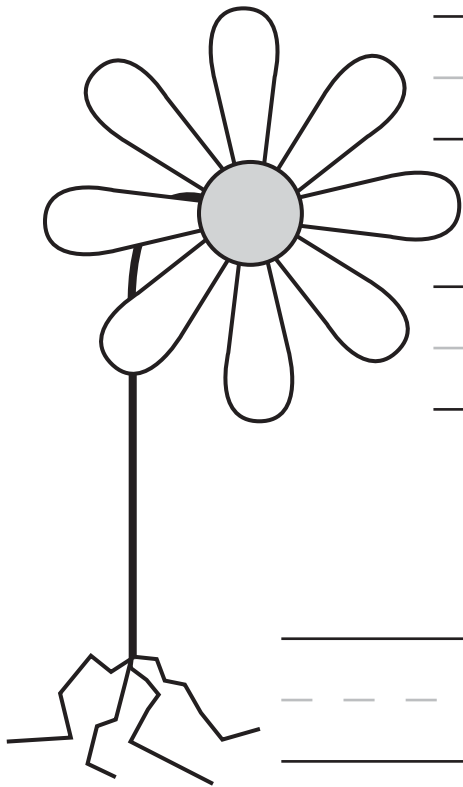
<i>/ae/</i> → 'ai'	<i>/ae/</i> → 'ay'

NAME: _____

DATE: _____

TR 8.1





NAME: _____

DATE: _____

TR 8.2

Sentence Strips



1. Martez's mom and dad are from Mexicoo.
2. In the summer, Martez takes a trip to Mexicoo with his mom and dad.
3. Martez sends Kay a card with a pictureu of a place in Mexicoo on it.
4. Way back in the past, men from Spainu came to Mexicoo.

NAME: _____

DATE: _____

TR 9.1

Reconstructing Sentences

Directions: Make a copy and cut apart the word cards for Reconstructing Sentences.

Should	we	invite
Martez	to	visit
us	for	dinner
Can	Kay	have
dinner	at	our
house	tomorrow	




NAME: _____

DATE: _____

TR 9.1

CONTINUED




Martez	takes	a
trip	to	Mexico <u>o</u>
with	his	mom
and	dad	

Martez	sends	Kay
a	card	with
a	picture <u>u</u>	of
Mexico <u>o</u>	on	it

NAME: _____

DATE: _____

Today	is	a 
big	holiday	in
Mexico <u>o</u>		

Martez's	mom	and
dad	are	from
Mexico <u>o</u>		

NAME: _____

DATE: _____

TR 11.1

Directions: Make a copy and cut apart the Bingo boards for student use.

coast	boat	toast	toad
float	loan	goal	road
boast	groan	roast	charcoal
throat	foam	load	oak

toad	toast	load	oak
road	throat	coast	boast
roast	foam	goat	goal
charcoal	soap	loan	float

NAME: _____

DATE: _____

TR 11.1
CONTINUED

toad	foam	groan	goat
boast	goal	road	soak
loan	throat	boat	soap
float	charcoal	load	oak

toast	coast	foam	goat
loan	boast	cloak	soap
float	oak	goal	charcoal
roast	toad	boat	soak

NAME: _____

DATE: _____

TR 11.2

Directions: Make a copy and cut apart the word cards for your use in calling out words for Bingo.

boast	boat	charcoal	cloak
coast	float	foam	goal
goat	groan	load	loan
oak	road	roast	soak
soap	throat	toad	toast



NAME: _____

DATE: _____

TR 13.1

Directions: Have students read the sentences and insert the missing commas.

1. The Mexican dish has peppers corn and rice all mixed up.
2. The Mexican flag has green white and red stripes.
3. There are deserts rainforests and wetlands in Mexico.
4. Mister Gomez takes Martez Kay and Kay's mom and dad on a trip.
5. The Spanish men used the stones to make roads streets and forts.

NAME: _____

DATE: _____

TR 13.2

Reconstructing Sentences

Directions: Make a copy and cut apart the word cards for Reconstructing Sentences.

The	oak	tree
has	thick	branches.
You	use	your
brain	when	you
think.		



NAME: _____

DATE: _____

TR 13.2

CONTINUED



The

sink

would

not

drain

yesterday.

The

soap

makes

a

lot

of


foam!

NAME: _____

DATE: _____

TR 13.2

CONTINUED

Explain	the	rules 
of	the	game
to	us.	

Can	we	play
today	if	there
is	no	rain?

NAME: _____

DATE: _____

TR 14.1

Sort the words by their spellings for /ae/.

tray	drained	paying	spray
play	chair	mail	grains

/ae/ → 'ai'

/ae/ → 'ay'

NAME: _____

DATE: _____

TR 15.1

Sort the words by their spellings for /oe/.

roads	poke	throne
soaked	joke	toast

/oe/ → 'o_e'

/oe/ → 'oa'

NAME: _____

DATE: _____

TR 15.2

Cut out the word cards and place them on Page TR 15.3.

road

explode

smoke

rode

toad

stove

bathrobe

jokes

oak

wrote

float

NAME: _____

DATE: _____

TR 15.3

Sort the word cards from Page TR 15.2 by their spellings for /oe/ and place them in the boxes.

/oe/ → 'o_e'	/oe/ → 'oa'

NAME: _____

DATE: _____

TR 16.1

Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in cake in another color.

rate	match	dancer
glance	late	backpack
pace	Shane	lame
make	camped	banks

NAME: _____

DATE: _____

TR 16.2

Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.

throne	comic	frosting
knock	poked	doghouse
holes	close	spoke
wrote	pocket	contest

NAME: _____

DATE: _____

TR 16.3

Match the words to the pictures and write them on the lines.

bath

goat

stairs

chair

home

hay

coat

goal

hair







NAME: _____

DATE: _____

TR 16.3

CONTINUED

Match the words to the pictures and write them on the lines.

bath	goat	stairs
chair	home	hay
coat	goal	hair





NAME: _____

DATE: _____

TR 18.1

Reconstructing Sentences



You

need

a

hat

mittens

and

a

coat

in

the

winter

They

took

a

train

an

airplane

and

a

boat

on

their

trip


Directions: Make a copy and cut apart the word cards for Reconstructing Sentences.

NAME: _____

DATE: _____

TR 18.1

CONTINUED

I	would	like	
a	cat	a	
goat	or	a	
toad	for	a	
pet			

I	took	my	
letter	to	the	
mailbox	yesterday		

NAME: _____

DATE: _____

TR 18.1

CONTINUED



Kay's

dress

is

blue

green

and

pink

I

like

toast

with

jam

cheese

and

chips

for

lunch

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ **1.1** Activity Page

Words with the /ae/ sound spelled 'ai':

main	rain	train
brain	braid	aid
tail	mail	nail
explain	exclaim	airplane

Directions: Have students read the words and use some of them in sentences.

Words with the /ae/ sound spelled 'ay':

hay	way	day
say	stay	spray
play	playing	player
Sunday	weekday	someday

Skills 7 1

Match the words to the sentences and write them on the lines.

rainstorm	days
tails	play

- Dogs and cats have tails.
- We need three more children to play the game.
- Yesterday we had a bad rainstorm.
- There are seven days in a week.

Skills 7 2

NAME: _____ DATE: _____ **2.1** Activity Page

Sort the words by their spellings for /ae/.

wait	haystack	explain	play
say	aim	paint	hair
brain	day		

/ae/ → 'ai'

wait say

brain haystack

aim day

explain play

paint



hair

Skills 7 5



NAME: _____ DATE: _____ **2.2** Take-Home

Match the words to the pictures and write them on the lines.

airplane	pay
mailbox	driveway

airplane mailbox

pay driveway

Skills 7 7

Match the words to the pictures and write them on the lines.

crayon
paint

tray
railing



tray

paint



crayon

railing

8

Skills 7

NAME: _____
DATE: _____

3.1

Activity Page

Martez, Martez, Martez

1. What is something that Kay's dad says a lot? Why?

"Food is not free" is
something Kay's dad says a
lot. He hates paying for food
that ends up in the trash.

Page 2

2. Who is Martez?

Martez is Kay's pal. He is
in Kay's class.

Page 4, 6

Directions: Have students reread the story and answer the questions.

Skills 7

9

3. Write about what Martez likes to play.

Martez likes to play
hopscotch and draw
pictures with crayons.

Page 4

4. Do you think Kay likes Martez? How can you tell?

I think Kay likes Martez.
She says he is the best!

Page 6

10

Skills 7

NAME: _____
DATE: _____

4.1

Activity Page

Dinner with Kay

1. Kay's mom serves . . .

- corn on the cob.
- cake.
- chips.

Page 8

2. Where do Kay and Martez play?

- Kay and Martez play in the pool.
- Kay and Martez play in the basement.
- Kay and Martez play in the attic.

Page 12

3. Mark the sentence that tells why Kay's mom likes Martez.

- Martez is smart.
- Martez is a good swimmer.
- Martez is nice.

Page 12

Directions: Have students reread the story and answer the questions.

Skills 7

11

4. Write one thing that Martez says because he is nice.

Answers may vary, but could include:
Martez says that Kay's mom is a good cook. (page 8)
Martez says that he likes the corn that Kay's mom made. (page 8)
Martez tells Kay's dad that he is a good shopper. (page 10)
Page 8, 10

12

Skills 7

NAME: _____ 5.1 Assessment
DATE: _____

Spelling Test






- hands
- pitch
- catch
- wrapper
- knitting
- by
- fade
- drinking

Skills 7

13






NAME: _____ 5.2 Activity Page
DATE: _____

Mark the sentences that match the pictures.

- 
 - She is on ice skates.
 - She is sledding.
- 
 - The dog is in the yard.
 - The dog is in the pool.
- 
 - This is an airplane.
 - This is an airport.
- 
 - This is a barge.
 - This is a car.
- 
 - This is a rain jacket.
 - This is for swimming.

Skills 7

15

- 
 - This is a thunderstorm.
 - This is a stork.
- 
 - She is brushing her hair.
 - She is standing on a chair.
- 
 - Jim made a clay pot.
 - Jim made a silver chain.
- 
 - Dave plays in the rain.
 - Dave plays with a train.
- 
 - This is a handshake.
 - This is called clapping hands.

16

Skills 7

NAME: _____ DATE: _____ 5.3 Activity Page

Match the words to the pictures and write them on the lines.

1. rain



rain

2. hair



hair

3. fern



fern

4. mailbox



mailbox

5. crayon



crayon

Skills 7

17

6. jar



jar

7. forest



forest

8. airplane



airplane

9. barn



barn

10. snail



snail

18

Skills 7

NAME: _____ DATE: _____ 6.1 Activity Page

The Red Dish

1. Which dish has the hot peppers?

- The red dish has the hot peppers.
- The green dish has the hot peppers.
- The gray dish has the hot peppers.

Page 14

2. What has Kay never had?

- She has never had hot peppers.
- She has never had sweet corn.
- She has never had cooked rice.

Page 16

Directions: Have students reread the story and answer the questions.

Skills 7

21

3. What happens after Kay takes a bite of the food in the red dish?

After Kay takes a bite of the food, her face starts to get red. She stuffs ice cubes in her mouth to help cool it down.

Page 18

4. Would you take a bite of the food in the red dish? Why or why not?

Answers may vary, but should reference key details from the story.

Page _____

22

Skills 7

NAME: _____ DATE: _____ 7.1 Activity Page

Directions: Have students read the sentences and add the missing commas, where needed.

1. The nose, lips, and cheeks are parts of the face.
2. My best pal is smart and fun.
3. It rained, hailed, and stormed yesterday!
4. We can sit on a bench, a chair, or a stool.
5. Eggs, grits, and milk are good in the morning.
6. Dave, Jim, and Martez are in my class.
7. It's fun to skate, glide, and play on ice in winter.
8. Ben and Bob are waiting for me.

Skills 7

25

NAME: _____ DATE: _____ 7.2 Activity Page

In the Mail

1. What is in the mail for Kay?

A card from Martez with a picture of Mexico on it is in the mail for Kay.

Page 22

2. Do you think Martez misses Kay? How can you tell?

Yes, I think Martez misses Kay. He says he can't wait to get back and play.

Page 22

Directions: Have students read the story and answer the questions.

Skills 7

27

3. Is Kay happy when she gets the card in the mail? How can you tell?

Kay is happy when she gets the card in the mail. She hugs the card and shouts, "Martez is the best!"

Page 24

28

Skills 7

NAME: _____ DATE: _____ 8.1 Activity Page

Can you see the spelling pattern? Fill in the chart.

	Root Word	-ed	-ing
1.	step	stepped	stepping
2.	fish	fished	fishing
3.	dip	dipped	dipping
4.	hatch	hatched	hatching
5.	flip	flipped	flipping
6.	hunt	hunted	hunting

Choose two -ed words from the chart and write a sentence.

1. Answers may vary, but should include an -ed word from the chart.
2. Answers may vary, but should include an -ed word from the chart.

Skills 7

29

Choose two *-ing* words from the chart and write a sentence.

1. Answers may vary, but should include
an *-ing* word from the chart.

2. Answers may vary, but should include
an *-ing* word from the chart.

30

Skills 7

NAME: _____
DATE: _____

8.2

Activity Page

The Holiday

1. The Mexican flag is . . .

- black and white.
- white and pink.
- green, red, and white.

Page 26

2. Which day is a big holiday for Mexicans?

- September 16 is a big holiday for Mexicans.
- December 16 is a big holiday for Mexicans.
- March 16 is a big holiday for Mexicans.

Page 26

3. Who broke free from the Spanish?

- Spain broke free from the Spanish.
- Mexico broke free from the Spanish.
- The U.S. broke free from the Spanish.

Page 30

Directions: Have students reread the story and answer the questions.

Skills 7

31

4. Who was Hidalgo?

Answers may vary, but
should include that Hidalgo
was the man who helped
set Mexico free.

Page 28

32

Skills 7

NAME: _____
DATE: _____

9.1

Activity Page

Better than the Best

1. What Spanish word can Kay say?

Kay can say "gracias".

It means thank you in
Spanish.

Page 32

2. Where will Kay take a trip with her mom and dad?

Kay will take a trip to
Mexico with her mom
and dad.

Page 32

Directions: Have students reread the story and answer the questions.

Skills 7

35

3. Who will Kay invite to go with her on the trip?

Kay will invite Martez to
go with her on the trip.

Page 34

36

Skills 7

NAME: _____

DATE: _____

9.2

Take-Home

Fix the sentences by adding ? . ! ,

1. The flag's stripes are green,white,and red.
2. Kay has coleslaw,pork chops,corn,and greens on her plate.
3. Do you like to play,draw,or run?
4. The Mexican dish has peppers,corn,and rice all mixed up.
5. Are the red and green dishes the same?
6. The food in the red dish is hot,hot,hot!

Skills 7

37

NAME: _____

DATE: _____

10.1

Assessment

Spelling Test

1. stay
2. escape
3. your
4. rain
5. explain
6. hair
7. stray
8. display

Skills 7

39

NAME: _____

DATE: _____

10.2

Activity Page

Fix the sentences by adding ? . ! ,

1. Martez likes to run **play** hopscotch,swim,and draw **pictures**.
2. Kay had coleslaw,pork chops,and corn for dinner.
3. Would you like one or two scoops?
4. I like winter,spring,and summer best.
5. It's hot,hot,hot!
6. Could you **explain how** to get to the **playground**?
7. Mark,Ben,and Jim saw a black and white skunk.
8. Would you like to dance with me ?

Skills 7

41

NAME: _____ DATE: _____ 11.1 Activity Page

The Long Cab Ride

1. What are Kay, Martez, and Kay's mom and dad looking for at the airport?

They are looking for a cab that will take them to the place where they are staying.

Page 36

2. What is the name of the man who drives the cab?

The man who drives the cab is named Carlos.

Page 38

Directions: Have students reread the story and answer the questions.

Skills 7

43

3. What takes so long to get to the inn where they are staying?

Answers may vary, but should include that Carlos shows them some sites on the way to the inn (e.g., wetlands, a soccer game, an Aztec shrine, a place for shopping).

4. Why is Kay's dad upset at the end of the cab ride?

Kay's dad is upset that it was a long cab ride, and he must pay a lot.

Page 42

44

Skills 7

NAME: _____ DATE: _____ 12.1 Activity Page

Match the words to the sentences and write them on the lines.

goal	mail	stairs
coat	nails	toast

1. I sent my pal a letter in the mail.

2. To make a chair, we need wood, a hammer, and nails.

3. We went up the stairs as fast as we could.

4. Pam wore a coat outside.

5. I ate toast this morning.

6. Dave played well and made a goal!

Skills 7

47

Match the words to the sentences and write them on the lines.

crayon	bait	boat
oak	chair	gray

1. You can use a crayon to draw the sun.

2. When you mix black and white paint, you get gray.

3. You need bait to catch fish.

4. We took a boat out on the lake.

5. There are oak trees outside.

6. We need to fix the chair because one of its legs broke.

48

Skills 7

NAME: _____ 12.2 Activity Page
DATE: _____

Match the words to the pictures and write them on the lines.

chair	moon	hay
nail	goal	goat



goal nail



chair goat



hay moon

Skills 7

49

Match the words to the pictures and write them on the lines.

coat	hook	train
playground	soap	spoon



spoon train



hook playground



soap coat

50

Skills 7

NAME: _____ 12.3 Activity Page
DATE: _____

The Vote

1. Why is **Kay**'s dad upset the next morning?

Kay's dad is still upset
that the cab ride cost so
much.

Page 44

2. How do **Kay**'s mom, **Kay**, and Martez like the
cab ride from the airport?

They liked the cab
ride. They like having
someone who could tell
them what's what.

Page 44

Directions: Have students read the story and answer the questions.

Skills 7

51

3. What do they vote on?

They vote to see if they should
hire Mister Gomez to drive them
to see the best sites in Mexico.

Page 46, 48

4. Which would you like better, the book or Mister
Gomez? Why?

Answers may vary, but
should reference key
details from the story.

Page _____

52

Skills 7

Mister Gomez

1. What did the Aztecs do with the stones?

The Aztecs cut stones
and stacked them to
make shrines.

Page 50

2. What was Cortez's goal?

Cortez's goal was to take
Mexico away from the
Aztecs.

Page 52

Directions: Have students read the story and answer the questions.

3. What did Cortez and his soldiers do to the Aztec shrines?

Cortez and his soldiers knocked down the Aztec
shrines to make roads and streets and forts.

Page 54

4. Draw a picture of the story and write about it.








Answers may vary, but should
reference details from the story.

Directions: In the box, have students illustrate a part of the story and write a caption below.

Cut out the boxes on Page 14.2 and paste them on this page in the proper order.

Planting Seeds

The steps tell you how to plant seeds.

1.		Place soil in a pot.
2.		Make holes in the soil.
3.		Place the seeds in the holes, one seed per hole.
4.		Close holes and wet the soil.
5.		Keep the soil moist.

Result: If you do all of the steps, you will soon have seedlings and then plants.

Spelling Test

- gain
- layer
- airplane
- classmate
- who
- railway
- brainstorm
- playground

A House in the Clouds

1. What do **Kay** and Martez see?

- They see a shrine.
- They see a snake.
- They see a star.

Page 62

2. Mister Gomez tells **Kay** and Martez that they must grab onto . . .

- a chain.
- a rope.
- Mister Gomez.

Page 64

3. What do **Kay's** mom and dad look like from the top?

- They look like bugs.
- They look like goats.
- They look like flakes.

Page 65

Directions: Have students reread the story and answer the questions.

Skills 7

63

4. How did the Aztecs use their shrines?

No one can say how
the shrines were used
by the Aztecs.

Page 62

5. Would you like to go up to the top of the shrine?
Why or why not?

Answers may vary, but
should reference key
details from the story.

64

Skills 7

The Market

1. What are some things that are on sale at the market?

Answers may vary, but should
include examples from the story
(e.g., food, arts and crafts, paintings,
knickknacks, cloth, and masks).

Page 66, 68

2. **Kay's** mom spots something that she likes at the market. What is it?

- Kay's** mom spots a basket.
- Kay's** mom spots a green hat.
- Kay's** mom spots a red mask with glitter.

Page 68

Directions: Have students read the story and answer the questions.

Skills 7

65

3. Why does **Kay's** mom pay the full price for the mask?

Answers may vary, but should
include that Kay's mom thinks
the man worked hard to
make the mask.

Page 70

4. Why does **Kay's** dad feel sad when **Kay's** mom pays the man?

Answers may vary, but should
include that Kay's dad thinks
the price is a lot and they have
spent so much on the trip.

Page 70

66

Skills 7

NAME: _____ DATE: _____ 18.1 Activity Page

Fix the sentences by adding ? , ! ,

1. The rainforest is hot,wet,and has a thick layer of trees.
2. Martez yells,makes noises,and slides down the zip line!
3. Can Kay's dad rent the masks,fins,and tanks?
4. Kay sees fish,crabs,and a starfish on her dive.
5. Are there trinkets,knickknacks,and baskets at the market?

Skills 7

73

NAME: _____ DATE: _____ 18.2 Activity Page

A Rainforest Ride

1. What is the rainforest like?

The rainforest is hot and wet. A thick layer of trees blocks out the sun.

Page 72

2. Where is the zip line?

The zip line is in the rainforest. It runs from the tree house down to the ground.

Page 74

Directions: Have students reread the story and answer the questions.

Skills 7

75

3. What things make Kay's mom think the zip line looks safe?

Kay's mom thinks the zip line looks safe because the children ride in a harness.

And there is a net to catch them if they fall.

Page 74

4. Do Kay and Martez like the zip line? How can you tell?

Yes. Martez and Kay like the zip line.

Martez shouts as he slides down. He

yells, "It's the best!"

Page 75

Skills 7

76

NAME: _____ DATE: _____ 19.2 Assessment

1. Why did the fish hide in a cave?

- A. They were scared of Wee Fish.
- B. They were scared of Shark.
- C. There was fish food in the cave.

2. What did Wee Fish tell Shark?

- A. He said that it was not nice for Shark to munch on fish.
- B. He said that all of the fish were scared of him and Shark should be, too.
- C. He said that Shark was nice.

3. Who is bigger, Wee Fish or Shark?

- A. Wee Fish is bigger.
- B. Shark is bigger.
- C. They are the same size.

Skills 7

81

4. What did the spotted fish do when they saw Wee Fish and Shark?

- A. They smiled at them.
- B. They got scared and swam off.
- C. They shouted at Wee Fish.

5. What were the striped fish scared of?

- A. They were scared of Wee Fish.
- B. They were scared of Shark.
- C. They were scared of the spotted fish.

6. Why did Shark swim off at the end?

- A. He was scared of Wee Fish.
- B. He was tired of hunting for fish.
- C. There were no fish left for him to catch.

7. Which statement best tells what happened?

- A. Shark tricked Wee Fish.
- B. Shark ate Wee Fish.
- C. Wee Fish tricked Shark.

82

Skills 7

NAME: _____ DATE: _____ 19.4 Activity Page

The Dive

1. Where do Kay, Martez, and Kay's mom and dad drive?

They drive to the coast of the
Gulf of Mexico.

Page 76

2. Name some things that Kay and Martez do at the Gulf of Mexico.

Answers may vary, but could include
that they soak up the sun and swim in
the pool. They rent masks, fins, and tanks
of air to dive in the Gulf of Mexico.

Page 76

Directions: Have students read the story and answer the questions.

Skills 7

85

3. What do they see when they dive and look at the reef?

Answers may vary, but could include:

They see fish and crabs. Martez spots a
starfish. They see a Spanish ship that sank.

Page 76

4. Would you like to swim in the Gulf of Mexico? Why or why not?

Answers may vary, but should
reference key details from the
story.

Page _____

86

Skills 7

NAME: _____ DATE: _____ 20.3 Activity Page

At the Airport

1. Do you think Kay's dad has much cash left at the end of the trip? How can you tell?

No, Kay's dad spent a lot
of cash.

Page 82

2. Name one way Kay's dad takes charge at the airport.

Kay's dad barks out
orders at the airport.

Page 82

Directions: Have students read the story and answer the questions.

Skills 7

91

3. Kay's dad finds his passport in . . .

- his pants pocket.
- a bag.
- his jacket pocket.

Page _____

4. Write about what Kay tells her dad at the end.

Kay tells her dad that he
should sit back and let
Mom take charge for a
while.

Page 84

NAME: _____ PP.1 Activity Page

DATE: _____

Directions: Have students sort the words according to the spellings that stand for the /ae/ sound.

Dave	Gail	planes	plain	saying
wait	same	game	play	gray
	pain	days	train	

/ae/ → 'a_e'	/ae/ → 'ai'	/ae/ → 'ay'
Dave	wait	days
same	Gail	play
planes	pain	saying
game	plain	gray
	train	

NAME: _____ PP.2 Activity Page

DATE: _____

road	toad	home
stone	bone	coat
boat	tone	

/oe/ → 'o_e'

/oe/ → 'oa'

stone road

bone boat

tone toad

home coat

Directions: Have students sort the words according to the spellings for the /oe/ sound.

NAME: _____ PP.4 Activity Page

DATE: _____

Sort the word cards from Page PP.3 by their spellings for /ae/ and paste them in the boxes.

/ae/ → 'ai'	/ae/ → 'ay'
pails	Monday
wait	haystack
trains	weekday
raisins	daytime
raining	
nails	

NAME: _____ PP.6 Activity Page
 DATE: _____

Sort the word cards from Page PP.5 by their spellings for /oe/ and paste them in the boxes.

/oe/ → 'o_e'	/oe/ → 'oa'
smoke	road
bathrobe	toad
explore	oak
rode	float
stove	
jokes	
wrote	

Skills 7

107

NAME: _____ PP.7 Activity Page
 DATE: _____

Sort the words by their spellings for /ae/.

airplane	tray	drained	paying	spray
driveway	playground	armchair	mailbox	grains

/ae/ → 'ai'	/ae/ → 'ay'
airplane	driveway
drained	tray
armchair	playground
mailbox	paying
grains	spray

Skills 7

109

NAME: _____ PP.8 Activity Page
 DATE: _____

Sort the words by their spellings for /oe/.

roads	charcoal	poke
soaked	joke	float

/oe/ → 'o_e'	/oe/ → 'oa'
joke	charcoal
poke	roads
	soaked
	float

Skills 7

111

Sort the words by their spellings for /oe/.

throat	home	toast
groaning	dome	throne

/oe/ → 'o_e'	/oe/ → 'oa'
home	throat
dome	groaning
throne	toast

112

Skills 7

NAME: _____ PP.9 Activity Page
 DATE: _____

Directions: Have students color the boxes that contain words with the /a/ sound as in hat in one color and the boxes that contain words with the /ae/ sound as in cake in another color.

rate Color 1	match Color 2	dancer Color 2
glance Color 2	late Color 1	backpack Color 2
pace Color 1	Shane Color 1	lame Color 1
make Color 1	camped Color 2	banks Color 2

Skills 7

113

NAME: _____ PP.10 Activity Page
 DATE: _____

Directions: Have students color the boxes that contain words with the /o/ sound as in hot in one color and the boxes that contain words with the /oe/ sound as in home in another color.

throne Color 1	comic Color 2	frosting Color 2
knock Color 2	poked Color 1	doghouse Color 2
holes Color 1	close Color 1	spoke Color 1
wrote Color 1	pocket Color 2	contest Color 2

Skills 7

115

NAME: _____ PP.11 Activity Page
 DATE: _____

Mark the words that are said. Then write them on the lines.

- got goat goat
- change chain chain
- plain path plain
- tone toned toned
- bare pair pair

Skills 7

117

- play plain play
- coat boat boat
- rain road rain
- say stay stay

118

Skills 7

NAME: _____

DATE: _____

PP.12

Activity Page

Write *yes* or *no* on the lines.

1. Do plants have **brains**?

no

2. Can you doze in a **chair**?

yes

3. Can you think with your **nose**?

no

4. Can a stone **float**?

no

5. Is the word *Jane* a name?

yes

6. Can you **stay** at a home?

yes

7. Can **toads** play soccer?

no

Skills 7

119

8. Is **toast** green?

no

9. Can you **sail** in a **boat**?

yes

10. Do whales have **nails**?

no

11. Is summer hotter than winter?

yes

12. Is the word *cat* a noun?

yes

13. Are **coals** hot?

yes

14. Can you make an **airplane**?

yes

120

Skills 7

NAME: _____

DATE: _____

PP.13

Activity Page

Match the words to the **pictures** and write them on the lines.

chair

goat

stairs

coat

goal

hay



goal

coat



hay

goat



chair

stairs

Skills 7

121

Match the words to the **pictures** and write them on the lines.

rain

rope

airplane

playground

soap

toad



rope

rain



toad

soap



playground

airplane

122

Skills 7

NAME: _____

DATE: _____

PP.14

Activity Page

Match the words to the pictures and write them on the lines.

1. goat



goat

2. mailbox



mailbox

3. toaster



toaster

Skills 7

123

4. snail



snail

5. coat



coat

6. train



train

Skills 7

124

NAME: _____

DATE: _____

PP.15

Activity Page

- Directions: Have the student read the sentences and insert the missing commas.
1. Dave, Kay, and Gail are my pals.
 2. In the winter you need a hat, mittens, and a thick coat.
 3. Panthers, snakes, and moles can be all black.
 4. I'd like to have a cat, a goat, or a toad for a pet.
 5. I had to write, stamp, and mail a letter yesterday.
 6. Shirts can be green, red, or pink.
 7. I like toast with jam, cheese, and chips for a snack.

Skills 7

125

Appendix: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught 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, stam·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 done 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

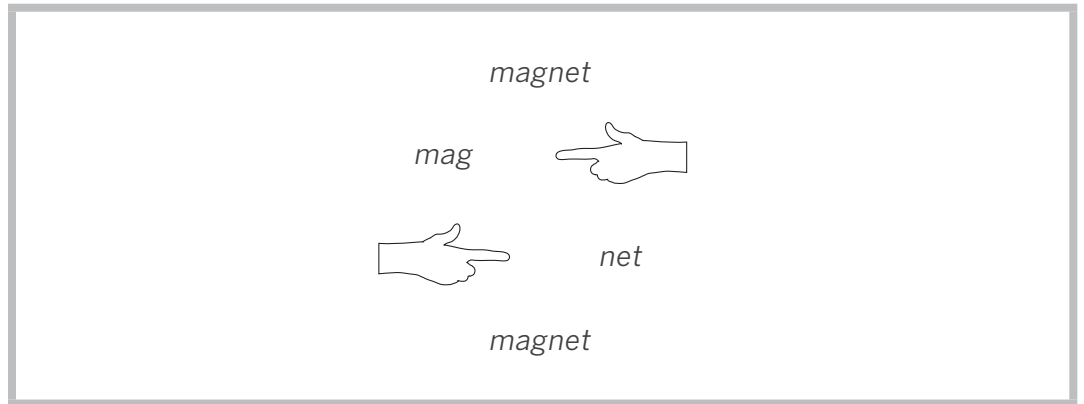
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

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.

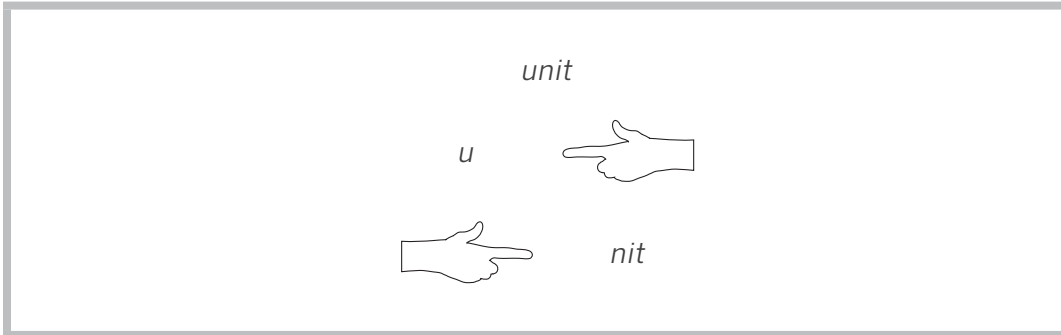
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility 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



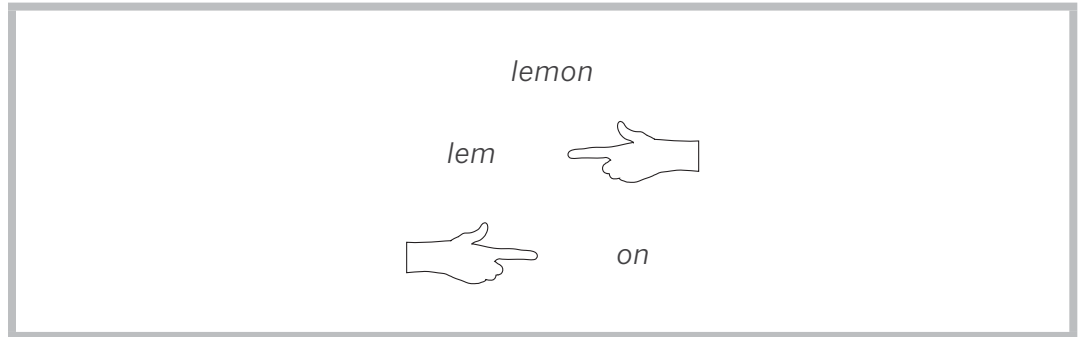
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether 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

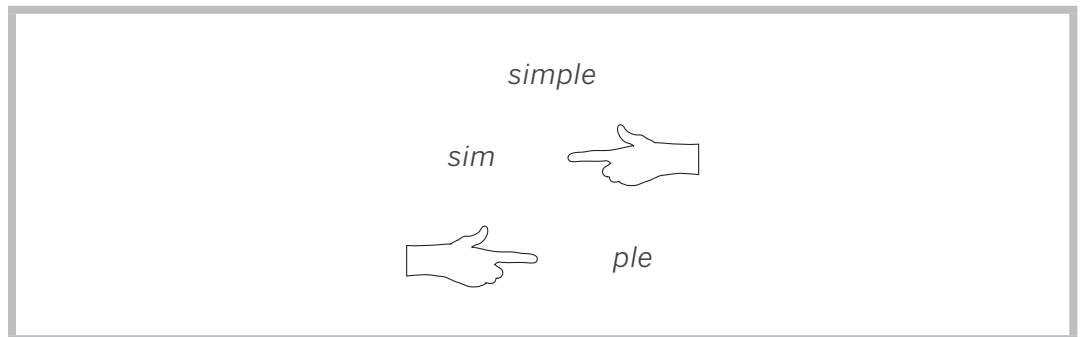
ban · gle

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 7

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	U7: p. 125, U7: p. 130, U7: p. 135, U7: p. 141, U7: p. 146, U7: p. 151
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	U7: p. 146, U7: p. 151
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	
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	U7: p. 17, U7: p. 20
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	U7: p. 201
TEKS 1.2.A.vi	manipulating phonemes within base words	U7: p. 17, U7: p. 20
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	U7: p. 201
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	U7: p. 194, U7: p. 197
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	U7: p. 194, U7: p. 197
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	U7: p. 7, U7: p. 12, U7: p. 14, U7: p. 17, U7: p. 20, U7: p. 46, U7: p. 50, U7: p. 51, U7: p. 106, U7: p. 110, U7: p. 113, U7: p. 116, U7: p. 120, U7: p. 165, U7: p. 168, U7: p. 174, U7: p. 178, U7: p. 194, U7: p. 197
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	U7: p. 27, U7: p. 30, U7: p. 36, U7: p. 39, U7: p. 74, U7: p. 77
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	U7: p. 7, U7: p. 14, U7: p. 85, U7: p. 88, U7: p. 106, U7: p. 113

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 7

Correlation—Teacher’s Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r- controlled syllables	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 125, U7: p. 127, U7: p. 146, U7: p. 149
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U6: p. 62, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 146, U7: p. 149
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 64, U7: p. 67, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 146, U7: p. 149
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	U7: p. 7, U7: p. 14, U7: p. 46, U7: p. 49, U7: p. 57, U7: p. 62, U7: p. 96, U7: p. 99, U7: p. 106, U7: p. 113, U7: p. 146, U7: p. 149
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	U7: p. 7, U7: p. 14, U7: p. 17, U7: p. 21, U7: p. 36, U7: p. 41, U7: p. 64, U7: p. 70, U7: p. 85, U7: p. 92, U7: p. 96, U7: p. 101
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	U7: p. 154, U7: p. 156
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 <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	
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	U7: p. 27, U7: p. 34, U7: p. 36, U7: p. 41, U7: p. 46, U7: p. 51, U7: p. 57, U7: p. 61, U7: p. 64, U7: p. 70, U7: p. 74, U7: p. 80, U7: p. 85, U7: p. 92, U7: p. 96, U7: p. 101, U7: p. 106, U7: p. 112, U7: p. 125, U7: p. 128, U7: p. 135, U7: p. 138, U7: p. 146, U7: p. 150, U7: p. 154, U7: p. 157, U7: p. 165, U7: p. 168, U7: p. 174, U7: p. 178, U7: p. 186, U7: p. 189
(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.	U7: p. 57, U7: p. 61, U7: p. 106, U7: p. 112, U7: p. 116, U7: p. 120
(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	U7: p. 17, U7: p. 21, U7: p. 36, U7: p. 41

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
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	U7: p. 135, U7: p. 138
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	U7: p. 17, U7: p. 21, U7: p. 64, U7: p. 70, U7: p. 180, U7: p. 183, U7: p. 186, U7: p. 189
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	U7: p. 27, U7: p. 34, U7: p. 74, U7: p. 80, U7: p. 146, U7: p. 160, U7: p. 165, U7: p. 168, U7: p. 180, U7: p. 183, U7: p. 186, U7: p. 189
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	U7: p. 36, U7: p. 41, U7: p. 46, U7: p. 51
(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	write brief comments on literary or informational texts	U7: p. 57, U7: p. 61, U7: p. 64, U7: p. 70, U7: p. 174, U7: p. 178, U7: p. 180, U7: p. 183
TEKS 1.7.C	use text evidence to support an appropriate response	U7: p. 17, U7: p. 21, U7: p. 36, U7: p. 41, U7: p. 46, U7: p. 51, U7: p. 57, U7: p. 61, U7: p. 85, U7: p. 92, U7: p. 96, U7: p. 101, U7: p. 106, U7: p. 112, U7: p. 116, U7: p. 120, U7: p. 125, U7: p. 128, U7: p. 135, U7: p. 138, U7: p. 146, U7: p. 150, U7: p. 154, U7: p. 157, U7: p. 165, U7: p. 168, U7: p. 174, U7: p. 178, U7: p. 189
TEKS 1.7.D	retell texts in ways that maintain meaning	U7: p. 74, U7: p. 80
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	U7: p. 106, U7: p. 112
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	U7: p. 46, U7: p. 51, U7: p. 85, U7: p. 92, U7: p. 116, U7: p. 120, U7: p. 135, U7: p. 138
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
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	U7: p. 135, U7: p. 141
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
(10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author’s purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author’s purpose	
TEKS 1.10.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and third- person texts	
TEKS 1.10.E	listen to and experience first- and third-person texts	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	U7: p. 154, U7: p. 160
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	U7: p. 154, U7: p. 160
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	U7: p. 36, U7: p. 39, U7: p. 46, U7: p. 51, U7: p. 165, U7: p. 171, U7: p. 174, U7: p. 176
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	U7: p. 64, U7: p. 68, U7: p. 74, U7: p. 77, U7: p. 85, U7: p. 89, U7: p. 116, U7: p. 119
TEKS 1.11.D.i	complete sentences with subject-verb agreement	U7: p. 27, U7: p. 30, U7: p. 36, U7: p. 39, U7: p. 57, U7: p. 60, U7: p. 165, U7: p. 171
TEKS 1.11.D.ii	past and present verb tense	U7: p. 165, U7: p. 171
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	U7: p. 27, U7: p. 30, U7: p. 57, U7: p. 60, U7: p. 165, U7: p. 171
TEKS 1.11.D.iv	adjectives, including articles	U7: p. 165, U7: p. 171

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
TEKS 1.11.D.v	adverbs that convey time	U7: p. 165, U7: p. 171
TEKS 1.11.D.vi	prepositions	U7: p. 165, U7: p. 171
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	U7: p. 165, U7: p. 171
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	U7: p. 85, U7: p. 89, U7: p. 165, U7: p. 171
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	U7: p. 85, U7: p. 89, U7: p. 96, U7: p. 99, U7: p. 165, U7: p. 171, U7: p. 174, U7: p. 176
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	U7: p. 165, U7: p. 171
TEKS 1.11.E	publish and share writing	U7: p. 165, U7: p. 171
(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	U7: p. 135, U7: p. 141, U7: p. 154, U7: p. 160, U7: p. 165, U7: p. 171
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	U7: p. 12, U7: p. 20, U7: p. 88, U7: p. 110
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 non-verbal 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	U7: p. 103
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	U7: p. 140

(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	U7: p. 12, U7: p. 20, U7: p. 100, U7: p. 110
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U7: p. 31, U7: p. 33, U7: p. 77, U7: p. 100, U7: p. 119
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
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 point, 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	U7: p. 12, U7: p. 20, U7: p. 110
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	U7: p. 39, U7: p. 77, U7: p. 88, U7: p. 176
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	U7: p. 23

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
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	
<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	U7: p. 79
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	U7: p. 88
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	U7: p. 103
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	U7: p. 53
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	U7: p. 23, U7: p. 34, U7: p. 72, U7: p. 93, U7: p. 94, U7: p. 104, U7: p. 123, U7: p. 130, U7: p. 140, U7: p. 170, U7: p. 178
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 7		Correlation—Teacher’s Guide
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	U7: p. 23, U7: p. 34, U7: p. 61, U7: p. 93, U7: p. 94, U7: p. 104, U7: p. 113, U7: p. 130
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	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	U7: p. 113, U7: p. 163, U7: p. 171
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	U7: p. 171
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	U7: p. 77
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	U7: p. 61, U7: p. 151

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Grade 1 | **Skills 7** | Teacher Guide

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Grade 2

Skills 6 | Teacher Guide

Grade 2

Skills 6

Teacher Guide

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Lesson 12 Grammar: Adverbs, Adjectives, and Complete Sentences **135**

Reading (30 min.) <ul style="list-style-type: none">• Review the Chapter• Close Read “The War Starts”	Language (30 min.) <ul style="list-style-type: none">• Run-On Sentences• Review Adjectives and Adverbs
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Lesson 13 Spelling Alternatives and Tricky Spelling: Introduce /ee/ > ‘i’ and Tricky Spelling ‘i’ **147**

Reading (30 min.) <ul style="list-style-type: none">• Introduce the Chapter• Read “A Famous Ship”	Foundational Skills (30 min.) <ul style="list-style-type: none">• Introduce /ee/ > ‘i’• Tricky Spelling ‘i’
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Lesson 14 Review: Tricky Spelling ‘i’

160

Reading (30 min.)

- Review the Chapter
- Close Read “A Famous Ship”

Foundational Skills (30 min.)

- Review Tricky Spelling ‘i’
- Practice Tricky Spelling ‘i’

Lesson 15 Assessment: Spelling Assessment

171

Language (20 min.)

- Spelling Assessment

Reading (30 min.)

- Introduce the Chapter
- Read “The Attack on Washington, D.C.”

Language (10 min.)

- Run-On Sentences

Lesson 16 Reading: Close Reading

182

Reading (30 min.)

- Review the Chapter
- Close Read “The Attack on Washington, D.C.”

Foundational Skills (10 min.)

- Practice Tricky Spelling ‘i’

Language (20 min.)

- Introduce Spelling Words

Lesson 17 Grammar: Building Sentences

193

Reading (30 min.)

- Introduce the Chapter
- Read “The Burning of Washington, D.C.”

Language (15 min.)

- Build Sentences

Differentiated Instruction (15 min.)

- Parts of Speech, Same or Different Sounds, Verbs and Adverbs

Lesson 18 Grammar: Building Sentences

204

Reading (30 min.)

- Review the Chapter
- Reread “The Burning of Washington, D.C.”

Language (30 min.)

- Build Sentences

Lesson 19 Reading: Informational Text

211

Reading (30 min.)

- Introduce the Chapter
- Read “The Attack on Baltimore”

Foundational Skills (30 min.)

- Word Sort
- Baseball Game

Lesson 20 Assessment: Spelling Assessment

221

Language (30 min.)

- Spelling Assessment

Reading (30 min.)

- Review the Chapter
- Reread “The Attack on Baltimore”

Lesson 21 Reading: Informational Text

228

Reading (30 min.)

- Introduce the Chapter
- Read "Francis Scott Key and the National Anthem"

Foundational Skills (15 min.)

- Find the Secret Message

Language (15 min.)

- Introduce Spelling Words

Lesson 22 Reading: Close Reading

240

Reading (30 min.)

- Review the Chapter
- Close Read "Francis Scott Key and the National Anthem"

Writing (15 min.)

- Identify a Topic Sentence

Differentiated Instruction (15 min.)

- Build Sentences: /ee/ > 'i'

Lesson 23 Writing: Paragraph Writing

251

Reading (30 min.)

- Introduce the Chapter
- Read "Andrew Jackson"

Writing (15 min.)

- Create a Paragraph

Foundational Skills (15 min.)

- Alphabetize to the Second Letter

Lesson 24 Reading: Close Reading

261

Reading (30 min.)

- Review the Chapter
- Close Read "Andrew Jackson"

Language (30 min.)

- Mixed Practice

Lesson 25 Assessment: Spelling Assessment

269

Language (20 min.)

- Spelling Assessment

Reading (20 min.)

- Introduce the Chapter
- Read "The End of the War"

Foundational Skills (20 min.)

- Introduce /o/ > 'a' and 'wa'
- Practice /o/ > 'a' and 'wa'

Lesson 26 Reading: Close Reading

279

Reading (20 min.)

- Review the Chapter
- Close Read "The End of the War"

Foundational Skills (20 min.)

- Review /o/ > 'a' and 'wa'
- Practice /o/ > 'a' and 'wa'

Language (20 min.)

- Introduce Spelling Words

Lesson 27 Unit Assessment: The War of 1812

291

Reading (15 min.)

- *The War of 1812* Unit Assessment

Writing (10 min.)

- A Letter From Mr. Mowse

Foundational Skills (20 min.)

- Baseball Game
- Decode, Spell, and Use Words with Prefixes

Differentiated Instruction (15 min.)

- Parts of Speech; Complete vs. Incomplete Sentences

Lesson 28 Writing: Paragraphs

298

Writing (25 min.)

- Mr. Mowse's Report on the War of 1812
- Staying on Topic

Foundational Skills (35 min.)

- Alphabetize to the Second Letter
- Tricky Spelling 'a'
- Decode, Spell, and Use Words with Prefixes

Lesson 29 Writing: Write a Report

305

Foundational Skills (5 min.)

- Decode, Spell, and Use Words with Prefixes

Writing (55 min.)

- The Report Writing Process
- Choose a Topic: Revisit Mr. Mowse's Letter
- Topic Sentences and Concluding Sentences

Lesson 30 Assessment: Spelling Assessment

314

Foundational Skills (5 min.)

- Decode, Spell, and Use Words with Prefixes

Language (20 min.)

- Spelling Assessment

Reading (25 min.)

- Review the Chapter
- Reread "Francis Scott Key and the National Anthem"

Writing (10 min.)

- Identify Topic Sentences

Lesson 31 Writing: Take Notes

322

Foundational Skills (5 min.)

- Decode, Spell, and Use Words with Prefixes

Reading (30 min.)

- Introduce the Chapter
- Read "Our National Anthem"

Writing (25 min.)

- Take Notes on "Our National Anthem"

Lesson 32 Writing: Take Notes

332

Foundational Skills (5 min.)

- Decode, Spell, and Use Words with Prefixes

Reading (30 min.)

- Introduce the Chapter
- Read "Making Sense of the National Anthem"

Writing (25 min.)

- Take Notes on "Making Sense of the National Anthem"

Lesson 33 End-of-Year Assessment: Silent Reading Comprehension

340

Reading (20 min.)

- Silent Reading Comprehension Assessment

Writing (40 min.)

- Draft a Report

Lesson 34 End-of-Year Assessment: Fluency

348

Reading (20 min.)

- Fluency Assessment

Writing (40 min.)

- Draft a Report
- Edit a Report

Lesson 35 End-of-Year Assessment: Word Reading in Isolation **359**

Foundational Skills (30 min.) <ul style="list-style-type: none">• Word Reading in Isolation Assessment	Writing (30 min.) <ul style="list-style-type: none">• Edit a Report and Write a Final Copy for Publication
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Lesson 36 End-of-Year Assessment: Fluency and Word Reading in Isolation **365**

Reading (15 min.) <ul style="list-style-type: none">• Fluency Assessment	Foundational Skills (15 min.) <ul style="list-style-type: none">• Word Reading in Isolation Assessment	Writing (30 min.) <ul style="list-style-type: none">• Edit a Report and Write a Final Copy for Publication
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Pausing Point (4 or 5 days) **371**

Teacher Resources **393**

Introduction

UNIT 6 OVERVIEW

This unit is devoted to introducing several new spelling alternatives for vowel and consonant sounds.

In this unit you will introduce the following:

Spelling Alternatives for Vowel Sounds

- /er/ > 'ar' (*dollar*)
- /er/ > 'or' (*work*)

Tricky Spellings for Vowel Sounds

- 'ea' > /e/ (*head*)
- 'i' > /ee/ (*ski*)
- 'a' > /o/ (*lava*)

Spelling Alternatives for Consonant Sounds

- /f/ > 'ph' (*phone*)
- /k/ > 'ch' (*school*)

Tricky Spellings

The tricky spellings 'ea,' 'ar,' 'or,' 'i,' and 'a' are explicitly addressed in this unit. Remember that as more and more tricky spellings are introduced, it increases the challenge that students face when reading. Remind them to use their puzzling skills, such as chunking words into syllables, trying alternative sounds for specific spellings, referring to the Individual Code Chart and Spelling Trees, and using context when they encounter challenging words. If you find that students still need additional practice decoding these tricky spellings, you can choose among tricky spelling activities listed in the Additional Support activities at the end of the lessons and in the Pausing Point.

Code Knowledge

Students who have mastered the letter-sound correspondences taught in this program up to this point have learned most of the important letter-sound correspondences they need to read English writing. The ones they have not explicitly studied are relatively rare letter-sound correspondences that come up perhaps once in every 2,000–3,000 words. Most students will be able to decode the occasional unusual spelling by using the puzzling strategies that you have taught them. For this reason, we will continue to encourage you to ask students to use the Individual Code Chart, syllable chunking, and context to puzzle out unfamiliar words. At this point in Grade 2, many students are already reading trade books and other publications that are not controlled for decodability.

Any student who has done well with the program up to this point can be encouraged—or, if you like, required—to read trade books and textbooks written at an appropriate level. Students should be strongly encouraged to self-select reading material. It is important to move students toward taking responsibility for their own learning.

Tricky Words

Tricky Words are introduced in this unit on an as-needed basis in the context of the different selections included in the Reader. Tricky Words should be taught in the lessons before the reading selections are assigned. When introducing Tricky Words, be sure to draw attention to the parts that are read (and spelled) just as students would expect based on what they have learned so far, and also point out the tricky parts of each word.

The Tricky Words taught in this unit are:

Lesson 5—*Great Britain, Europe, native, Americans, war, signature*

Lesson 11—*imagine, soldier, Washington*

Lesson 13—*iron*

Lesson 15—*special*

Lesson 17—*shoe*

Lesson 19—*Fort McHenry*

Lesson 21—*early, whose, broad, bomb*

Lesson 23—*Andrew, new*

As you introduce new spelling patterns, you will notice that some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, after you have taught 'ph' as a spelling alternative for /f/, the words *paragraph* and *elephant* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *phone* and *graph*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word Wall.

Decodable Reader: *The War of 1812*

The Reader for this unit is *The War of 1812*. The War of 1812 is important historically as it was the first foreign conflict that the United States faced as a young nation.

Students have already been introduced to the topic of the War of 1812 earlier this year in the Knowledge Strand. However, although students have been listening to nonfiction selections in the Knowledge Strand since Kindergarten, this is the first complex, nonfiction text students will read as part of the program.

Reading nonfiction presents different challenges for students than reading fiction. As you know from your experience with the Knowledge domains, it is imperative that students possess the necessary background knowledge to fully understand the text they will be reading. Multiple tools for introducing the unit are included to ensure that students activate prior knowledge. A brief review of early American history using selected images is included at the beginning of the Reader. Materials for the creation of a timeline have also been included. Using the timeline, students will be able to contextualize the events of the War of 1812 as they read the various chapters of the Reader.

Another challenge of nonfiction text is the inclusion of domain-specific vocabulary. For this reason, the Reader also includes a new feature—a glossary—that students will be taught to use to better understand the text they are reading. A copy of the glossary is included at the end of the Activity Book, so students can take it home to use when reading take-home copies of the chapters from the Reader. In addition, there are opportunities for students to use a digital dictionary and a digital glossary, building on their skills in using the glossary in the Reader.

Significant scaffolding is also provided for the lessons in the Reader. Additionally, teacher modeling of note-taking opportunities is included in the lessons. As students progress through the Reader, it may be useful to have them periodically read through the notes that you will leave on display.

In this unit, Reading will occur first in each lesson where it appears. This is a shift from previous units and is done to help prepare students for reading in Grade 3, which also occurs first in every lesson.

Timeline Image Cards

Included in the unit materials are Image Cards for you to arrange in a timeline. These materials will be powerful tools for you to present to students. Find space in your room to display the entire timeline during this unit. You will display specific Timeline Image Cards at various times throughout the unit. At this point in the year, you may find that you can easily take down materials that students no longer reference in order to make a space for these Timeline Image Cards to be displayed. You will likely need to extend the timeline on more than one wall.

Close Reading

With the adoption of the Texas Essential Knowledge and Skills Standards, increasing attention has been focused on the practice of close reading. At the Grade 2 reading level, text-dependent questions continue to be the focus. Once again in this unit, direction is included for teachers to utilize a close-reading approach with several chapters from the Reader. These lessons are carefully crafted to focus the student on the text itself and the meanings that can be derived from a close examination of that text. For your convenience, portions of the student Reader text are reproduced within the lessons of this Teacher Guide. However, student referral to the text in front of them is a critical element of close reading.

Additionally, you will note that wherever these lessons occur (Lessons 12, 14, 16, 22, 24, and 26 of this unit), the commitment to using decodable text in the Reader and Activity Book does not waiver. This is the first and only unit in Grade 2 with close reading lessons for nonfiction text.

Grammar

In Unit 6, students will continue to review grammar skills introduced in previous units. In addition to the parts of speech that they already know—common and proper nouns; present-, past-, and future-tense verbs; and adjectives—students will learn to identify and use adverbs. The focus of the remaining grammar lessons is on the sentence as a unit. Building on their knowledge of subjects and predicates, students will learn to identify complete versus incomplete sentences. They will also learn to identify run-on sentences, as well as ways to correct these sentences. Finally, they will begin to work on writing increasingly detailed sentences.

- Throughout the unit, students may also practice decoding and spelling abbreviations used in titles, addresses, and dates.
- Tell students that using the word *mister* or *missus* before a person's name is usually a way of showing respect. Explain that when we abbreviate these words to go before a person's name, we write it *Mr.* and *Mrs.* Write these on the board and have students say *mister* and *missus* with you.
- Explain that *Mrs.* is used before the name of a married woman, and *Ms.* (an abbreviation for *miss*) is used before the name of a girl or an unmarried woman. Tell students that *Ms.* can also be used if they aren't sure whether a woman is married or not.
- On their own paper, have students write the title and name of an adult they respect.
- Explain that we also use abbreviations for parts of addresses, such as *United States*, and *District of Columbia*. Write the abbreviation for each on the board.

- Finally, explain that abbreviations can also be used for months of the year and days of the week. Write *Monday, Mon., January, and Jan.* on the board.
- Have students write today’s date, including the day of the week, on their own paper.

📌 (e.g., *Fri., Nov. 11, 2022*) **TEKS 2.2.B.iv; TEKS 2.2.C.iii**

Spelling

Weekly spelling lists and assessments continue in this unit. The spelling lists in Lessons 1, 6, and 11 continue to be made up of words with letter-sound correspondences that students have already been taught. The spelling lists in Lessons 16, 21, and 26 consist solely of content-based words students have encountered in the Reader.

During writing activities, students will have an opportunity to practice correctly spelling high-frequency words and words with sound-spellings they have learned. Refer to the scope and sequence as needed to determine if the sound-spelling has been previously taught, and focus on those words when reviewing their writing. Many writing assignments also use an editing checklist, so students should be checking their spelling before submitting their assignment.

Students will also create a Dictation Journal that focuses on spelling words in isolation as well as in sentences. Spelling assessments will also incorporate a phrase or sentence that students must spell correctly.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of 📌 paper together is all you will need for each journal. (1) **TEKS 2.2.C.i; TEKS 2.2.C.iv**

Writing

In Grade 2, students have thus far practiced writing personal narratives, as well as writing new story endings and story summaries. They have also practiced persuasive writing in the context of a friendly letter. At the end of this unit, they will be introduced to expository or report writing. This form of writing is well suited to the nonfiction text they are reading.

Report writing is focused on organizing information into paragraphs, each with a topic sentence and supporting details. The lessons have been written to build upon what students have learned about the War of 1812.

At this point, students have learned at least one way to write nearly every sound in English, with the exception of the very rare /zh/ as in *treasure*. You should continue to expect, however, that students’ drafts will contain some incorrect spellings. At a minimum, the spellings students write in their drafts should be phonemically plausible; that is, students should write a plausible spelling for each sound in the word. Students can be asked to correct misspellings in drafts using the Individual Code Chart, Spelling Trees, and word walls as references. You may want to have more advanced students use a

📌 **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

dictionary, both print and digital, to verify spellings. Editing for spelling is incorporated in the writing lessons in this unit and can also be incorporated into supplemental writing assignments. Students will edit their drafts for capitalization, end punctuation, commas in a series and in dates, and prepositions. If students have access to computers for writing assignments, you are strongly encouraged to teach them how to use the available spell-check feature.

UNIT 6 ASSESSMENT

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons.

You will be prompted to assess students’ oral reading with the Anecdotal Reading Record, as well to make notes regarding student responses to discussion questions about the chapters they are reading. As in earlier units, specific directions for analyzing errors on weekly spelling assessments are included. You will also be prompted to collect and review activity book pages on the new spelling alternatives and tricky spellings taught in this unit.

Careful attention to this information, collected on a daily basis, will enable you 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 27, you will be prompted to administer a multipart end-of-unit assessment. Students will be asked to answer written comprehension questions about the information they learned from reading *The War of 1812*.

End-of-Year Assessment

An End-of-Year Assessment for students using the program for Grade 2 is provided, starting in Lesson 33. **You should administer this year-end assessment even if students have not fully completed all units of the Grade 2 program.**

Administer the Silent Reading Comprehension Assessment to all students. The story used will be completely decodable for students who have completed Unit 6.

This assessment allows you to gauge students’ independent reading proficiency and comprehension. It also allows you to do additional follow-up assessment for students who may be struggling. You will ask students in the class to silently read a story called “The Young Mouse” and to then answer a set of multiple-choice questions about the story.

The **Fluency Assessment** makes use of the same story, “The Young Mouse,” for assessment of reading accuracy and fluency. As you listen to individual students read the story aloud, you will make a running record and take a measurement of fluency. **This section should at least be administered to all students who miss two or more of the eight questions on the Silent Reading Comprehension Assessment.**

The Word Reading in Isolation Assessment is a word-reading assessment designed to assess students’ ability to read the specific spellings taught or reviewed in Grade 2. Ideally, you should administer this assessment to all students. However, **if time is limited, you may choose to administer this section only to those students to whom you administered the Fluency Assessment, or to those students in your classroom who are most at risk.**

You are strongly encouraged to share the results of this assessment with students’ Grade 3 teachers. A summary sheet (**Activity Page 33.3**) is provided that can be passed on to Grade 3 teachers with students’ assessment information.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 6 skills can be found in the Pausing Point section included after the last lesson. It is strongly recommended that you pause for 4 or 5 days to provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment. In addition, a partner reading lesson for Chapter 13, “Dolley Madison,” is included.

THE FLUENCY PACKET

See the directions in *The Fluency Packet* for further guidance.

TEACHER RESOURCES

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

- Discussion Questions Observation Record—Unit 6
- Anecdotal Reading Record—Unit 6
- Glossary for *The War of 1812*
- Spelling Analysis Directions and Analysis of Student Errors for Spelling Assessments (Lessons 5, 10, 15, 20, 25, and 30)

- *The War of 1812* Unit Assessment Analysis
- Fluency Assessment Text
- Word Reading in Isolation Assessment Scoring and Analysis
- Word Reading in Isolation Analysis Record
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix: Using Chunking to Decode Multisyllable Words

ADDITIONAL MATERIALS NEEDED IN UNIT 6

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 6. 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 these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- unruled 4" x 6" or 5" x 7" white index cards (1)
- paper clips (1)
- thin-tipped red markers, one per student (1)
- examples of nonfiction books, including one about cats (2)
- brown, green, and yellow paper; marker; and tape for Spelling Trees (3)
- thin-tipped green markers, one per student (3)
- thin-tipped blue markers, one per student (3)
- chart paper (5)
- 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 in the digital components for this unit. (1)

Note to Teacher Spelling Trees needed for this unit have been made in previous units.

SPELLING ALTERNATIVES

Introduce /f/ > 'ph'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the following spelling alternatives: /n/ > 'n' and 'kn,' /r/ > 'wr' and 'r,' /w/ > 'w' and 'wh,' /j/ > 'g' and 'j,' and /f/ > 'f,' 'ff,' and 'ph.' **TEKS 2.2.B.ii**

Students will decode words with /f/ > 'f,' 'ff,' and 'ph' and fill in blanks in sentences with words that have /f/ > 'ph.' **TEKS 2.2.B.i**

Language (Grammar, Spelling)

Students will identify common nouns, proper nouns, adjectives, and verbs in written sentences, will distinguish between the past, present, and future tense in written sentences, and will identify the correct use of apostrophes.

TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv; TEKS 2.11.D.x

Students will spell multisyllabic words with multiple sound-spelling patterns.

TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv

Students will read and alphabetize words with /n/ > 'n' and 'kn,' /r/ > 'wr,' 'r,' and 'rr,' /w/ > 'w' and 'wh,' /j/ > 'g' and 'j,' and /f/ > 'f,' 'ff,' and 'ph,' and the Tricky Word

Britain. **TEKS 2.2.B.ii; TEKS 2.2.D**

FORMATIVE ASSESSMENT

Activity Page 1.1

Practice /f/ > 'ph'

TEKS 2.2.B.ii

Activity Page 1.2

Parts of Speech and Apostrophes

TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv;

TEKS 2.11.D.x

- TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (ii) decoding words with silent letters such as knife and gnat; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

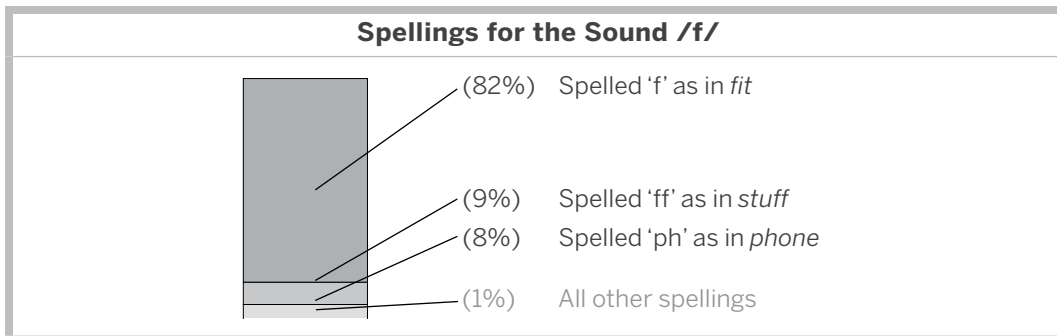
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Speedy Sound Hunt (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Individual Code Chart
Introduce /f/ > 'ph' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card for /f/ > 'ph' (<i>phone</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers <input type="checkbox"/> prepared 'ph' word cards <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.1 (Digital Components)
Language (Grammar, Spelling)			
Review Nouns, Adjectives, Verbs, and Apostrophes	Whole Group	10 min.	<input type="checkbox"/> Activity Page 1.2
Introduce Spelling Words	Whole Group	20 min.	<input type="checkbox"/> prepared word cards <input type="checkbox"/> tape <input type="checkbox"/> Activity Page 1.3
Take-Home Material			
Family Letter; Alphabetize Words			<input type="checkbox"/> Activity Pages 1.3, 1.4

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will teach a spelling alternative for the /f/ sound: 'ph' as in *phone*. Students should already know the basic code spelling 'f' as in *fit* and the spelling alternative 'ff' as in *stuff*. The following chart shows which of these spellings is most common for the /f/ sound.



Here are some patterns for you to be aware of:

- 'f' is the most common spelling for the /f/ sound. It is used in initial position (*fun, fig*), in final position (*leaf, deaf*), in the initial consonant clusters *fl-* and *fr-* (*flop, fresh*), in the final consonant clusters *-ft, -fth, and -lf* (*lift, fifth, elf*), and with separated digraphs (*safe, life*).
- Only 'f' and 'ph' are used at the beginning of words and syllables.
- 'f,' 'ff,' and 'ph' are used at the end of words and syllables.
- 'ff' is commonly found after "short" vowels written with single-letter spellings; thus we write *stiff* but *beef*.
- 'ph' is used mainly to spell words borrowed from Greek; it is used in the consonant cluster *-mph* (*lymph*).
- 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*.
- Note that there is one spelling for the /f/ sound that appears on the code chart but is not taught here: 'gh' as in *tough*.

Foundational Skills

- You may wish to tab Consonant Code Flip Book page 9 for Introduce /f/ > 'ph'. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

- Write each of the following words on an index card for Introduce /f/ > 'ph': *phone, graph, phantom, phase, phonics, Joseph, elephant, dolphin, phrase, trophy, photo, alphabet, pharmacy, orphan, Philip, autograph, sphere*. You will use these cards again in the next lesson.

➤ **Digital Component 1.1**

- Create an enlarged version of Activity Page 1.1 (Digital Component 1.1) to display for Introduce /f/ > 'ph,' or use the digital version.

Language

- Write the alphabet vertically on the board/chart paper as a reference for students, as needed; most students have internalized the alphabet sequence so they are able to alphabetize words on their own. You will not be “matching” words to the alphabet as you did in the early lessons of Unit 5.
- Write this week’s spelling words on index cards for Introduce Spelling Words, underlining the targeted spelling alternative. Have paper clips handy for folding over the cards to display partial words for the alphabetizing activity.

Universal Access

- Gather pictures, or the actual objects, for the following words for Introduce /f/ > 'ph': *phone, graph, elephant, dolphin, trophy, pharmacy, autograph, and sphere*.

Lesson 1: Spelling Alternatives

Foundational Skills



Primary Focus

Students will identify the following spelling alternatives: /n/ > 'n' and 'kn,' /r/ > 'wr' and 'r,' /w/ > 'w' and 'wh,' /j/ > 'g' and 'j,' and /f/ > 'f,' 'ff,' and 'ph.' **TEKS 2.2.B.ii**

Students will decode words with /f/ > 'f,' 'ff,' and 'ph' and fill in blanks in sentences with words that have /f/ > 'ph.' **TEKS 2.2.B.i**

SPEEDY SOUND HUNT (10 MIN.)

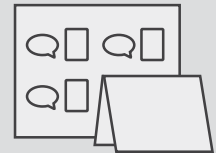
Individual Code Chart

1. 'n' and 'kn' > /n/ (**page 4**)
2. 'wr' and 'r' > /r/ (**page 5**)
3. 'w' and 'wh' > /w/ (**page 5**)
4. 'g' and 'j' > /j/ (**page 2**)
5. 'f' and 'ff' > /f/ (**page 3**)

- Review each spelling with the Speedy Sound Hunt game, saying the following instructions:
 - Say, "You will begin with the Individual Code Chart closed on your desk. I will tell you a sound. All of the sounds will be consonant sounds. When I say 'go,' I want to see who can raise their hand first to tell me the page number where I will find that sound. I will call on that student. Then, I will call on others to tell me all of the spellings for the sound."
 - Then say, "I am thinking of the sound (insert sound from the box). Ready? Go!"
 - Call on one student to give you the page number from the Individual Code Chart for the sound.
 - Then, call on other students to tell you the different spellings for each sound. The page numbers for the Individual Code Chart have been included in the box.
 - When reviewing the spellings for /f/, point out that there are two /f/ spellings that they have not yet learned. Note that students will learn one of those spellings today: 'ph' can be used to represent /f/.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (ii) decoding words with silent letters such as knife and gnat; (i) decoding words with short, long, or variant vowels, trigraphs, and blends.

Code Materials



INTRODUCE /F/ > 'PH' (20 MIN.)

- Tell students that today's letter-sound correspondence can be found on the following page of the Consonant Code Flip Book:

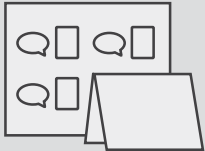
Consonant Code Flip Book	Individual Code Chart
1. /f/ > 'ph' (<i>phone</i>) page 9	1. /f/ > 'ph' (<i>phone</i>) page 3

- Tell students that they are going to practice /f/ > 'ph'.
- Remind students that they have learned /f/ as 'f' in *fit*, and /f/ as 'ff' in *stuff*.
- Show students the Spelling Card for /f/ > 'ph' (*phone*). Have students read the sample word. Discuss the power bar. Add the Spelling Card to the Consonant Code Flip Book.
- Tell students that today's letter-sound correspondence can be found on **page 3** of the **Individual Code Chart**.

Note: The Tricky Words *paragraph*, *elephant*, *alphabet*, and *humph* can now be understood by students as part of a larger spelling pattern. They should now be removed from the Tricky Word Wall if you have one.

- Hand out the red markers. Have students turn to **page 3** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /f/ has the longest power bar. ('f')
- Tape the prepared cards on the board/chart paper, one at a time, circling the spellings that stand for /f/: *phone*, *graph*, *phantom*, *phase*, *phonics*, *Joseph*, *elephant*, *dolphin*, *phrase*, *trophy*, *photo*, *alphabet*, *pharmacy*, *orphan*, *Philip*, *autograph*, *sphere*.
- Read each word aloud as a class. Point out that the 'ph' spelling for /f/ can occur at the beginning, middle, or end of a word.

Code Materials



ENGLISH
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Foundational Skills

Foundational Literacy Skills

Before reading words with 'ph', tell students you will show them pictures or objects that represent some of the words they will hear. You may want to select fewer words to read, focusing on those that are more familiar and easily depictable.

ELPS 2.B; ELPS 4.D

➤ Digital Component 1.1

- Have students turn to Activity Page 1.1 while you display the digital version.
- Have the class read the 'ph' words on the activity page aloud.
- Ask students to circle the spelling for /f/ in each word. Point out that the 'ph' spelling can occur at the beginning, middle, or end of words.
- Briefly discuss the meaning of any words that students may not know.
- Read the words a second time.
- Now, tell students to silently read the words in the box on the back of the activity page.
- Have students fill in the blanks in the sentences using the words in the box, either independently or as a teacher-guided activity.



Activity Page 1.1: Practice /f/ > 'ph'

Collect and review Activity Page 1.1. Students who did not correctly identify letters that stand for /f/ may benefit from additional practice. See the Additional Support activities at the end of the lesson.

Activity Page 1.1



Challenge

Ask students to identify other spellings for the /f/ sound. ('gh' > /f/) Write the words *enough*, *laugh*, *cough*, and *tough* on the board. Have students write these words on the bottom of Activity Page 1.1 and circle the letter(s) that make the /f/ sound.

Lesson 1: Grammar, Spelling

Language



Primary Focus

Students will identify common nouns, proper nouns, adjectives, and verbs in written sentences, will distinguish between the past, present, and future tense in written sentences, and will identify the correct use of apostrophes.

✦ **TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv; TEKS 2.11.D.x**

Students will spell multisyllabic words with multiple sound-spelling patterns.

✦ **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Students will read and alphabetize words with /n/ > 'n' and 'kn', /r/ > 'wr', 'r', and 'rr', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph', and the Tricky Word

✦ *Britain*. **TEKS 2.2.B.ii; TEKS 2.2.D**

REVIEW NOUNS, ADJECTIVES, VERBS, AND APOSTROPHES (10 MIN.)

- Tell students that today you will review several parts of speech.
- Begin by asking students to define *noun*. (*A noun is a word that names a person, place, or thing.*)
- Ask students to tell you the difference between a common noun and a proper noun. (*A common noun names anything in general; a proper noun names a specific person or place, and begins with a capital letter.*)
- Ask students for examples of common and proper nouns. (*Examples might include boy, park, Ted, Washington Park, etc.*)
- Next, ask students to define *adjective*. (*An adjective is a word that describes a noun.*)
- Ask students for examples of adjective-noun pairs. (*Examples might include tall tree, blue sky, etc.*)
- Ask students to define *verb*. (*A verb is a word that shows action.*) Ask them to give several examples of verbs. (*Examples might include run, swim, think, sing, etc.*)

✦ **TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

Support

Prompt students to identify examples of parts of speech in the following manner:
Nouns: ask students to identify a person, a place, and a thing. Adjectives: provide several nouns and ask students to use an adjective to describe each.
Verbs: ask students to say a word that shows an action they do.

- Ask students to explain what an apostrophe in a word means. (*It can indicate a contraction, taking the place of letters to combine two words into one, such as in can't; -'s at the end of a word can show ownership; the person, or owner, owns something.*)
- Ask students for examples of words with an apostrophe as part of a contraction. (*Examples might include shouldn't, didn't, wasn't, etc.*)
- Ask students for examples of word pairs showing ownership. (*Examples might include Jayden's book, Eva's backpack, Mrs. Carter's chair, etc.*)
- Have students turn to Activity Page 1.2 and do the first item as an example. Note that a "key" is provided for each item so students will know how many parts of speech to identify in each sentence (*box around Sisters Forever; wiggly line under is; arrow from good to film; circle around film*).
- Ask students to complete only the front of the activity page independently as you circulate through the room.
- When students have finished, have them turn to the back of the activity page.
- Review past, present, and future tense by completing the back of the activity page as a teacher-guided activity.
- At the bottom of the page, have students complete the section on apostrophes independently.

Activity Page 1.2



Activity Page 1.2: Parts of Speech and Apostrophes

Collect and review Activity Page 1.2. Students who did not correctly identify parts of speech, verb tenses, and/or use of apostrophes may benefit from additional practice.



INTRODUCE SPELLING WORDS (20 MIN.)

TEKS 2.2.C.iv

- Write the following headers in columns on the board/chart paper: /n/, /r/, /w/, /j/, /f/.
- Introduce each spelling word, except the Tricky Word.



TEKS 2.2.C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

1. noise
2. night
3. kneel
4. wrinkle
5. ripple
6. ferret
7. whistle
8. window
9. western
10. jungle

11. jolly
12. ginger
13. gentle
14. margin
15. photo
16. dolphin
17. graph
18. finish
19. traffic

Tricky Word: Britain

Note: Pay special attention to words with the 'ph' spelling for /f/ as this is a new spelling.

- Point out that the spelling words this week target consonant sounds with spelling alternatives (underlined on the index cards you prepared in advance).
- Ask students to guide you in sorting the words into the proper column as indicated in the following chart.
- Ask students to use each word orally in a sentence to make sure they understand the meaning of each word.

/n/	/r/	/w/	/j/	/f/
noise	wrinkle	whistle	jungle	photo
night	ripple	window	jolly	dolphin
kneel	ferret	western	ginger	graph
			gentle	finish
			margin	traffic

- Introduce the Tricky Word *Britain*, explaining that this is the name of an island located in Europe. Tape the word on the board/chart paper next to the sorted chart.
- Remind students that they can use what they have learned about closed syllables to read and spell the words. Point out the /i/ sound in *rip•ple* and the /e/ sound in *west•ern*.

- Tell students that you will now put the words in alphabetical order on another part of the board/chart paper. Fold over the cards as you did in Unit 5, and paper clip them so that just the first letter shows.
- Ask: “Do you see any words that begin with ‘a’? No ... ‘b’? Yes, *Britain* begins with ‘b.’” (Tape the card for *Britain* to the board/chart paper some distance away from the alphabet.) “‘c’? No. ‘d’? Yes, I have a ‘d’ card. So I will tape the card with the word that starts with ‘d’ under the word *Dolphin*. Any words with ‘e’? No. ‘f’? Yes, I have two cards that begin with ‘f’. I wonder how we know which one to put first? Let me fold over the card to show one more letter.” (Fold the cards so the ‘fe’ and ‘fi’ are visible.) “Oh, I see. ‘e’ comes before ‘i’ in the alphabet, so I will put ‘fe’ card under the ‘d’ card and before the ‘fi’ card.”
- Continue in this way through the cards.
- Unfold the cards and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

- | | |
|------------|-------------|
| 1. Britain | 11. margin |
| 2. dolphin | 12. night |
| 3. ferret | 13. noise |
| 4. finish | 14. photo |
| 5. gentle | 15. ripple |
| 6. ginger | 16. traffic |
| 7. graph | 17. western |
| 8. jolly | 18. whistle |
| 9. jungle | 19. window |
| 10. kneel | 20. wrinkle |

- If possible, leave the words on display until the assessment, so students can refer to them during the week.
- Tell students that it’s important to be able to spell words in sentences. Explain that they will write an entire sentence that you dictate during the Spelling Assessment, and they will practice now. Students may use their Dictation Journal.
- Dictate the sentence: *The dolphin swam all the way to Britain.*
- Tell students that they will take home Activity Page 1.3 with this week’s spelling words to share with a family member.

Take-Home Material

FAMILY LETTER; ALPHABETIZE WORDS

- Have students take home Activity Page 1.3 to share with a family member and Activity Page 1.4 to complete.

Activity Pages
1.3, 1.4



Lesson 1: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

- | | | |
|---------------|---------------|---------------|
| 1. physical | 7. philosophy | 13. sphere |
| 2. telephone | 8. phrase | 14. triumph |
| 3. paragraph | 9. photograph | 15. geography |
| 4. atmosphere | 10. emphasis | 16. dolphin |
| 5. phase | 11. alphabet | 17. homophone |
| 6. hemisphere | 12. graph | 18. gopher |

Sentences and Phrases

1. Sophie is singing into the microphone.
2. Ralph is speaking to Joseph on the telephone.
3. In geography class, we learned that Earth is a sphere.
4. This is a photo of Philip.
5. The dolphin swam right up to Phyllis.
6. The class is reciting the alphabet.
7. This story has five paragraphs.
8. A frog is an amphibian.

Wiggle Cards

1. Pretend to talk on the phone.
2. Pretend to sing into a microphone.
3. Pretend to snap a photo.
4. Say the alphabet.
5. Act triumphant.
6. Name an amphibian.
7. Pretend to be a dolphin.

MORE HELP WITH SPELLING ALTERNATIVES

Word Sort

- Using a pocket chart or chart paper, create a column for each spelling of /f/: 'f', 'ff', and 'ph'.
- Write the following words on index cards.

- | | | |
|------------|-----------|-------------|
| 1. scuff | 7. proof | 13. photo |
| 2. graph | 8. lift | 14. phonics |
| 3. friend | 9. phrase | 15. rift |
| 4. stuff | 10. taffy | 16. forest |
| 5. phone | 11. fast | |
| 6. dolphin | 12. puffy | |

- Give students the word cards. Have them read their words and place them under the correct spelling column.
- Then, read all the sorted words in each column.
- To provide students with more practice spelling words in sentences, have them use their own paper to write a new sentence with one of the words in the box.

Moon Shot

- Copy one game board (**Activity Page TR 1.1**) for each pair of students.

- Create three sets of cards for each pair of students using the templates:
 - word cards using Spelling Alternatives (**Activity Page TR 1.2**)
 - Good to Go Cards (**Activity Page TR 1.3**)
 - Problem Cards (**Activity Page TR 1.4**)
- Provide some **small tokens** as playing pieces.
- Have students take turns drawing word cards. If a student reads the word card correctly, then they can draw a Good to Go card and follow the directions on the card. If a student does not read the word correctly, then they will draw a card from the Problem Cards pile and follow the instructions on that card.
- The first student to make it to the “moon” is the winner.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 856 to 926 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 860 to 927 of those words would be completely decodable.

The spelling pattern 'ph' is usually pronounced /f/ as in *phone*. However, the letters can also stand for two separate sounds, as in *uphold*.

READING

Text Features in Informational Text

PRIMARY FOCUS OF LESSON

Reading

Students will learn about the difference between fiction and nonfiction books, will be introduced to various genres of nonfiction texts and their organizational structures, and will display an understanding of nonfiction texts by correctly identifying features of nonfiction genres. **TEKS 2.9.D.ii; TEKS 2.9.D.iii**

Foundational Skills

Students will read words with the following spelling alternatives: /n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph'.
TEKS 2.2.B.ii; TEKS 2.2.B.v

Students will read word pairs with n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph' and will answer yes/no questions on whether bolded spellings in the word pairs stand for identical sounds. **TEKS 2.2.B.ii**

FORMATIVE ASSESSMENT

Activity Page 2.1

Scavenger Hunt

TEKS 2.9.D.ii

Activity Page 2.2

Sound Comparison

TEKS 2.2.B.ii

TEKS 2.9.D Recognize characteristics and structures of informational text, including (ii) features and graphics to locate and gain information; (iii) organizational patterns such as chronological order and cause and effect stated explicitly; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (ii) decoding words with silent letters such as knife and gnat; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce Nonfiction	Whole Group	30 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Cat Bandit</i> <input type="checkbox"/> <i>The War of 1812</i> <input type="checkbox"/> nonfiction book about cats <input type="checkbox"/> additional nonfiction books as indicated <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Fiction/Nonfiction T-Chart (Digital Components)
Foundational Skills			
Baseball Game (Phonics)	Whole Group	15 min.	<input type="checkbox"/> prepared word cards
Sound Comparison (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 2.2
Take-Home Material			
Practice /f/ > 'ph'			<input type="checkbox"/> Activity Page 2.3

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will introduce students to various genres and formats of nonfiction. You will need to have a copy of *The Cat Bandit* as well as a nonfiction trade book about cats. Additionally, you will need to collect examples of the following genres and formats of nonfiction: history, biography, science, atlas, newspaper, magazine, and (if feasible) a website. Try to pick examples that you think may be of interest to students. For biography, you may wish to display a mix of book-length biographies and shorter articles, such as a biographical profile from a magazine.

Create displays around the room, grouping and numbering similar genres together. For example, a group of history books might be numbered '1', a group of science books might be numbered '2', and so on. Be sure to include a copy of the Unit 6 Reader *The War of 1812* in the group of history books. Students will need to access these materials as they do the scavenger hunt activity in the lesson.

This would be a good time to arrange a presentation by a school librarian who can show students how to find books, including nonfiction books, in your school library.

You will notice that Reading comes first in this lesson. Throughout this unit, Reading will be taught first in the lessons, rather than Foundational Skills. This is the first and only unit in Grade 2 during which students will read a nonfiction Reader. Having the Reading segment of the lesson first will help students focus their attention on reading the more challenging nonfiction text in the Reader. In addition, having the Reading segment first will prepare students for Grade 3 instruction in which Reading comes first in each lesson.

Reading

- Gather a copy of *The Cat Bandit* as well as a nonfiction trade book about cats.
- Collect and display examples of nonfiction genres as described above.

➤ Digital Component 2.1

- Create a T-chart on the board/chart paper as follows or prepare to use the digital version (Digital Component 2.1).

<i>The Cat Bandit</i>	Cats

- Prepare to pair students for the scavenger hunt.

Foundational Skills

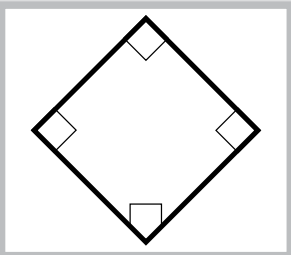
- Gather the spelling word index cards and the 'ph' word cards that you prepared for the previous lesson; these will be used in the Baseball Game.
- Prepare the following additional word cards for the Baseball Game:

1. knead	13. wrath	25. while
2. knee	14. wrist	26. white
3. knife	15. wreath	27. whine
4. know	16. wreck	28. wheeze
5. knight	17. write	29. biography
6. knit	18. wren	30. microphone
7. knock	19. wrench	31. paragraph
8. knot	20. whack	32. philosophy
9. knob	21. whim	33. physical
10. wrap	22. whale	34. triumph
11. wrestle	23. wheat	35. asphalt
12. wrapping	24. wheel	

- Draw a baseball diamond on the board/chart paper.

Universal Access

- You may wish to prepare to record student responses about the definitions of fiction and nonfiction somewhere in the room on a poster or the board/chart paper for future reference by students.



Lesson 2: Informational Text

Reading



Primary Focus: Students will learn about the difference between fiction and nonfiction books, will be introduced to various genres of nonfiction texts and their organizational structures, and will display an understanding of nonfiction texts by correctly identifying

features of nonfiction genres. **TEKS 2.9.D.ii; TEKS 2.9.D.iii**

INTRODUCE NONFICTION **TEKS 2.9.D.ii; TEKS 2.9.D.iii**

- Tell students that books and texts that we read can be grouped into two different categories or genres. The genres are called fiction and nonfiction.
- Tell students that fiction is an invented or “made-up” story (i.e., an author creates fiction stories and books from his or her imagination). They are not stories that actually happened. Remind students of the Reader *The Cat Bandit*. Ask if anyone remembers what *The Cat Bandit* was about. (*It was about a mischievous cat that loved to eat different kinds of food.*)

➤ Digital Component 2.1

- Direct students’ attention to the T-chart you prepared in advance.
- Ask students for some characteristics of the book *The Cat Bandit*. Record students’ answers on the T-chart. You may want to remind students of the various terms you have used throughout the year in talking about stories (e.g., characters, setting, and plot). Responses may include:
 - fiction or “made-up” story about a pet cat created by the author
 - based on the author’s imagination
 - All of the cat bandit’s adventures are highly unlikely (i.e., it is unlikely that an actual cat would have all of these adventures, be so clever, and eat all the things the cat bandit ate).
 - Pictures were drawn by an illustrator based on his or her imagination to accompany the events in the stories.
- Next, show students the nonfiction book about cats that you have available.
- Tell students that nonfiction books are true and contain facts that provide information about the subject.

TEKS 2.9.D Recognize characteristics and structures of informational text, including (ii) features and graphics to locate and gain information; (iii) organizational patterns such as chronological order and cause and effect stated explicitly.

- Ask students to help you record some characteristics of the nonfiction book about cats. Some responses might include:
 - There are no stories with invented characters, settings, or plots.
 - It is about real cats.
 - It contains facts and information about cats.
 - The pictures may include actual photographs, though there may be illustrations as well.
- Tell students that fiction books are made up of stories with characters, settings, and plots that have been created by authors. Fiction books do often incorporate elements that *could* be real (e.g., families can have pet cats that get into lots of things).
- State that nonfiction books include facts and information about real-life things. People read nonfiction books when they want to learn about a specific topic or person.

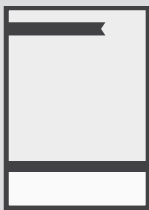
Note: You may consider recording these two definitions in the manner in which you prepared for in advance.

- Tell students that in the Knowledge strand, they have listened to both fiction and nonfiction Read-Alouds. Ask students to identify several examples of each. (*Responses for fiction domains might include Fairy Tales and Tall Tales, Stories from Mount Olympus, or any of the individual stories they have heard. Nonfiction domain examples might include The Ancient Greek Civilization, The U.S. Civil War, Cycles of Nature: Clouds to Raindrops, Insects: All Around, and so on.*)
- Explain that there are many specific kinds of nonfiction and that you have prepared some displays of different books around the room.

History

- Explain that one type of nonfiction book that tells about events that happened in the past is a history book.
- Ask students what history is. (*History is a record of things that happened in the past.*)
- Explain that history books are often told in chronological order, or in the order in which events happened. Show students the display of history books. Show students a copy of the Reader for Unit 6, pointing out that it is a history book as well. Although students have listened to many nonfiction selections during the Knowledge strand, this is the first nonfiction Reader that students will encounter during the Skills part of Grade 2.
- Ask students if any of them has ever read any nonfiction history books. If so, ask what the book was about and how was the information organized. (Students may also wish to discuss history selections they have heard read aloud in the Knowledge lessons.)

Reader



- Ask students if any of them has ever read any nonfiction history books. If so, ask what the book was about. (Students may also wish to discuss history selections they have heard read aloud in the Knowledge lessons.)
- Ask students if there are any parts of history that they are interested in and about which they would like to learn more. Encourage them to use the word *history* in their responses: “I would like to learn more about the history of . . .”

Biography

- Explain that biography is another genre of nonfiction. Explain that a biography is a particular type of history book. Like all history books, biographies tell about the past, but biographies focus specifically on a person’s life. A biography may be about a person who is still alive today.
- Explain that like history books, biographies usually have a chronological structure, or in the order in which events happened. Show students the display of biographies.
- Ask students if any of them has ever read (or listened to) a biography. If so, ask who it was about. (*Answers may vary.*)
- Ask students if there are people they are interested in and would like read a biography about. Encourage them to use the word *biography* in their responses: “I would like to read a biography about . . .”

Science

- Repeat the same steps for science books, introducing several titles on display. Talk with students about the science nonfiction books they have read or heard read aloud, and about the science topics they would like to learn about.
- Tell students that science books often have a cause-and-effect structure. The author explains why something happens and the effects of it. Show students a science nonfiction book with a cause and effect structure.
- Ask students if any of them has ever read a science nonfiction book. If so, ask what the book was about and whether the author provided reasons to why something happened. (*Answers may vary.*)

Atlas

- Introduce an atlas, and explain that this is a special kind of nonfiction book called a reference book. This particular type of reference book is called an atlas and is filled with maps.
- Show students one or two of the maps in the atlas.
- Explain that an atlas can also appear in other formats besides books, such as online.

Newspapers

- Hold up a newspaper, and tell students what you are holding.
- Explain that newspapers generally have articles about things that are currently taking place, are about to happen, or have already happened. These kinds of articles are nonfiction.

Activity Page 2.1



Support

Reduce the number of questions to be answered from the scavenger hunt, or specify which ones in particular you want the students to complete.

**ENGLISH
LANGUAGE
LEARNERS**



Reading

Understanding Text Structure

Beginning

Work with a small group of students and rephrase the statements on Activity

Page 2.1 to be yes/no questions about genre features (e.g., “Does an atlas include maps?”).

Intermediate

Have students work in a small group to complete Activity Page 2.1 with guidance as needed.

Advanced/ Advanced High

Have students complete Activity Page 2.1 with minimal guidance.

ELPS 1.E; ELPS 4.G

- Explain to students that the structure of a newspaper article depends on the topic of the article.
- Ask students if they have ever looked at a newspaper. (*Answers may vary.*)
- Leaf through different parts of the paper, pointing out different sections, such as news and sports articles, as well as weather coverage, all of which are forms of nonfiction. Locate the comics if included in the paper, and ask students whether they think the comics are nonfiction or fiction. (*fiction*)

Magazines

- Hold up a news magazine or another magazine with mostly nonfiction content.
- Explain that many magazines print news and other nonfiction content. Others may print fictional stories.

Websites

- Point out that some websites on the Internet also focus on nonfiction topics.
- If possible, show students an example or a printout from one or more nonfiction websites.

Scavenger Hunt

- Tell students that they will now go on a scavenger hunt to help them remember the kinds of nonfiction they learned about in this lesson.
- Pair students. Emphasize that students must work together but should keep their answers hidden from the other teams as they will be in competition with the other teams. Suggest that they keep their papers covered as they move about the room.
- Ask students to turn to Activity Page 2.1. Each team should use only one activity page and write both team members' names on the Name: line.
- Provide students with any rules that you feel may be necessary for moving about the room (e.g., no running, only three teams at a time at any one display). Tell students that when you say, “Go!” each team should read an item on the activity page and then decide which display of books is the correct answer for that item and write the number of the display on the blank line. The point is not to be the fastest, but to try to answer all of the items correctly.
- Tell students that when they think they have completed the scavenger hunt, they are to be seated on the floor (or some other appropriate area in your classroom) to wait for everyone else.
- After all teams have finished, review the answers with the class.



Activity Page 2.1: Scavenger Hunt

Collect and review Activity Page 2.1. Students who had difficulty identifying nonfiction genres may benefit from additional time reviewing texts from different genres.

Lesson 2: Sound Comparison

Foundational Skills



Primary Focus

Students will read words with the following spelling alternatives: /n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph'.

✚ **TEKS 2.2.B.ii; TEKS 2.2.B.v**

Students will read word pairs with n/ > 'n' and 'kn', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph' and will answer yes/no questions on whether

✚ bolded spellings in the word pairs stand for identical sounds. **TEKS 2.2.B.ii**

BASEBALL GAME (15 MIN.)

- Shuffle all the cards you prepared in advance.
- Point out that students can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell multisyllabic words.
- Use *wrapping* as an example.
- Say, "In *wrapping*, I see two vowel sounds on either side of two consonants."
- Underline the vowel sounds.
- Say, "When two consonants come between two vowels, I divide the word between the two consonants: *wr*•*ap*•*ing*."
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the formation in which they are seated.)
- Each team takes a "turn at bat" as follows:

✚ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (ii) decoding words with silent letters such as knife and gnat; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- 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, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.
- Pick a card from the pile 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 his team’s line, while the next player comes forward to read the next card. If they read the word correctly, 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 this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
- Collect the word cards for use in Lesson 5.

SOUND COMPARISON (15 MIN.)

- Ask students to turn to Activity Page 2.2.
- Read through each word pair as a class. Ask students to check *yes* or *no* in the box beside each word pair depending on whether or not the bolded letters stand for the same sound. Complete the front side of the activity page as a teacher-guided activity.
- Ask students to turn over the activity page and read the words in the box as a class.
- Depending on students’ abilities, have students complete the back of the activity page independently or as a teacher-guided activity.



Activity Page 2.2: Sound Comparison

Collect and review Activity Page 2.2. Students who had difficulty determining if the bolded letters in each word pair stand for the same sound may benefit from additional practice.

End Lesson

Take-Home Material

PRACTICE /F/ > ‘PH’

- Have students take home Activity Page 2.3 to complete.

Activity Page 2.2



Activity Page 2.3



Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Practice /f/ > 'ph'

- Provide each student with a copy of **Activity Page TR 2.1**.
- Read each word together. Discuss which letters make the /f/ sound and have students circle them.
- Have students select at least two words to write in sentences at the bottom of the page.

Swim to the Finish

- Make one copy of the Game Board Template (**Activity Page TR 2.2**) for each group of up to four students, or create a similar game board on poster board.
- Gather the word cards from the Baseball Game, earlier in this lesson.
- Have each student write his or her name at the top of a column or "swim lane."
- Shuffle the word cards from the lesson and place them in a pile. Have each student pick a card.
- If the student reads the word correctly, then they may place a check mark in one of the squares of their "swimming lane." If a student does not read the word correctly, they may not check a square.
- Each student gets only one chance to read a word during his or her turn. Regardless of whether the student reads his or her word correctly, play then moves to the next student.
- The first person to reach the end of the pool wins.

3

SPELLING ALTERNATIVES AND READING

Introduce /e/ > 'ea' and Text Features in Informational Text

PRIMARY FOCUS OF LESSON

Reading

Students will recognize characteristics and structures of informational text in *The War of 1812*, will learn how these text features are organized, will review the introduction to the Reader with the guidance of the teacher, and will demonstrate understanding of the chronology of events by arranging timeline cards in the

✦ correct sequence. **TEKS 2.9.D.ii; TEKS 2.9.D.iii**

Foundational Skills

Students will read words with /e/ > 'ea' and will complete fill-in-the blank

✦ sentences with words featuring /e/ > 'ea'. **TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv**

FORMATIVE ASSESSMENT

Exit Pass

Describe a Timeline

✦ **TEKS 2.9.D.ii**

Activity Page 3.1

Fill in the Blank Practice /e/ > 'ea'

✦ **TEKS 2.2.B.iii**

✦ **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (ii) features and graphics to locate and gain information; (iii) organizational patterns such as chronological order and cause and effect stated explicitly;
TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
TEKS 2.2.C Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Reader	Whole Group	30 min.	<ul style="list-style-type: none"> ❑ <i>The War of 1812</i> ❑ Timeline Cards 1–10, 19, 20 ❑ tape
Introduce the Timeline			
Foundational Skills			
Introduce /e/ > 'ea' (Phonics)	Whole Group	30 min.	<ul style="list-style-type: none"> ❑ Vowel Code Flip Book ❑ /e/ and /ee/ Spelling Trees ❑ Spelling Card for /e/ > 'ea' (<i>head</i>) ❑ Individual Code Chart ❑ green markers ❑ prepared leaves ❑ tape ❑ Activity Page 3.1 ❑ Activity Page 3.1 (Digital Components)
Take-Home Material			
Fiction or Nonfiction?			<ul style="list-style-type: none"> ❑ Activity Page 3.2

ADVANCE PREPARATION

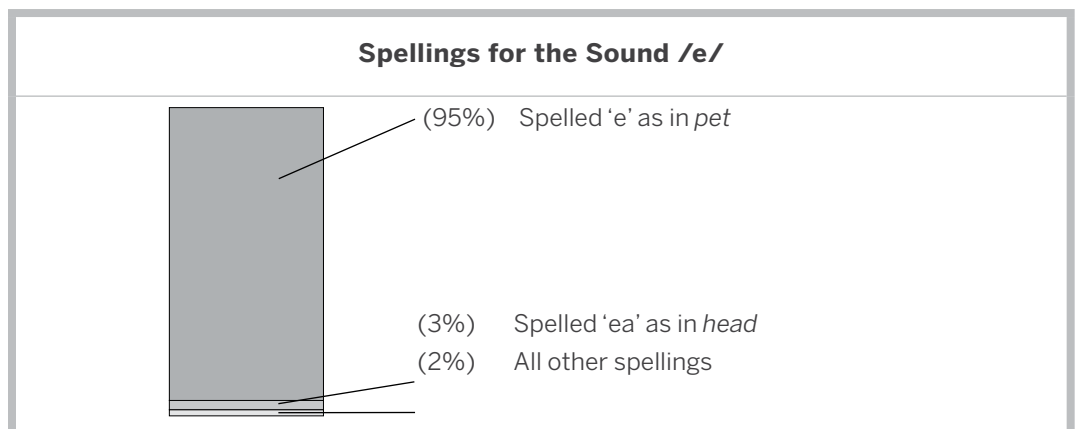
Note to Teacher

The Unit 6 Skills components include a set of twenty Timeline Cards depicting events in early American history that you will use to create a visual timeline to help students contextualize the time period during which the War of 1812 took place.

Prior to the lesson, survey the wall space in your classroom to determine an appropriate place to create a timeline. It is important that the timeline be readily accessible to students. If possible, place the timeline on one or more classroom walls at students' eye level.

You may want to cut out a strip of bulletin board paper long enough to eventually accommodate all twenty of the Timeline Cards, and tape it to the classroom wall(s). You may also want to identify the start of the timeline by writing the date 1492 at the top or bottom of the timeline. [This is where Timeline Card 1 (Christopher Columbus) will be placed during the lesson.] At the end of the timeline, you may want to write the date 1865 at the top or bottom. [This is where Card 20 (Lee surrenders to Grant) will be placed.] It is fine if the timeline wraps around a corner and continues on a second wall.

Today you will teach a spelling alternative for the /e/ sound: 'ea' as in *head*. The following chart shows you that 'e' is, by far, the most common spelling for this sound. However, there are more than 200 words that have /e/ spelled 'ea', so it is important that students learn this spelling alternative. Students should already know the basic code spelling 'e' as in *pet*. The 'ea' spelling is likely to be unfamiliar to many students, although some may have learned to decode this spelling during independent reading.



Here are some patterns for you to be aware of:

- The sound /e/ is very rarely used at the end of a word (*eh, yeh*).
- The /e/ sound is usually spelled with an 'e' at the beginning of a word (*exit, elephant, end*).
- The 'ea' spelling for /e/ appears most often in the middle of a word, with a consonant spelling on either side (*head, bread*).
- Note that there is one spelling for the /e/ sound that is not taught: 'ai' as in *said, captain, and again*. Words with this pattern will continue to be introduced as Tricky Words.

Reading

- Prepare space for a timeline as previously described.
- Gather previously prepared Wiggle Cards to use during the Reading lesson if students need a break while reviewing the "Introduction to *The War of 1812*."
- Prepare to group students into small groups to discuss the Timeline Cards.

Foundational Skills

- You may wish to tab Vowel Code Flip Book page 3 for Introduce /e/ > 'ea'. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Prepare a new branch for the /e/ Spelling Tree (from Unit 4).
- Prepare the following new leaves for the Spelling Tree: *head, bread, dead, dread, thread, spread, tread, sweater, breath, and health*.

➤ Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Introduce /e/ > 'ea', or use the digital version.

Lesson 3: “Introduction to *The War of 1812*”

Reading

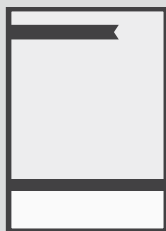


Primary Focus: Students will recognize characteristics and structures of informational text in *The War of 1812*, will learn how these text features are organized, will review the introduction to the Reader with the guidance of the teacher, and will demonstrate understanding of the chronology of events by arranging timeline cards in the correct sequence. **TEKS 2.9.D.ii; TEKS 2.9.D.iii**

**INTRODUCE THE READER (20 MIN.)****TEKS 2.9.D.ii; TEKS 2.9.D.iii**

- Show students the front cover of the Reader, *The War of 1812*. Explain that this is their first nonfiction Reader.

Reader



Page 2

**Check for Understanding**

Ask students to explain the genre of nonfiction. (*Nonfiction is about true events, people, places, or things in the real world.*) Ask students to identify some organizational patterns that nonfiction texts use. (*chronological, cause and effect*)

- Tell students that this Reader describes a war that happened a long, long time ago, beginning in the year of 1812. Our young country, the United States, battled against Great Britain.
- Remind students that earlier in Grade 2, they completed a domain in the Knowledge strand on the War of 1812, so the information they will learn in this unit should be familiar to them.
- Now, ask students to look back at the cover and tell you what they see.
 - Based on the way the men are dressed, the illustration seems to depict a time period long ago.
 - They should observe that there are men on two different boats, and that the expressions on the men’s faces show that they are upset. Point out the two men dressed in uniforms. Guide students in understanding that these men are from the country Great Britain and are dressed in British



TEKS 2.9.D Recognize characteristics and structures of informational text, including (ii) features and graphics to locate and gain information; (iii) organizational patterns such as chronological order and cause and effect stated explicitly.

uniforms, so the men must be British officers and this boat probably belongs to Great Britain. They should observe in the illustration that a man has been taken by the British officers.

- Ask students to turn to the table of contents and identify how many chapters there are in this Reader. (13) Also point out that the Reader has an introduction. Remind students that the table of contents is helpful in finding the starting pages of each chapter so they can quickly find their place when reading.
- Share with students that this Reader has a new feature that they have not seen in a Reader before. It is called a glossary. Tell students that a glossary is placed at the end of a book. Guide students in finding the glossary in their own Reader. Tell students that the glossary contains definitions of important vocabulary words that occur in the Reader. Ask students why they think a glossary might be helpful. (*It provides explanations and information for words a person might not know a lot about.*)

Note: A copy of the glossary is provided in Teacher Resources for your reference.

- Read the first six words aloud in the glossary; then point out the first letter of each word: **a**nthem, **a**rmy, **b**ranch, **B**ritish, **C**apitol, **c**harge. Ask students if they notice a pattern in how the words are arranged. (Students should see that the words are organized in alphabetical order.) Ask students why they think a glossary would be organized in alphabetical order. (*It organizes information in a logical way and helps make information easy to locate.*)
- Point out that there is information provided after each word. Read the definition for *British* as an example of the kind of definition they will find for words in the glossary.
- Now ask students to turn to **page 12**, while holding their place within the glossary. Point out the bolded word *British* and explain that whenever a word is bolded in the text, it means that it is included in the glossary. Have students verify that *British* is in the glossary. Explain that when they are reading, if they come to a bolded word that they do not understand, they can always look it up in the glossary.
- Ask students to look back at the table of contents and find the page on which the introduction begins. Have them turn to that page. (*page 2*)
- Note that the pages of the introduction include images and simple captions. Remind students that a caption provides basic information that lets us know what the image is about. During this lesson, you will discuss only the first six pages of the introduction as a way to activate students' background knowledge.

- Using the following suggestions, discuss the images on **pages 2–7** in order to provide context for learning about the War of 1812. You can start by having students read each caption and share their first impressions and what they already know about each image. If students provide only partial information, elicit more comprehensive background information by asking leading questions and/or elaborating upon students' responses.

Note: Students who completed the Grade 1 sequence should be familiar with these topics as they were covered in the Knowledge domain *A New Nation: American Independence*.

A New Nation: American Independence

- Read the title of this section, and remind students that the United States as we know it today did not always exist.
 - **The United States, Great Britain, and France**—This image shows the continents of North America and Europe, with the countries of the United States, Great Britain, and France labeled. Remind students that a long time ago, the country where they live today, the United States, was not divided into fifty separate states. Native Americans lived throughout North America, but it was not as populated (not as many people living in one area) as it is today. Point out that the Atlantic Ocean divides the United States from Great Britain and France. Even though these two countries are far away from the United States, they both played an important role in early American history.
 - **Christopher Columbus**—(Note for students that the letters 'Ch' in *Christopher* in the caption sound like /k/.) In 1492, an explorer named Christopher Columbus sailed from Spain to look for a quicker route to India and China, places where there were desirable goods such as gold and spices. Columbus thought he had reached India, so he called the people he encountered "Indians." He actually had landed in and explored North America. Columbus made four voyages altogether.
 - When people heard about Columbus and his travels, other explorers set off to travel across the ocean to the New World. There were many explorers from European countries, including France and England.
 - **The Pilgrims**—The Pilgrims were a group of people from England (what later became Great Britain) who sailed to America on a ship called The Mayflower to start a new life. The Pilgrims came to North America so they could have the freedom to practice their own religion. Their first winter in New England was very hard as the Pilgrims were not used to the weather and did not know how to grow food in the new land. They depended on the help of Native Americans for their survival. The first Thanksgiving celebrated their first successful harvest.

- **The Revolutionary War**—The Revolutionary War took place when America’s thirteen colonies fought for their independence from Great Britain. To be independent means to be free from the control of others; the colonies wanted to form their own rules and no longer pay taxes to Great Britain. The United States won the war.

The American Government

- Read the title of this section and tell students that the early colonists were determined to govern their new nation differently than how Great Britain was governed.
- **The Declaration of Independence**—This document was signed on July 4, 1776. The United States declared, or stated, their independence from Great Britain. The signing of the Declaration of Independence is celebrated each summer on the Fourth of July. The document lists the natural rights that the Founding Fathers believed all people have. The Declaration of Independence includes the famous line, “all men are created equal” and that they have the right to “Life, Liberty, and the Pursuit of Happiness.”
- **The Constitution**—This is another important document of the United States. The Constitution is the highest law in the United States, and it shapes the laws that affect many aspects of American life. It details how the country should be governed. A man named James Madison (he was later elected to be the fourth president) created a plan that shaped the Constitution. For this reason, he is called the “Father of the Constitution.” The Constitution starts with the phrase *We the People*. This means that the Constitution is meant to represent the people of the United States. The content of the Constitution can only be changed by the people or their representatives.
- **The Founding Fathers**—(Note for students that the letter ‘a’ in *Fathers* in the caption sounds like /o/.) George Washington, John Adams, Thomas Jefferson, and James Madison were the first four presidents after the United States won its independence from Great Britain. A person becomes a president by being elected by the people of the United States. Washington, Adams, Jefferson, and Madison were each elected by the people to lead the United States as its president. They did not have the power that a king has, but had to work with others to make big decisions and pass laws. These four men were also part of a larger group of men called the Founding Fathers. The Founding Fathers created and signed the Declaration of Independence and then later the Constitution.

The British Government

- Read the title of this section, and tell students that Great Britain had a very different form of government than the United States.

- **King George III**—The king of Great Britain was not elected into this position by the people he ruled. Instead, he became king because he was a son of a king. The British people did not have a choice. King George III ruled in Great Britain during the Revolutionary War and the War of 1812. King George III could make his own rules and did not have to get other people to agree with his decisions.
- **Where Parliament meets**—(Note for students that the letters ‘ia’ in *Parliament* in the caption sound like /ə/.) This is the part of the British government responsible for making laws. The reigning British king or queen is the head of Parliament. During the 1700–1800s, the king (or queen) made the final decision regarding any laws and did not need the support of Parliament.

Note: This is a long time for Grade 2 students to sit and listen. Feel free to take a break using the Wiggle Cards.

Early Colonial Life

- Read the title of this section and remind students that when the United States was a young country, life was very different than today.
 - **The 13 original colonies**—Point out that in the beginning, the United States was not as large a country as it is now. Remind students that people came to live in the thirteen colonies for different reasons, such as to have religious freedom or to look for riches.
 - **Colonial farmers**—(Note for students that the letter ‘i’ in *Colonial* in the caption sounds like /ee/.) Point out that people living in the new country survived through agriculture (living off the land through farming).
 - **American port**—Ask students to look back at the map of France and Great Britain on **page 2**. Explain that the United States sold goods such as cotton and tobacco to these countries. Ships carried goods from the United States across the Atlantic Ocean to Great Britain and France. French and British ships also brought other goods back to the United States. Transatlantic trade was therefore important for both making money and for receiving goods.
 - **Westward expansion**—Over time, people began to move west and explore the land of North America. Pioneers were people who went to explore or live in a place that they didn’t know very much about. There were people, referred to as Native Americans, already living in these areas. Native Americans had been living on the land for a long time before the pioneers came to explore and claim land for the United States. Sometimes the meetings and interactions between the pioneers and Native Americans were peaceful, and sometimes they were not.

- Stop here in your review of the introduction. Tell students that they now have an idea of the history and events leading up to the War of 1812. They will review and discuss the remaining images in the introduction once they start reading about the War of 1812.

INTRODUCE THE TIMELINE (10 MIN.)

- Introduce the concept of a timeline. Point out the timeline wherever you have decided to display it in the room. Explain that this is a way to organize and visually represent historical events in the order in which the events took place. (Students should already be familiar with the concept of timelines through their work in the Knowledge lessons.)
- Tell students that you are going to use images to represent the early history of the United States and that they will help you place them on the timeline.

Note: At this time, you will only display Timeline Cards 1–10, 19, and 20 on the timeline. The remaining cards will be placed on the timeline during subsequent lessons as students read about the events of the War of 1812.

- Tell students that you will be showing them images that depict the same period in history and the historical events that they just discussed while examining the introduction in the Reader.
- Shuffle Timeline Cards 1–10 and pass them out to groups of students. Ask students to study the cards and be prepared to describe the image on the card and come forward to place their card in the correct chronological order on the timeline.
- Point out the starting point on the timeline and the date 1492 and ask if anyone remembers what important event took place on this date. Ask whoever has the image card of Christopher Columbus to come forward and place the card on the timeline.
- Encourage students to refer to the order that the images in the introduction are arranged to determine which images come next.
- Call on each group to place their card on the timeline. Lightly tape each card to the timeline, as you may need to go back and rearrange the cards as more cards are placed on the timeline. Once all cards have been placed and are correct, tape the cards more securely to the timeline.

Note: Here is a list of the timeline cards used in this lesson, numbered in chronological order, with a description of each included for your reference:

- Timeline Card 1 (An image from a painting of Christopher Columbus landing in the New World)

Support

As students are looking for the corresponding date for their information, ask probing questions about text features or information in the text that will help guide their thinking.



ENGLISH
LANGUAGE
LEARNERS

Language

Learning About How English Works

Beginning

Support students in using connecting words when deciding where their timeline card will be placed (e.g., *today*, *then*).

Intermediate

Have students use more connecting words and phrases when deciding where their timeline card will be placed (e.g., *after*, *a long time*, *first/next*).

Advanced/ Advanced High

Have students use a wide variety of connecting words and phrases when deciding where their timeline card will be placed (e.g., *for example*, *after that*, *eventually*).

ELPS 1.E; ELPS 1.F

- Timeline Card 2 (A Pilgrim man)
- Timeline Card 3 (The Boston Tea Party)
- Timeline Card 4 (Paul Revere's ride warning of the British attack)
- Timeline Card 5 (The Declaration of Independence)
- Timeline Card 6 (Thomas Jefferson)
- Timeline Card 7 (George Washington)
- Timeline Card 8 (The U.S. Constitution)
- Timeline Card 9 (James Madison)
- Timeline Card 10 (Pioneers moving west)

Note: Timeline Cards 11–17 are described in the lessons in which they are addressed.

- Now show Timeline Cards 19 and 20. Explain that these images show another period of American history that students have studied earlier this year in Knowledge. If students do not immediately recognize the images, point out that these men were involved in the Civil War: Abraham Lincoln, the president during the Civil War; Robert. E. Lee, a military leader for the Confederacy (the South); and Ulysses S. Grant, a military leader for the Union (the North).
- Tell students that you are going to place these cards at the end of this particular timeline, and then tape the cards to the timeline.
 - Timeline Card 19 (Abraham Lincoln)
 - Timeline Card 20 (Grant and Lee sign documents to end the U.S. Civil War)
- Close the lesson by pointing out that the timeline shows a series of events in early American history. Point to the blank area of the timeline in which no cards are taped, and ask if students can guess what events will be placed here. (*War of 1812 events*)
- Note that the War of 1812 occurred before the Civil War. Explain that as students read each chapter about the War of 1812, they will add more cards to this blank space in the timeline.



Exit Pass: Describe a Timeline

Have students write a quick description of how a timeline can help you understand what you've read.

Lesson 3: Spelling Alternatives

Foundational Skills



Primary Focus: Students will read words with /e/ > 'ea' and will complete fill-in-the-blank sentences with words featuring /e/ > 'ea'.

TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv

INTRODUCE /E/ > 'EA' (30 MIN.)

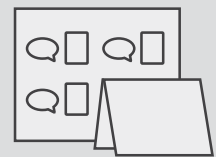
- Turn to **page 3** of the **Vowel Code Flip Book**.

Vowel Code Flip Book	Individual Code Chart
1. 'ea' > /e/ (<i>head</i>) page 3	1. 'ea' > /e/ (<i>head</i>) page 7

- Tell students that today they will work with words that include the spelling 'ea'.
- Point to the /ee/ Spelling Tree and remind students that they have already learned that the 'ea' spelling can stand for /ee/, as in *eagle*, *beast*, *mean*, *easy*, *scream*, and *Easter*. Have students read existing 'ea' words on the /ee/ Spelling Tree and/or suggest new words with 'ea' spelling sounded /ee/. (*Answers may vary.*)
- Explain that today students will learn a new sound that 'ea' can represent: the 'ea' spelling for /e/.
- Remind students that they have already learned many words in which the spelling 'e' is /e/, as in *pet*, *get*, and *set*.
- Turn to **page 3** of the **Vowel Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Code Materials



Challenge

Have students think of a word that uses the 'ea' spelling for /e/ and use it in a sentence.

- Tell students that today’s letter-sound correspondence can be found on **page 7** of the **Individual Code Chart**.
- Hand out the green markers. Have students turn to **page 7** of the **Individual Code Chart**.
- Guide students in outlining the appropriate card on the chart.
- Shuffle the prepared leaves with the ‘ea’ spellings.
- Hold up a leaf you prepared, and call on a student to read the word and identify the spelling for /e/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /e/ has the longest power bar. (‘e’) Explain that ‘e’ is used more than ‘ea’ as a spelling for /e/ in words.

➤ Digital Component 3.1

- Ask students to turn to Activity Page 3.1 while you display the digital version.
- Have students read the words in the box together as a class.
- Complete the activity page as a teacher-guided activity.
- To provide students with practice spelling words in sentences, have them use the back of Activity Page 3.1 to write a new sentence using one of the words in the box.

Activity Page 3.1



Activity Page 3.1: Fill in the Blank

Collect and review Activity Page 3.1. Students who did not correctly use words with /e/ > ‘ea’ may benefit from additional practice at a later time.

End Lesson

Take-Home Material

FICTION OR NONFICTION?

- Have students take home Activity Page 3.2 to complete.

Activity Page 3.2



Lesson 3: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

- | | | |
|------------|------------|-------------|
| 1. head | 7. steady | 13. bread |
| 2. read | 8. lead | 14. breath |
| 3. instead | 9. spread | 15. wealth |
| 4. death | 10. health | 16. feather |
| 5. dead | 11. meant | 17. heaven |
| 6. weather | 12. dread | 18. leather |

Decodable Homophones

- | |
|--------------------|
| 1. led—lead |
| 2. red—read |
| 3. whether—weather |

Sentences and Phrases

- | | |
|---------------------------------------|--|
| 1. under the weather | 8. This is good weather for a picnic! |
| 2. dead ringer | 9. I need a loaf of bread. |
| 3. head over heels | 10. The sun is making me sweat. |
| 4. hit the nail on the head | 11. It's so cold that I can see my breath. |
| 5. lost his head | 12. feather in your cap |
| 6. Spread the peanut butter on bread. | 13. in over my head |
| 7. He placed the hat on his head. | 14. share the wealth |

Wiggle Cards

1. Tap your head.
2. Spread your arms.
3. Take a deep breath.
4. Pretend to knead bread.
5. Act like you are sweating.

Chain

1. threat > thread > bread > dread > read > head > lead > dead > deaf > death

MORE HELP WITH THE /E/ SOUND AND ITS SPELLINGS

Word Block

- Make one copy of the game board (**Activity Page TR 3.1**) for each pair of students.
- Make copies of the template word cards (**Activity Page TR 3.2**) and create two sets of cards with the following words written on one or both sides:

- | | | |
|--------------|-------------|-------------|
| 1. breakfast | 11. spread | 21. death |
| 2. bread | 12. sweat | 22. breath |
| 3. dead | 13. sweater | 23. heaven |
| 4. lead | 14. thread | 24. read |
| 5. head | 15. instead | 25. threat |
| 6. health | 16. tread | 26. pencil |
| 7. dread | 17. steady | 27. mention |
| 8. deaf | 18. leather | 28. pebble |
| 9. meant | 19. feather | 29. elbow |
| 10. wealth | 20. weather | 30. lemon |

- Have students take turns drawing a card from the pile and then reading the word on the card. If the student correctly reads the card, they may place it in any square on the grid.

- The object of the game is to try to get five cards in a straight line (horizontally or vertically) before the other player. Students can use their cards to block an opponent from getting five in a row, as well as to try to get five of their own cards in a row.
- To provide more practice spelling words in sentences, have students use their own paper to write new sentences with some of the words from the box above.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 860–927 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 860–933 of those words would be completely decodable.

The spelling 'ea' can be pronounced /ee/ as in *meat* or /e/ as in *head*.

4

READING

Informational Text

PRIMARY FOCUS OF LESSON

Reading

Students will listen to the Read-Aloud “America in 1812, Part I,” will answer literal and inferential questions about key details in the text, and will identify details about the history of the United States after the Revolutionary War based on information in the Read-Aloud. **TEKS 2.6.F; TEKS 2.7.C**

Foundational Skills

Students will read words featuring /e/ > ‘ea’. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

FORMATIVE ASSESSMENT

Observation

Discussion Question “America in 1812, Part I”

TEKS 2.6.F

TEKS 2.6.F Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Read-Aloud	Whole Group	40 min.	☐ <i>The War of 1812</i> Flip Book (from the Knowledge Strand)
Read Aloud “America in 1812, Part I”			
Foundational Skills			
Baseball Game (Phonics)	Whole Group	20 min.	☐ prepared word cards

ADVANCE PREPARATION

Note to Teacher

During the Knowledge portion of this program, you are helping students build a broad foundation of general knowledge. The nonfiction Read-Aloud in today's lesson is one that students heard earlier in Grade 2 during the domain *The War of 1812*. The Read-Aloud will be used to provide context for the unit Reader, *The War of 1812*, as well as provide another opportunity for you to model for students how to read nonfiction. It is also recommended that you use the Flip Book for *The War of 1812* domain to show the images to students as you share the Read-Aloud.

Reading

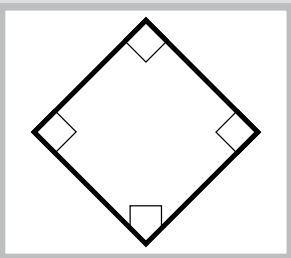
- Make a copy of the blank Discussion Questions Observation Record provided in Teacher Resources. In lessons in which discussion questions are included about a particular chapter, be sure to call on a different student to answer each question. Make notes about each student's response in the Discussion Questions Observation Record.

Foundational Skills

- Gather word cards from Lesson 1 (i.e., spelling cards and cards with 'ph'), and prepare the following word cards for the Baseball Game:

- | | |
|------------|-------------|
| 1. head | 9. thread |
| 2. read | 10. bread |
| 3. instead | 11. dread |
| 4. death | 12. sweat |
| 5. dead | 13. breath |
| 6. weather | 14. wealth |
| 7. feat | 15. weather |
| 8. threat | 16. sweater |

- Draw a baseball diamond on the board/chart paper.



Lesson 4: “America in 1812, Part I”

Reading



Primary Focus: Students will listen to the Read-Aloud “America in 1812, Part I,” will answer literal and inferential questions about key details in the text, and will identify details about the history of the United States after the Revolutionary War based on information in the Read-Aloud. **TEKS 2.6.F; TEKS 2.7.C**

INTRODUCE THE READ-ALOUD (5 MIN.)

- Direct students’ attention to the timeline that you created together in Lesson 3.
- Discuss the timeline events as a class. Point out that many events are missing in the middle of the timeline.
- Tell students that you will share a Read-Aloud that students heard earlier in Grade 2 Knowledge to help them remember what was happening in the United States before the War of 1812.
- Tell students that the Read-Aloud you are going to share is “America in 1812, Part I.”

READ ALOUD “AMERICA IN 1812, PART I” (35 MIN.)

- Read aloud the following excerpts from the Grade 2 Knowledge domain *The War of 1812*. Be sure to stop at the Checks for Understanding to gauge students’ comprehension of the text.

“America in 1812, Part I”



Show Image 1A-1: Colonists in the colonies

From 1775 to 1783 America fought Great Britain for independence. This conflict was called the Revolutionary War. Against all odds, America won! What had been the thirteen original colonies officially became the United States of America. After gaining independence, the American people did not want kings or

queens governing them anymore. Americans wanted to create a new kind of government. They wanted to be able to elect individuals to represent the people and act with their best interests in mind. They wanted a government that was “by the people, for the people.”

TEKS 2.6.F Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response.



Reading

Listening Actively

Beginning

Refer students to the questions in the Read-Aloud, and reframe the questions to be yes/no questions.

Intermediate

Encourage students to discuss the questions with a partner.

Advanced/
Advanced High

Encourage students to discuss the questions with a partner, providing evidence to support their answer.

ELPS 2.E; ELPS 4.G

ELPS 4.I



Show Image 1A-2: The Constitutional Convention

To help create the new form of government, several elected leaders met in Philadelphia in May and June of 1787. Some leaders who could not attend, such as Thomas Jefferson and John Adams, wrote down their ideas. Together this group of leaders became known as

“the Founding Fathers.” The Founding Fathers’ ideas all came together in a document called the U.S. Constitution.



Show Image 1A-3: The Constitution

The Constitution became the framework for the American government. A man named James Madison had a clear vision of how the United States should govern itself. James Madison is known as “the Father of the Constitution” because he put all of the ideas together by writing the Constitution with the

help of George Washington and others. He also became the fourth president of the United States.



Check for Understanding

Literal. What’s the name of the document that became the framework for the American government?

- » the Constitution

Literal. Who is the Father of the Constitution?

- » James Madison



Show Image 1A-4: Map of America in 1805

For many years after the Revolutionary War, the United States grew larger and wealthier. New states, such as Vermont, Kentucky, Tennessee, Ohio, and Louisiana, were added. New territories were also settled. In 1803, President Thomas Jefferson purchased the Louisiana Territory from France. This purchase

more than doubled the size of the United States.



Check for Understanding

Literal. What was the name of the area of land the United States purchased from France?

- » the Louisiana Territory; the Louisiana Purchase



Show Image 1A-5: England and France fighting

Meanwhile, across the Atlantic, France and Britain went to war against each other.

This series of wars became known as the Napoleonic [/*nə***poe***lee***on***ik*/] Wars, named after the French leader at the time, Napoleon Bonaparte. Napoleon Bonaparte

wanted to make France the most powerful nation in the world. Britain was determined to stop him. The United States considered both France and Great Britain to be its friends. It did not want to get involved in these costly and destructive wars. Even though the Napoleonic Wars were being fought all the way across the Atlantic Ocean, they greatly affected the United States.



Show Image 1A-6: Busy American port

Much of the United States' growth during this time depended upon trade with France and Great Britain. Britain and France had many merchant, or trading, ships. These ships sailed across the Atlantic to trade goods with the United States, Canada, and with many of the British- and French-owned islands in the

Caribbean. For example, the United States sent flour and tobacco to France and Great Britain. Great Britain and France received sugar and coffee or cocoa from other countries.

Both countries wanted to stop the other from trading with the United States. They each also tried to prevent the other from getting money and supplies. They also did not want the United States to choose sides.



Show Image 1A-7: Map of shipping trade routes

To keep the French from trading with the United States, the British blockaded, or blocked, several U.S. ports. They also blocked several important ports in Europe. This seriously hurt U.S. trade. France and Britain both had large naval fleets positioned in the

Atlantic Ocean to attack each other's ships. To make matters worse, the British and the French began to seize, or capture, American ships loaded with valuable cargo. It became almost impossible to safely transport goods from the United States to foreign ports. It was also more and more difficult for Americans to receive much-needed goods.



Show Image 1A-8: Impressment of sailors by the British navy

Merchant ships weren't the only ships in the sea! The United States and Great Britain also had naval ships. Life in the British navy was not easy. Conditions on their naval ships were terrible, and punishments were harsh. Because of this, the British navy had a hard

time finding men who wanted to be sailors. To get more sailors, the British began to capture men from other countries' ships and force them to join the

British navy. Sometimes these sailors were British deserters. However, more times than not, the sailors who were seized weren't even British. But that did not stop the British from doing it. They even seized many U.S. sailors. This practice of forcing men into the British navy was called *impressment*.



Show Image 1A-9: Naval ship USS *President*

The impressment of U.S. citizens upset the American people and the U.S. government. As time went on, the United States found that it was losing more and more valuable cargo, sailors, money, and even ships. They demanded that the British stop impressing American sailors. But the British refused.

Wrap-Up

- Tell students you will give them a Think-Pair-Share question. They should think about the question, and then turn to a neighbor and discuss the question.
- Tell them that you will then call on several students to share what was discussed.

Discussion Question for “America in 1812, Part I”

1. **Inferential.** *Think-Pair-Share* What did the British do that angered the United States? Use evidence from the text to support your answer.
 - » The British were stopping U.S. ships, stealing their cargo, and capturing, or impressing, U.S. sailors. They also blockaded U.S. ports.



Observation: Discussion Questions

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

Lesson 4: /e/ > 'ea'

Foundational Skills




Primary Focus: Students will read words featuring /e/ > 'ea'.

 **TEKS 2.2.B.iii; TEKS 2.2.B.v**

BASEBALL GAME

- Shuffle all the cards that you have prepared (spelling word cards from Lesson 1, 'ph' word cards from Lesson 1, and cards from Advance Preparation in this lesson).
- Remind students that they can use what they know about syllable types, such as VCV, VCCV, and VCCCV, and chunking to read and spell multisyllabic words.
- Use *instead* as an example.
- Say, "In *instead*, I see two vowel sounds on either side of two consonants."
- Underline the vowel sounds.
- Say, "When two consonants come between two vowels, I divide the word up between the consonants: *in•stead*."
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.)
- Each team takes a "turn at bat" as follows:
 - 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, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.
 - Pick a card from the pile, 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 his team's line, while the next player comes forward to read the next card. If they read the word correctly, 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 this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

 **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH THE /E/ SOUND AND ITS SPELLINGS

Practice Sentences for /e/ > 'ea'

- Give each student a copy of **Activity Page TR 4.1**.
- Read aloud the sentences with students. Together, identify the words with the /e/ sound. Have students underline those words.
- Then, have students identify and circle the letter(s) that make the /e/ sound in those words.
- Next, have students make a list of the all the words they underlined at the bottom of the page, or on another piece of paper. Have students read the words aloud.

Race to the Top

- Copy the following words onto individual index cards:

1. breakfast	11. spread	21. death
2. bread	12. sweat	22. breath
3. dead	13. sweater	23. heaven
4. lead	14. thread	24. read
5. head	15. instead	25. threat
6. health	16. tread	26. pencil
7. dread	17. steady	27. mention
8. deaf	18. leather	28. pebble
9. meant	19. feather	29. elbow
10. wealth	20. weather	30. lemon

- Make one copy of the game templates for each pair of players (**Activity Pages TR 4.2, TR 4.3**). Provide a **small token** for each student to use as a marker.
- Each student gets his or her own ladder and a set of word cards. Students flip over a card and if they read the word correctly, they can move their marker up a space; if they misread a word, they fall down a rung. First one who gets to the top of the ladder wins.

5

ASSESSMENT

Spelling
Assessment

PRIMARY FOCUS OF LESSON

Language

Students will spell multisyllabic words with multiple sound-spelling patterns featuring /n/ > 'n', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph' and will write three of the words in alphabetical order.

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

Reading

Students will read “Trouble with the British” with purpose and understanding, will recognize the central idea and supporting evidence, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

✦ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.6.G; TEKS 2.9.D.i; TEKS 2.9.D.ii**

FORMATIVE ASSESSMENT

Activity Page 5.1

Spelling Assessment

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

Activity Page 5.2

Chapter Questions “Trouble with the British”

✦ **TEKS 2.6.G; TEKS 2.9.D.i**

✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	30 min.	☐ Activity Page 5.1
Reading			
Introduce the Chapter	Whole Group	30 min.	☐ <i>The War of 1812</i> ☐ board/chart paper ☐ Activity Page 5.2
Read "Trouble with the British"			

ADVANCE PREPARATION

Language

- Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

Reading

- Be prepared to take notes as students read the chapter, using the board/chart paper, or another appropriate medium.

Universal Access

- Identify which students may benefit from reading page spreads in the Reader with a partner or in a small group with you during the reading lesson.

Lesson 5: Spelling

Language



Primary Focus: Students will spell multisyllabic words with multiple sound-spelling patterns featuring /n/ > 'n', /r/ > 'wr' and 'r', /w/ > 'w' and 'wh', /j/ > 'g' and 'j', and /f/ > 'f', 'ff', and 'ph' and will write three of the words in alphabetical order.

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

✦ **SPELLING ASSESSMENT** **TEKS 2.2.C.iv**

- 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 the word.
- Repeat this procedure with each of the remaining words.

- | | |
|------------|-------------|
| 1. traffic | 11. margin |
| 2. noise | 12. ferret |
| 3. finish | 13. gentle |
| 4. night | 14. whistle |
| 5. graph | 15. ginger |
| 6. kneel | 16. window |
| 7. dolphin | 17. jolly |
| 8. wrinkle | 18. western |
| 9. photo | 19. jungle |
| 10. ripple | |

Tricky Word: Britain

- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "The United States went to war against Great Britain." Slowly repeat this sentence twice.
- At the end, go back through the list and read each spelling word one more time.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they may correct their own work.

✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

Activity Page 5.1



- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page.

1. window
2. whistle
3. western

- After students have finished, write the three words in alphabetical order for students to correct their papers.

1. western
2. whistle
3. window



Activity Page 5.1: Spelling Assessment

Collect Activity Page 5.1. At a later time, use the spelling 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: “Trouble with the British”

Reading



Primary Focus: Students will read “Trouble with the British” with purpose and understanding, will recognize the central idea and supporting evidence, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer multiple-choice questions about key

details in the text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.6.G; TEKS 2.9.D.i; TEKS 2.9.D.ii**

INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “Trouble with the British.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Preview Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
 - **Great Britain**—Students might expect to pronounce *Great* as /g/ /r/ /ee/ /t/ or even /g/ /r/ /e/ /t/, but the ‘ea’ is pronounced /ae/: /g/ /r/ /ae/ /t/. They may think that *Britain* is pronounced /b/ /r/ /i/ /t/ /ae/ /n/. However, the correct pronunciation is /b/ /r/ /i/ /t/ /ə/ /n/.
 - **Europe**—Students might expect to pronounce *Europe* /e/ /er/ /oe/ /p/. However, the correct pronunciation is /y/ /er/ /ə/ /p/.
 - **native**—Students might expect to pronounce *native* as /n/ /a/ /t/ /ie/ /v/, but it is pronounced /n/ /ae/ /t/ /i/ /v/.
 - **Americans**—Students might expect to pronounce *Americans* as /a/ /m/ /er/ /i/ /k/ /a/ /n/ /s/, but it is pronounced /ə/ /m/ /ae/ /r/ /i/ /k/ /ə/ /n/ /z/.
 - **war**—Students might expect to pronounce *war* as /w/ /ar/ or /w/ /er/. However, the correct pronunciation is /w/ /or/.
 - **signature**—Students might expect to pronounce *signature* as /s/ /i/ /g/ /n/ /a/ /t/ /er/. However, the correct pronunciation is /s/ /i/ /g/ /n/ /ə/ /ch/ /er/.

Reader



Page 12

TEKS 2.2.B.iv Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information.

Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where each word first appears in “Trouble with the British” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

British—n., people who are from Great Britain (12)

U.S. Congress—n., the people elected to make laws for the United States (12)

declare war—v., to officially say that one country will start a war with another country (declaring war) (12)

trader—n., someone who exchanges something to get something in return (traders, traded, trading, trade) (16)

army—n., a group of soldiers trained to fight on land (18)

navy—n., a group of soldiers trained to fight battles at sea on board ships (18)

impressment—n., the state of being forced to serve in the British Navy (impressed) (18)

Vocabulary Chart for “Trouble with the British”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	British U.S. Congress impressment	trader army navy	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	declare war		

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board/chart paper.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.

- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. Brit | ish
2. U.S. Con | gress
3. de | clare war
4. tra | der
5. ar | my
6. na | vy
7. im | press | ment



READ “TROUBLE WITH THE BRITISH” (20 MIN.)

TEKS 2.9.D.i

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

You will introduce a new practice with this chapter as you model taking notes on the board/chart paper after students read and discuss each set of pages. Point out that many people find it helpful to make notes of important information when they read nonfiction.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.
- Remind students that the glossary is at the end of the Reader. Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter, students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *British*.



TEKS 2.9.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

- Also point out that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. For example, the words *declare war* and another form of it, *declaring war*, appear in the same chapter together. In other cases, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read.
- Have students look at the words in the glossary that begin with the letter ‘d’ and find the words *declare war*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

Pages 12 and 13

- Read the title of the chapter together as a class, “Trouble with the British.”
- Call students’ attention to the image of James Madison on **page 13**.
- Have students read the caption on **page 13**, and point out that it describes the image.
- Tell students to always read captions to gain information.
- Introduce the words *British*, *U.S. Congress*, and *declare war* as vocabulary words.
- Note for students that *U.S.* is an abbreviation for *United States*. They will see this abbreviation throughout the Reader. Write *United States* on the board and circle the *U* and the *S*. Point out that when we abbreviate *U.S.* we use periods after each letter. Explain that the abbreviation *U.S.* is used as an adjective, or when we are describing something using *U.S.* as the descriptor. Give a few examples, such as *U.S. citizens*, *U.S. athletes*, and so on. Encourage students to use the abbreviation correctly in their own writing.



Check for Understanding

Ask students, “Where in the Reader could we find the definition of *British* quickly?”
(*the glossary*)

- Ask students to turn to the glossary and locate words that begin with the letter ‘b’. Have them find the word *British*, and call on one student to read the definition.
- Redirect students’ attention to **page 12**. Have them locate the word *British* on **page 12**.



Reading

Understanding Text Structure

Beginning

Have students work in a small group to locate words in the glossary.

Intermediate

Have students work with a partner to locate words in the glossary.

Advanced/

Advanced High

Have students locate words in the glossary independently.

ELPS 1.E; ELPS 4.D

Support

Have students read with a partner or in a small group with you for each page spread.

- Have students look up the words *U.S. Congress* in the glossary and read the definition together as a class.
- Have students look up the words *declare war* in the glossary, and read the definition together as a class. Point out that the words *declaring war* are listed in parentheses at the end of the definition, indicating that students will come across this form of the expression in the same chapter as *declare war*.
- Read **page 12** aloud as students follow along, asking them to listen for the answer to the question: “What did Madison have to do?”
- After reading aloud the page, restate the question and ask students to answer. (*Madison had to decide what to do: ask the U.S. Congress to declare war, or try to keep the peace.*) Make sure students support their answer with evidence from the text. Record the answer on the board/chart paper, pointing out that you are making notes to help you remember the important information in the chapter.

Pages 14 and 15

- Tell students to read the first paragraph on **page 14** to themselves to find the answer to the question: “What two countries in Europe were at war?”
- When students have finished reading, restate the question and ask students to answer. (*Britain and France*) Record the answer on the board/chart paper.
- Tell students to read the second paragraph on **page 14** to themselves to find the answer to the question: “Who led the French and what was he like?”
- When students have finished reading, restate the question and ask students to answer. (*Napoleon led the French and he was a brave leader.*)
- Direct students’ attention to the image on **page 15**, and read the caption aloud as a class.

Pages 16 and 17

- Have students look in the glossary for the word *trader*, and read the definition together as a class. Note the plural form of the word at the end of the definition (*traders*), and tell students they will see this form of the word in the chapter instead of *trader*. Note for students that *trader* and *traders* are both nouns. Also note that students will see the verb forms of the word in this chapter: *traded*, *trading*, and *trade*.
- Call on one student to read aloud the first two paragraphs on **page 16**, asking students to listen for the answer to the question: “What did most Americans think about this big war at first?”

- After the student finishes reading aloud, restate the question and ask students to answer. (*Most Americans did not care to get involved.*) Record the answer on the board/chart paper.
- Tell students to read the last two paragraphs on **page 16** to themselves. Give students time to read.
- When students have finished reading, ask, “Who did the Americans have problems with?” (*both the French and the British*) Record the answer on the board/chart paper.
- Direct students’ attention to the image and caption on **page 17**, and call on one student to read the caption aloud.

Pages 18 and 19

- Have students look in the glossary for the words *army* and *navy*, and read the definitions together as a class.
- Have students look in the glossary for the word *impressment*, and read the definition aloud to them. Note for students that *impressed* is another form of the word that appears in this chapter.
- Tell students, “I wonder why the British needed all the men they could get. Let’s read the first two paragraphs on **page 18** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*They needed all the men they could get because some people quit the navy and others ran away. They needed men so they could defeat the French.*) Record the answer on the board/chart paper.
- Call on one student to read aloud the last paragraph on **page 18**.
- Ask, “Why were Americans angry about what the British did?” (*They were angry because sometimes the British weren’t careful and grabbed Americans.*) Record the answer on the board/chart paper.
- Have students describe what the image on **page 19** shows.

Pages 20 and 21

- Tell students to read the first two paragraphs on **page 20** to find the answer to the question: “What did Americans do as the country grew?”
- When students have finished reading, restate the question and ask students to answer. (*Americans went west and set up farms.*) Record the answer on the board/chart paper.
- Ask, “Why was this a problem?” (*There were already people living there.*)

- Say, “I wonder which people were already living there. Let’s read the rest of **page 20** to find out.” Give students time to read the remaining two paragraphs.
- When students have finished reading, restate the question and ask students to answer. (*Native Americans were already living there.*) Record the answer on the board/chart paper.
- Ask, “How did Native Americans respond to settlers moving onto land where they lived?” (*Native Americans did not like this. There were many fights between settlers and Native Americans.*) Record the answer on the board/chart paper.
- Have students discuss the image on **page 21**.

Pages 22 and 23

- Read aloud the first two paragraphs of **page 22** as a class.
- Ask, “Why did people in the United States feel they needed to fight back?” (*They said the British were helping Native Americans attack American settlers.*) Record the answer on the board/chart paper.
- Tell students to read the remaining paragraph on **page 22** to find the answer to the question: “What were reasons for not declaring war?”
- When students have finished reading, restate the question and ask students to answer. (*A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the British would not be easy to defeat.*) Record the answer on the board/chart paper.
- Direct students’ attention to the image on **page 23**, and have students describe what the image shows.

Wrap-Up

- Direct students’ attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.
- Tell students that even though Americans were angry with the British, there were good reasons not to go to war, which students read about.

Note: Keep the notes on display for use in the next lesson.

- Have students complete Activity Page 5.2 as a teacher-guided activity, or if you feel students are ready, have them complete it independently.

Activity Page 5.2





Activity Page 5.2: Chapter Questions

Collect and review Activity Page 5.2. Students who did not get these questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Practice Sentences for /f/ > 'ph'

- Make one copy of **Activity Page TR 5.1** for each student.
- Read aloud the sentences one at a time.
- Tell students to underline the words that have the /f/ sound in them.
- When finished, allow students to work with a partner to identify the spellings that are making the /f/ sound, and then review the spellings together.

Crazy Eights

- Make word cards (**Activity Page TR 5.2**) for each student by copying the template several times on different colors of paper.
- Give each player five cards to start. Put the rest of the deck in the middle and flip the top card over next to the deck. This faceup card becomes the discard pile.
- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or they lose their turn.
- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then they can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile and that becomes the new deck.
- The first student to run out of cards is the winner.

READING

Informational Text

PRIMARY FOCUS OF LESSON

Reading

Students will reread “Trouble with the British” in pairs with purpose and understanding and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

Foundational Skills

Students will read and sort words with the tricky spelling ‘ea’ > /ee/ or /e/.
TEKS 2.2.B.iii

Language (Spelling)

Students will read and alphabetize words featuring r-controlled vowel patterns and will use the words in oral sentences, and will read and spell multisyllabic words with closed syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “Trouble with the British”

TEKS 2.4

Activity Page 6.1

Chapter Questions “Trouble with the British”

TEKS 2.6.G; TEKS 2.7.C

TEKS 2.4 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Review the Chapter	Whole Group	5 min.	<ul style="list-style-type: none"> ❑ <i>The War of 1812</i> ❑ Activity Page 6.1
Reread “Trouble with the British”	Partner	25 min.	
Foundational Skills			
Review Tricky Spelling ‘ea’ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> ❑ board ❑ prepared word cards ❑ tape ❑ Tricky Spelling ‘ea’ (Digital Components)
Language (Spelling)			
Introduce Spelling Words	Whole Group	20 min.	<ul style="list-style-type: none"> ❑ prepared word cards ❑ Activity Page 6.2
Take-Home Material			
Family Letter; “Trouble with the British”; Alphabetize Words; <i>The War of 1812</i> Glossary			<ul style="list-style-type: none"> ❑ Activity Pages 6.2–6.4, PP.21

ADVANCE PREPARATION

Reading

- Have your notes from the previous lesson on Chapter 1, “Trouble with the British,” on display.
- Plan how you will pair students for partner reading.
- Make a copy of the blank 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.

Foundational Skills

➤ Digital Component 6.1

- Copy the graphic for the spelling ‘ea’ (Digital Component 6.1) on the board/chart paper for Review Tricky Spelling ‘ea’, or prepare to use the digital version.
- Copy the following words onto individual index cards for Review Tricky Spelling ‘ea’.

1. meat	12. beam	23. each	34. threat
2. leave	13. beaver	24. easy	35. deaf
3. flea	14. leaf	25. bread	36. feather
4. feast	15. neat	26. breakfast	37. health
5. peach	16. reach	27. breath	38. heaven
6. beach	17. east	28. dead	39. spread
7. bead	18. cheap	29. weather	40. ready
8. beak	19. clean	30. jealous	41. sweat
9. beat	20. cream	31. weapon	42. sweater
10. heat	21. deal	32. tread	43. leather
11. heal	22. dream	33. thread	44. meadow

Language

- Write this week’s spelling words on index cards, and have paper clips handy for folding the cards.

Universal Access

- Prepare laminated sentences strips with the alphabet on them for students to reference as they alphabetize the spelling words.

Reader



Page 12

Activity Page 6.1

ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information
and Ideas

Beginning

Rephrase the questions on Activity Page 6.1 into yes/no and *wh*- questions.

Intermediate

Encourage students to affirm what others say and add relevant information to the discussion.

Advanced/

Advanced High

Challenge students to build on what the previous student said during the discussion.

ELPS 1.E; ELPS 4.G;

ELPS 4.1

Lesson 6: "Trouble with the British"

Reading



Primary Focus: Students will reread "Trouble with the British" in pairs with purpose and understanding and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

REVIEW THE CHAPTER (5 MIN.)

- Tell students that today they will reread Chapter 1, "Trouble with the British" with a partner.
- Direct students' attention to the notes you recorded during the previous lesson. Read through the notes with students to review what they read during the previous lesson.
- Take the time to answer any questions that students may have about the chapter.

REREAD "TROUBLE WITH THE BRITISH" (25 MIN.)

- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Tell students that when they finish reading, they should complete Activity Page 6.1.



Observation: Anecdotal Reading Record

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

Wrap-Up

- When students have finished reading and completing Activity Page 6.1, call them back together as a class.

TEKS 2.4 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

- Review Activity Page 6.1 as a class to promote discussion of the chapter.

Note: Keep the notes on “Trouble with the British” for use in writing lessons at the end of the unit.



Activity Page 6.1: Chapter Questions

Collect and review Activity Page 6.1. Students who did not correctly answer the questions may need to reread the chapter and practice looking back in the text to find the answer to questions.

Lesson 6: ‘ea’ > /ee/ or /e/

Foundational Skills

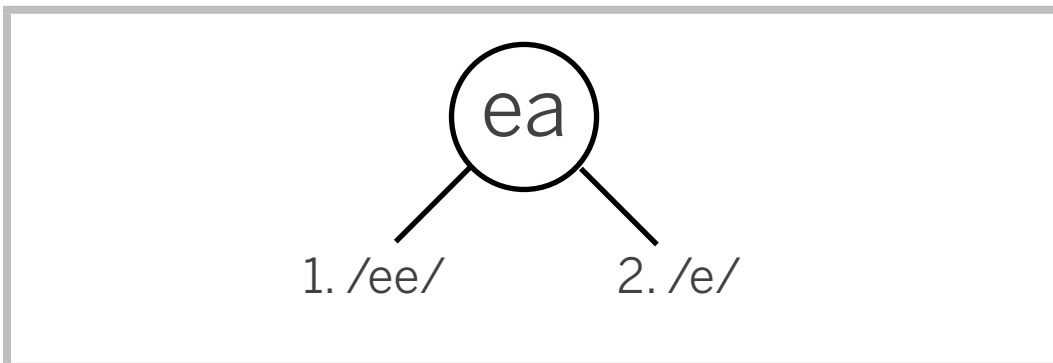


Primary Focus: Students will read and sort words with the tricky spelling ‘ea’ > /ee/ or /e/. **TEKS 2.2.B.iii**

REVIEW TRICKY SPELLING ‘EA’

- Remind students that earlier in this unit, they learned a new sound for the ‘ea’ spelling, /e/ as in *head*.
- Direct students’ attention to the chart you prepared advance. Note the two headers showing the different sounds for the spelling ‘ea’, a tricky spelling that can represent either the /ee/ or /e/ sound.

➤ Digital Component 6.1



- Shuffle and then flash the cards you prepared in advance one at a time to students, having them read the cards aloud as a group.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Support

Have students work with a partner or in a small group to read each word card and tape it under the correct header.



Check for Understanding

Distribute the cards to students. Have each student or small group read the card(s) to the class and tape it under the correct header.

Lesson 6: Spelling Words Language



Primary Focus: Students will read and alphabetize words featuring r-controlled vowel patterns and will use the words in oral sentences, and will read and spell multisyllabic words with closed syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

INTRODUCE SPELLING WORDS

- Tell students that this week's spelling words all include r-controlled vowels. Write the following spellings on the board/chart paper as columns and review the sound associated with each spelling: 'ar', 'er', 'or', 'ir', and 'ur'.
- Remind students that they can use what they have learned about closed syllables to spell the words. Point out the /a/ sound in *af•ter* and the /ir/ sound in *birth•day*.

- | | |
|---------------|-------------------------|
| 1. after | 11. hamburger |
| 2. barber | 12. turtle |
| 3. camera | 13. marker |
| 4. difference | 14. parcel |
| 5. birthday | 15. ramparts |
| 6. swirling | 16. safari |
| 7. thirteen | 17. informer |
| 8. chirping | 18. organize |
| 9. burden | 19. perform |
| 10. furnace | Tricky Word: war |

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Using the cards you prepared in advance, introduce each spelling word by asking students to read the word on the index card, and to indicate the r-controlled spelling in the word and the sound it stands for and into which column it should be taped on the board/chart paper. (Some words apply to more than one r-controlled spelling, so you will need to write those words in their second columns. Those words are in parentheses in the sorted chart.)
- Ask students to use each word orally in a sentence to make sure they understand the meaning of each word.

'ar'	'er'	'or'	'ir'	'ur'
barber	after	(informer)	birthday	burden
marker	(barber)	organize	swirling	furnace
parcel	camera	(perform)	thirteen	(hamburger)
ramparts	difference		chirping	turtle
safari	hamburger			
war	(marker)			
	informer			
	perform			

- Introduce the Tricky Word *war*, explaining that this word has the spelling 'ar' but the letters 'ar' do not make the sound /ar/. Instead, they make the sound /or/. Tape the word in the column for 'ar'.
- Tell students that you will now rearrange the words and put them in alphabetical order. Fold over the cards and paper clip them so that just the first letter shows.
- Ask: "Do you see any words that begin with 'a'? Yes, I have two words that begin with 'a'. I will fold the cards over so I can see the second letter just like we did last week. Now I see that 'c' comes before 'f', so I will put *acorn* first, followed by *after*."
- Continue in this way through the cards.
- Unfold the cards and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

Support

Provide students with a laminated sentence strip with the alphabet on it. Have them use a dry-erase marker to mark through the letters of the alphabet as they work through the list of spelling words.

- | | |
|---------------|--------------|
| 1. after | 11. marker |
| 2. barber | 12. organize |
| 3. birthday | 13. parcel |
| 4. burden | 14. perform |
| 5. camera | 15. ramparts |
| 6. chirping | 16. safari |
| 7. difference | 17. swirling |
| 8. furnace | 18. thirteen |
| 9. hamburger | 19. turtle |
| 10. informer | 20. war |

- Tell students the words will remain on display until the assessment so they may refer to them during the week.
- Tell students they will take home Activity Page 6.2 to share with a family member.

End Lesson

Take-Home Material

FAMILY LETTER; “TROUBLE WITH THE BRITISH”; ALPHABETIZE WORDS; THE WAR OF 1812 GLOSSARY

- Have students take home Activity Page 6.2 to share with a family member, Activity Page 6.3 to read to a family member, Activity Page 6.4 to complete, and Activity Page PP.21 to use as a reference during this unit.

Activity Pages
6.2–6.4, PP.21



Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY SPELLING 'EA'

Circle the Spelling

- Make a copy of **Activity Page TR 6.1** for each student.
- Explain that for each row, there is a word. Students must decide which sound 'ea' makes in the word, /e/ or /ee/.
- Read the word for number 1. Ask students which sound 'ea' makes. Have them circle the example in the appropriate column.
- Continue through the rest of the words in this manner.
- Have students go back and read all the words with 'ea' > /e/. Then have students read all the words with 'ea' > /ee/.
- Have students write two or more words that have 'ea' > /e/ and 'ea' > /ee/ at the bottom of the page, or on another piece of paper.

MORE HELP WITH R-CONTROLLED VOWELS

Over the Rainbow

- Make a copy of the game board template (**Activity Page TR 6.2**) for each pair of students.
- Make a copy of the Over the Rainbow cards (**Activity Page TR 6.3**) on card stock for each pair of students. Cut apart the cards. Shuffle and place the cards facedown in a stack.
- To play, have each student take turns choosing a clue from the stack of cards. The student reads the first clue aloud. If the student reads the card, fills in the missing sound, or completes the task correctly, then they can move on the board to the next space, where they will choose the next clue. The first one to the pot of gold wins.

7

READING AND GRAMMAR

Informational Text and Adverbs

PRIMARY FOCUS OF LESSON

Reading

Students will listen to the Read-Aloud “America in 1812, Part II” and will answer

- ✦ literal and inferential questions about key details in the text. **TEKS 2.6.F; TEKS 2.7.C**

Language (Grammar)

Students will learn that an adverb is a word that describes a verb and will identify

- ✦ adverbs, nouns, and verbs in oral sentences. **TEKS 2.11.D.v**

Students will identify the meaning of and use words with affix *-ly*.

- ✦ **TEKS 2.3.C**

FORMATIVE ASSESSMENT

Observation

Discussion Questions “America in 1812, Part II”

- ✦ **TEKS 2.6.F; TEKS 2.7.C**

Activity Page 7.1

Verbs and Adverbs

- ✦ **TEKS 2.3.C; TEKS 2.11.D.v**

- ✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.11.D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Read-Aloud	Whole Group	30 min	❑ <i>The War of 1812</i> Flip Book (from the Knowledge Strand)
Read Aloud "America in 1812, Part II"			
Language (Grammar)			
Introduce Adverbs	Whole Group	30 min	❑ Activity Page 7.1 ❑ Activity Page 7.1 (Digital Components)

ADVANCE PREPARATION

Reading

- We recommend you use the Flip Book for *The War of 1812* domain to show the images to students as you share the Read-Aloud.

Language

➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Introduce Adverbs

Lesson 7: “America in 1812, Part II”

Reading



Primary Focus: Students will listen to the Read-Aloud “America in 1812, Part II” and will answer literal and inferential questions about key details in the text.

TEKS 2.6.F; TEKS 2.7.C

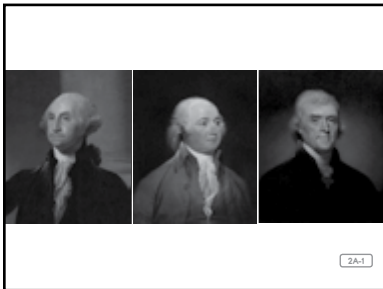
INTRODUCE THE READ-ALoud (5 MIN.)

- Direct students’ attention to the timeline you created together in Lesson 3.
- Briefly discuss the timeline events as a class.
- Tell students that you will share another Read-Aloud that students heard earlier in Grade 2 Knowledge to help them remember what was happening in the United States before the War of 1812.
- Tell students that the Read-Aloud you are going to share is “America in 1812, Part II.”

READ ALoud “AMERICA IN 1812, PART II” (25 MIN.)

- Read aloud the following excerpts from the Grade 2 Knowledge domain *The War of 1812*. Be sure to stop at the Checks for Understanding to gauge students’ comprehension of the text.

“America in 1812, Part II”



Show Image 2A-1: George Washington, John Adams, Thomas Jefferson

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again. Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the

British. Under his leadership, the United States and Great Britain signed a treaty called Jay’s Treaty. In this treaty, the British promised not to get involved or interfere with the United States’ business or activities.

TEKS 2.6.F Make inferences and use evidence to support understanding; **TEKS 2.7.C** Use text evidence to support an appropriate response.



Reading

Listening Actively

Beginning

Ask several questions in a yes/no format.

Intermediate

Allow students to work with a partner to answer a question.

Advanced/
Advanced High

Guide students in adding additional information to answer a discussion question.

ELPS 4.G



Show Image 2A-2: Map of shipping trade routes

During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved. Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it.



Check for Understanding

Inferential. Why do you think the United States wanted to have good relations with Britain and France?

- » Answers may vary, but could include that as a young nation, with a small army and navy, they did not want to go to war. They also wanted to trade with both Britain and France.



Show Image 2A-5: Map of United States/Canada/New Spain with flags

You might think that what was happening at sea was enough to drive the United States to war with Great Britain. But, there were even more problems on American land. Even though Britain had lost the thirteen colonies to America, it still had control of land in the

northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada. The British had forts and outposts along the U.S. and Canadian border.



Check for Understanding

Literal. What areas of land in North America did Britain still control?

- » The northern Great Lakes region, the northwestern territories, and part of what is now Canada.



Show Image 2A-6: Settlers in wagons

Most Americans during this time were farmers. Many, many settlers were moving west in search of land to farm. Although the wagons were on American land, the U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the

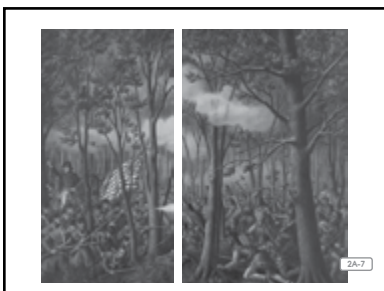
Ohio River Valley and the Indiana Territory. They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.



Check for Understanding

Literal. In 1812, what job did most Americans have?

- » In 1812, most Americans were farmers.



Show Image 2A-7: The Battle of Tippecanoe

In 1811, many Native Americans fought to remove settlers from their land in the Battle of Tippecanoe. The U.S. Army fought back. The American soldiers had reason to believe Native Americans received weapons from the British. The British denied it. They insisted that they were only trading with Native Americans—

nothing more.



Check for Understanding

Literal. What did the U.S. government suspect Britain of doing?

- » arming Native Americans

Inferential. Why do you think that Native Americans did not want settlers on their land?

- » Native Americans feared the settlers would take their land away from them.

Wrap-Up

- Tell students you will give them a Think-Pair-Share question. They should think about the question, and then turn to a neighbor and discuss the question.
- Tell them that you will then call on several students to share what was discussed.

Discussion Question for “America in 1812, Part II”

1. **Evaluative** *Think-Pair-Share*. Why do you think Native Americans and frontier settlers were in conflict with each other? Ask students to think about what Native Americans must have felt as they saw more and more settlers moving onto their land.
 - » Answers may vary.



Observation: Discussion Questions

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

Challenge

Have students write a summary of today's read-aloud.

Lesson 7: Grammar

Language



Primary Focus

Students will learn that an adverb is a word that describes a verb and will identify

adverbs, nouns, and verbs in oral sentences. **TEKS 2.11.D.v**

Students will identify the meaning of and use words with affix *-ly*. **TEKS 2.3.C**

INTRODUCE ADVERBS **TEKS 2.3.C**

- Remind students that they have learned three parts of speech: *nouns*, *adjectives*, and *verbs*. They have already learned that adjectives describe nouns. Explain that today they will learn about a new part of speech that describes or refers to verbs; it is called an *adverb*.
- Write the word *adverb* on the board/chart paper. Have students repeat the word.
- Explain that an adverb is a word that tells about the action of a verb or how something is done. It's a word that can be used to describe a verb. An adverb describes how the action of a verb takes place.
- Tell students that you are going to say some very short sentences. In each sentence, there will be one noun, one verb, and one adverb. For each sentence, have students identify the adverb, which is the word that describes the verb or how the action happens.
- Read the following sentence: "Jim ran quickly." Ask students which word tells more about the verb. (*quickly*; *How did Jim run? quickly*)
- Once the word has been identified, explain that this is the adverb in the sentence.
- Repeat these steps with the items in the following box.

1. Dad drove slowly. (*slowly*)
2. Snow melts fast. (*fast*)
3. Susan danced lightly. (*lightly*)
4. Daisies bloom brightly. (*brightly*)
5. Matt slept well. (*well*)
6. Chris whispered softly. (*softly*)
7. Coco shouted loudly. (*loudly*)

TEKS 2.11.D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.



Language

Using Verbs and Verb Phrases

Beginning

Have students work in small groups to create a sentence that includes an adverb.

Intermediate

Have students work with a partner to create a sentence that includes an adverb.

Advanced/ Advanced High

Have students work independently to create a sentence that includes an adverb.

ELPS 1.F; ELPS 5.F

Activity Page 7.1



Check for Understanding

Ask students to think of a sentence that includes an adverb. Call on several students to share their sentences, asking them to identify the adverb and the verb it describes.

- Point out that adverbs often follow the verbs they describe, but not always.

➤ Digital Component 7.1

- Have students turn to Activity Page 7.1 while you display the digital version.
- Work with students to draw a triangle around the adverbs and a wiggly line under the verbs in each of the sentences on the front of the activity page. Then, have them draw an arrow from the adverb pointing to the verb the adverb modifies, or describes.
- When students have finished the front of the activity page, ask them if they noticed what letters occur at the end of many adverbs. ('ly') Explain that adverbs often end in 'ly,' but not always.
- Have students turn to the back of the activity page. For each set of adverbs, have students pick an adverb and write a sentence that includes that adverb.
- Have students use the bottom of the second page of Activity Page 7.1 or their own paper to use the suffix *-ly* to change the following words into adverbs: *quiet, most, calm*.



Activity Page 7.1: Verbs and Adverbs

Collect and review Activity Page 7.1. Students who did not correctly identify the adverbs and the verbs they describe may benefit from additional practice found in Additional Support.

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH ADVERBS

- Make copy of **Activity Page TR 7.1** for each student.
- Ask students what an adverb is. Remind them that an adverb often follows the verb it describes, but not always.
- Have students read the first sentence. Ask them to identify the adverb. Then have them identify the verb it describes.
- Have students draw a triangle around the adverb and a wiggly line under the verb. Then have them draw an arrow from the adverb pointing to the verb it describes.
- Continue through the remaining sentences in this manner.
- On the back of the activity page, have students work independently or with a partner to write two or three new sentences, identifying the adverbs and verbs appropriately.
- Have students share their sentences aloud, identifying the adverbs and verbs.

8

READING AND SPELLING ALTERNATIVES

Informational Text and Introduce /er/ > 'ar,' 'or'

PRIMARY FOCUS OF LESSON

Reading

Students will read “The War Hawks” with purpose and understanding, will recognize the central idea and supporting evidence, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer oral questions about key details in the text.

✦ **TEKS 2.7.B; TEKS 2.9.D.i; TEKS 2.9.D.ii**

Foundational Skills

Students will read words with /er/ > 'ar' and 'or' and will recognize and distinguish between words that use 'ar,' 'or,' or 'er' to represent the /er/ sound.

✦ **TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

Language (Grammar)

✦ Students will identify verbs and adverbs in oral sentences. **TEKS 2.11.D.v**

FORMATIVE ASSESSMENT

Exit Pass

Offer an Opinion

✦ **TEKS 2.7.B**

Activity Page 8.1

Bubble the Sound

✦ **TEKS 2.2.B.iii**

Exit Pass

Verb and Adverb

✦ **TEKS 2.11.D.v**

✦ **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.11.D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Chapter	Whole Group	30 min.	<input type="checkbox"/> <i>The War of 1812</i> <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> board/chart paper
Read “The War Hawks”			
Foundational Skills			
Introduce /er/ > ‘ar’ and ‘or’ (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Card for ‘ar’ > /er/ (<i>dollar</i>), ‘or’ > /er/ (<i>work</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> blue markers <input type="checkbox"/> /er/ Spelling Tree <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape
Bubble the Sound (Phonics)	Independent	10 min.	<input type="checkbox"/> Activity Page 8.1
Language (Grammar)			
Review Adverbs	Whole Group	10 min.	
Take-Home Material			
“The War Hawks”; Fill in the Blank			<input type="checkbox"/> Activity Pages 8.2, 8.3

ADVANCE PREPARATION

Foundational Skills

- You may wish to tab Vowel Code Flip Book page 19. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and blue markers readily available.
- Prepare two new branches for the /er/ Spelling Tree: 'ar' and 'or'.
- Write the following words on leaves to add to the /er/ Spelling Tree for Introduce /er/ > 'ar' and 'or': *dollar, actor, color, history, major, doctor, labor, effort, factory, memory, mirror, author, collar, solar, polar, cellar, grammar, calendar, lizard, wizard, mustard, orchard, and standard.*

Language

- Write the following sentence on the board/chart paper for Review Adverbs and cover it:

The squirrel rapidly climbed the tree to avoid the dog.

Lesson 8: “The War Hawks”

Reading



Primary Focus: Students will read “The War Hawks” with purpose and understanding, will recognize the central idea and supporting evidence, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer oral questions about key details in

the text. **TEKS 2.7.B; TEKS 2.9.D.i; TEKS 2.9.D.ii**

INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “The War Hawks.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Preview Spellings

- Write the word *oppose* on the board/chart paper.
 - Circle the first letter ‘o’.
 - Tell students that this letter represents the sound /u/.
 - Ask students to turn to **page 7** of the **Individual Code Chart**.
 - Ask students to find the /u/ row and follow it across.
 - Students will see that ‘o’ can sometimes represent the /u/ sound.
 - Write the word *compose* on the board/chart paper as an example of a word in which ‘o’ spells the sound /u/.

Preview Core Vocabulary

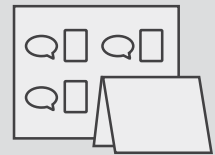
- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The War Hawks” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

Reader



Page 24

Code Materials



TEKS 2.7.B Write brief comments on literary or informational texts that demonstrate an understanding of the text;
TEKS 2.9.D Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (ii) features and graphics to locate and gain information.

Vocabulary for “The War Hawks”

merchant—n., a person who sells things (merchants) (24)

oppose—v., to be against something (opposed) (24)

Vocabulary Chart for “The War Hawks”

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

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board/chart paper.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. mer | chant
2. op | pose first ‘o’ > /u/ (*compose*)



READ “THE WAR HAWKS” (20 MIN.)

TEKS 2.9.D.i

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use



TEKS 2.9.D.i Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Remind students that as they read, they should try to identify the central idea of the text as well as evidence that supports it.
- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.
- Remind students that the glossary is at the end of the Reader. Point out that all of the vocabulary words for the entire Reader are listed here in one alphabetical list. To find the bolded vocabulary words for this chapter, students will need to look down the list and use their skills in alphabetizing. As an example, the first vocabulary word for this chapter is *merchant*.
- Also point out that some words in the glossary have a word in parentheses at the end of the definition. Note for students that the word in parentheses is another form of the vocabulary word that appears in the Reader. Sometimes, the word in parentheses appears in the chapter but the vocabulary word does not, so students will have to look closely to see which form of the word appears as they read. For example, the word *merchants* appears in the chapter, but the word *merchant* does not.
- Have students look at the words in the glossary that begin with the letter 'o' and find the word *oppose*. The glossary can be used at any time to help remind students of the meanings of new words. Encourage them to refer to it when they are reading silently.

Pages 24 and 25

- Read the title of the chapter together as a class, "The War Hawks."
- Call students' attention to the image of a busy town on **page 25**.
- Have students read the caption on **page 25**, and point out that it describes the image.
- Tell students to always read captions to gain information.
- Introduce the words *merchant* and *oppose* as vocabulary words.
- Ask, "Where in the Reader could we find the definition of *merchant* quickly?" (*the glossary*)
- Ask students to turn to the glossary and locate words that begin with the letter 'm'. Have them find the word *merchant*, and call on one student to read the definition. Note the plural form of the word (*merchants*) at the end of the

definition, and tell students they will see this form of the word in the chapter instead of *merchant*.

- Have students look up the word *oppose* in the glossary, and read the definition together as a class. Note for students the past tense of the word (*opposed*) at the end of the definition tells students they will see this form of the word in the chapter instead of *oppose*.
- Read **page 24** aloud as students follow along, asking them to listen for the answer to the question: “Why did some people not care to go to war?”
- After reading aloud the page, restate the question and ask students to answer. (*Most merchants and traders did not care to go to war because they had homes in the cities along the East Coast and traded with Great Britain as well as other countries. A war would mean less trade between countries, sunken ships, and lost goods. A war would cost them money.*) Record the answer on the board/chart paper.

Pages 26 and 27

- Tell students to read the first paragraph on **page 26** to themselves to find the answers to the questions: “What group of people were not opposed to war? Why?”
- When students have finished reading, restate the questions and ask students to answer. (*People who did not oppose war lived in the states out west and were closer to Native American land. These settlers were afraid of Native Americans and were angry with the British.*) Record the answer on the board/chart paper.
- Tell students to read the second paragraph on **page 26** to themselves to find the answer to the question: “What were these people called?”
- When students have finished reading, restate the question and ask students to answer. (*They were called War Hawks.*) Record the answer on the board/chart paper.
- Direct students’ attention to the image on **page 27**, and have students describe what the image shows.

Pages 28 and 29

- Call on one student to read aloud **page 28**, asking students to listen for the answer to the question: “How did War Hawks tell Congress they should go to war?”
- After the student finishes reading aloud, restate the question and ask students to answer. (*They made angry speeches before Congress.*) Record the answer on the board/chart paper.

- Direct students' attention to the image and caption on **page 29**, and call on one student to read the caption aloud. Note for students that this is an image of Henry Clay, who was a War Hawk.

Wrap-Up

- Direct students' attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.
- Tell students that even though some people were called War Hawks and felt Congress should declare war, there were others who felt war should not be declared.

Note: Keep the notes on display for use in the next lesson.



Exit Pass: Offer an Opinion

Have students offer an opinion, orally or in writing, about whether it would be a good idea for the United States to declare war or not, using evidence from the text to support their opinion.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., "I think the United States should/should not declare war.")

Intermediate

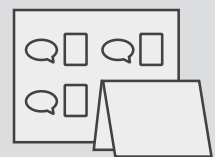
Provide students with sentence frames using an expanded set of learned phrases (e.g., "I think the United States should/should not declare war because . . .")

Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 1.E; ELPS 3.G

Code Materials



Lesson 8: /er/ > 'ar' or 'or'

Foundational Skills



Primary Focus: Students will read words with /er/ > 'ar' and /er/ > 'or' and will recognize and distinguish between words that use 'ar', 'or', or 'er' to represent the /er/ sound. **TEKS 2.2.B.iii; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

INTRODUCE /ER/ > 'AR' AND 'OR' (10 MIN.)

- Tell students that today's letter-sound correspondences can be found on the following page of the Vowel Code Flip Book:

Vowel Code Flip Book	Individual Code Chart
1. 'ar' > /er/ (<i>dollar</i>) page 19	1. 'ar' > /er/ (<i>dollar</i>) page 10
2. 'or' > /er/ (<i>work</i>) page 19	2. 'or' > /er/ (<i>work</i>) page 10

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Point to the /er/ Tree. Remind students that they have learned three different ways to spell /er/: 'er' as in *her*; 'ur' as in *hurt*; and 'ir' as in *bird*. Point to several leaves on the different branches, asking students to rapidly read the words.
- Explain that students will learn two new spellings today for /er/: 'ar' and 'or'. Turn to **page 19** of the **Vowel Code Flip Book**, and put the Spelling Cards on the appropriate spaces. Discuss the power bars.
- Tell students that today's letter-sound correspondences can be found on **page 10** of the **Individual Code Chart**.
- Hand out the blue markers. Have students turn to **page 10** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart as well as the spelling.
- Attach the two new branches to the /er/ Tree.
- Shuffle the leaves you prepared with the 'or' and 'ar' spellings.
- Hold up one of the leaves you prepared and call on a student to read the word and identify the spelling for /er/. Have the student tape the leaf to the appropriate branch.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /er/ has the longer power bar. ('er') Explain that 'or' is used as a spelling for /er/ in more words than 'ar', but that 'er' is used as a spelling for /er/ in more words than the other spellings.
- Remind students that they have already encountered the spellings 'ar' and 'or' in association with other sounds, 'ar' as /ar/ and 'or' as /or/. Write the following words on the board/chart paper and ask students to read them. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *car•pet* as an example of how to use the VCCV pattern to chunk and read a word.

- | | |
|-----------|-----------|
| 1. charm | 5. short |
| 2. carpet | 6. forest |
| 3. barber | 7. corner |
| 4. alarm | |

- Help students realize that when they see a word with an 'ar' or 'or' spelling, they may need to sound out the word with alternate sounds, 'ar' as /ar/ or /er/ and 'or' as /or/ or /er/, to see which sound makes sense in a given instance.

Note: The Tricky Word *wizard* can now be seen as part of a larger spelling pattern. It should be removed from your Tricky Word Wall if you have one.

BUBBLE THE SOUND (10 MIN.)

- Have students turn to Activity Page 8.1.
- Tell students that they will read each word and indicate the pronunciation of the underlined spelling by filling in the bubble in one of the three pronunciation bubbles.
- Do the first several items collaboratively. Then, have students do the last several items on their own.
- To provide students with more practice spelling words in sentences, have them use the back of Activity Page 8.1 to write new sentences with the words in the activity.

Activity Page 8.1



Support

Pronounce words as needed in order for students to distinguish between /ar/, /or/, and /er/.



Activity Page 8.1: Bubble the Sound

Collect and review Activity Page 8.1.

Note: It is suggested that you be lenient when assessing student performance on this activity page. Some students may say that they hear the /or/ sound in *favor* or the /ar/ sound in *beggar*. That is okay. It is more important that students realize that the spellings 'or' and 'ar' can be pronounced different ways than to classify each word correctly. Students may need to try more than one pronunciation to successfully decode 'or' and 'ar' words. They will have additional opportunities to practice this in the Tricky Spelling exercises later in the unit.

Lesson 8: Grammar

Language



Primary Focus: Students will identify verbs and adverbs in oral sentences.

TEKS 2.11.D.v

REVIEW ADVERBS

- Remind students that they have learned that an adverb is a word that describes a verb. An adverb describes how or when the action of a verb takes place.
- Tell students that you will read some sentences aloud to them and will ask them to first identify the verb and then the adverb in each sentence.

TEKS 2.11.D.v Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

Support

Ask students questions such as *Who? Did what? How?* to help guide them to the adverb.

1. They sang cheerfully. (verb = *sang*; adverb = *cheerfully*)
2. He snored loudly. (verb = *snored*; adverb = *loudly*)
3. The garbage truck rumbled slowly down the road. (verb = *rumbled*; adverb = *slowly*)
4. I waited patiently in line. (verb = *waited*; adverb = *patiently*)
5. The tiny kitten purred softly. (verb = *purred*; adverb = *softly*)
6. My dog barked loudly. (verb = *barked*; adverb = *loudly*)
7. Jamie quickly ate his dinner. (verb = *ate*; adverb = *quickly*)
8. The boys and girls ran swiftly. (verb = *ran*; adverb = *swiftly*)

Challenge

Have students write one or two sentences on their own, identifying the verb and adverb appropriately in each sentence.



Exit Pass: Verb and Adverb

Uncover the sentence you prepared in advance. Ask students to write down the verb and adverb in the sentence, labeling each appropriately.

End Lesson

Take-Home Material

“THE WAR HAWKS”; FILL IN THE BLANK

Activity Pages
8.2, 8.3



- Have students take home Activity Page 8.2 to read to a family member, and Activity Page 8.3 to complete.

Lesson 8: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

- | | | |
|-------------|-------------|--------------|
| 1. dollar | 8. similar | 15. backward |
| 2. collar | 9. lizard | 16. upward |
| 3. solar | 10. wizard | 17. downward |
| 4. polar | 11. buzzard | 18. awkward |
| 5. cellar | 12. mustard | 19. standard |
| 6. grammar | 13. orchard | 20. blizzard |
| 7. calendar | 14. forward | 21. hazard |

Decodable Homophones

1. seller—cellar
2. fryer—friar
3. hanger—hangar

Sentences and Phrases

1. an awkward moment
2. cellar dweller
3. solar system
4. Mark your calendar.
5. The wizard cast a spell.
6. There is mustard on the hot dog.
7. The lizard was lounging in the sun.
8. A polar bear was hunting in the blizzard.
9. one step forward, one step backward

Wiggle Cards

1. Step forward.
2. Walk backward.
3. Point at the calendar.
4. Grab your collar.

MORE HELP WITH SPELLING ALTERNATIVES /ER/ > 'AR', 'OR'

Find the Words

- Make a copy of **Activity Page TR 8.1** for each student.
- Have students highlight or circle the r-controlled vowels in the sentence.
- Then have students read the sentences aloud with a partner.
- At the bottom of the activity page or on a separate piece of paper, have students write three column headers: 'or', 'er', and 'ar'. Have them list the words with r-controlled vowels that they circled under the appropriate header.

Checkers

- Provide each pair of students with a copy of the checkerboard (**Activity Page TR 8.2**), checker pieces (**Activity Page TR 8.3**), and a set of word cards (**Activity Page TR 8.4**).
- The rules are the same as regular checkers except that in order to make a move, the student must first draw and read a word card correctly. If the student reads the card correctly, then they may make a move. If the student misreads the word, the turn is lost.
- The first player to take all of the other player's pieces is the winner.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 860–933 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 877–935 of those words would be completely decodable.

The spelling 'ar' is fairly tricky. It can be pronounced /ar/ as in *car*, /ae/ + /r/ as in *parents*, /er/ as in *dollar*, or /or/ as in *warm*. The letters 'ar' can also be part of larger spelling units, as they are in *heard* and *roar*, or they can be parts of two separate spellings, as they are in *stare* and *hear*.

The spelling 'or' can be pronounced /or/ as in *fort* or /er/ as in *work*.

GRAMMAR

Adverbs

PRIMARY FOCUS OF LESSON

Reading

Students will reread “The War Hawks” in small groups, will answer written true/false questions, citing where they found the answer in the text, and will write a short speech, adopting the viewpoint of a War Hawk.

✚ **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.B; TEKS 2.7.C**

Language (Grammar)

Students will identify verbs and adverbs in oral and written sentences, will identify the meaning of and use words with affixes *-ly*, and will identify the verb modified

✚ by each adverb. **TEKS 2.3.C; TEKS 2.11.D.v**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The War Hawks”
(Group 1)

✚ **TEKS 2.4**

Activity Page 9.1

Chapter Questions “The War Hawks”

✚ **TEKS 2.6.G; TEKS 2.7.C**

Activity Page 9.2

Adverbs

✚ **TEKS 2.3.C; TEKS 2.11.D.v**

✚ **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.11.D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Review the Chapter	Whole Group	5 min.	<input type="checkbox"/> <i>The War of 1812</i> <input type="checkbox"/> Activity Page 9.1
Reread “The War Hawks”	Small Group/ Partner	25 min.	
Language (Grammar)			
Review Adverbs	Whole Group	15 min.	
Practice Adverbs	Independent	15 min.	<input type="checkbox"/> Activity Page 9.2 <input type="checkbox"/> Activity Page 9.2 (Digital Components)
Take-Home Material			
Spelling Alternatives for /er/			<input type="checkbox"/> Activity Page 9.3

ADVANCE PREPARATION

Language

➤ Digital Component 9.1

- Create an enlarged version of Activity Page 9.2 (Digital Component 9.1) to display for Practice Adverbs.

**Beginning**

Provide students with a word bank to help them complete the back of Activity Page 9.1 (e.g., *out west*, *Native Americans*, *British*, *selling guns*, *declare war*, *Congress*).

Intermediate

Encourage students to write phrases and at least one complete sentence (e.g., “I don’t like the British selling guns to Native Americans.”).

**Advanced/
Advanced High**

Encourage students to write independently.

ELPS 5.B

Activity Page 9.1

**Lesson 9: Small Group Reading****Reading**

Primary Focus: Students will reread “The War Hawks” in small groups, will answer written true/false questions, citing where they found the answer in the text, and will write a short speech, adopting the viewpoint of a War Hawk.

TEKS 2.4; TEKS 2.6.G; TEKS 2.7.B; TEKS 2.7.C

REVIEW THE CHAPTER (5 MIN.)

- Tell students that today, they will reread “The War Hawks” in small groups.

Review Core Vocabulary

- You may wish to review the vocabulary before rereading this chapter.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in the previous lesson.

REREAD “THE WAR HAWKS” (25 MIN.)**Small Group**

Group 1: Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Activity Page 9.1 as a group, using their Reader as a guide.

**Observation: Anecdotal Reading Record**

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

Group 2: Ask these students to read the chapter with partners or independently and complete Activity Page 9.1 as they read. Remind students that the bolded words in the chapter are found in the glossary and match the words you reviewed. Some words may appear in different forms in the chapter.

TEKS 2.4 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Wrap-Up

- Call students back together as a class, and review the correct answers to Activity Page 9.1.

Note: Keep the notes on “The War Hawks” for use in writing lessons at the end of the unit.



Activity Page 9.1: Chapter Questions

Collect and review Activity Page 9.1. Students who did not get these questions correct and/or students who did not use appropriate information from the text in their speech may benefit from reviewing information in the chapter at a later time.

Lesson 9: Grammar

Language



Primary Focus: Students will identify verbs and adverbs in oral and written sentences, will identify the meaning of and use words with affixes *-ly*, and will identify the verb modified by each adverb. **TEKS 2.3.C; TEKS 2.11.D.v**

REVIEW ADVERBS (15 MIN.) **TEKS 2.3.C**

- Read the following short sentences aloud, and ask students to identify the verb and adverb in each sentence, as you did in a previous lesson.

1. I cried quietly last night. (verb = *cried*; adverb = *quietly*)
2. My father snores loudly. (verb = *snores*; adverb = *loudly*)
3. The moon shines brightly at night. (verb = *shines*; adverb = *brightly*)
4. The kids play nicely together. (verb = *play*; adverb = *nicely*)
5. We ate supper early so we could go to the movies on time. (verb = *ate*; adverb = *early*)
6. Jesse ran quickly. (verb = *ran*; adverb = *quickly*)
7. The little girl slurped the juice from her cup noisily. (verb = *slurped*; adverb = *noisily*)
8. I carefully finished my homework so that I would have no mistakes. (verb = *finished*; adverb = *carefully*)

TEKS 2.3.C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.11.D.v** Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

Activity Page 9.2



Support

Have students complete fewer sentences on the activity page and/or work to complete it with a partner.

Challenge

Have students create their own, more complex sentences with verbs and adverbs.

Activity Page 9.3



PRACTICE ADVERBS (15 MIN.)

➤ Digital Component 9.1

- Ask students to turn to Activity Page 9.2 while you display the digital version.
- Complete the first few items together as a teacher-guided activity. Based on students' skill in completing these, you may decide to allow students to complete the remaining items independently, work in pairs, or complete them as a teacher-guided activity.
- Have students use the bottom of the second page of Activity Page 9.2 or their own paper to use the suffix *-ly* to change the following words into adverbs: *actual*, *entire*, *full*. If needed, point out that since *full* already ends in *l*, students should simply add the *-y*.



Activity Page 9.2: Adverbs

Collect and review Activity Page 9.2. Students who did not get these questions correct may benefit from additional practice at a later time.

End Lesson

Take-Home Material

SPELLING ALTERNATIVES FOR /ER/

- Have students take home Activity Page 9.3 to complete.

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH ADVERBS

Adverb Chart

- Create an adverb anchor chart with students.
- Divide the chart into four quadrants, labeling them: *When*, *Where*, *How*, and *How Often/Much*.
- Work together to fill in the chart with examples of each type of adverb.
- Write a basic sentence on the board/chart paper (e.g., *The boy goes to school.*).
- Ask students to work with a partner and modify the sentence using at least two adverbs (e.g., *The boy goes happily to school everyday.*).

Charades

- Make task cards for students to act out in a game of charades. For this game, *How* adverbs work best (e.g., students could walk quickly, slowly, angrily, happily).
- Hold up a card and call on a student to read the card. Have that student identify the adverb and the verb it describes. Then have the student act out the card.

10

ASSESSMENT

Spelling Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling, Grammar)

Students will spell dictated words with r-controlled vowel patterns and the Tricky Word *war* and will write four of the words in alphabetical order.

✦ **TEKS 2.2.B.iii; TEKS 2.2.D**

Students will complete written sentences by adding a predicate to each subject and will identify the subject and predicate in each sentence. **TEKS 2.11.D.i**

Differentiated Instruction

Students will practice working with a variety of letter-sound correspondences, will independently read “Trouble with the British,” and will identify various uses of common nouns, proper nouns, adjectives, and verbs in the text.

✦ **TEKS 2.2.B.iii; TEKS 2.11.D.iii; TEKS 2.11.D.iv; TEKS 2.11.D.v**

FORMATIVE ASSESSMENT

Activity Page 10.1

Spelling Assessment

✦ **TEKS 2.2.B.iii; TEKS 2.2.D**

Activity Page 10.2

Subject and Predicate

✦ **TEKS 2.11.D.i**

Activity Page 10.3

Parts of Speech (Group 2)

✦ **TEKS 2.11.D.iii; TEKS 2.11.D.iv; TEKS 2.11.D.v**

✦ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling, Grammar)			
Spelling Assessment	Whole Group	20 min.	☐ Activity Page 10.1
Complete vs. Incomplete Sentences	Whole Group/ Independent	20 min.	☐ Activity Page 10.2
Differentiated Instruction			
Letter-Sound Correspondences, Parts of Speech	Small Group/ Independent	20 min.	☐ Activity Page 10.3

ADVANCE PREPARATION

Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over so students cannot refer to it during the assessment.
- Write the following on the board/chart paper and cover it:
 - Subject + Predicate = Complete Sentence
- Prepare to pair students to write a complete sentence.

Differentiated Instruction

- Using observational data from anecdotal reading records, the spelling analysis record forms, as well as performance on daily checks for understanding or formative assessments, identify those students who may benefit from additional targeted practice in letter-sound correspondences, spelling alternatives, or tricky spellings and select appropriate activities and materials from the Additional Support section at the end of lessons or from the Pausing Point. Other students may benefit from practice with parts of speech (Activity Page 10.3).

Lesson 10: Spelling, Grammar

Language



Primary Focus

Students will spell dictated words with r-controlled vowel patterns and the Tricky Word *war* and will write four of the words in alphabetical order.

✚ **TEKS 2.2.B.iii; TEKS 2.2.D**

Students will complete written sentences by adding a predicate to each subject and will identify the subject and predicate in each sentence. **TEKS 2.11.D.i**

SPELLING ASSESSMENT (20 MIN.)

- Have students turn to Activity Page 10.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students sufficient time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|--------------|-------------------------|
| 1. perform | 11. turtle |
| 2. after | 12. difference |
| 3. chirping | 13. ramparts |
| 4. informer | 14. safari |
| 5. barber | 15. thirteen |
| 6. parcel | 16. birthday |
| 7. burden | 17. marker |
| 8. furnace | 18. swirling |
| 9. camera | 19. hamburger |
| 10. organize | Tricky Word: war |

- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "The War Hawks wanted to go to war." Slowly repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- 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.

✚ **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Activity Page 10.1



- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page:

- | | |
|-------------|-----------|
| 1. chirping | 3. camera |
| 2. turtle | 4. marker |

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

- | | |
|-------------|-----------|
| 1. camera | 3. marker |
| 2. chirping | 4. turtle |



Activity Page 10.1: Spelling Assessment

At a later time, use the template 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.

COMPLETE VS. INCOMPLETE SENTENCES (20 MIN.)

- Remind students that the subject of a sentence tells who or what the sentence is about. For example, in the sentence *The little boy smiled happily.*, the subject is *The little boy* because that is who the sentence is about.
- Remind students that the predicate of a sentence describes what the subject is or does. In the previous sentence, the predicate is *smiled happily* because that is what the subject did.
- Tell students that every sentence needs to have a subject and a predicate. If either the subject or the predicate is missing, it is an incomplete sentence (also known as a sentence fragment).



Language

Modifying to Add Details

Beginning

Encourage students to complete the sentences with ideas about familiar activities (e.g., “I cleaned my room.”).

Intermediate

Encourage students to complete the sentences with more details (e.g., “I cleaned my room with a dust rag and a broom.”).

Advanced/ Advanced High

Encourage students to complete the sentences with a variety of details.

ELPS 3.H; ELPS 5.G

Support

As students are working, ask them the following questions to help them identify the subject/predicate: “Who?” (subject); “Did what?” (predicate).

Activity Page 10.2



- Write the following incomplete sentence on the board/chart paper: *The crying babies*. Explain that this is an incomplete sentence because it is missing a predicate (i.e., it does not say what the crying babies did).
- Now write the following incomplete sentence on the board/chart paper: *wanted their bottles*. Explain that this is an incomplete sentence because it is missing a subject (i.e., it does not say who wanted their bottles).
- Point out that you can combine these two incomplete sentences—one of which is a subject and the other a predicate—to make a complete sentence: *The crying babies wanted their bottles*. Write this sentence on the board/chart paper, prompting students to direct you to draw one line under the subject and two lines under the predicate to “prove” that the sentence is complete.
- Uncover what you wrote on the board/chart paper and direct students’ attention to it:
 - Subject + Predicate = Complete Sentence
- Explain that a complete sentence always has both a subject and a predicate.



Check for Understanding

Pair students to create their own sentence. Ask them to identify the subject and predicate.

- Have students turn to Activity Page 10.2.
- Work with students to complete the first sentence by adding a predicate.
- Have students complete the remaining sentences independently.
- When students are finished with the front of the activity page, have them turn to the back of the activity page.
- Work with students to complete the first sentence by adding a subject.
- Have students complete the remaining sentences independently.



Activity Page 10.2: Subject and Predicate

Collect and review Activity Page 10.2. Students who did not correctly fill in subjects and/or predicates may benefit from a review of sentence structure at a later time.

Lesson 10: Differentiated Instruction

Differentiated Instruction



Primary Focus: Students will practice working with a variety of letter-sound correspondences, will independently read “Trouble with the British,” and will identify various uses of common nouns, proper nouns, adjectives, and verbs in the text. **TEKS 2.2.B.iii; TEKS 2.11.D.iii; TEKS 2.11.D.iv; TEKS 2.11.D.v**

LETTER-SOUND CORRESPONDENCES, PARTS OF SPEECH

Small Group

- While working with students in small groups, please remember to choose activities that fit students’ needs at the time.

Group 1: Students needing extra help with any of the letter-sound correspondences in this unit should work with materials provided in the Additional Support lessons or in the Pausing Point.

Group 2: Have students use Chapter 1, “Trouble with the British” to complete Activity Page 10.3.

Activity Page 10.3



Activity Page 10.3: Parts of Speech

Collect and review Activity Page 10.3 from Group 2. Students who did not correctly identify parts of speech from the chapter may benefit from a review of parts of speech at a later time.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.11.D** Edit drafts using standard English conventions, including (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place.

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH R-CONTROLLED VOWELS**Race Against the Clock**

- Copy and cut apart word cards (**Activity Page TR 10.1**) with r-controlled vowels. If you would like additional cards, copy and cut apart the words on **Activity Page TR 8.4**.
- Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- Remind students not to rush, but to take their time to correctly read the words.
- The student with the most points is the winner.

MORE HELP WITH SUBJECTS AND PREDICATES**Use Images**

- Gather images depicting someone or something in the process of doing something (e.g., a boy running, a lion growling).
- Share one of the images you prepared in advance with students.
- Ask students to determine “Who (subject) is doing what (predicate)?” in the image.
- Once they have answered, ask them to write a sentence including that information, and then go back and identify the subject and predicate appropriately.
- Repeat this with the other images. You may wish to have students work in pairs or independently, based on their needs.
- Have students share their sentences.

11

READING

Informational Text

PRIMARY FOCUS OF LESSON

Reading

Students will read “The War Starts” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, will answer true/false questions about key details in the text, and will place key events in the text in correct chronological order.

✦ **TEKS 2.6.G; TEKS 2.7.D; TEKS 2.9.D.ii**

Foundational Skills

Students will read words with /k/ > ‘ch’ and will complete fill-in-the-blank

✦ sentences with words featuring /k/ > ‘ch’. **TEKS 2.2.B.i; TEKS 2.2.B.v**

Language (Spelling)

Students will read and alphabetize words featuring the spellings ‘ge’, ‘dge’, and ‘tion’ and the Tricky Word *Europe*, and will read and spell one-syllable and

✦ multisyllabic words with open syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

FORMATIVE ASSESSMENT

Activity Page 11.1

Chapter Questions “The War Starts”

✦ **TEKS 2.6.G; TEKS 2.7.D**

Activity Page 11.2

Tricky Spelling ‘ch’

✦ **TEKS 2.2.B.i**

✦ **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

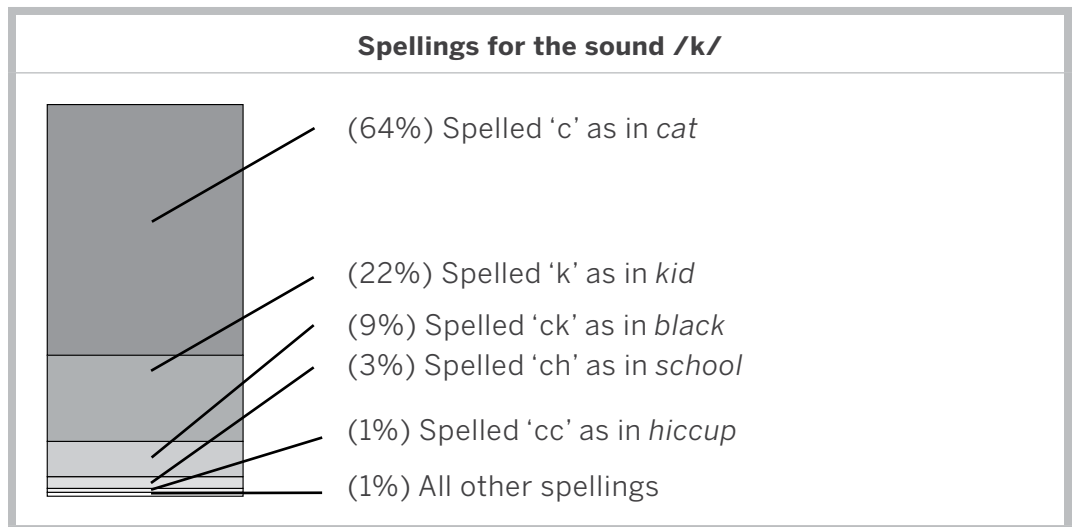
LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Introduce the Chapter	Whole Group	30 min.	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The War of 1812</i> <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Timeline Card 11 <input type="checkbox"/> tape <input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Activity Page 11.1 (Digital Components)
Read “The War Starts”			
Foundational Skills			
Introduce /k/ > ‘ch’ (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Card for ‘ch’ > /k/ (<i>school</i>) <input type="checkbox"/> red markers <input type="checkbox"/> tape <input type="checkbox"/> Activity Page 11.2
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> prepared word cards <input type="checkbox"/> tape
Take-Home Material			
Family Letter; “The War Starts”; Alphabetize Words			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Pages 11.3–11.5

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will teach a spelling alternative for the /k/ sound: 'ch' as in *school*. Students should already know the basic code spelling 'c' as in *cat* and the spelling alternatives 'k' as in *kid*, 'ck' as in *black*, and 'cc' as in *hiccup*. The spelling 'ch' is likely to be unfamiliar to many students, although some may have learned to decode this spelling during independent reading. The following chart shows you which of these spellings are most common for this sound.



Here are some patterns for you to be aware of:

- The spelling '**c**' is found at the beginning, in the middle, or at the end of syllables (*cat, act, attic*).
- The spelling '**k**' is found at the beginning, in the middle, or at the end of syllables (*kite, skin, cook*).
- The spelling '**ck**' is found at the end of syllables, after short vowel sounds (*back, slick, rocking*).
- The spelling '**cc**' is always found in the middle of words (*raccoon, soccer*).
- The spelling '**ch**' is found at the beginning, in the middle, or at the end of syllables (*chaos, scholar, stomach*).

Reading

- Prepare to display the notes you took as a class on “The War Hawks.”

➤ Digital Component 11.1

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.1) to display for Read “The War Starts,” or use the digital version.

Foundational Skills

- Make a blank copy of the chart for Introduce /k/ > ‘ch’ that shows the spelling alternatives for /k/.
- You may wish to tab Consonant Code Flip Book page 5 for Introduce /k/ > ‘ch’. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Language

- Write this week’s spelling words on cards and have paper clips handy for folding the cards.

Universal Access

- Prepare and shuffle the following word cards for sorting by the spelling of /k/: *cannot, castle, critical, kernel, keepsake, kite, backpack, check, blockade, hiccup, accuse, moccasin.*

Lesson 11: “The War Starts”

Reading



Primary Focus: Students will read “The War Starts” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, will answer true/false questions about key details in the text, and will place key events in the text in correct chronological order. **TEKS 2.6.G; TEKS 2.7.D; TEKS 2.9.D.ii**

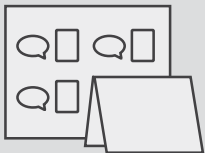
INTRODUCE THE CHAPTER (10 MIN.)

Reader



Page 30

Code Materials



- Tell students that the title of today's chapter is “The War Starts.”
- Review what students learned in the previous chapter about the War Hawks using the notes taken while reading.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Preview Spellings

- Write the word *monarchy* on the board/chart paper.
- Circle the letters ‘ch’.
- Tell students that these letters represent the sound /k/.
- Ask students to turn to **page 2** of the **Individual Code Chart**.
- Ask students to find the /k/ row and find the ‘ch’ (*school*).
- Ask students to summarize what the power bar means for ‘ch’.

Preview Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
 - **imagine**—The tricky part of this word is ‘i_e’. Students may try to pronounce it /i/ /m/ /a/ /j/ /ie/ /n/. However, it is pronounced /i/ /m/ /a/ /j/ /i/ /n/.
 - **soldier**—The tricky part of this word is ‘d’. Students may try to pronounce it /s/ /o/ /l/ /d/ /i/ /er/. However, it is pronounced /s/ /oe/ /l/ /j/ /er/.
 - **Washington**—The tricky parts of this word are ‘a’ and ‘o’. Students may try to pronounce it as /w/ /a/ /sh/ /i/ /ng/ /t/ /o/ /n/. However, it is pronounced /w/ /o/ /sh/ /i/ /ng/ /t/ /ə/ /n/.

TEKS 2.6.G Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.

Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The War Starts” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

monarchy—n., a government ruled by a king or queen (monarchies) (32)

fort—n., a large building constructed to survive enemy attacks (forts) (34)

Vocabulary Chart for “The War Starts”			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	monarchy fort		
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Assist students in decoding these words in the following way:
 - Write the vocabulary word on the board/chart paper.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand, and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. mon | ar | chy ‘ch’ > /k/ (*school*)
2. fort

READ “THE WAR STARTS” (20 MIN.)

Guided Reading Supports and Purpose for Reading

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 30 and 31

- Read the title of the chapter together as a class, “The War Starts.”
- Tell students to read **page 30** to themselves to find the answer to the question: “Who did Madison end up siding with, and what did that mean?”
- When students have finished reading, restate the questions and ask students to answer. (*In the end, Madison sided with the War Hawks and that meant he asked Congress to declare war.*)
- Ask, “Why did Americans think they would have a better chance of winning?” (*The British were already at war with France and could only send some of their troops to fight the United States.*)
- Direct students’ attention to the image on **page 31**.

Pages 32 and 33

- Have students find the word *monarchy* in the glossary, and call on one student to read the definition aloud.
- Tell students to read the first two paragraphs on **page 32** to themselves to find the answer to the question: “How was the United States in 1812 different from how it is today?”
- When students have finished reading, restate the question and ask students to answer. (*In 1812, the United States was not very old as a country. Today, it is a strong nation and has been around for many years.*)
- Say, “I wonder how the United States was different from Great Britain in 1812. Let’s read the rest of **page 32** to find out.”

- When students have finished reading, restate the question and ask students to answer. (*The United States had a different kind of government. At the time, most nations in Europe were monarchies. A king or queen ruled until he or she died, and then the oldest son or daughter took over. The United States had a president chosen by voters instead. When voters picked a new president, the old one had to step down.*)
- Direct students' attention to the image on **page 33**, and read the caption aloud as a class.

Pages 34 and 35

- Have students find the word *fort* in the glossary, and read the definition together as a class. Note for students that the plural form of the word listed after the definition, *forts*, appears in this chapter instead of the word *fort*.
- Tell students to read the first two paragraphs on **page 34** to find the answer to the question: "How would you describe the U.S. Army and U.S. Navy in 1812?"
- When students have finished reading, restate the question and ask students to answer. (*The United States had an army and a navy that were tiny.*)
- Say, "I wonder what President Madison did about the tiny army. Let's read the rest of page 34 to find out." Give students time to read.
- When students have finished reading, restate the question and ask students to answer. (*Madison found a way to make it bigger by getting farmers to join.*)
- Ask, "What was the problem with the army?" (*The soldiers were not well trained, and the army was not ready for war.*)
- Have students read the caption on **page 35** and look at the image.

Pages 36 and 37

- Tell students to read **page 36** to themselves to find the answer to the question: "What happened with the navy?"
- When students have finished reading, restate the question and ask students to answer. (*Nobody expected much from the navy, but things went better with the navy than with the army. The navy beat the British in some naval battles.*)
- Direct students' attention to the image on **page 37**.

Wrap-Up

- Display and discuss Timeline Card 11 (American soldiers at the time of the War of 1812), and tape it to the designated space on the timeline [after Timeline Card 10 (Pioneers Moving West).]

Activity Page 11.1



➤ Digital Component 11.1

- Display Activity Page 11.1 and complete it as a teacher-guided activity.



Activity Page 11.1: Chapter Questions

Collect and review Activity Page 11.1. Students who did not correctly complete the activity page may benefit from rereading the chapter and answering additional questions at a later time.

Lesson 11: /k/ > 'ch'

Foundational Skills



Primary Focus: Students will read words with /k/ > 'ch' and will complete fill-in-the-blank sentences with words featuring /k/ > 'ch'. **TEKS 2.2.B.i; TEKS 2.2.B.v**

INTRODUCE /K/ > 'CH'

- Tell students that they will review spellings for /k/, as well as learn a new spelling today.
- Have students say the sound /k/. Remind students that they have already learned several spellings for the sound /k/. Tell students that you want them to think of as many words as they can that have the /k/ sound. Give students two minutes to put their heads down and think of words that have the /k/ sound.
- Direct students' attention to the blank chart with sounds for /k/ that you prepared in advance.
- Call on students to offer any words that include the /k/ sound.
- As you write the words on the board/chart paper, sort the words into columns according to the spelling used for /k/, circling the letter or letters that stand for the /k/ sound in each word. For example, if a student says *cable*, list the word under the heading 'c' and circle the 'c'. If a student says *hiccup*, list the word under the heading 'cc' and circle the letters 'cc'. Students should come up with examples of most of the major spelling patterns. If they do not, provide additional examples so there are words listed under each heading. The following is a sample chart of words sorted by the spelling for /k/.



TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

ENGLISH
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LEARNERS



Foundational Skills

Using Foundational Skills

Using the word cards you prepared in advance, help students sort words by the spelling of /k/. Place the cards under the appropriate headers.

ELPS 1.C; ELPS 4.A

/k/			
'c'	'k'	'ck'	'cc'
cable	kitten	back	hiccup
carton	kite	check	soccer
candle	kettle	duck	raccoon

- Tell students that today's letter-sound correspondence can be found on the following pages of the Consonant Code Flip Book and the Individual Code Chart.

Consonant Code Flip Book	Individual Code Chart
1. 'ch' > /k/ (<i>school</i>) page 5	1. 'ch' > /k/ (<i>school</i>) page 2

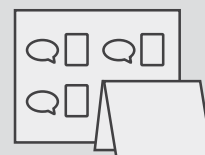
- Explain that they will learn a new spelling today, the 'ch' spelling for /k/.
- Turn to **page 5** of the **Consonant Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Tell students that today's letter-sound correspondence can be found on the following page of the Individual Code Chart.
- Hand out the red markers. Have students turn to **page 2** of the **Individual Code Chart**. Guide students in outlining the appropriate card on the chart.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /k/ has the longer power bar. Explain that 'c' is used as a spelling for /k/ more than any other spelling.

Note: Remind students that they have previously learned 'ch' for /ch/: *chunk, church, munch, crunch, and chilly*.

- Ask students to read the following words as you write them on the board/ chart paper. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *ech•o* as an example of how to use the VCV pattern to chunk and read a word. Point out that in this case, 'ch' makes one consonant sound, /ch/, rather than two separate sounds.

1. school	4. ache
2. Chris	5. stomach
3. echo	6. anchor

Code Materials



Activity Page 11.2



Support

Help students pronounce the words, allowing them to focus on where in the word they hear the /k/ sound.

Challenge

Challenge students to think of new words that have /k/ > 'ch', and make a list of the words at the bottom of the page.

- Ask students to direct you in circling the spellings of /k/ in each word.



Check for Understanding

Write the following on the board/chart paper: *chomp*, *character*. Ask students to identify which word has the /k/ sound by showing you either one or two fingers (in relation to word #1 or word #2).

- Have students turn to Activity Page 11.2 and complete the front side as a teacher-guided activity. Then have students turn to the back and read the words in the box aloud. Have students complete the remainder of the page, completing the sentences on their own.



Activity Page 11.2: Tricky Spelling 'ch'

Collect and review Activity Page 11.2. Students who did not correctly complete the activity page may benefit from additional practice at a later time.

Lesson 11: Spelling

Language



Primary Focus: Students will read and alphabetize words featuring the spellings 'ge', 'dge', and 'tion' and the Tricky Word *Europe*, and will read and spell one-syllable and multisyllabic words with open syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

INTRODUCE SPELLING WORDS

- Write the following spellings on the board/chart paper as columns and review the sound associated with each spelling, noting that they typically occur at the end of words: 'ge', 'dge', and 'tion'.
- Remind students that they can use what they have learned about open syllables (or syllables that end in long vowel sounds) to read and spell the words. Point out the /ae/ sound in *na•tion* and the /ee/ sound in *re•venge*.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- | | |
|--------------|----------------|
| 1. revenge | 11. locomotion |
| 2. large | 12. stations |
| 3. judge | 13. option |
| 4. fudge | 14. action |
| 5. nudge | 15. change |
| 6. huge | 16. range |
| 7. nation | 17. cottage |
| 8. attention | 18. addition |
| 9. direction | 19. caption |
| 10. fraction | |

Tricky Word: Europe

- Using the cards you prepared in advance, introduce each spelling word by asking students to read the word on the index card, and to indicate in which column the card should be taped. Use each word in a sentence to illustrate its meaning.

'ge'	'dge'	'tion'
revenge	judge	nation
large	fudge	attention
huge	nudge	direction
change		fraction
range		locomotion
cottage		stations
		option
		action
		addition
		caption

- Introduce the Tricky Word *Europe*, explaining that this is the name of a continent; France and Great Britain are part of Europe. Tape the word next to the sorted chart.
- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so just the first letter shows as you did in Lessons 1 and 6.

- Ask: “Do you see any words that begin with ‘a’? Yes, I have THREE words that begin with ‘a’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ad’, ‘ac’, and ‘at’ are visible.) Oh, I see. ‘c’ comes before ‘d’, so I will put the word that starts with ‘ac’—*action* before the word that starts with ‘ad’—*addition*, followed by the word that starts with ‘at’—*attention*. So I now have the first three words, all starting with the letter ‘a’ in the correct alphabetical order. Now, do you see any words starting with ‘b’? No. ‘c’? Yes, I have THREE cards again.” Proceed in this way until all cards have been alphabetized.
- Unfold the cards, and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

- | | |
|--------------|----------------|
| 1. action | 11. huge |
| 2. addition | 12. judge |
| 3. attention | 13. large |
| 4. caption | 14. locomotion |
| 5. change | 15. nation |
| 6. cottage | 16. nudge |
| 7. direction | 17. option |
| 8. Europe | 18. range |
| 9. fraction | 19. revenge |
| 10. fudge | 20. stations |

- Tell students that the words will remain on display until the assessment so that they may refer to them during the week.
- Tell students that they will take home Activity Page 11.3 to share with a family member.

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

## Take-Home Material

### **FAMILY LETTER; “THE WAR STARTS”; ALPHABETIZE WORDS**

- Have students take home Activity Page 11.3 to share with a family member, Activity Page 11.4 to read to a family member, and Activity Page 11.5 to complete.

Activity Pages  
11.3–11.5



Lesson 11: Foundational Skills Remediation

# Additional Support

## DECODABLE WORDS AND SENTENCES

- Use the following lists of words, sentences, and phrases to extend your lessons. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *an•chor* as an example of how to use the VCCV pattern to chunk and read a word. Point out that in this case, 'ch' makes one consonant sound, /ch/, rather than two separate sounds.

### Decodable Words

- |              |               |               |            |
|--------------|---------------|---------------|------------|
| 1. school    | 5. technology | 9. anchor     | 13. chaos  |
| 2. chemical  | 6. mechanical | 10. echo      | 14. chorus |
| 3. character | 7. chemistry  | 11. orchestra | 15. scheme |
| 4. stomach   | 8. scholar    | 12. architect | 16. aching |

### Sentences

1. Chris is singing in the chorus.
2. Zach's stomach is aching.
3. Before snowstorms, the grocery store is chaotic.
4. Cinderella is the best fairy tale character.
5. An orchid is a flower.
6. She is playing her violin in the orchestra.
7. The sailor dropped the anchor into the sea.
8. The architect is drawing a house.

### Wiggle Cards

1. Act like your head is aching.
2. Rub your stomach.
3. Say the name of your school.
4. Pretend to be directing an orchestra.

## MORE HELP WITH TRICKY SPELLING 'CH'

### Word Sort

- Make a copy of **Activity Page TR 11.1** for each student.
- Together, read the words in the box aloud.
- Then, have students write the following headers under the box or on a separate piece of paper: /ch/ and /k/.
- Have students work together to sort the words from the box under the appropriate header to show which sound 'ch' makes in each word.

### Roll, Flip, Read

- Make several copies of the Word Card Template (**Activity Page TR 11.2**).
- Select words from Activity Page TR 11.1 and the Additional Support Decodable Words list. 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.
- To play, have students place cards in front of them with the numbers facing up. Either call out a number or have the student roll a die (one or two) and then read the word that corresponds to the number rolled. If the student reads the word correctly, then have him or her "flip" the word (turn the card over).

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 877–935 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 879–937 of those words would be completely decodable.

The spelling 'ch' can be pronounced /ch/ as in *chin*, /k/ as in *school*, or /sh/ as in *chef*.

## GRAMMAR

# Adverbs, Adjectives, and Complete Sentences

## PRIMARY FOCUS OF LESSON

### Reading

Students will partner read “The War Starts” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

### Language (Grammar)

Students will distinguish between complete and incomplete sentences, will correct run-on sentences by rewriting each as two sentences, adding correct capitalization and punctuation, and will combine the ideas of a run-on sentence to create one sentence. **TEKS 2.11.D.i**

Students will identify adjectives and adverbs in oral sentences.

**TEKS 2.11.D.iv; TEKS 2.11.D.v**

## FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “The War Starts”

**TEKS 2.4**

Exit Pass

Offer an Opinion

**TEKS 2.6.C; TEKS 2.7.C**

Activity Page 12.1

Run-On Sentences

**TEKS 2.11.D.i**

**TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place.



## LESSON AT A GLANCE

|                               | Grouping    | Time    | Materials                                                            |
|-------------------------------|-------------|---------|----------------------------------------------------------------------|
| <b>Reading</b>                |             |         |                                                                      |
| Review the Chapter            | Partner     | 10 min. | ☐ <i>The War of 1812</i>                                             |
| Close Read “The War Starts”   | Whole Group | 20 min. |                                                                      |
| <b>Language (Grammar)</b>     |             |         |                                                                      |
| Run-On Sentences              | Whole Group | 20 min. | ☐ Activity Page 12.1<br>☐ Activity Page 12.1<br>(Digital Components) |
| Review Adjectives and Adverbs | Whole Group | 10 min. |                                                                      |
| <b>Take-Home Material</b>     |             |         |                                                                      |
| Run-On Sentences              |             |         | ☐ Activity Page 12.2                                                 |

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## ADVANCE PREPARATION

### Language

- Write the following run-on sentences on the board/chart paper for Run-On Sentences and cover both:
  - The ducks quacked the chickens clucked.
  - The vase fell over it broke on the floor.

### ➤ Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.1) to display for Run-On Sentences, or use the digital version.

## Lesson 12: “The War Starts”

## Reading



**Primary Focus:** Students will partner read “The War Starts” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

**REVIEW THE CHAPTER (10 MIN.)**

- Have students partner read “The War Starts.”


**Observation: Anecdotal Reading Record**

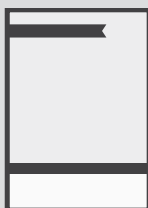
As you listen to students read “The War Starts,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

**CLOSE READ “THE WAR STARTS” (20 MIN.)**

- After students have finished reading “The War Starts” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student raises his or her hand to respond.

**TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



Page 30

### Teacher Overview

**Key Idea and Key Details:** The key idea of the chapter is that President James Madison decided to ask Congress to declare war on Great Britain. People throughout the world did not think the United States would last long as a country because, instead of a monarchy, it had a government in which the president was elected by voters. Plus, the U.S. Army and Navy were small and no one expected much from either of them.

**Synopsis:** The chapter “The War Starts” provides information about the beginning of the War of 1812 and perceptions about the United States as a young country.

### Lesson

#### Text From Reader

Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence, or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 30

James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks.

**to side with**—to agree with or support

Who did Madison side with in the end?

Madison sided with the War Hawks in the end.

The British had a huge army. They also had the world’s biggest navy.

Who had the world’s biggest navy? To whom does *they* refer, and how do you know?

The British had the world’s biggest navy. *They* refers to the British because *also* suggests the sentence refers back to a previous statement.

## Lesson

| <p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                                                                                                                                                                                                                         | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 32</b></p> <p>Even so, not a lot of people at the time could imagine that the United States could win. The United States had a different kind of government, too.</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>imagine</b>—to believe something. Note for students the multiple meanings of this word. The word <i>imagine</i> can also mean to form an image in your mind.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Which country had a different kind of government?</p>                                                                                                                                                                                                                                                                                                                                                        | <p>The United States had a different kind of government.</p>                                                                                                                                                                                                                                                               |
| <p>At the time, most of the nations of Europe were monarchies. That means they were ruled by kings or queens. A king or queen would rule until he or she died. Then, in most cases, his oldest son or daughter would take over. The United States was not a monarchy. It did not have a king or queen. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.</p> | <p><b>monarchy</b>—a kind of government in which a king or queen rules and selects who will rule after his/her death, usually the oldest son or daughter</p> <p><b>served</b>—held a position in office. Note for students the multiple meanings of this word. The word <i>served</i> can also mean to give food or drink to someone at a meal, to provide a service, or to give respect and service to.</p> <p><b>step down</b>—to quit a job or responsibility. Note for students the multiple meanings of this word. The word <i>step down</i> can also mean to reduce the amount of something or to come down off something higher up.</p> | <p>Reread the third paragraph on page 32. Describe how the kind of government in the United States was different from a monarchy.</p>                                                                                                                                                                                                                                                                           | <p>The U.S. government had a president chosen by voters. He served four years. Then the voters got a chance to pick a new president, and if they voted for a different president, the old one had to step down. A monarchy is ruled by kings who ruled until they died. Then, in most cases, the oldest son took over.</p> |

## Lesson

| <p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>  | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                                                                                                                                                                                                                                     | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>In 1812, most people in the world felt that the American government had very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Why did most people in the world think the United States would not be able to survive?</p>                                                                                                                                                                                                                                                                                                                   | <p>They were not sure that the system of government in the United States would last.</p>                                                                                                                  |
| <p><b>Page 34</b><br/>The attack on Canada did not go well. The army lost a string of battles. The United States lost forts along the border. The army was simply not ready for war.</p>                           | <p><b>string (of battles)</b>—series (of battles). Note for students the multiple meanings of this word. The word <i>string</i> can also mean a long piece of twisted thread used to tie things together or hang things.</p> <p><b>lost (forts)</b>—no longer owned or possessed (forts). Note for students the multiple meanings of this word. The word <i>lost</i> can also mean not won; cannot be found; not knowing where you are and unable to find your way; or not available.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                           |

## Lesson

| <p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>           | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p> | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence, or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 36</b></p> <p>No one expected much from the tiny U.S. Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles.</p> | <p><b>naval</b>—related to the navy</p>                                                                                                                                               | <p>Did things go better for the U.S. Army or the U.S. Navy?</p> <p>What does it mean that things went better on the seas?</p>                                                                                                                                                                                                                                                                                   | <p>Things went better for the U.S. Navy because the navy beat the British in some naval battles. The army was not prepared for war and lost battles and forts to the British. “Things went better on the seas” means the United States was more successful in fighting the British at sea with the navy rather than on land with the army.</p> |



### Exit Pass: Offer an Opinion

Have students answer the following question using evidence from the text: “How will the war proceed for the United States? Why do you think so?”

## Lesson 12: Grammar

# Language



ENGLISH  
LANGUAGE  
LEARNERS

### Language

#### Identifying Subject and Predicate

#### Beginning

Provide 1:1 support and prompting by asking guiding questions to identify the subject and predicate (e.g., “Who or what is the sentence about?” “What did the subject do?”).

#### Intermediate

Work with a partner to identify the subject and predicate in a sentence.

#### Advanced/Advanced High

Encourage students to independently identify the subject and predicate in a sentence.

**ELPS 2.H; ELPS 3.E**

### Primary Focus

Students will distinguish between complete and incomplete sentences, will correct run-on sentences by rewriting each as two sentences, adding correct capitalization and punctuation, and will combine the ideas of a run-on sentence to create one

✚ sentence. **TEKS 2.11.D.i**

Students will identify adjectives and adverbs in oral sentences.

✚ **TEKS 2.11.D.iv; TEKS 2.11.D.v**

### RUN-ON SENTENCES (20 MIN.)

- Remind students that they have been working on complete and incomplete sentences in their grammar lessons. Ask them to identify the two parts that are required for a sentence to be considered complete. (*subject, predicate*)
- Read the following sentences and phrases aloud, asking students to identify whether an item is a complete or incomplete sentence. If students hesitate or seem confused with an item, guide them in identifying both a subject and a predicate as the way to determine whether an item is a complete sentence.

1. The yellow flower (*incomplete*)
2. Ran quickly up the street (*incomplete*)
3. Tim ate a hamburger for lunch. (*complete*)
4. Ate chips and watched television (*incomplete*)
5. Susan and Joan went to the movies. (*complete*)
6. The baseball team (*incomplete*)

✚ **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place.



## Support

Have students identify the subject and predicate of each sentence in order to determine where the sentence should be punctuated.

## Challenge

Challenge students to correct the sentences without separating the run-on sentence into two separate thoughts.

## Activity Page 12.1



- Tell students they are going to learn about run-on sentences. Explain that we call something a run-on sentence when two or more complete sentences are joined together, or run together, without appropriate punctuation.
- Uncover the first sentence you prepared in advance, leaving the second sentence covered, and direct students' attention to it.
  - The ducks quacked the chickens clucked.
- Point out that *The ducks quacked* is a complete sentence, as is *the chickens clucked*.
- Tell students that there are multiple strategies for fixing run-on sentences.
- Explain that one way of fixing a run-on sentence is to break the run-on sentence into two separate sentences by using appropriate punctuation and capitalization. The example could be rewritten as *The ducks quacked. The chickens clucked.*
- Point out that another way to correct a run-on sentence is to combine the thoughts of the two sentences to make just one sentence. The example could be rewritten as *The ducks quacked, and the chickens clucked.*



## Check for Understanding

Uncover the second run-on sentence you prepared in advance. Ask students to work with a partner to change the run-on sentence into either two sentences or one simpler sentence.

## ➤ Digital Component 12.1

- Have students turn to Activity Page 12.1 while you display the digital version.
- Complete the activity page as a teacher-guided activity.



## Activity Page 12.1: Run-On Sentences

Collect and review Activity Page 12.1. Students who did not correctly complete the activity page may benefit from additional practice changing run-on sentences either into two complete sentences or one simpler sentence.

## REVIEW ADJECTIVES AND ADVERBS (10 MIN.)

- Review the definitions of *adjective* (a part of speech that describes a noun) and *adverb* (a part of speech that describes a verb), and provide examples of each.
- Read the following phrases and sentences orally, and have students identify the adjectives and/or adverbs in each. Read each item one time. Then tell students how many and what parts of speech to listen for as you repeat the phrase or sentence again.

1. Spin **quickly**. (*adverb*)
2. The **red** (*adjective*) balloon rose **speedily**. (*adverb*)
3. **blue** (*adjective*) shoes
4. The **American** (*adjective*) flag flapped **wildly** (*adverb*) in the breeze.
5. The **panda** (*adjective*) bears munched **noisily** (*adverb*) on **bamboo** (*adjective*) shoots.
6. **Purple** (*adjective*) cars drive along the **busy** (*adjective*) highway.
7. Ships sail the **deep** (*adjective*) **blue** (*adjective*) sea.
8. The **big** (*adjective*) tires were **fully** (*adverb*) inflated.
9. We clapped **loudly** (*adverb*) for the **funny** (*adjective*) clown.
10. The **strong** (*adjective*) men **easily** (*adverb*) lifted the **heavy** (*adjective*) logs.

End Lesson

# Take-Home Material

## RUN-ON SENTENCES

- Have students take home Activity Page 12.2 to complete.

Activity Page 12.2



---

## Lesson 12: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ADJECTIVES AND ADVERBS

#### Make a Movie

- Start by asking students to close their eyes so they can create a mind movie.
- Start the “movie” with a simple and basic sentence such as *A dog ran*.
- Ask them what they see.
- Allow them to add to the movie by sharing a detail (adjective or adverb).
- Continue until they have built a paragraph off the starter sentence *A dog ran*.
- At the end, ask students to compare the first image in their mind with *A dog ran*, and the image(s) they had at the end of the activity with a partner in a Think-Pair-Share.

#### Word Cards

- Write the following words on cards and distribute:
  - adjectives: *hot, blue, smooth, slimy, dusty, heavy, small, funny*
  - adverbs: *excitedly, quickly, wildly, noisily, loudly, easily, slowly, quietly*
- Tell students to read their word, decide first whether their card is an adjective or adverb, and then what that card could be describing. For example, if they had the adverb *excitedly*, they might come up with a word or phrase like *jumped on the trampoline*.
- Give them time to create a picture to go with their adjective/adverb phrase/word. This activity should reinforce the connection between adjectives and nouns, and adverbs and verbs.
- Allow students to share.

## SPELLING ALTERNATIVES AND TRICKY SPELLING

# Introduce /ee/ > 'i' and Tricky Spelling 'i'

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read "A Famous Ship" with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer written multiple-choice questions

about key details in the text. **TEKS 2.6.E; TEKS 2.6.G; TEKS 2.9.D.ii**

**Foundational Skills**

Students will read words with the tricky spelling 'i' > /ee/ and will place the words

on the appropriate branch of the Spelling Tree. **TEKS 2.2.B.i**

Students will sort words with 'i' > /i/, /ie/, or /ee/ into the appropriate columns.

**TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## FORMATIVE ASSESSMENT

**Exit Pass****Make Connections**

**TEKS 2.6.E**

**Activity Page 13.1****Tricky Spelling 'i'**

**TEKS 2.2.B.i**

**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

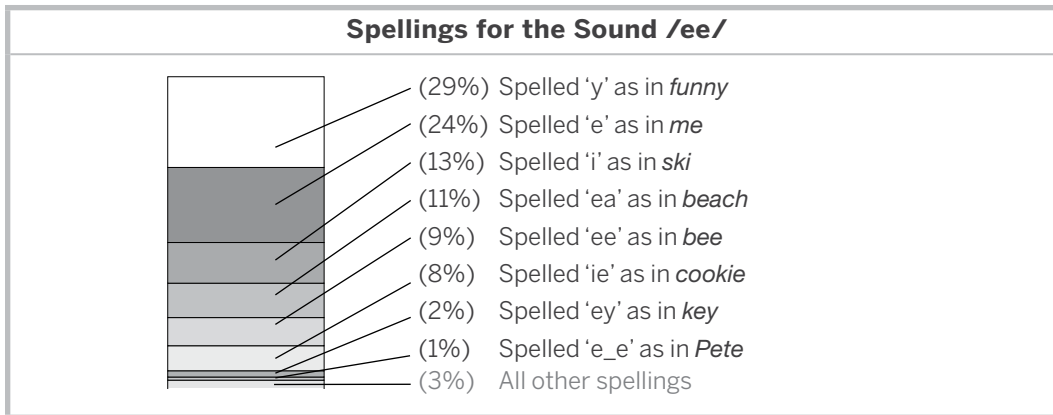
## LESSON AT A GLANCE

|                                | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                 |             |         |                                                                                                                                                                                                                                                                                                                                           |
| Introduce the Chapter          | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> board/chart paper<br><input type="checkbox"/> Timeline Card 12                                                                                                                                                                                                |
| Read "A Famous Ship"           |             |         |                                                                                                                                                                                                                                                                                                                                           |
| <b>Foundational Skills</b>     |             |         |                                                                                                                                                                                                                                                                                                                                           |
| Introduce /ee/ > 'i' (Phonics) | Whole Group | 15 min. | <input type="checkbox"/> Vowel Code Flip Book<br><input type="checkbox"/> /ee/ Spelling Tree<br><input type="checkbox"/> Spelling Card /ee/ > 'i' ( <i>ski</i> )<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> green markers<br><input type="checkbox"/> prepared leaves<br><input type="checkbox"/> tape |
| Tricky Spelling 'i' (Phonics)  | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 13.1<br><input type="checkbox"/> Activity Page 13.1 (Digital Components)                                                                                                                                                                                                                           |

## ADVANCE PREPARATION

### Note to Teacher

Students already know the basic code spelling 'ee' as in *bee* as well as the spelling alternatives 'ea' as in *beach*, 'ie' as in *cookie*, 'e\_e' as in *Pete*, 'e' as in *me*, 'y' as in *funny*, and 'ey' as in *key* for the sound /ee/. Today they will learn 'i' as in *ski*. The following chart shows you which of these spellings are most common for this sound.



Here are some patterns for you to be aware of:

- /ee/ is one of the hardest sounds to spell because there are so many alternatives.
- Although **'ee'** is not the most common spelling, it is used as the basic code spelling because it is the only common spelling that is almost always pronounced /ee/. Several of the other spellings can be pronounced several different ways and are tricky spellings.
- **'ee'** and **'ea'** are used in many one-syllable words, most often followed by a consonant spelling (*jeep, peek, peak, heap*).
- **'e\_e'** can be seen as a variation of the basic code spelling 'ee' in which the two 'e's are separated by a consonant spelling.
- **'ey'** is found primarily at the end of a word or syllable.
- **'y'** is generally used at the end of words; it is used in suffixes to mark adjectives (*funny, silly*) and adverbs (*slowly, quickly*).
- The **'y'** ending in many words changes to 'i' when a suffix that begins with a vowel is added: *funny > funnier, sunny > sunniest*.

- The 'y' ending in many words changes to 'ie' when –s is added (either to mark a plural or show a change in person): *puppy > puppies, lady > ladies, I carry > he carries*.
- The 'y' spelling also changes when –ed is added: *carry > carried, rally > rallied*.
- There are two spellings for the /ee/ sound that will not be taught in Grade 2: 'ei' as in *either* and 'i\_e' as in *machine*.
- There are five spellings for /ee/ that are used either exclusively or almost exclusively in multisyllable words: 'y' as in *funny*, 'i' as in *radio*, 'ey' as in *monkey*, 'i\_e' as in *machine*, and 'e' as in *prefix* (with the exception of a handful of high-frequency words: *be, she, we, he, me*).
- The spelling 'i' is the only spelling that regularly appears before another vowel spelling: *accordion, historian, funniest, interior, radio, piano*.

### **Foundational Skills**

- You may wish to tab Vowel Code Flip Book page 9 for Introduce /ee/ > 'i'. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Create a new branch for the /ee/ Spelling Tree for the spelling 'i'.
- Create the following leaves for the /ee/ Spelling Tree: *ski, taxi, pizza, radio, medium, piano, happiness, heavier, easier, and easiest*.

### **➤ Digital Component 13.1**

- Create an enlarged version of Activity Page 13.1 (Digital Component 13.1) to display for Tricky Spelling 'i', or use the digital version.

## Lesson 13: “A Famous Ship”

# Reading



**Primary Focus:** Students will read “A Famous Ship” with purpose and understanding, will utilize text features such as the table of contents to locate chapters and the glossary to clarify the meaning of words, and will answer written multiple-choice questions about key details in the text.

**TEKS 2.6.E; TEKS 2.6.G; TEKS 2.9.D.ii**

### INTRODUCE THE CHAPTER (10 MIN.)

- Ask students to briefly summarize “The War Starts.” Prompt students to recall that although both the U.S. Army and Navy were very small, the U.S. Navy had some success in beating the British in several naval battles.
- Ask students to turn to **page 8** in their Reader.
- Remind students that they have already learned about some of the causes of the War of 1812. These include the British impressment of Americans to become sailors in the British Navy; the British Navy blocked American ships and prevented them from trading with the French; the United States had a desire for westward expansion, and there was conflict with Native Americans; the British were trading with Native Americans; etc.
- Tell students that the images on **pages 8 and 9** of the introduction will help them gain a better understanding of what war in 1812 was like.
  - **USS Constitution**—This image shows the USS *Constitution*, an American warship. Many of the battles of the War of 1812 occurred at sea between the American and British navies. Point out the masts and sails. Ask students if they know the purpose of the sails. (*to move the ship*)
  - **Modern battleship**—Compare the image of the current battleship to the USS *Constitution*. Note the lack of sails, the difference of materials (metal vs. wood), and the antennae and radio equipment on the modern ship. Explain that ships in the U.S. Navy today are very different from the USS *Constitution*; modern warships can even have fighter jets land on them or go below the surface of the sea as submarines.
  - **Cannon from the 1800s**—This kind of weapon was used in the War of 1812 battles by both the army and navy. This cannon is on wheels, which allowed soldiers to move it around to battlefields. A cannon would be filled with gunpowder, and a cannonball would then be placed inside the cannon. The cannonball would then shoot out of the cannon toward the enemy.

Reader



Page 2; Page 38

**TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.



- **19th-century soldiers**—Discuss the uniforms and equipment of the 19th-century (1800s) soldiers. There are a few soldiers on horseback in the background. Remind students that soldiers in the army fought on land, either on foot or on horseback.
- Tell students that the title of today’s chapter is “A Famous Ship.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

**Preview Tricky Word**

- You may wish to preview the following Tricky Word before reading the chapter.
  - **iron**—Students are likely to pronounce this word /ee/ /r/ /o/ /n/, given the recent instruction in the sound of the spelling ‘i’ as /ee/, or /er/ /o/ /n/. However, point out that the actual pronunciation is /ie/ /er/ /n/.

**Preview Core Vocabulary**

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where each word first appears in “A Famous Ship” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**document—n.**, an official or important paper (40)

**branch—n.**, one of three major parts of the government (40)

**Supreme Court—n.**, the highest court of law in the United States (40)

**string—n.**, a series (42)

**mast—n.**, the tall pole on a ship to which the sails are attached (masts) (42)

**plank—n.**, a long, thick board (planks) (42)

**Vocabulary Chart for “A Famous Ship”**

| Vocabulary Type                        | Tier 3 Domain-Specific Words | Tier 2 General Academic Words | Tier 1 Everyday Speech Words |
|----------------------------------------|------------------------------|-------------------------------|------------------------------|
| Core Vocabulary                        | Supreme Court<br>mast        | plank                         |                              |
| Multiple-Meaning Core Vocabulary Words | branch                       | document<br>string            |                              |
| Sayings and Phrases                    |                              |                               |                              |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. doc | u | ment
2. branch
3. Su | preme Court
4. string
5. mast
6. plank

## READ “A FAMOUS SHIP” (20 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

### Pages 38 and 39

- Read the title of the chapter together as a class, “A Famous Ship.”
- Call students’ attention to the image of a ship on **page 39**.
- Help students read the caption on **page 39**, and point out that it describes the image.

- Remind students to always read captions to gain information.
- Have students read **page 38** to themselves to find the answer to the question: “What do the letters ‘USS’ stand for?”
- When students have finished reading, restate the question and have students answer. (*‘USS’ stands for United States Ship.*)

### Pages 40 and 41

- Introduce the words *document*, *branch*, and *Supreme Court* as vocabulary words.
- Ask students, “Where in the Reader could we find the definition of *document* quickly?” (*the glossary*)
- Ask students to turn to the glossary and locate words that begin with the letter ‘d’. Have them find the word *document*, and call on one student to read the definition.
- Redirect students’ attention to **page 40**. Have them locate the word *document* on **page 40**.
- Have students look up the words *branch* and *Supreme Court* in the glossary and read the definitions together as a class.
- Have students read the first paragraph on **page 40** to themselves to find the answer to fill in the blank in the sentence: “The \_\_\_\_\_ is the document that lays out the laws of the land.”
- When students have finished reading, reread the sentence and have students fill in the blank. (*The Constitution is the document that lays out the laws of the land.*) Record the answer on the board/chart paper.
- Have students read the second paragraph of **page 40** to themselves to find the answer to the question: “Why did the people of the United States name one of their fighting ships after the Constitution?”
- When students have finished reading, restate the question and have students answer. (*The people of the United States were proud of the Constitution, so they named one of their fighting ships the USS Constitution.*)
- Direct students’ attention to the image on **page 41**.

### Pages 42 and 43

- Have students look up *string* and *mast* in the glossary, and read the definitions together as a class. Note for students that the plural form of *mast* is used in this chapter, *masts*.

- Call on several students to read the six paragraphs on **page 42** out loud while the class listens for the answer to the question: “Why did American sailors say that the USS *Constitution*’s sides were made of iron?”
- When students have finished reading the page, restate the question and ask students to answer. (*During the battles, some cannonballs bounced off the thick walls of the USS Constitution.*) Record the answer on the board/chart paper.
- Ask, “Did the same thing happen to the British ships?” (*no*)
- Direct students’ attention to the image on **page 43**.

### Pages 44 and 45

- Call on several students to read the three paragraphs on **page 44** out loud while the class listens for the answer to the question: “What nickname did the USS *Constitution* get because of its thick sides?”
- When students have finished reading the page, restate the question and ask students to answer. (*The USS Constitution was nicknamed Old Ironsides.*) Record the answer on the board/chart paper.
- Direct students’ attention to the image and caption on **page 44**, and call on one student to read the caption aloud.

### Wrap-Up

- Display and discuss Timeline Card 12 (USS *Constitution*), and tape it to the designated space on the timeline [after Timeline Card 11 (American soldiers at the time of the War of 1812)].
- Direct students’ attention to the notes you recorded while reading. Read the notes aloud as a class.
- Ask students if there is additional information that should be added to the notes.



### Exit Pass: Make Connections

Ask students to think about and respond to the following question: “What connections do the USS *Constitution* and the U.S. Constitution have?” This question will require inferencing and higher order thinking, and may be difficult for some students. There could be more than one answer.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading/Viewing Closely

#### Beginning

Ask students yes/no questions about the USS *Constitution* and the U.S. Constitution (e.g., “Was the U.S. Constitution a ship in the War of 1812?”).

#### Intermediate

Ask students to complete the sentence frame, “The USS *Constitution* was a ship named after \_\_\_\_\_.”

#### Advanced/ Advanced High

Ask students to think about the importance of the U.S. Constitution and the success of the USS *Constitution*. Then ask them to describe how the two are connected.

**ELPS 1.E; ELPS 4.G;**

**ELPS 4.I**

## Lesson 13: Spelling Alternatives and Tricky Spelling

# Foundational Skills



### Primary Focus

Students will read words with the tricky spelling 'i' > /ee/ and will place the words on the appropriate branch of the Spelling Tree. **TEKS 2.2.B.i**

Students will sort words with 'i' > /i/, /ie/, or /ee/ into the appropriate columns. **TEKS 2.2.B.i; TEKS 2.2.C.i; TEKS 2.2.C.iv**

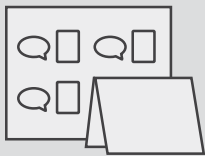
### INTRODUCE /EE/ > 'I' (15 MIN.)

- Tell students that today's letter-sound correspondence can be found on the following page of the Vowel Code Flip Book and Individual Code Chart.

| Vowel Code Flip Book                       | Individual Code Chart                      |
|--------------------------------------------|--------------------------------------------|
| 1. 'i' > /ee/ ( <i>ski</i> ) <b>page 9</b> | 1. 'i' > /ee/ ( <i>ski</i> ) <b>page 8</b> |

- Point to the /ee/ Spelling Tree. Tell students that they already know many different spellings that stand for /ee/. Review these spellings by having students read existing /ee/ words from different branches on the tree, pointing out these specific spellings: 'ee', 'ea', 'e\_e', 'e', 'ey', 'y', and 'ie'.
- Explain that they will learn a new spelling today, the 'i' spelling for /ee/.
- Turn to **page 9** of the **Vowel Code Flip Book**, and put the Spelling Card on the appropriate space. Discuss the power bar.
- Hand out the green markers. Have students turn to **page 8** of the **Individual Code Chart**.
- Guide students in outlining the appropriate card on the chart.
- Shuffle the leaves you prepared for the 'i' spelling for /ee/.
- Hold up one of the leaves you prepared, and call on a student to read the word and identify the spelling for /ee/. Have the student tape the leaf to the appropriate branch.

### Code Materials



### Support

Remind students that 'i' is also a tricky spelling as students have previously learned 'i' as /i/ and as /ie/.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /ee/ has the longest power bar. ('y') Explain that 'y' is the more frequently used spelling for /ee/ and usually occurs at the end of words, such as *funny*, *happy*, etc.; 'i' is less frequently used as a spelling for /ee/ than 'y', but still occurs in many English words.

## TRICKY SPELLING 'I' (15 MIN.)

### ➤ Digital Component 13.1

- Ask students to turn to Activity Page 13.1 while you display the digital version.
- Review the directions and sample words in which 'i' represents different sounds.
- Complete the activity page as a teacher-guided activity.
- To provide students with practice spelling words in sentences, have them write new sentences using the words from the activity on the second page of Activity Page 13.1.

## Activity Page 13.1



### Activity Page 13.1: Tricky Spelling 'i'

Collect and review Activity Page 13.1. Students who did not correctly complete the activity page may benefit from additional practice with the tricky spelling 'i' at a later time.

End Lesson

## Lesson 13: Foundational Skills Remediation

# Additional Support

## DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

### Decodable Words

- |               |              |               |
|---------------|--------------|---------------|
| 1. experience | 5. happiness | 9. taxi       |
| 2. radio      | 6. medium    | 10. ski       |
| 3. easier     | 7. heavier   | 11. gymnasium |
| 4. audience   | 8. piano     |               |

## Sentences and Phrases

1. happy medium
2. The radio is blaring.
3. Jay is playing the piano.
4. Miami Beach
5. an alien in the attic
6. We hopped in the yellow taxi.

## Wiggle Cards

1. Pretend to play the piano.
2. Pretend to ski.

## MORE HELP WITH TRICKY SPELLING 'I'

### Match Maker

- Make one set of word cards (**Activity Page 13.1**) for each student or pair of students.
- Have students turn all cards facedown on the table or floor in front of them. Students will take turns turning over two cards.
- Students must match the sound the tricky spelling 'i' represents in the words. Remind students to first pronounce the 'i' as /i/. If that doesn't sound right, they should try /ie/ and then /ee/. If the sound of 'i' is the same in each word, and the student correctly says each word, the student keeps the pair of cards. If not, the student puts them back facedown and it is the next player's turn.
- Students continue play until all matches have been found.

### Sort by Sound of 'i'

- Make a copy of **Activity Page TR 13.2** for each student.
- Review the sounds of 'i' in the chart at the top of the page.
- Have students read the first sentence. Then, have students say the word with 'i' underlined.
- Ask students which sound 'i' makes in that word. Have them write the word in the appropriate column to match the sound 'i' makes.

- Then have students work with a partner to complete the activity page.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 879–937 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 885–938 of those words would be completely decodable.

The spelling 'i' can be pronounced /i/ as in *sit*, /ie/ as in *biker*, and /ee/ as in *piano*.



## 14

## REVIEW

## Tricky Spelling ‘i’

## PRIMARY FOCUS OF LESSON

## Reading

Students will partner read “A Famous Ship,” will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text, and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.B**

## Foundational Skills

Students will read words with the tricky spelling ‘i’ and will complete fill-in-the-blank sentences with words featuring the tricky spelling ‘i’.

**TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

## FORMATIVE ASSESSMENT

## Observation

## Anecdotal Reading Record “A Famous Ship”

**TEKS 2.4**

## Activity Page 14.1

## Chapter Questions “A Famous Ship”

**TEKS 2.6.G**

## Activity Page 14.2

## Fill in the Blank Tricky Spelling ‘i’

**TEKS 2.2.B.i**

**TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                             | Grouping    | Time    | Materials                                                                                                                                                                                     |
|-------------------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                              |             |         |                                                                                                                                                                                               |
| Review the Chapter                                          | Partner     | 10 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 14.1                                                                                                |
| Close Read “A Famous Ship”                                  | Whole Group | 20 min. |                                                                                                                                                                                               |
| <b>Foundational Skills</b>                                  |             |         |                                                                                                                                                                                               |
| Review Tricky Spelling ‘i’ (Phonics)                        | Whole Group | 20 min  | <input type="checkbox"/> /ee/ Spelling Tree<br><input type="checkbox"/> prepared leaves<br><input type="checkbox"/> tape<br><input type="checkbox"/> Tricky Spelling ‘i’ (Digital Components) |
| Practice Tricky Spelling ‘i’ (Phonics and Word Recognition) | Independent | 10 min. | <input type="checkbox"/> Activity Page 14.2                                                                                                                                                   |
| <b>Take-Home Material</b>                                   |             |         |                                                                                                                                                                                               |
| “A Famous Ship”; Mixed Practice                             |             |         | <input type="checkbox"/> Activity Pages 14.3, 14.4                                                                                                                                            |

## ADVANCE PREPARATION

### Foundational Skills

- Prepare the following spelling leaves to add to the /ee/ Spelling Tree: *media*, *India*, *mosquito*, *audience*, *experience*, *gymnasium*, *furious*, *curious*, and *spaghetti*.

### ➤ Digital Component 14.1

- Copy the graphic for Introduce Tricky Spelling 'i' (Digital Component 14.1) on the board/chart paper or prepare to display the digital version.

### Universal Access

- Prepare the following words cards for Practice Tricky Spelling 'i' prior to completion of Activity Page 14.2: *igloo*, *media*, *item*, *impossible*, *chilly*, *chili*, *medium*, *violin*, *piano*, *curious*, *spaghetti*, *India*.
- Gather several trade books and/or children's magazines for students to locate words with the sounds for tricky spelling 'i'.

## Lesson 14: “A Famous Ship”

## Reading



**Primary Focus:** Students will partner read “A Famous Ship,” will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text, and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.B**

**REVIEW THE CHAPTER (10 MIN.)**

- Have students partner read “A Famous Ship.”

**Observation: Anecdotal Reading Record**

As you listen to students read “A Famous Ship,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

**CLOSE READ “A FAMOUS SHIP” (20 MIN.)**

- After students have finished reading “A Famous Ship” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, following a question, ask all students to write their answers before asking an individual student to respond orally.

Reader



Page 38

**TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## Teacher Overview

**Key Idea and Key Details:** The key idea of the chapter is that the USS *Constitution* was a ship named for the Constitution of the United States. It fought in battles during the War of 1812 and did not have much damage, earning it the nickname “Old Ironsides.” The ship can be seen today in Boston harbor.

**Synopsis:** The chapter “A Famous Ship” provides information about the role of the USS *Constitution* in the War of 1812 and how it survived the war.

## Lesson

| Text From Reader                                                                                                                                                                                | Vocabulary Instruction                                                                                                                                              | Text-Dependent Questions                                                                                                                                                                                                                                                                                                                                            | Responses                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>              | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                    | <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <p><b>Page 38</b><br/>The ship on the right is the USS <i>Constitution</i>. It was one of the ships that battled in the War of 1812. The letters ‘USS’ stand for <i>United States Ship</i>.</p> |                                                                                                                                                                     | <p>What do the letters ‘USS’ stand for?</p>                                                                                                                                                                                                                                                                                                                         | <p>The letters ‘USS’ stand for <i>United States Ship</i>.</p>                                                                                                                     |
| <p><b>Page 40</b><br/>The USS <i>Constitution</i> was named for a very important document, the Constitution of the United States. The Constitution lays out the laws of the land.</p>           | <p><b>lays out</b>—explains in detail. Note for students the multiple meanings of these words. The words <i>lays out</i> can also mean spreads out or arranges.</p> | <p>What is the Constitution of the United States?</p>                                                                                                                                                                                                                                                                                                               | <p>The Constitution of the United States is a document that lays out the laws of the land.</p>                                                                                    |

## Lesson

| <p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p> | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                   | <p><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>It states what people serving in each branch of the U.S. government can do. It says what the president, the Congress, and the Supreme Court can do—and also what they cannot do.</p>                           | <p><b>branch</b>—a major part of a government. Note for students the multiple meanings of this word. The word <i>branch</i> can also mean part of a tree that grows out from the trunk, or it can mean a local office of a company.</p> | <p>Reread the first paragraph on page 40. Describe some of the details of the Constitution. What people or groups are part of the three branches of government?</p>                                                                                                                                                                                                                                        | <p>The Constitution states what people serving in each branch of the U.S. government can do. It says what the president, the Congress, and the Supreme Court can do—and also what they cannot do. The president, the Congress, and the Supreme Court are part of the three branches of government.</p> |

## Lesson

| <p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                                                                                                                                                                          | <p><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 42</b></p> <p>During the War of 1812, the USS <i>Constitution</i> had a string of battles on the high seas.</p> <p>In one battle, the USS <i>Constitution</i> attacked a British ship. It was a hard fight. The sailors on both sides fired cannons. The guns blazed and smoked. The British ship fired back. But its cannonballs did less damage to the U.S. ship. In fact, some of them bounced off the thick walls of the American ship.</p> <p>When the American sailors saw this, they cheered.</p> <p>“Hooray!” one of them shouted. “Her sides are made of iron!”</p> <p>In fact, however, the sides of the ship were not made of iron but of very thick planks of wood. The wooden sides of the USS <i>Constitution</i> were much thicker than most ships.</p> | <p><b>string (of battles)</b>—series (of battles). Note for students the multiple meanings of this word. The word <i>string</i> can also mean a long piece of twisted thread used to tie things together or hang things.</p> <p><b>blazed</b>—shot quickly and repeatedly. Note for students the multiple meanings of this word. The word <i>blazed</i> can also mean burned brightly like fire.</p> <p><b>damage</b>—harm</p> | <p>Was the USS <i>Constitution</i> really made of iron?</p>                                                                                                                                                                                                                                                                                                                                                | <p>No, the USS <i>Constitution</i> was not really made of iron. It was made of strong wood.</p>                                                                                                           |

## Lesson

| <p><b>Text From Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p> | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p> | <p><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 44</b></p> <p>They also gave the ship a nickname. They called it “Old Ironsides” because its wooden sides seemed as strong as iron.</p>                                                                |                                                                                                                                                                                       | <p>If the USS <i>Constitution</i> was made of wood, not iron, why was it nicknamed Old Ironsides?</p>                                                                                                                                                                                                                                                                                                      | <p>Because the cannonballs did not do much damage to the ship, it was as if the sides of the ship were made of iron. The sailors gave the ship the nickname to describe just how strong the sides of the ship were.</p> |





## Wrap-Up

- Have students complete Activity Page 14.1 independently.



### Activity Page 14.1: Chapter Questions

Collect and review Activity Page 14.1. Students who did not correctly answer these questions may benefit from rereading the chapter and/or practicing looking back in the text to find the answer to questions.

## Lesson 14: Tricky Spelling 'i'

# Foundational Skills



**Primary Focus:** Students will read words with the tricky spelling 'i' and will complete fill-in-the-blank sentences with words featuring the tricky spelling 'i'.


**TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i; TEKS 2.2.C.iv**

### REVIEW TRICKY SPELLING 'I' (20 MIN.)

- Remind students that in a previous lesson they learned a new way to spell the /ee/ sound as 'i'. Have students read all of the words on the /ee/ Tree that are spelled with 'i'.
- Shuffle the new leaves that you prepared for the /ee/ Tree. Have students read all the words aloud as a class.
- Call on an individual student to tell you the spelling of the /ee/ sound in each word. Have another student circle the letter and a third student tape the word to the Spelling Tree.
- Now, remind students that they also know two other sounds for 'i', /i/ and /ie/, so 'i' is a tricky spelling.
- Direct students' attention to the graphic for tricky spelling 'i' that you prepared in advance. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *pizz•a* as an example of how to use the VCV pattern to chunk and read a word. Point out that in this case, 'zz' makes one consonant sound, /z/, rather than two separate sounds.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ➤ Digital Component 14.1

|                                                                                   |   |      |        |        |       |
|-----------------------------------------------------------------------------------|---|------|--------|--------|-------|
|  | → | /ee/ | pizza  | piano  | media |
|                                                                                   | → | /ie/ | biking | hiking | kind  |
|                                                                                   | → | /i/  | fit    | sit    | bit   |

- Review all three sounds that the tricky spelling 'i' may represent.

### PRACTICE TRICKY SPELLING 'I' (10 MIN.)

- Ask students to turn to Activity Page 14.2.
- Read aloud all the words in the box, and then have students complete the activity page independently.
- To provide students with practice spelling words in sentences, have them write new sentences using the words from the activity on the second page of Activity Page 14.2.



#### Activity Page 14.2: Fill in the Blank

Collect and review Activity Page 14.2. Students who did not correctly complete this activity page may benefit from additional practice with the tricky spelling 'i' at a later time.

End Lesson

# Take-Home Material

### "A FAMOUS SHIP"; MIXED PRACTICE

- Have students take home Activity Page 14.3 to read to a family member and Activity Page 14.4 to complete.



ENGLISH  
LANGUAGE  
LEARNERS

## Foundational Skills

### Using Foundational Skills

Using the word cards you prepared in advance, have students sort the words by the sound of 'i'. After sorting, have students read the words for each sound of 'i'.

**ELPS 4.F**

### Challenge

Challenge students to use one of the resources you prepared in advance to locate words to represent all the sounds they have learned for 'i'.

## Activity Page 14.2



## Activity Pages 14.3, 14.4



Lesson 14: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'I'

### Read the Sentences

- Make a copy of **Activity Page TR 14.1** for each student.
- Review the various sounds which the spelling 'i' may represent: 'i' > /i/, /ie/, or /ee/.
- Ask students to read each sentence to themselves, reminding them that the spelling 'i' can be tricky and they may need to try different sounds when they encounter it in an unfamiliar word.
- Call students' attention to the words in each sentence that include the 'i' spelling, asking students to sound out the word(s), trying different sounds as necessary.
- Finally, ask one student to read the entire sentence aloud. Do the same for the remaining sentences.

### Roll, Flip, Read

- Make several copies of the Word Card Template (**Activity Page TR 11.2**).
- Select words from the box to create a set of cards for each player. Each card should have a word on one side and a number on the other.

|              |             |              |
|--------------|-------------|--------------|
| 1. zucchini  | 10. salami  | 19. liter    |
| 2. patio     | 11. ski     | 20. baptism  |
| 3. radio     | 12. pizza   | 21. igloo    |
| 4. finish    | 13. Lydia   | 22. hiding   |
| 5. curious   | 14. finance | 23. wisest   |
| 6. cafeteria | 15. dinner  | 24. taxi     |
| 7. diver     | 16. misses  | 25. medical  |
| 8. finding   | 17. item    | 26. lollipop |
| 9. visitor   | 18. indeed  | 27. diner    |

- Follow the procedure for Roll, Flip, Read in Additional Support Lesson 11.

## ASSESSMENT

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated words featuring the spellings 'ge', 'dge', and 'tion', and the Tricky Word *Europe* and will write three of the words in alphabetical order.

✚ **TEKS 2.2.C.iv; TEKS 2.2.D**

**Reading**

Students will read "The Attack on Washington, D.C." with purpose and understanding, will recognize characteristics of multimodal and digital texts by using digital dictionaries and digital/print glossaries to clarify the meaning and pronunciation of unknown words, and will arrange written sentences describing key events from the text in correct sequential order.

✚ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.2.D; TEKS 2.3.A; TEKS 2.7.D; TEKS 2.9.F**

**Language (Grammar)**

Students will correct run-on sentences by rewriting each as two sentences, or combining the ideas of the run-on sentence to create one sentence, and will

✚ identify the correct use of apostrophes. **TEKS 2.2.C.iii; TEKS 2.11.D.i; TEKS 2.11.D.x**

## FORMATIVE ASSESSMENT

## Activity Page 15.1

## Spelling Assessment

✚ **TEKS 2.2.C.iv; TEKS 2.2.D**

## Activity Page 15.2

## Sequence Key Events "The Attack on Washington, D.C."

✚ **TEKS 2.7.D**

## Activity Page 15.3

## Run-On Sentences and Apostrophes

✚ **TEKS 2.11.D.i; TEKS 2.11.D.x**

✚ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.F** Recognize characteristics of multimodal and digital texts; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

## LESSON AT A GLANCE

|                                       | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                       |
|---------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language (Spelling)</b>            |             |         |                                                                                                                                                                                                                                                                                                                 |
| Spelling Assessment                   | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 15.1                                                                                                                                                                                                                                                                     |
| <b>Reading</b>                        |             |         |                                                                                                                                                                                                                                                                                                                 |
| Introduce the Chapter                 | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> Timeline Card 13<br><input type="checkbox"/> tape<br><input type="checkbox"/> Activity Page 15.2<br><input type="checkbox"/> <i>The War of 1812</i> Glossary (Digital Components) |
| Read “The Attack on Washington, D.C.” |             |         |                                                                                                                                                                                                                                                                                                                 |
| <b>Language (Grammar)</b>             |             |         |                                                                                                                                                                                                                                                                                                                 |
| Run-On Sentences                      | Independent | 10 min. | <input type="checkbox"/> Activity Page 15.3                                                                                                                                                                                                                                                                     |

## ADVANCE PREPARATION

### Note to Teacher

During this lesson, you will introduce students to using a digital dictionary and digital glossary. Students have practiced using a print dictionary and print glossary up to this point. Now it is time for students to translate those skills to using the same resources as digital versions. Be sure to explicitly model how to use a digital dictionary and digital glossary in this lesson, as this is the first time you are introducing these resources to students.

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over.

### Reading

- Select an online digital dictionary to model with and teach students to use. Wordsmyth, Merriam-Webster Learner's Dictionary, and Your Dictionary are online dictionaries that have been specifically written and designed for use by younger students.

### ➤ Digital Component 15.1

- Prepare to display the digital glossary (Digital Component 15.1) for students to navigate and use while reading the chapter.
- Plan to pair students to complete Activity Page 15.2.

### Language

- Write the following run-on sentence on the board/chart paper for Run-On Sentences and cover it:
  - We went to lunch Tuesday we will go again Friday.

## Lesson 15: Spelling Assessment

## Language



**Primary Focus:** Students will spell dictated words featuring the spellings 'ge', 'dge', and 'tion', and the Tricky Word *Europe* and will write four of the words in alphabetical order. **TEKS 2.2.C.iv; TEKS 2.2.D**

### SPELLING ASSESSMENT

- Have students turn to Activity Page 15.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- |               |               |
|---------------|---------------|
| 1. caption    | 11. fudge     |
| 2. revenge    | 12. addition  |
| 3. locomotion | 13. nudge     |
| 4. nation     | 14. option    |
| 5. cottage    | 15. judge     |
| 6. attention  | 16. action    |
| 7. huge       | 17. large     |
| 8. range      | 18. change    |
| 9. stations   | 19. direction |
| 10. fraction  |               |

**Tricky Word: Europe**

- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "Great Britain is located in Europe." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## Activity Page 15.1



- Continue through all the words and then on to the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page:

1. change

2. cottage

3. caption

- After all students have finished, write the three words in alphabetical order for students to correct their papers.

1. caption

2. change

3. cottage



### Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1. At a later time, use the template 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 Attack on Washington, D.C."

# Reading



**Primary Focus:** Students will read "The Attack on Washington, D.C." with purpose and understanding, will recognize characteristics of multimodal and digital texts by using digital dictionaries and digital/print glossaries to clarify the meaning and pronunciation of unknown words, and will arrange written sentences describing key events from the

text in correct sequential order. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.2.D; TEKS 2.3.A; TEKS 2.7.D; TEKS 2.9.F**

### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today's chapter is "The Attack on Washington, D.C."
- Tell students that *D.C.* in the name Washington, D.C., is an abbreviation for *District of Columbia*. The full name of the city is Washington, District of Columbia. Washington, D.C., is a city, not a state. The city is the capital of the United States, where many important buildings and people connected to the U.S. government are found. Encourage students to use the abbreviation correctly in their own writing.

**TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.9.F** Recognize characteristics of multimodal and digital texts.

Reader



Page 46



- Review what students have learned so far about the War of 1812.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Spellings

- Write the word *Capitol* on the board/chart paper.
  - Circle the letter ‘o’.
  - Tell students that the letter ‘o’ represents the schwa sound /u/.
  - Write the word *symbol* on the board/chart paper as another example of a word in which ‘o’ spells the sound /u/.
  - Ask students to refer to **page 7** of the **Individual Code Chart** to locate the spelling ‘o’ representing the /u/ sound.

### Preview Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter:
  - **special**—Students are likely to pronounce it /s/ /p/ /e/ /k/ /i/ /a/ /l/. However, the word is pronounced /s/ /p/ /e/ /sh/ /ə/ /l/.

### Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Attack on Washington, D.C.” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**Capitol—n.**, the building in Washington, D.C., where Congress meets (46)

**support the troops—v.**, to provide encouragement and sometimes food and supplies to soldiers (48)

Vocabulary Chart for “The Attack on Washington, D.C.”

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        | Capitol                         | panic<br>defeat<br>flee          |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  | trunk                           |
| Sayings and Phrases                    | support the troops              |                                  |                                 |

**defeat—n.**, loss in a contest or battle (48)

**panic—v.**, to suddenly become very scared (panicked) (48)

**flee—v.**, to run away from danger (50)

**trunk—n.**, a large box or crate used to carry things (52)

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

1. Cap | i | tol 'o' > /ə/ (*symbol*)
2. supp | ort the troops
3. de | feat
4. pan | ic
5. flee
6. trunk

## READ “THE ATTACK ON WASHINGTON, D.C.” (20 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

## Pages 46 and 47

- Read the title of the chapter together as a class, “The Attack on Washington, D.C.”
- ✚ • Preview the vocabulary word *Capitol*, and discuss its definition. **TEKS 2.9.F**
- Model how to use a digital dictionary and digital glossary to look up the word *Capitol* in the following manner:
  - Navigate to your chosen digital dictionary.
  - Explain that you are first typing the word into the search box on the website.
  - Next, discuss the search results that came up and the various meanings of the word. Note whether the meanings are similar to or different from the meaning in the Reader glossary. Also note information provided in addition to the meaning that is similar to or different from information provided in the Reader glossary.

### ➤ Digital Component 15.1

- Next, search the digital glossary for the word *Capitol*. Please note that this is a PDF of the Reader glossary, so the definitions will be identical.
- Explain how you are searching for it, whether scrolling through pages or using the Find feature in the program displaying the glossary.
- Tell students to read **page 46** to themselves to find the answer to the question: “Why was President Madison upset?”
- When students have finished reading, restate the question and ask students to answer. (*President Madison was upset because two years had passed, and the war was still going on. The U.S. Army had won some battles and lost some battles. The British army was marching toward Washington, D.C.*)
- Direct students’ attention to the image on **page 47**, and call on one student to read the caption aloud.

## Pages 48 and 49

- Preview the vocabulary words *support the troops*, *panic*, and *defeat*, and discuss their definitions. Note for students that the past tense of the word *panic* is used in this chapter, *panicked*.
- Model locating the vocabulary words in the dictionary and digital glossary. Note any differences in meaning found and/or whether all the words could be
- ✚ located in both resources. **TEKS 2.2.D; TEKS 2.3.A**
- Tell students to read the first two paragraphs on **page 48** to themselves to find the answer to the question: “What did President Madison plan to do?”

✚ **TEKS 2.9.F** Recognize characteristics of multimodal and digital texts; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

- When students have finished reading, restate the question and ask students to answer. (*President Madison planned to go support the troops in a big battle outside the city.*)
- Say, “I wonder how the battle went. Let’s read the rest of **page 48** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*The battle did not go well. The U.S. Army was beaten. People panicked.*)
- Direct students’ attention to the image on **page 49**, and read the caption aloud as a class.

### Pages 50 and 51

- Preview the vocabulary word *flee*, and discuss its definition.
- Call on a student to use the digital dictionary to find the definition of *flee*. Have a different student use the digital glossary to find the definition of *flee*.
- Point out that *Mrs.* is an abbreviation for *missus* and is used as a title for a married woman.
- Tell students to read **page 50** to themselves to find the answer to the question: “What did Mrs. Madison have to do, and why?”
- When students have finished reading, restate the questions and ask students to answer. (*Mrs. Madison had to flee because the British were coming.*)
- Ask, “What did Mrs. Madison hope to do?” (*She hoped to take as much with her as she could.*)
- Direct students’ attention to the image on **page 51**.

### Pages 52 and 53

- Preview the vocabulary word *trunk*, and discuss its definition.
- Say, “I wonder what Mrs. Madison was able to take with her. Let’s read **page 52** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*Mrs. Madison grabbed things that were important to the American people like papers and letters. She ordered her servants to take a painting of George Washington from its frame.*)
- Direct students’ attention to the image on **page 53**.

### Wrap-Up

- Display and discuss Timeline Card 13 (Dolley Madison), and tape it to the designated spot on the timeline [after Timeline Card 12 (USS *Constitution*)].
- Have students complete Activity Page 15.2 with a partner.



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

#### Reading/Viewing Closely

##### Beginning

Ask students yes/no questions about events in the chapter (e.g., “Was Mrs. Madison able to stay at the President’s House during the war?”).

##### Intermediate

Ask students to complete the sentence frame:  
“Mrs. Madison had to flee the President’s House because \_\_\_\_\_.”

##### Advanced/

##### Advanced High

Encourage students to use key details from the text in answering the question: “What did Mrs. Madison have to do, and why?”

**ELPS 1.E; ELPS 4.G;**

**ELPS 4.I**

### Activity Page 15.2





## Activity Page 15.2: Sequence Key Events

Collect and review Activity Page 15.2. Students who did not correctly sequence the events and/or who did not use appropriate information from the text to describe how they could have helped Dolley Madison may benefit from rereading the text and from practicing looking back in the text to locate information to support their answers.

### Lesson 15: Grammar

# Language



**Primary Focus:** Students will correct run-on sentences by rewriting each as two sentences, or combining the ideas of the run-on sentence to create one sentence, and will identify the correct use of apostrophes. **TEKS 2.2.C.iii; TEKS 2.11.D.i; TEKS 2.11.D.x**

## RUN-ON SENTENCES

- Remind students that you have previously discussed how to fix run-on sentences.
- Uncover the run-on sentence you prepared in advance and direct students' attention to it.
  - We went to lunch Tuesday we will go again Friday.



## Check for Understanding

Ask students to work with a partner to correct the run-on sentence. Have students share their ideas. They should come up with the following possibilities:

- We went to lunch Tuesday. We will go to lunch again Friday.
- We went to lunch Tuesday and will go again Friday.

- Next, remind students that an apostrophe in a word can indicate a contraction, taking the place of letters to combine two words into one, such as in *can't*. It can also be apostrophe 's' at the end of a word that shows ownership; the person, or owner, owns something.

**TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.



- Ask students to turn to Activity Page 15.3.
- Complete the first item as an example, and then have students complete as many items independently as time permits.



### Activity Page 15.3: Run-On Sentences and Apostrophes

Collect and review Activity Page 15.3. Students who did not correct the run-on sentences appropriately may benefit from additional practice at a later time. Students who did not correctly identify the appropriate way to write apostrophes would benefit from a review and additional practice.

End Lesson

## Lesson 15: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ALPHABETIZING WORDS

#### Race to the Top

- Make one copy of the game board templates (**Activity Pages TR 4.2, TR 4.3**) for each pair of players.
- Copy the word card template for each player (**Activity Page TR 15.1**).
- Each student gets his or her own ladder and a set of word cards.
- Students flip over two cards to begin. They must read the words correctly, then decide which word comes first alphabetically. They will place the cards on the first two steps of the ladder. If they misread a word, they lose a turn. As additional words are added, students should review the words and move cards into alphabetical order. The first one to fill the steps of the ladder with their words in alphabetical order wins.

## 16

## READING

## Close Reading

## PRIMARY FOCUS OF LESSON

## Reading

Students will partner read “The Attack on Washington, D.C.” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

## Foundational Skills

Students will read and sort words featuring the tricky spelling ‘i’ > /i/, /ie/ or /ee/. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

## Language (Spelling)

Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*, and will read and spell one-syllable and multisyllabic words with VCe syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

## FORMATIVE ASSESSMENT

## Observation

Anecdotal Reading Record “The Attack on Washington, D.C.”

**TEKS 2.4**

## Exit Pass

Offer an Opinion

**TEKS 2.6.G; TEKS 2.7.C**

## Exit Pass

Identify Sound of ‘i’

**TEKS 2.2.B.iii**

- TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

|                                                                    | Grouping    | Time    | Materials                                                                                                                                                    |
|--------------------------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                                     |             |         |                                                                                                                                                              |
| Review the Chapter                                                 | Partner     | 10 min. | <ul style="list-style-type: none"> <li>❑ <i>The War of 1812</i></li> </ul>                                                                                   |
| Close Read “The Attack on Washington, D.C.”                        | Whole Group | 20 min. |                                                                                                                                                              |
| <b>Foundational Skills</b>                                         |             |         |                                                                                                                                                              |
| Practice Tricky Spelling ‘i’ (Phonics and Word Recognition)        | Whole Group | 10 min. | <ul style="list-style-type: none"> <li>❑ board</li> <li>❑ prepared word cards</li> <li>❑ tape</li> <li>❑ Tricky Spelling ‘i’ (Digital Components)</li> </ul> |
| <b>Language (Spelling)</b>                                         |             |         |                                                                                                                                                              |
| Introduce Spelling Words                                           | Whole Group | 20 min. | <ul style="list-style-type: none"> <li>❑ prepared word cards</li> <li>❑ tape</li> </ul>                                                                      |
| <b>Take-Home Material</b>                                          |             |         |                                                                                                                                                              |
| Family Letter; “The Attack on Washington, D.C.”; Alphabetize Words |             |         | <ul style="list-style-type: none"> <li>❑ Activity Pages 16.1–16.3</li> </ul>                                                                                 |



## ADVANCE PREPARATION

### Note to Teacher

This week the spelling words are all domain-specific words instead of words with a particular spelling feature.

### Foundational Skills

#### ➤ Digital Component 16.1

- Copy the graphic for Practice Tricky Spelling 'i' (Digital Component 16.1) on the board/chart paper or display the digital version.
- Copy the following words onto individual index cards for Practice Tricky Spelling 'i'.

- |              |             |
|--------------|-------------|
| 1. ski       | 11. rising  |
| 2. sit       | 12. crib    |
| 3. trick     | 13. easiest |
| 4. biting    | 14. fix     |
| 5. radio     | 15. British |
| 6. trip      | 16. medium  |
| 7. piano     | 17. riding  |
| 8. happiness | 18. list    |
| 9. finish    | 19. hiding  |
| 10. heavier  | 20. taxi    |

### Language

- Write this week's spelling words on cards, and have paper clips handy for folding the cards.

## Lesson 16: “The Attack on Washington, D.C.”

## Reading



**Primary Focus:** Students will partner read “The Attack on Washington, D.C.” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text.

**TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

**REVIEW THE CHAPTER (10 MIN.)**

- Have students partner read “The Attack on Washington, D.C.”


**Observation: Anecdotal Reading Record**

As you listen to students read “The Attack on Washington, D.C.,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

**CLOSE READ “THE ATTACK ON WASHINGTON, D.C.” (20 MIN.)**

- After students have finished reading “The Attack on Washington, D.C.” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student raises his or her hand to respond.

**TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



Page 46

### Teacher Overview

**Key Idea and Key Details:** The key idea of the chapter is that the British attacked Washington, D.C., which was a young town at the time. When people found out that the U.S. Army had been beaten by the British in a battle outside the city, they panicked and fled. Dolley Madison saved valuable documents and a painting from the President’s House.

**Synopsis:** The chapter “The Attack on Washington, D.C.” provides information about the British march to and attack on Washington, D.C.

### Lesson

#### Text from Reader

Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### Text-Dependent Questions

After targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 46

In August of 1814, President Madison was upset. Two years had passed. The war was still going on. The U.S. Army had won some battles, and it had lost some battles.

At the time, Washington, D.C., was a young town. Some buildings had just been finished. Others were not finished yet.

**young (town)**—a town started or established not too long ago

Reread the third paragraph on page 46. Describe Washington, D.C., as a town at the time.

Washington, D.C., was a young town. Some buildings had just been finished. Others were not finished yet.

| Lesson                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text from Reader                                                                                                                                                                                                                                                                                                                           | Vocabulary Instruction                                                                                                                                                                                                                                                                                         | Text-Dependent Questions                                                                                                                                                                                                                                                                                                                                            | Responses                                                                                                                                                                         |
| <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                         | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                                                                                               | <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
| <p><b>Page 48</b><br/>The President’s House was a special house that had been constructed for the president. (Today it is called the White House.) It was only about ten years old at the time. It was home to President Madison and his wife, Dolley.</p>                                                                                 |                                                                                                                                                                                                                                                                                                                | <p>Who lived at the President’s House?</p>                                                                                                                                                                                                                                                                                                                          | <p>President Madison and his wife Dolley lived at the President’s House.</p>                                                                                                      |
| <p>President Madison was aware that there was going to be a big battle outside the city. He planned to go support the troops. People quickly found out about the defeat. The army had lost! The British were coming! People in the city panicked. They grabbed their things and ran away. The roads were jammed with people and carts.</p> | <p><b>defeat</b>—loss, such as a battle or contest<br/><b>panicked</b>—to suddenly become very scared<br/><b>jammed</b>—so full that movement stopped. Note for students the multiple meanings of this word. The word <i>jammed</i> can also mean stopped working because a movable part has become stuck.</p> | <p>What were the roads like when people found out about the U.S. Army defeat? Why?</p>                                                                                                                                                                                                                                                                              | <p>The roads were jammed with people and carts because people panicked when they heard the British were coming.</p>                                                               |
| <p><b>Page 50</b><br/>President Madison could not get back to the President’s House. His wife, Dolley, was left there with servants and soldiers.</p>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                | <p>Who was left at the President’s House?</p>                                                                                                                                                                                                                                                                                                                       | <p>Dolley Madison, servants, and soldiers were left at the President’s House.</p>                                                                                                 |

**Lesson**

| <p><b>Text from Reader</b></p> <p>Portions of the text of the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                             | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                | <p><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 52</b></p> <p>In the end, Mrs. Madison left most of her own things behind. Instead, she carried away things that were important to the American people. She grabbed papers and letters. She stuffed as many of them as she could into a trunk.</p> | <p><b>stuffed</b>—filled by packing things in. Note for students the multiple meanings of this word. The word <i>stuffed</i> can also mean filled with a soft material, as a cushion, or filled out the skin of an animal that is no longer alive, for mounting.</p> | <p>In the end, what did Mrs. Madison leave behind?</p>                                                                                                                                                                                                                                                                                                                                                     | <p>Mrs. Madison left behind most of her own things.</p>                                                                                                                                                                                            |
| <p>Mrs. Madison was ready to leave. Then she remembered one last thing. It was a painting of George Washington. There was no time to gently take it from its frame. She ordered the servants to take down the painting.</p>                                   |                                                                                                                                                                                                                                                                      | <p>What did Mrs. Madison remember before she was ready to leave? Why was this important?</p>                                                                                                                                                                                                                                                                                                               | <p>Mrs. Madison remembered a painting of George Washington, so she had the servants take it with them. George Washington was important to the United States, and she had carried away other things that were important to the American people.</p> |



### Exit Pass: Offer an Opinion

Have students respond to the following question, using evidence from the text in their responses:

- Do you think the actions of Dolley Madison were important? Why or why not?



ENGLISH LANGUAGE LEARNERS

### Reading

#### Offering Opinions

##### Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “I think the actions of Dolley Madison were important.”).

##### Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “I think the actions of Dolley Madison were important because . . .”).

##### Advanced/ Advanced High

Provide minimal support and guidance for open responses.

**ELPS 4.G**

### Support

Read the words on the cards aloud to help students listen for the sound ‘i’ makes.

### Challenge

Encourage students to think of additional words to sort by the sounds of ‘i’ on the chart.

## Lesson 16: Spelling ‘i’ > /i/, /ie/, /ee/

# Foundational Skills

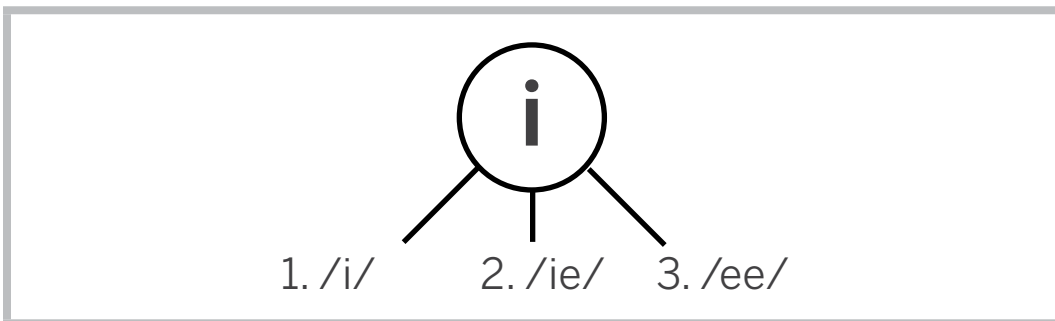


**Primary Focus:** Students will read and sort words featuring the tricky spelling ‘i’ > /i/, /ie/ or /ee/. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

### PRACTICE TRICKY SPELLING ‘I’

- Remind students that earlier in this unit, they learned a new sound for the ‘i’ spelling, /ee/ as in *ski*.
- Direct students’ attention to the graphic you prepared in advance for tricky spelling ‘i’. Review the sounds for tricky spelling ‘i’.

#### Digital Component 16.1



- Shuffle and then flash the prepared cards one at a time to students, having them read the cards aloud as a group. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *Brit•ish* as an example of how to use the VCV pattern to chunk and read a word.
- Distribute the cards to either individual students or to small groups.
- Have each student or small group read the card(s) to the class and then tape each card under the correct header on the board/chart paper.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



### Exit Pass: Identify Sound of 'i'

Write the following words on the board: 1. *exercise*; 2. *media*; 3. *fist*. Have students write which sound 'i' makes in each word.

## Lesson 16: Spelling Language



**Primary Focus:** Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*, and will read and spell one-syllable and multisyllabic words with VCe syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

### INTRODUCE SPELLING WORDS

- Prior to introducing the specific spelling words, tell students that this week all of the words are related to the Reader, *The War of 1812*.
- Remind students that they can use what they have learned about VCe syllables to read and spell the words. Point out the /ae/ sound in *paved*.

- |                 |               |
|-----------------|---------------|
| 1. Madison      | 11. cannon    |
| 2. president    | 12. death     |
| 3. battle       | 13. Dolley    |
| 4. march        | 14. merchants |
| 5. Congress     | 15. paved     |
| 6. British      | 16. hawks     |
| 7. Washington   | 17. painting  |
| 8. support      | 18. monarchy  |
| 9. troops       | 19. navy      |
| 10. impressment |               |
- Tricky Word: Ironsides**

- Using the cards you prepared in advance, show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning.

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words. **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

### Support

Have students use the glossary in the Reader to help remind them of the word meanings. Alternately, have students use the digital glossary and digital dictionary.

- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so just the first letter shows as you did in previous lessons. Randomly tape the cards to the board/chart paper.
- Ask: “Do you see any words that begin with ‘a’? No. ‘b’? Yes, I have two words that begin with ‘b’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ba’ and ‘Br’ are visible.) Oh, I see. ‘a’ comes before ‘r’, so I will put the word that starts with ‘ba’—*battle*—before the word that starts with ‘Br’—*British*. ‘c’? Yes, I have two words that begin with ‘c’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ca’, ‘Co’ are visible.) Oh, I see. ‘a’ comes before ‘o’, so I will put the word that starts with ‘ca’—*cannon*—before the word that starts with ‘Co’—*Congress*.” Proceed in this way until all cards have been alphabetized.
- Unfold the cards, and read the words aloud with students.
- Tell students that the words are now in alphabetical order.

|                |                |
|----------------|----------------|
| 1. battle      | 11. march      |
| 2. British     | 12. merchants  |
| 3. cannon      | 13. monarchy   |
| 4. Congress    | 14. navy       |
| 5. death       | 15. painting   |
| 6. Dolley      | 16. paved      |
| 7. hawks       | 17. president  |
| 8. impressment | 18. support    |
| 9. Ironsides   | 19. troops     |
| 10. Madison    | 20. Washington |

- Tell students the words will remain on display until the assessment so they may refer to them during the week.
- Tell students that they will take home Activity Page 16.1 to share with a family member.

### Activity Page 16.1





# Take-Home Material

## FAMILY LETTER; “THE ATTACK ON WASHINGTON, D.C.”; ALPHABETIZE WORDS

Activity Pages  
16.1–16.3



- Have students take home Activity Page 16.1 to share with a family member, Activity Page 16.2 to read to a family member, and Activity Page 16.3 to complete.

## Lesson 16: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING ‘I’

### Match Maker

- Using the word cards from the board sort in today’s lesson, allow students to play a game of Match Maker.
- Students should turn all cards facedown. Students will alternate taking turns turning over two cards.
- Students must match the sound the tricky spelling ‘i’ represents in the words. If the sound of ‘i’ is the same in each word, and the student correctly says each word, the student keeps the pair of cards. If not, the student puts them back facedown and it is the next player’s turn.
- The first student to find the most matches wins.
- Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *bit•ing* as an example of how to use the VCV pattern to chunk and read a word.

## GRAMMAR

## Building Sentences

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “The Burning of Washington, D.C.” with purpose and understanding, will use print or digital resources to determine meaning and pronunciation of unknown words, and will answer literal questions about key details in the text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.3.A; TEKS 2.6.G; TEKS 2.7.D**

**Language (Grammar)**

Students will add details to create more complex sentences. **TEKS 2.11.D.i**

**Differentiated Instruction**

Students will identify different parts of speech in “The Burning of Washington, D.C.,” will read word pairs and determine whether targeted letters in each word make the same sound, and will identify verbs and adverbs in sentences.

**TEKS 2.2.B.iii; TEKS 2.11.D.ii; TEKS 2.11.D.iii; 2.11.D.v**

## FORMATIVE ASSESSMENT

**Observation**

**Discussion Questions** “The Burning of Washington, D.C.”

**TEKS 2.6.G**

**Activity Page 17.1**

**Parts of Speech** (Group 1)

**TEKS 2.11.D.ii; TEKS 2.11.D.iii; 2.11.D.v**

**Activity Page 17.2**

**Same or Different?** (Group 2)

**TEKS 2.2.B.iii**

**Activity Page 17.3**

**Verbs and Adverbs** (Group 2)

**TEKS 2.11.D.ii; TEKS 2.11.D.v**

**TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.11.D** Edit drafts using standard English conventions including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (v) adverbs that convey time and adverbs that convey place.

## LESSON AT A GLANCE

|                                                              | Grouping                | Time    | Materials                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                               |                         |         |                                                                                                                                                                                                                                                                                                                                            |
| Introduce the Chapter                                        | Whole Group             | 30 min. | <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The War of 1812</i></li> <li><input type="checkbox"/> Individual Code Chart</li> <li><input type="checkbox"/> Timeline Card 14</li> <li><input type="checkbox"/> tape</li> <li><input type="checkbox"/> <i>The War of 1812</i> Glossary (Digital Components)</li> </ul> |
| Read “The Burning of Washington, D.C.”                       |                         |         |                                                                                                                                                                                                                                                                                                                                            |
| <b>Language (Grammar)</b>                                    |                         |         |                                                                                                                                                                                                                                                                                                                                            |
| Build Sentences                                              | Whole Group             | 15 min. |                                                                                                                                                                                                                                                                                                                                            |
| <b>Differentiated Instruction</b>                            |                         |         |                                                                                                                                                                                                                                                                                                                                            |
| Parts of Speech, Same or Different Sounds, Verbs and Adverbs | Small Group/Independent | 15 min. | <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>The War of 1812</i></li> <li><input type="checkbox"/> Activity Pages 17.1–17.3</li> </ul>                                                                                                                                                                               |
| <b>Take-Home Material</b>                                    |                         |         |                                                                                                                                                                                                                                                                                                                                            |
| “The Burning of Washington, D.C.”; Run-On Sentences          |                         |         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Activity Pages 17.4, 17.5</li> </ul>                                                                                                                                                                                                                                       |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).

### Language

- Write the following sentence on the board/chart paper for Build Sentences:
  - They went on Tuesday.

### Differentiated Instruction

- Using observational data from anecdotal reading records, spelling analysis records, and performance on daily checks for understanding or formative assessments, identify students who may benefit from additional targeted practice in letter-sound correspondences, spelling alternatives, or tricky spellings and assign Activity Page 17.2. Other students may benefit from additional practice with parts of speech (Activity Page 17.1) and/or identification of verbs and adverbs (Activity Page 17.3).

### Universal Access

- Gather images to represent the following core vocabulary words: *toast*, *ransack*, *torch*, *drape*, “*heavy blow*,” *soot*.

## Lesson 17: “The Burning of Washington, D.C.”

## Reading



**Primary Focus:** Students will read “The Burning of Washington, D.C.” with purpose and understanding, will use print or digital resources to determine meaning and pronunciation of unknown words, and will answer literal questions about key

✦ details in the text. **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.3.A; TEKS 2.6.G; TEKS 2.7.D**

### INTRODUCE THE CHAPTER (10 MIN.)

Reader



Page 54

- Tell students that the title of today’s chapter is “The Burning of Washington, D.C.” Remind students of what they learned about reading and spelling abbreviations, such as using *D.C.* for *District of Columbia* and *Mrs.* for *missus*.
- Engage students in a brief discussion about what they learned about the attack on Washington, D.C., from reading the previous chapter.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

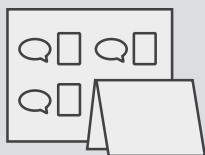
### Preview Spellings

- Write the words “*heavy blow*” on the board/chart paper.
- Circle the letters ‘ea’.
- Tell students that these letters represent the sound /e/.
- Ask students to turn to **page 7** of the **Individual Code Chart**.
- Ask students to find the /e/ row and follow it across to ‘ea’ (*head*).
- Ask students to summarize what the power bar means for ‘ea’.

### Preview Tricky Word

- You may wish to preview the following Tricky Word before reading the chapter:
  - **shoe**—Students are likely to pronounce it /sh/ /oe/. However, the word is pronounced /sh/ /oo/.

Code Materials



✦ **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.



## Reading

### Selecting Language Resources

Share the images you prepared in advance.

### Beginning

Have students repeat and write the vocabulary words with the accompanying image.

### Intermediate

Have students create oral sentences using the words.

### Advanced/

### Advanced High

Have students create and write sentences using the words.

**ELPS 3.J; ELPS 4.C**

## Preview Core Vocabulary **TEKS 2.3.A**

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Burning of Washington, D.C.” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**charge—v.**, to rush into (charged) (54)

**toast—v.**, to raise a glass and drink in honor of someone or something (toasted) (56)

**ransack—v.**, to search in order to steal and cause damage (ransacked) (56)

**torch—n.**, a piece of wood that burns at one end (torches) (56)

**drape—n.**, curtain (drapes) (56)

**heavy blow—n.**, a difficult loss to deal with (58)

**soot—n.**, the black powder left behind when something burns (58)

**Vocabulary Chart for “The Burning of Washington, D.C.”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        | soot                            | ransack                          |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 | torch<br>toast<br>drape          | charge                          |
| Sayings and Phrases                    | heavy blow                      |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.

**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

- Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted.

1. charge
2. toast
3. ran | sack
4. torch
5. drape
6. heav | y blow      'ea' > /e/ (*head*)
7. soot

- After previewing the vocabulary, remind students that as they are reading, if they do not recall the meaning or pronunciation of a word, they can always look it up in the glossary, digital dictionary, or digital glossary.
- Also, note for students that *torch*, *toast*, and “*heavy blow*” have multiple meanings. *Torch* can also mean to burn something. *Toast* can also mean a grilled piece of bread. “*Heavy blow*” can also mean a hard hit using an object or part of the body.

## Support

Note for students the two words *Capitol* and *capital*. Tell students that the word *Capitol*, with a capital letter ‘C’ and the letters ‘tol’ refers to the Capitol building, where Congress meets or where a state government meets. The word *capital* with a lower-case ‘c’ and the letters ‘tal’ refers to the capital city, which is where the main government offices are located.

## READ “THE BURNING OF WASHINGTON, D.C.” (20 MIN.)

- Read the title of the chapter together as a class, “The Burning of Washington, D.C.”
- Take a few moments to go through the chapter, looking at the images and reading the captions.

### Pages 54–59

- Tell students to read **pages 54–59** to themselves to find out what happened to Washington, D.C., when the British arrived.
- As students read silently, you should circulate throughout the room, lending assistance as needed.

- When students have finished reading, restate the question and ask students to answer. (*The British Army marched into Washington, D.C. They burned the Capitol building. They broke down the doors of the President’s House and marched inside. They ate dinner inside and then started smashing things. They stole things. Then, they set the house on fire. Then, the British soldiers marched away.*)

## Wrap-Up

- Display and discuss Timeline Card 14 (The Capitol building after the British burned it during the attack on Washington, D.C.), and tape it to the designated spot on the timeline [after Timeline Card 13 (Dolley Madison)].
- Use the following questions to promote discussion:

### Discussion Questions for “The Burning of Washington, DC”

1. **Literal.** Why did British soldiers burn Washington, D.C.?
  - » They were angry because the U.S. Army had burned the capital city of Canada, so they wanted to get back at the Americans by burning the U.S. capital.
2. **Literal.** How were the fires set by the British soldiers put out?
  - » Rain from a storm stopped most of the fires.
3. **Literal.** Why did the Madisons feel they would never call the President’s House home again?
  - » They came back and found it was a mess. The walls were black with soot, the windows were broken, and all of their things had been stolen or burned.



### 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.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading/Viewing Closely

#### Beginning

Prompt students to recall words and phrases related to the burning of Washington, D.C.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with more detail related to the burning of Washington, D.C.

#### Advanced/

#### Advanced High

Provide minimal support in eliciting key details related to the burning of Washington, D.C.

**ELPS 1.E; ELPS 4.G;**

**ELPS 4.I**



## Lesson 17: Build Sentences

# Language



**Primary Focus:** Students will add details to create more complex sentences.

**TEKS 2.11.D.i**

### BUILD SENTENCES

- Remind students that they have been talking about complete and incomplete sentences; they have learned that a complete sentence must always have a subject and a predicate.
- Tell students that today they are going to learn how to build or write interesting sentences.
- Direct students' attention to the sentence you prepared in advance.
  - They went on Tuesday.
- Ask students whether this is a complete or incomplete sentence. Then ask them to help "prove" that the sentence is complete by identifying the subject and the predicate. Underline the subject with a single line and the predicate with a double line.
- Point out that although this is a complete sentence, it is a very simple sentence that does not provide very much information and is not very interesting.
- Write the following column headings on the board/chart paper: "Who?," "Where?," "Why?".
- Pointing to the subject *They*, ask, "Who is meant by *They*?" Record any possible answers under the heading "Who?".
- Have students choose one of the responses you recorded and use it to write a revised sentence (e.g., *Joyce and Mark went on Tuesday.*).
- Ask students to again identify the subject. Point out that in rewriting the sentence, you added information to the subject.
- Now ask students, "Where did they go?" and record students' responses under the heading "Where?".

**TEKS 2.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

ENGLISH  
LANGUAGE  
LEARNERS



Language

#### Modifying to Add Details

##### Beginning

Encourage students to suggest details related to familiar activities (e.g., "Joyce and Mark went to the playground.").

##### Intermediate

Encourage students to suggest more interesting details (e.g., "Joyce and Mark went to the playground at the park a few blocks away.").

##### Advanced/ Advanced High

Encourage students to complete the sentences with a variety of details (e.g., "Joyce and Mark went to the new playground at the nearby park to try out the new climbing wall.").

**ELPS 5.G**

- Have students choose one of the responses you recorded and use it to write another revised sentence, (e.g., *Joyce and Mark went to an amusement park on Tuesday.*). Point out that you added something to the predicate of the sentence.
- Now ask, “Why did they go?” and record students’ responses under the heading “Why?”.
- Have students choose one of the responses you recorded and use it to write another revised sentence on the board/chart paper (e.g., *Joyce and Mark went to an amusement park on Tuesday to ride roller coasters.*). Point out that you again added something to the predicate of the sentence.
- If time permits, repeat these steps for the sentence “It grew.” Ask the following questions: “What grew? Where did it grow? How did it grow?”
- Sum up by telling students that you will continue to practice building sentences in the lessons to come.

## Lesson 17: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will identify different parts of speech in “The Burning of Washington, D.C.,” will read word pairs and determine whether targeted letters in each word make the same sound, and will identify verbs and adverbs in sentences.

 **TEKS 2.2.B.iii; TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.v**

### PARTS OF SPEECH, SAME OR DIFFERENT SOUNDS, VERBS AND ADVERBS

#### Small Group


- While working with students in small groups, please remember to choose activities that fit students’ needs.

**Group 1:** Have students who are able to work independently complete Activity Page 17.1 to review parts of speech and reading skills.

Reader



Page 54

 **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.11.D** Edit drafts using standard English conventions including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (v) adverbs that convey time and adverbs that convey place.



### Activity Page 17.1: Parts of Speech

Collect and review Activity Page 17.1 from Group 1. Students who did not correctly identify appropriate parts of speech and/or who did not use the identified words appropriately in sentences about the War of 1812 or the burning of Washington, D.C., may benefit from additional practice with parts of speech and rereading of the text.

**Group 2:** Work with students needing extra help with either grammar or the spellings from Unit 6. Work with students to complete either Activity Page 17.2 or Activity Page 17.3, depending on which skills they need to practice.



### Activity Page 17.2: Same or Different?

Collect and review Activity Page 17.2 from Group 2. Students who did not correctly identify whether the targeted letters made the same sound or not may benefit from additional practice with tricky spellings.



### Activity Page 17.3: Verbs and Adverbs

Collect and review Activity Page 17.3 from Group 2. Students who did not correctly identify verbs and adverbs may benefit from additional practice with parts of speech.

End Lesson

## Take-Home Material

### “THE BURNING OF WASHINGTON, D.C.”; RUN-ON SENTENCES

- Have students take home Activity Page 17.4 to read to a family member and Activity Page 17.5 to complete.



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## Lesson 17: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH BUILDING SENTENCES

#### Write About It

- Gather a variety of **images** that may prompt students in writing detailed, complete sentences.
- Using the board/chart paper, write three columns labeled: “Who?”, “Where?”, and “Why?”. Alternatively you could use three separate sheets of chart paper, labeling each one.
- Share with students one of the images you gathered in advance.
- Ask students to determine who (subject), is doing what (predicate). Record the answer to “Who?” on the chart.
- Then, have students add details by answering the questions “Where?” and “Why?” related the image.
- Once they have answered, ask them to write a sentence including that information, and then go back and code the subject and predicate.
- This could be repeated as partners or independently.

### MORE HELP WITH SPELLING ALTERNATIVES /ER/ › ‘AR’, ‘OR’

#### Race Against the Clock

- Using word cards you have created (**Activity Page TR 10.1**), assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- The student with the most points is the winner.

## 18

## GRAMMAR

## Building Sentences

## PRIMARY FOCUS OF LESSON

## Reading

Students will reread “The Burning of Washington, D.C.,” will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

✦ **TEKS 2.3.A; TEKS 2.4; TEKS 2.6.G**

## Language (Grammar)

Students will expand complete simple and compound sentences orally and will rewrite a simple sentence four times, adding more details each time.

✦ **TEKS 2.11.C; TEKS 2.11.D.iv; TEKS 2.11.D.v**

## FORMATIVE ASSESSMENT

## Observation

**Anecdotal Reading Record** “The Burning of Washington, D.C.” (Group 1)

✦ **TEKS 2.4**

## Activity Page 18.1

**Chapter Questions** “The Burning of Washington, D.C.”

✦ **TEKS 2.6.G**

## Activity Page 18.2

**Build Sentences**

✦ **TEKS 2.11.C; TEKS 2.11.D.iv; TEKS 2.11.D.v**

✦ **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place.

**LESSON AT A GLANCE**

|                                          | <b>Grouping</b>             | <b>Time</b> | <b>Materials</b>                                                                               |
|------------------------------------------|-----------------------------|-------------|------------------------------------------------------------------------------------------------|
| <b>Reading</b>                           |                             |             |                                                                                                |
| Review the Chapter                       | Whole Group                 | 5 min.      | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 18.1 |
| Reread "The Burning of Washington, D.C." | Small Group/<br>Independent | 25 min.     | <input type="checkbox"/> <i>The War of 1812</i> Glossary<br>(Digital Components)               |
| <b>Language (Grammar)</b>                |                             |             |                                                                                                |
| Build Sentences                          | Whole Group                 | 30 min.     | <input type="checkbox"/> board/chart paper<br><input type="checkbox"/> Activity Page 18.2      |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the digital dictionary of your choice and the digital glossary (Digital Component 15.1).
- Plan which students you will listen to in Group 1 and which students will read independently in Group 2.

### Language

- Write the following sentence on the board/chart paper for Build Sentences:
  - The snake slithered.

## Lesson 18: “The Burning of Washington, D.C.”

## Reading



**Primary Focus:** Students will reread “The Burning of Washington, D.C.,” will use digital dictionaries and print/digital glossaries to clarify the meaning of words, and will answer multiple-choice questions about key details in the text.

✚ **TEKS 2.3.A; TEKS 2.4; TEKS 2.6.G**

### REVIEW THE CHAPTER (5 MIN.)

- Tell students that today they will reread “The Burning of Washington, D.C.” in small groups.

### Review Core Vocabulary

- You may wish to review the vocabulary before rereading this chapter; see Preview Core Vocabulary in Lesson 17.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you review them.

### RERead “THE BURNING OF WASHINGTON, D.C.” (25 MIN.)

#### Purpose for Reading

**Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. When students have finished reading, have them complete Activity Page 18.1 as a group, using the Reader as a guide.



#### Observation: Anecdotal Reading Record

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

#### Reader



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#### Activity Page 18.1



✚ **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas.



**Group 2:** Ask these students to read the chapter independently and complete Activity Page 18.1 as they read. Remind students that the bolded words in the chapter are found in the glossary and match the words you reviewed. Some words may appear in different forms in the chapter.

### Wrap-Up

- Call students back together as a class, and go over the correct answers for Activity Page 18.1.



### Activity Page 18.1: Chapter Questions

Collect and review Activity Page 18.1 from Group 2. Students who did not correctly answer the questions may benefit from additional practice looking back in the text for answers.

## Lesson 18: Build Sentences

# Language



**Primary Focus:** Students will expand complete simple and compound sentences orally and will rewrite a simple sentence four times, adding more details each time.

✚ **TEKS 2.11.C; TEKS 2.11.D.iv; TEKS 2.11.D.v**

### BUILD SENTENCES

- Remind students that when they write, they should strive to make their writing interesting. Tell students that one way that they can do this is by adding words to simple sentences.
- Direct students' attention to the sentence you prepared in advance: *The snake slithered.* Point out that *The snake slithered.* is a very simple sentence.
- Ask students to identify the subject and the predicate in this sentence; underline the subject (*snake*) with a single line and the predicate (*slithered*) with a double line.
- Write the following column headings on the board/chart paper: "What?", "Where?", "How?".
- Ask, "What did the snake look like?" Record students' answers under the heading "What?".

✚ **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place.



## Language

### Modifying to Add Details

#### Beginning

Ask students yes/no questions about how the dog ran to help them add to their sentence (e.g., “Did the dog run in a fast or slow way?”).

#### Intermediate

Brainstorm interesting adverbs around how the dog ran with students and have them choose one to add to their sentence.

#### Advanced/

#### Advanced High

Encourage students to use more complex details, including adverbs and locations, to add to their sentence.

#### ELPS 5.G

## Activity Page 18.2



- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slithered.*). Point out that you added something to the subject of this sentence.
- Ask, “Where was the snake going?” Record students’ answers under the heading “Where?”.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slithered home.*). Point out that you added something to the predicate of this sentence.
- Ask, “How did the snake slither?” Record students’ answers under the heading “How?”.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slowly slithered home.*). Point out that you added something to the predicate of this sentence.
- Have students choose one of the responses you recorded. Use it to write a revised sentence (e.g., *The fat, blue snake slowly slithered home to get some rest.*). Point out that you added something to the predicate of this sentence.
- Have students turn to Activity Page 18.2.
- Have a student read the sentence on the activity page. Tell students to expand the sentence by following the questions on the activity page.



### Activity Page 18.2: Build Sentences

Collect and review Activity Page 18.2. Students who had difficulty expanding the sentence may benefit from additional practice and more work answering questions to help add details.

End Lesson

## Lesson 18: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH BUILDING SENTENCES

#### Create Sentences

- Make a copy of **Activity Page TR 18.1** for each student. Have them cut out the cards.

- Have students work to decide which cards are subjects and which cards are predicates. Tell students to sort them into categories.
- Next, have students pair a subject and predicate to make a sentence. Note that correct capitalization and punctuation is not included on the cards.
- Then, have students discuss how they could add to the sentences by answering the questions “Who?”, “Where?”, “Why?”, and “How?”.
- Finally, have students write the sentences they created, using appropriate capitalization and punctuation, and including the details discussed.

## READING

# Informational Text

## PRIMARY FOCUS OF LESSON

### Reading

Students will read “The Attack on Baltimore” with purpose and understanding, will use online dictionaries and print/digital dictionaries to clarify the meaning of words, and will answer literal and inferential questions about key details in the text.

✦ **TEKS 2.2.D; TEKS 2.6.E; TEKS 2.6.G**

### Foundational Skills

Students will sort and read words featuring /ə/ > ‘a’ and ‘e’, and two-syllable

✦ words featuring /ə/ + /l/ and /sh/ + /ə/ + /n/. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

## FORMATIVE ASSESSMENT

### Observation

### Discussion Questions “The Attack on Baltimore”

✦ **TEKS 2.6.G**

✦ **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                                                                                                          |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                               |             |         |                                                                                                                                                                                    |
| Introduce the Chapter                        | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> <i>The War of 1812</i> Glossary (Digital Components) |
| Read "The Attack on Baltimore"               |             |         |                                                                                                                                                                                    |
| <b>Foundational Skills</b>                   |             |         |                                                                                                                                                                                    |
| Word Sort (Phonics)                          | Whole Group | 30 min. | <input type="checkbox"/> prepared word cards                                                                                                                                       |
| Baseball Game (Phonics and Word Recognition) |             |         |                                                                                                                                                                                    |
| <b>Take-Home Material</b>                    |             |         |                                                                                                                                                                                    |
| "The Attack on Baltimore"                    |             |         | <input type="checkbox"/> Activity Page 19.1                                                                                                                                        |

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

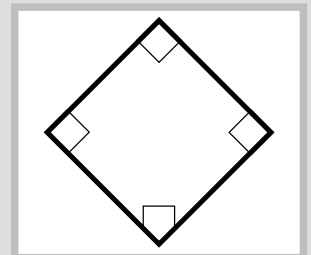
- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).

### Foundational Skills

- Copy the following words onto individual index cards for Word Sort and for Baseball Game:

|              |               |              |               |
|--------------|---------------|--------------|---------------|
| 1. about     | 12. total     | 23. fossil   | 34. operation |
| 2. China     | 13. royal     | 24. nostril  | 35. emotion   |
| 3. around    | 14. principal | 25. federal  | 36. nation    |
| 4. Africa    | 15. typical   | 26. battle   | 37. invention |
| 5. appetite  | 16. normal    | 27. camel    | 38. action    |
| 6. Tennessee | 17. practical | 28. little   | 39. benefit   |
| 7. debate    | 18. signal    | 29. possible | 40. deposit   |
| 8. thousand  | 19. pencil    | 30. uncle    | 41. telescope |
| 9. fiction   | 20. evil      | 31. along    | 42. category  |
| 10. animal   | 21. April     | 32. around   | 43. decay     |
| 11. metal    | 22. devil     | 33. America  | 44. decide    |

- Write the following headers on the board/chart paper for Word Sort: 'a', 'e', 'al', 'el', 'il', 'le', and 'tion'.
- Pull out the following word cards for use at the beginning of Word Sort: *around, debate, principal, camel, pencil, battle.*
- Draw a baseball diamond on the board/chart paper.



## Lesson 19: “The Attack on Baltimore”

## Reading



**Primary Focus:** Students will read “The Attack on Baltimore” with purpose and understanding, will use online dictionaries and print/digital dictionaries to clarify the meaning of words, and will answer literal and inferential questions about key details in the text. **TEKS 2.2.D; TEKS 2.6.E; TEKS 2.6.G**

**INTRODUCE THE CHAPTER (10 MIN.)**

Reader



Page 60

- Tell students that the title of today’s chapter is “The Attack on Baltimore.”
- Review with students what they learned about the attack on Washington, D.C.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

**Preview Spellings**

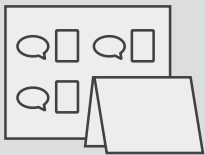
- Write the words *pitch in* and *stitching* on the board/chart paper.
  - Circle the letters ‘tch’ in each word.
  - Tell students that these letters represent the sound /ch/.
  - Ask students to turn to **page 2** of the **Individual Code Chart**.
  - Ask students to find the /ch/ row and follow it across to ‘tch’ (*itch*).
  - Ask students to summarize what the power bar means for ‘tch’.
- Write the word *niece* on the board/chart paper.
  - Circle the letters ‘ie’ in this word.
  - Tell students that these letters represent the sound /ee/.
  - Ask students to turn to **page 8** of the **Individual Code Chart**.
  - Ask students to find the /ee/ row and follow it across to ‘ie’ (*cookie*).
  - Ask students to summarize what the power bar means for ‘ie’.

**Preview Tricky Word**

- You may wish to preview the following Tricky Word before reading the chapter:
  - **Fort McHenry**—Students are likely to be unfamiliar with how to pronounce ‘Mc’. Students may think *McHenry* is pronounced /m/ /k/ /h/ /e/ /n/ /r/ /y/. The word is pronounced /m/ /i/ /k/ /h/ /e/ /n/ /r/ /ee/.

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Code Materials



## Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Attack on Baltimore” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**port—n.**, a place on the water near land, where ships load and unload cargo (60)

**pile up—v.**, to collect (piled up) (62)

**harbor—n.**, an area of calm, deep water near land, where ships can safely put down their anchors (62)

**pitch in—v.**, to help with (pitched in) (62)

**stitching—v.**, sewing (stitched) (66)

**niece—n.**, the daughter of your brother or sister (nieces) (66)

**commander—n.**, a high-ranking officer in the military (68)

**Vocabulary Chart for “The Attack on Baltimore”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        | port<br>commander               |                                  | niece                           |
| Multiple-Meaning Core Vocabulary Words | harbor                          | stitching                        |                                 |
| Sayings and Phrases                    | pitch in<br>pile up             |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.



- Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted:

1. port
2. pile up
3. har | bor
4. pitch in      'tch' > /ch/ (*itch*)
5. stitch | ing   'tch' > /ch/ (*itch*)
6. niece          'ie' > /ee/ (*piece*)
7. comm | and | er

## READ “THE ATTACK ON BALTIMORE” (20 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students' attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students' attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

### Pages 60 and 61

- Read the title of the chapter together as a class, “The Attack on Baltimore.”
- Preview the vocabulary word *port* for students, and discuss its definition.
- Tell students to read **page 60** to themselves to find the answer to the question: “Why was Baltimore an important city?”
- When students have finished reading, restate the question and ask students to answer. (*It was the third largest city in the United States, and it was also a key port.*)

- Direct students' attention to the image on **page 61**, and read the caption aloud as a class.

### Pages 62 and 63

- Preview the vocabulary words *harbor* and *pitch in*, and discuss their definitions. Note for students that *pitched in* is a form of the word *pitch in* that appears in this chapter.
- Tell students to read **page 62** to themselves to find the answer to the question: "How did the British plan to take about Baltimore?"
- When students have finished reading, restate the question and ask students to answer. (*The British hoped that if they could take Fort McHenry, they could take the city.*)
- Ask, "How did the people of Baltimore prepare for the attack?" (*They piled up supplies, they set up walls, and they sank ships in the harbor to keep British ships from getting too close to the fort.*)
- Point out that the image on **page 63** is what Fort McHenry looks like today. Call on one student to read the caption aloud.

### Pages 64 and 65

- Tell students to read **page 64** to themselves to find the answer to the question: "Who was asked to make a flag to fly over Fort McHenry?"
- When students have finished reading, restate the question and ask students to answer. (*Mary Pickersgill*)
- Ask, "What does the U.S. flag look like today?" (*It has fifty stars and thirteen stripes.*)
- Direct students' attention to the image on **page 64**, and call on one student to read the caption aloud.

### Pages 66 and 67

- Have students find the words *stitching* and *niece* in the glossary, and discuss their definitions. Note for students that the words *stitched* and *nieces* both appear in this chapter.
- Have students read **page 66** to themselves to find the answer to the question: "Who helped Mrs. Pickersgill stitch the flag?"
- When students have finished reading, restate the question and ask students to answer. (*Her daughter, her servants, and two of her nieces helped her stitch the flag.*)

- Ask, “Why did Mrs. Pickersgill need so much help stitching the flag?”  
(*The flag was huge, so Mrs. Pickersgill could not stitch it by herself.*)

### Pages 68 and 69

- Preview the vocabulary word *commander*, and discuss its definition.
- Say, “I wonder what happened during the attack on Baltimore. Let’s read **page 68** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*The U.S. soldiers were ready and stopped the British Army. The British commander was killed and the British went back to their ships to make a different plan.*)

### Wrap-Up

- Use the following questions to promote a discussion.

#### Discussion Questions for “The Attack on Baltimore”

1. **Literal.** How did the British plan to attack Baltimore?
  - » by land and by sea
2. **Literal.** How is the current U.S. flag the same as or different from the flag made by Mary Pickersgill?
  - » The current flag has fifty stars and thirteen stripes. The flag made by Mary Pickersgill had fifteen stars and fifteen stripes.
3. **Inferential.** How was the attack on Baltimore different from the attack on Washington, D.C.?
  - » U.S. soldiers and the people of Baltimore were aware of plans for the attack on Baltimore. They were ready. The soldiers defeated the British Army. People were not ready for the attack on Washington, D.C., and the British burned many buildings and beat the U.S. Army.



### Reading

#### Reading/Viewing Closely

##### Beginning

Prompt students to recall words and phrases related to the attack on Baltimore.

##### Intermediate

Provide moderate support in eliciting phrases and ideas with more detail related to the attack on Baltimore.

##### Advanced/ Advanced High

Provide minimal support in eliciting key details related to the attack on Baltimore.

**ELPS 1.E; ELPS 4.G;**

**ELPS 4.I**



## 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 19: Schwa Spellings

# Foundational Skills



**Primary Focus:** Students will sort and read words featuring /ə/ > 'a' and 'e', and two-syllable words featuring /ə/ + /l/ and /sh/ + /ə/ + /n/. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

#### WORD SORT (15 MIN.)

- Direct students' attention to the headers you prepared in advance. Read each one aloud.
- Pass out the prepared word cards. Have students determine under which header each card goes. Tape the card under the appropriate header.
- Sort the rest of the words as students read them during the Baseball Game.

#### BASEBALL GAME (15 MIN.)

- Tell students that today they will review the different schwa spellings they studied in Unit 5.
- Thoroughly shuffle the cards that you have prepared.
- Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *nos•tril* as an example of how to use the VCCCV pattern to chunk and read a word.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board/chart paper. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat" as follows:
  - Pick a card from the pile, and ask the first person on the team to read it aloud, while you tape it in the correct column on the board/chart paper. If the word is read correctly, draw a line from home plate to first base,

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If they read the word correctly, 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 this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
- Set a timer for 10 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, but so is speed in reading words quickly. The more turns that players have to read words, the more likely their team is to score runs.

End Lesson

## Take-Home Material

### ”THE ATTACK ON BALTIMORE”

- Have students take home Activity Page 19.1 to read to a family member.

Activity Page 19.1



### Lesson 19: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH /ə/ SPELLINGS

#### Practice /ə/ /l/ > ‘ul’, ‘al’, and ‘il’

- Make a copy of **Activity Page TR 19.1** for each student.
- Call on different students to read the words in the box.
- Then, have students sort the words by the spelling for /ə/ /l/.
- After sorting, have students read the words in each column.

#### Practice /sh/ /ə/ /n/ > ‘tion’

- Make a copy of **Activity Page TR 19.2** for each student.
- Read the paragraph aloud as a group.
- Then, have students circle the words with ‘tion’.
- Have students list the circled words under the paragraph. Then, have students come up with additional words with ‘tion’. Have students list those words at the bottom of the page.

## ASSESSMENT

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell one-, two-, and three-syllable dictated words and the Tricky Word *Ironsides* and will write four of the words in alphabetical order.

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

**Reading**

Students will partner read “The Attack on Baltimore” and will answer multiple-choice questions and a short answer question about the chapter.

✦ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.3.A; TEKS 2.4; TEKS 2.6.G**

## FORMATIVE ASSESSMENT

Activity Page 20.1

Spelling Assessment

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

Observation

Anecdotal Reading Record “The Attack on Baltimore”

✦ **TEKS 2.4**

Activity Page 20.2

Chapter Questions “The Attack on Baltimore”

✦ **TEKS 2.6.G**

✦ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas.

**LESSON AT A GLANCE**

|                                  | <b>Grouping</b> | <b>Time</b> | <b>Materials</b>                                          |
|----------------------------------|-----------------|-------------|-----------------------------------------------------------|
| <b>Language (Spelling)</b>       |                 |             |                                                           |
| Spelling Assessment              | Whole Group     | 30 min.     | ☐ Activity Page 20.1                                      |
| <b>Reading</b>                   |                 |             |                                                           |
| Review the Chapter               | Whole Group     | 10 min.     | ☐ <i>The War of 1812</i><br>☐ Activity Page 20.2          |
| Reread “The Attack on Baltimore” | Partner         | 20 min.     | ☐ <i>The War of 1812</i> Glossary<br>(Digital Components) |

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## ADVANCE PREPARATION

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over so students cannot refer to it during the assessment.

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).
- Plan to assign partners for reading the chapter.



## Lesson 20: Spelling Assessment

## Language



**Primary Focus:** Students will spell one-, two-, and three-syllable dictated words and the Tricky Word *Ironsides* and will write four of the words in alphabetical order.

**TEKS 2.2.C.iv; TEKS 2.2.D**

### SPELLING ASSESSMENT

#### Activity Page 20.1



- Have students turn to Activity Page 20.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- |                |               |
|----------------|---------------|
| 1. painting    | 11. president |
| 2. navy        | 12. march     |
| 3. Madison     | 13. merchants |
| 4. troops      | 14. Dolley    |
| 5. hawks       | 15. battle    |
| 6. impressment | 16. Congress  |
| 7. Washington  | 17. death     |
| 8. support     | 18. cannon    |
| 9. paved       | 19. British   |
| 10. monarchy   |               |

**Tricky Word: Ironsides**

- Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence "Old Ironsides was the nickname for a U.S. ship." Repeat this sentence three times.
- At the end, go back through the list and read each spelling word one more time.
- 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.

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence.
- Circle the following words on the board/chart paper. Ask students to write the words in alphabetical order on the back of the activity page.

1. monarchy
2. merchants
3. Congress
4. cannon

- After all students have finished, write the four words in alphabetical order for students to correct on their papers.

1. cannon
2. Congress
3. merchants
4. monarchy



### Activity Page 20.1: Spelling Assessment

At a later time, use the template 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: “The Attack on Baltimore”

# Reading



**Primary Focus:** Students will partner read “The Attack on Baltimore” and will answer multiple-choice questions and a short answer question about the chapter.

✦ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.3.A; TEKS 2.4; TEKS 2.6.G**

### REVIEW THE CHAPTER (10 MIN.)

- Tell students that today they will reread Chapter 7, “The Attack on Baltimore,” with a partner.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Review the images and captions in the chapter with students before they read.
- Remind students what they have learned about reading and spelling the abbreviation *Mrs.* for *missus*. Explain that they will encounter the abbreviation again in this passage.

### Review Core Vocabulary

- You may wish to review the vocabulary before rereading this chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you review them.

### REREAD “THE ATTACK ON BALTIMORE” (20 MIN.)

- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Tell students that when they finish reading, they should complete Activity Page 20.2.

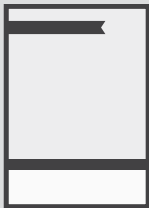


### Observation: Anecdotal Reading Record

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

✦ **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.3.A** The student reads grade-level text with fluency and comprehension. The student is expected to use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Reader



Page 60

## Wrap-Up

- When students have finished reading and have completed Activity Page 20.2, call them back together as a class.
- Review Activity Page 20.2 as a class to promote a discussion of the chapter.

## Activity Page 20.2



### Activity Page 20.2: Chapter Questions

Collect and review Activity Page 20.2. Students who did not correctly answer these questions may benefit from rereading the chapter and practice with looking back in the text to find answers.

End Lesson

## Lesson 20: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH ALPHABETIZING

#### Alphabetize Words

- Copy the word cards (**Activity Page TR 20.1**) for each student pair.
- Model how to begin alphabetizing the word cards in the same way you do so in the spelling lessons:
  - Ask: “Do you see any words that begin with ‘a’? No. ‘b’? Yes, I have two words that begin with ‘b’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ba’ and ‘Br’ are visible.) Oh, I see. ‘a’ comes before ‘r’, so I will put the word that starts with ‘ba’—*battle*—before the word that starts with ‘Br’—*British*. ‘c’? Yes, I have two words that begin with ‘c’. I wonder how we know which one to put first. Let me unfold one more letter. (Fold the cards so the ‘ca’, ‘Co’ are visible.) Oh, I see. ‘a’ comes before ‘o’, so I will put the word that starts with ‘ca’—*cannon*—before the word that starts with ‘Co’—*Congress*.”
- Read the sorted words aloud with students.

## 21

## READING

## Informational Text

## PRIMARY FOCUS OF LESSON

## Reading

Students will read “Francis Scott Key and the National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer true/false questions about key details in the text. **TEKS 2.3.A; TEKS 2.2.B.vii; TEKS 2.6.G**

## Foundational Skills

Students will complete fill-in-the-blank sentences to review a variety of sound/spellings. **TEKS 2.2.B.iii**

## Language (Spelling)

Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*, and will read and spell one-syllable and multisyllabic words with VCe syllables and closed syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

## FORMATIVE ASSESSMENT

## Activity Page 21.1

## Chapter Questions “Francis Scott Key and the National Anthem”

**TEKS 2.6.G**

## Activity Page 21.2

## Find the Secret Message

**TEKS 2.2.B.iii**

**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.2.B.vii** Identifying and reading high-frequency words from a research-based list; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

|                                                                               | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                                                |             |         |                                                                                                                                                                                                                                                                                                                               |
| Introduce the Chapter                                                         | Whole Group | 30 min. | <input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> green markers<br><input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 21.1<br><input type="checkbox"/> Timeline Cards 15, 16<br><input type="checkbox"/> <i>The War of 1812</i> Glossary (Digital Components) |
| Read “Francis Scott Key and the National Anthem”                              |             |         |                                                                                                                                                                                                                                                                                                                               |
| <b>Foundational Skills</b>                                                    |             |         |                                                                                                                                                                                                                                                                                                                               |
| Find the Secret Message (Phonics)                                             | Independent | 15 min. | <input type="checkbox"/> Activity Page 21.2                                                                                                                                                                                                                                                                                   |
| <b>Language (Spelling)</b>                                                    |             |         |                                                                                                                                                                                                                                                                                                                               |
| Introduce Spelling Words                                                      | Whole Group | 15 min. | <input type="checkbox"/> prepared word cards<br><input type="checkbox"/> tape                                                                                                                                                                                                                                                 |
| <b>Take-Home Material</b>                                                     |             |         |                                                                                                                                                                                                                                                                                                                               |
| Family Letter; “Francis Scott Key and the National Anthem”; Alphabetize Words |             |         | <input type="checkbox"/> Activity Pages 21.3–21.5                                                                                                                                                                                                                                                                             |

## ADVANCE PREPARATION

### Note to Teacher

This week's spelling words are all domain-specific words instead of words with a particular spelling feature.

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital glossary (Digital Component 15.1).

### Language

- Write this week's spelling words on index cards, and have paper clips handy for folding the cards.

## Lesson 21: “Francis Scott Key and The National Anthem”

## Reading



**Primary Focus:** Students will read “Francis Scott Key and the National Anthem” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer true/false questions

about key details in the text. **TEKS 2.3.A; TEKS 2.2.B.vii; TEKS 2.6.G**

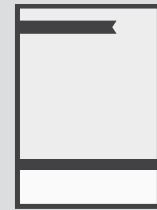
### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “Francis Scott Key and the National Anthem.”
- Review with students what they have learned so far about the War of 1812.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Spellings

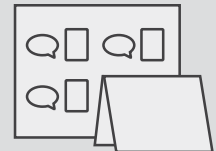
- Write the word *national* on the board/chart paper.
  - Circle the letters ‘tion’.
  - Tell students that these letters represent three different sounds, /sh/ + /ə/ + /n/.
  - Because ‘tion’ is made up of three different sounds, it is not listed on the Individual Code Chart.
  - Write the word *fiction* on the board/chart paper as another example of a word in which ‘tion’ spells the sounds /sh/ + /ə/ + /n/.
  - Circle the letters ‘al’.
  - Tell students that these letters represent two different sounds, /ə/ + /l/.
  - Write the word *animal* on the board/chart paper as another example of a word in which ‘al’ spells the sounds /ə/ + /l/.
  - Ask students to find the ‘al’ spelling for /ə/ + /l/ on **page 8** of the **Individual Code Chart** and trace the outline.
- Write the word *perilous* on the board/chart paper.
  - Circle the letters ‘er’.
  - Tell students that these letters represent the sound /eɪ/ /r/.

### Reader



Page 60

### Code Materials



**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.2.B.vii** Identifying and reading high-frequency words from a research-based list; **TEKS 2.6.G** Evaluate details read to determine key ideas.



- Tell students that this letter-sound correspondence is very rare and not on the Individual Code Chart.
- Write the word *ceremony* on the board/chart paper as another example of a word in which 'er' spells the sound /ae/ /r/.

### Preview Tricky Words

- You may wish to preview the following Tricky Words before reading the chapter:
  - **early**—Students are likely to pronounce it /ee/ /r/ /l/ /ee/. However, the word is pronounced /er/ /l/ /ee/.
  - **whose**—Students are likely to pronounce it /w/ /oe/ /s/. However, the word is pronounced /h/ /oo/ /z/.
  - **broad**—Students are likely to pronounce it /b/ /r/ /oe/ /d/. However, the word is pronounced /b/ /r/ /aw/ /d/.
  - **bomb**—Students are likely to pronounce it /b/ /o/ /m/ /b/. However, the word is pronounced /b/ /o/ /m/.

### Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Francis Scott Key and the National Anthem” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**national—adj.**, relating to a nation or country (70)

**anthem—n.**, an important song (70)

**open fire—v.**, to shoot a weapon in order to start a fight or battle (opened fire) (70)

**rocket—n.**, a type of missile (rockets) (70)

**mortar—n.**, a type of cannon (mortars) (70)

**streak—v.**, to move quickly (streaking) (74)

**inspired—adj.**, wanting to do something (76)

**hail—v.**, to greet or see (hailed) (76)

**perilous—adj.**, dangerous (76)

**rampart—n.**, the wall of a fort (ramparts) (76)

**gallantly—adv.**, impressively (76)

**proof—n.**, something showing that something else is true or correct (76)

**Vocabulary Chart for “Francis Scott Key and the National Anthem”**

| <b>Vocabulary Type</b>                 | <b>Tier 3<br/>Domain-Specific Words</b> | <b>Tier 2<br/>General Academic Words</b>                | <b>Tier 1<br/>Everyday Speech Words</b> |
|----------------------------------------|-----------------------------------------|---------------------------------------------------------|-----------------------------------------|
| Core Vocabulary                        | rocket<br>mortar<br>rampart             | national<br>anthem<br>inspired<br>perilous<br>gallantly |                                         |
| Multiple-Meaning Core Vocabulary Words |                                         | streak<br>hail<br>proof                                 |                                         |
| Sayings and Phrases                    | open fire                               |                                                         |                                         |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

- |                                                                                                         |                                                         |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 1. na   tion   al<br>'tion' > /sh/ + /ə/ + /n/ ( <i>fiction</i> )<br>'al' > /ə/ + /l/ ( <i>animal</i> ) | 7. in   spired                                          |
| 2. an   them                                                                                            | 8. hail                                                 |
| 3. o   pen fire                                                                                         | 9. per   il   ous<br>'er' > /æ/ /r/ ( <i>ceremony</i> ) |
| 4. rock   et                                                                                            | 10. ram   part                                          |
| 5. mor   tar                                                                                            | 11. gall   ant   ly                                     |
| 6. streak                                                                                               | 12. proof                                               |

## READ “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM” (20 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

### Pages 70 and 71

- Read the title of the chapter together as a class, “Francis Scott Key and the National Anthem.”
- Preview the vocabulary words *national*, *anthem*, *open fire*, *rocket*, and *mortar* and discuss the definition of each. Note for students that *opened fire*, *rockets*, and *mortars* appear in the chapter.
- Tell students to read **page 70** to themselves to find the answer to the question: “Why didn’t the soldiers in Fort McHenry fire back at the British?”
- When students have finished reading, restate the question and ask students to answer. (*The guns in the fort were old and could not hit the British ships.*)
- Direct students’ attention to the image on **page 71**.

## Pages 72 and 73

- Tell students to read **page 72** to themselves to find the answer to the question: “What did an American named Francis Scott Key think it meant if he could still see the flag flying?”
- When students have finished reading, restate the question and ask students to answer. (*He thought that it meant that the United States was still in battle and the troops at Fort McHenry had not given up.*)
- Ask, “Could Key see the flag when the sun set?” (yes)
- Direct students’ attention to the image on **page 73**.

## Pages 74 and 75

- Preview the vocabulary word *streak*, and discuss its definition. Note for students that the word *streaking* appears in the chapter.
- Say, “I wonder what happened after the sun set. Let’s read **page 74** to find out.”
- When students have finished reading, restate the question and ask students to answer. (*It was harder for Key to see, but there were some flashes of light through the night that allowed him to see the flag.*)
- Ask, “What happened when the sun came up?” (*Key could finally see that the flag was still flying after all the firing had stopped.*)
- Direct students’ attention to the image on **page 75**, and ask students to read the caption to themselves.

## Pages 76 and 77

- Preview the vocabulary words *inspired*, *hail*, *perilous*, *rampart*, *gallantly*, and *proof* and discuss their definitions. Note for students that the words *hailed* and *ramparts* appear in this chapter.
- Tell students to read **page 76** to themselves to find the answer to the questions: “How did Key feel when he saw that the flag was still flying and what did he want to do?”
- When students have finished reading, restate the question and ask students to answer. (*Key felt inspired and hoped to share what he had seen with others, so he wrote a poem about it.*)
- Direct students’ attention to the image on **page 77**.



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

#### Reading/Viewing Closely

#### Beginning

Prompt students to recall words and phrases related to the attack on Baltimore.

#### Intermediate

Provide moderate support in eliciting phrases and ideas with more detail related to the attack on Baltimore.

#### Advanced/ Advanced High

Provide minimal support in eliciting key details related to the attack on Baltimore.

**ELPS 1.E; ELPS 4.G;**

**ELPS 4.I**

## Wrap-Up

- Display and discuss Timeline Card 15 (British attack on Baltimore) and Timeline Card 16 (Francis Scott Key on a ship during the attack), and tape them to the designated spots on the timeline [after Timeline Card 14 (the Capitol building after the British burned it during the attack on Washington, D.C.)].
- Discuss the events on the timeline to this point.
- Have students complete Activity Page 21.1 with a partner.

### Activity Page 21.1



#### Activity Page 21.1: Chapter Questions

Collect and review Activity Page 21.1. Students who did not correctly answer the questions may benefit from rereading the chapter and practicing looking back in the text for answers.

## Lesson 21: Review

# Foundational Skills



**Primary Focus:** Students will complete fill-in-the-blank sentences to review a variety of sound/spellings. **TEKS 2.2.B.iii**

### FIND THE SECRET MESSAGE

- Have students turn to Activity Page 21.2; explain the directions, and have students complete it independently as you circulate through the room giving support as needed.

### Activity Page 21.2



#### Activity Page 21.2: Find the Secret Message

Collect and review Activity Page 21.2. Students who did not correctly spell words on the activity page may benefit from reviewing specific sound/spellings at a later time.

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Lesson 21: Spelling

# Language



**Primary Focus:** Students will read and alphabetize one-, two-, and three-syllable words from *The War of 1812*, and will read and spell one-syllable and multisyllabic

words with VCe syllables and closed syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

### INTRODUCE SPELLING WORDS

- Tell students that this week all of the words are unit-specific words. That means that all of the words have something to do with the Reader *The War of 1812*.
- Remind students that they can use what they have learned about VCe syllables to read and spell the words. Point out the /ie/ sound in *stripes* and the /ae/ sound in *brave*. They can also use what they have learned about closed syllables to help them read the multisyllabic words *ran•sacked*, *con•struct*, and *rock•ets*.

|                |              |                          |
|----------------|--------------|--------------------------|
| 1. ransacked   | 8. construct | 15. stitching            |
| 2. White House | 9. commander | 16. anthem               |
| 3. port        | 10. rockets  | 17. dawn                 |
| 4. harbor      | 11. McHenry  | 18. fifteen              |
| 5. flag        | 12. burned   | 19. giant                |
| 6. stripes     | 13. brave    | <b>Tricky Word: bomb</b> |
| 7. ship        | 14. poem     |                          |

- Using the cards you prepared in advance, show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning. Randomly tape the words to the board/chart paper.
- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so that just the first letter shows as you did in previous lessons.
- Ask: “Do you see any words that begin with ‘a’? Yes—*anthem*—so this will be the first word alphabetically in our list. ‘b’? Yes, I have three words that begin with ‘b’—*burned*, *brave*, and *bomb*. I wonder how we know which one to

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

put first? Let me unfold one more letter.” (Fold the cards so the ‘bu’, ‘br’, and ‘bo’ are visible.) “Oh, I see: ‘o’ comes before ‘r’ and ‘u’, so I will put the word that starts with ‘bo’—*bomb*—first. ‘r’ comes before ‘u’ so I will put the word that starts with ‘br’—*brave*—next. Then I’ll put the word that starts with ‘bu’.” Proceed in this way until all cards have been alphabetized.

- Unfold the cards, and read the words aloud with students.
- Explicitly tell students that the words are now in alphabetical order.

|              |             |                 |
|--------------|-------------|-----------------|
| 1. anthem    | 8. fifteen  | 15. ransacked   |
| 2. bomb      | 9. flag     | 16. rockets     |
| 3. brave     | 10. giant   | 17. ship        |
| 4. burned    | 11. harbor  | 18. stitching   |
| 5. commander | 12. McHenry | 19. stripes     |
| 6. construct | 13. poem    | 20. White House |
| 7. dawn      | 14. port    |                 |

- Tell students the words will remain on display until the assessment so they may refer to them during the week.
- Tell students they will take home Activity Page 21.3 to share with a family member.

End Lesson

## Take-Home Material

### **FAMILY LETTER; “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM”; ALPHABETIZE WORDS**

- Have students take home Activity Page 21.3 to share with a family member, Activity Page 21.4 to read to a family member, and Activity Page 21.5 to complete.

Activity Pages  
21.3–21.5



Lesson 21: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH ALPHABETIZING

### Alphabetize Words

- Write the following words on **index cards**.

- |             |            |            |
|-------------|------------|------------|
| 1. alphabet | 8. color   | 15. fossil |
| 2. phone    | 9. anchor  | 16. pencil |
| 3. head     | 10. ski    | 17. camel  |
| 4. bread    | 11. piano  | 18. about  |
| 5. polar    | 12. school | 19. China  |
| 6. dollar   | 13. animal | 20. nation |
| 7. harbor   | 14. April  |            |

- Have students read each word as a review of sound/spellings they have learned.
- Divide the word cards into three sets of cards.
- Help students alphabetize the words in each set separately in the same way you alphabetize spelling words.
  - Ask students: “Do you see any words that begin with ‘a’? Yes—*alphabet*—so this will be the first word alphabetically in our list. ‘b’? Yes—*bread*. ‘c’? No.” Proceed in this way until all cards in the set have been alphabetized. Then move on to the other sets.
- Next, alphabetize all the words together at once in the same manner.



## 22

## READING

## Close Reading

## PRIMARY FOCUS OF LESSON

## Reading

Students will partner read “Francis Scott Key and the National Anthem” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text.

✚ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.G**

## Writing

Students will learn that a topic sentence informs the reader about the subject of a

✚ paragraph and will identify the topic sentences in three paragraphs. **TEKS 2.9.D.i**

## Differentiated Instruction

Students will read multisyllable words featuring /ee/ > ‘i’, will use the words to complete fill-in-the-blank sentences, and will add details to create more complex

✚ sentences. **TEKS 2.2.B.iii; TEKS 2.11.C**

## FORMATIVE ASSESSMENT

## Observation

**Anecdotal Reading Record** “Francis Scott Key and the National Anthem”

✚ **TEKS 2.4**

## Activity Page 22.1

✚ **Topic Sentences** **TEKS 2.9.D.i**

## Activity Page 22.2

**Build Sentences** (Group 1)

✚ **TEKS 2.11.C**

## Activity Page 22.3

**Find the Secret Message** (Group 2)

✚ **TEKS 2.2.B.iii**

✚ **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences.

## LESSON AT A GLANCE

|                                                        | Grouping                    | Time    | Materials                                                                                                                                                                                                                         |
|--------------------------------------------------------|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                         |                             |         |                                                                                                                                                                                                                                   |
| Review the Chapter                                     | Partner                     | 10 min. | <input type="checkbox"/> <i>The War of 1812</i>                                                                                                                                                                                   |
| Close Read “Francis Scott Key and the National Anthem” | Whole Group                 | 20 min. |                                                                                                                                                                                                                                   |
| <b>Writing</b>                                         |                             |         |                                                                                                                                                                                                                                   |
| Identify a Topic Sentence                              | Whole Group                 | 15 min. | <input type="checkbox"/> prepared poster/sentence strip definitions<br><input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 22.1<br><input type="checkbox"/> Paragraphs (Digital Components) |
| <b>Differentiated Instruction</b>                      |                             |         |                                                                                                                                                                                                                                   |
| Build Sentences: /ee/ > ‘i’                            | Independent/<br>Small Group | 15 min. | <input type="checkbox"/> Activity Pages 22.2, 22.3                                                                                                                                                                                |

## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 22.1

- Prepare a poster or sentence strips with the following definitions, or prepare to display the digital version (Digital Component 22.1) to add to the grammar definitions that you have displayed around the room.
  - A paragraph is a group of sentences on the same topic.
  - A topic sentence is one sentence, usually the first, that tells what the paragraph is mostly about.

### Differentiated Instruction

- Plan which students will work independently in Group 1 and which students you will work with in Group 2.
- Preview Activity Pages 22.2 and 22.3 to determine which activity page will best meet the needs of each student. If neither of these pages are good choices for students' needs, select an activity or activity page from the Pausing Point.

### Universal Access

- Bring in a recording of the “Star-Spangled Banner” to play during or after the reading activity.

Start Lesson

## Lesson 22: “Francis Scott Key and the National Anthem”

# Reading



**Primary Focus:** Students will partner read “Francis Scott Key and the National Anthem” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text.

✚ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.G**

## REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “Francis Scott Key and the National Anthem.”
- Remind students what they have learned about reading and spelling abbreviated words. Explain that months of the year can be abbreviated.

✚ **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas.

For example, students will read the word *September* in the text. Have them use their own paper to write the abbreviation *Sept.* Have them make a list of the abbreviations for the months and then write today’s date using an abbreviation.



### Observation: Anecdotal Reading Record

As you listen to students read “Francis Scott Key and the National Anthem,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## CLOSE READ “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM” (20 MIN.)

- After students have finished reading “Francis Scott Key and the National Anthem” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, following a question, ask all students to jot some written notes, before asking an individual student to respond orally.

### Reader



### Page 70

### Support

Play the music for the “Star Spangled Banner.” Ask students to discuss how hearing the words put to music compares to reading the words.

## Teacher Overview

**Key Idea and Key Details:** The key idea of the chapter is that Francis Scott Key watched the attack on Baltimore from a boat in the harbor. He knew if he could see the U.S. flag flying at Fort McHenry, the Americans had not been defeated or had not given up. Before dawn the next morning, everything was quiet, but Key couldn't see in the dark so he didn't know what the quiet meant. When the sun rose, he saw the flag flying. He felt such joy that he wrote a poem describing what he had seen. The first part of the poem became the national anthem of the United States.

**Synopsis:** The chapter “Francis Scott Key and the National Anthem” provides information about the attack on Baltimore and how “The Star-Spangled Banner” came to be.

## Lesson

### Text from Reader

Portions of the text from the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### Text-Dependent Questions

After targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

### Page 70

The British ships kept firing for a long time. They fired all day. They fired on into the night.

**fire**—the shooting of weapons. Note for students the multiple meanings of this word. *Fire* can also mean the flame produced by burning or an occurrence when something burns.

Did the British ships fire on Fort McHenry for a short time or a long time?

The British ships fired for a long time: they fired all day, and they fired into the night.

## Lesson

| <p><b>Text from Reader</b></p> <p>Portions of the text from the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                     | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                      | <p><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 72</b></p> <p>An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry. He could also see the huge flag that Mrs. Pickersgill had made.</p> | <p><b>blasting</b>—shooting with a weapon, like a cannon. Note for students the multiple meanings of this word. The word <i>blasting</i> can also mean to remove something such as rock using explosives or to make a loud and unpleasant sound.</p>                       | <p>Where was Francis Scott Key during the attack on Baltimore?</p>                                                                                                                                                                                                                                                                                                                                         | <p>Francis Scott Key was on a boat in the harbor.</p>                                                                                                                                                     |
| <p>Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.</p>                            | <p><b>kept his eye on</b>—continued to watch<br/> <b>went down</b>—was no longer flying. Note for students the multiple meanings of these words. This words <i>went down</i> can also mean happened, sunk, dropped below the horizon or set, or dropped to the ground.</p> | <p>What would it mean if the U.S. flag went down at Fort McHenry?</p>                                                                                                                                                                                                                                                                                                                                      | <p>It would mean the United States was no longer fighting and that the troops in the fort had given up.</p>                                                                                               |

## Lesson

| <p><b>Text from Reader</b></p> <p>Portions of the text from the Reader are reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                                                                       | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                   | <p><b>Text-Dependent Questions</b></p> <p>After targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 74</b></p> <p>The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no rockets blasting. There were no bombs bursting in the air. Key could not see much. The silence was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell.</p> <p>Key felt a surge of joy. He felt pride, too.</p> | <p><b>surge</b>—to suddenly increase to a very high level</p>                                                                                                                                                           | <p>Reread the second paragraph on page 74. Describe why the silence was puzzling to Key.</p>                                                                                                                                                                                                                                                                                                               | <p>The silence was puzzling because Key didn’t know if it meant the battle was over or if the soldiers had given up.</p>                                                                                  |
| <p><b>Page 76</b></p> <p>Key felt inspired. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning.</p> <p>What so proudly we hailed at the twilight’s last gleaming? Whose broad stripes and bright stars through the perilous fight . . .</p>                                                                            | <p><b>gleaming</b>—faint light. Note for students the multiple meanings of this word. The word <i>gleaming</i> can also mean steady shining, a flash of light, or a beam of light.</p> <p><b>perilous</b>—dangerous</p> | <p>What did Key need to tell others?</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning.</p>                                                                                             |

## Lesson 22: Writing

# Writing



**Primary Focus:** Students will learn that a topic sentence informs the reader about the subject of a paragraph and will identify the topic sentences in three paragraphs. **TEKS 2.9.D.i**

### IDENTIFY A TOPIC SENTENCE

- Tell students that today they are going to learn about paragraphs.

#### ➤ Digital Component 22.1

- Direct students' attention to the poster you prepared in advance, or display the digital version.
- Have a student read the first sentence, the definition of a paragraph.
- Have students open their Reader to **page 60** (start of Chapter 7, "The Attack on Baltimore").
- Explain that the beginning of a paragraph is indented and that every new paragraph begins on a new line.
- Ask students to notice that there are two indented spaces on that page.
- Point out that those indented spaces signal the beginning of a paragraph.
- Ask students to count how many paragraphs are on that page. (2)
- Ask students to turn to **page 62** and count how many paragraphs are on that page. (3)
- Repeat this exercise with the other pages in Chapter 7.
- Ask students to turn to Activity Page 22.1.
- Ask students how many paragraphs are on that page. (3)
- Now tell students that all paragraphs have one main or topic sentence. Direct students' attention to the poster again. Call on a student to read the second sentence, explaining a topic sentence.
- Ask students to read along as you read the first paragraph aloud to them on Activity Page 22.1.

**TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Reader



Page 60



ENGLISH  
LANGUAGE  
LEARNERS

Writing

**Understanding Text Structure**

**Beginning**

Ask students yes/no questions about paragraph structure (e.g., "Is the topic sentence about a different topic than the other sentences?").

**Intermediate**

Have students explain paragraph structure using a sentence frame (e.g., "A topic sentence is . . .").

**Advanced/**

**Advanced High**

Provide minimal support as students examine the paragraphs.

**ELPS 3.H; ELPS 5.G**

Activity Page 22.1





### Support

Have students put a check mark next to each sentence that relates to the topic sentence in each paragraph.

### Challenge

Have students provide an example of a sentence that would not be appropriate for one or all of the paragraphs.

- After reading the paragraph aloud, tell students that you are now going to test to see if the first sentence is the topic sentence.
- Ask students to draw a line under the sentence: *Cookies are the best treat.*
- Now read the next sentence aloud to the class: *They are very sweet and very tasty.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Read the next sentence aloud: *Also, there are lots of different yummy flavors of cookies.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Say, "So far, are all of the sentences in this paragraph all about what a good treat cookies are?" (Yes)
- Read the next sentence aloud: *If you get tired of one kind of cookie, you can always try another kind.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Read the next sentence aloud: *I can't think of one thing that's bad about cookies.* Ask, "Is that sentence about what a good treat cookies are?" (Yes)
- Point out that all of the sentences in the paragraph relate back to the first sentence, *Cookies are the best treat.* This sentence lets readers know what the rest of the paragraph will be about.
- Tell students that the first sentence is the topic sentence. Ask students to draw a box around the sentence that they previously underlined.
- Repeat these steps for the second and third paragraphs. If you feel students are ready, have them work independently to examine the remaining paragraphs.



### Activity Page 22.1: Topic Sentences

Collect and review Activity Page 22.1 to monitor students' understanding of how sentences in a paragraph relate to the topic sentence.

Lesson 22: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will read multisyllable words featuring /ee/ > 'i', will use the words to complete fill-in-the-blank sentences, and will add details to create more complex sentences. **TEKS 2.2.B.iii; TEKS 2.11.C**

## BUILD SENTENCES: /EE/ > 'I'

### Small Group

**Group 1:** Have students able to work independently complete Activity Page 22.2 to build and expand a sentence.

**Group 2:** Work with Group 2, which should include students needing extra help, using Activity Page 22.3, or any activity page from the Pausing Point that addresses a skill for which they need additional instruction. Remember to first explicitly review the letter-sound correspondences in question and to practice reading words with these combinations before asking students to complete the activity page.

Activity Pages  
22.2, 22.3



### Activity Page 22.2: Build Sentences

Collect and review Activity Page 22.2 from Group 1. Students who did not correctly add to the sentence may benefit from additional practice with different parts of speech and adding details to sentences at a later time.



### Activity Page 22.3: Find the Secret Message

Collect and review Activity Page 22.3 from Group 2. Students who did not correctly spell words with /ee/ > 'i' may benefit from additional practice with the spellings of /ee/ at a later time.

End Lesson

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;  
**TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences.

---

Lesson 22: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'I'

### Circle the Spelling

- Make a copy of **Activity Page TR 22.1** for each student.
- Explain that for each row, there is a word. Students must decide which sound 'i' makes in the word, /i/, /ie/, or /ee/.
- Read the word for number 1. Ask students which sound 'i' makes. Have them circle the example in the appropriate column.
- Continue through the rest of the words in this manner.
- Have students go back and read all the words with 'i' > /i/. Then have students read all the words with 'i' > /ie/. Finally, have them read all the words with 'i' > /ee/.
- At the bottom of the page, have students write one more word for each sound that 'i' makes.

## WRITING

# Paragraph Writing

## PRIMARY FOCUS OF LESSON

### Reading

Students will read “Andrew Jackson” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will write answers to questions about key details in the text in complete sentences.

✚ **TEKS 2.3.A; TEKS 2.6.G; TEKS 2.7.B**

### Writing

Students will create a paragraph by writing three sentences to follow a short topic sentence. **TEKS 2.12.A**

✚

### Foundational Skills

Students will alphabetize one- and two-syllable words. **TEKS 2.2.D**

✚

## FORMATIVE ASSESSMENT

Activity Page 23.1

Chapter Questions “Andrew Jackson”

✚ **TEKS 2.6.G**

Activity Page 23.2

Create a Paragraph

✚ **TEKS 2.12.A**

Activity Page 23.3

Alphabetize Words

✚ **TEKS 2.2.D**

✚ **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                                                                                                          |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                |             |         |                                                                                                                                                                                    |
| Introduce the Chapter                         | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Page 23.1<br><input type="checkbox"/> <i>The War of 1812</i> Glossary<br>(Digital Components) |
| Read “Andrew Jackson”                         |             |         |                                                                                                                                                                                    |
| <b>Writing</b>                                |             |         |                                                                                                                                                                                    |
| Create a Paragraph                            | Whole Group | 15 min. | <input type="checkbox"/> board/chart paper<br><input type="checkbox"/> Activity Page 23.2                                                                                          |
| <b>Foundational Skills</b>                    |             |         |                                                                                                                                                                                    |
| Alphabetize to the Second Letter<br>(Phonics) | Independent | 15 min. | <input type="checkbox"/> Activity Page 23.3                                                                                                                                        |
| <b>Take-Home Material</b>                     |             |         |                                                                                                                                                                                    |
| “Andrew Jackson”;<br>Crossword Puzzle         |             |         | <input type="checkbox"/> Activity Pages 23.4, 23.5                                                                                                                                 |

---

## ADVANCE PREPARATION

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and/or the digital glossary.

### Universal Access

- Gather images of different scenes in the seasons of summer and spring for Create a Paragraph.
- Write the words from Activity Page 23.3 on index cards, and have paper clips handy for folding the cards.

## Lesson 23: “Andrew Jackson”

## Reading



**Primary Focus:** Students will read “Andrew Jackson” with purpose and understanding, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will write answers to questions about key details in the text in complete sentences. **TEKS 2.3.A; TEKS 2.6.G; TEKS 2.7.B**

**INTRODUCE THE CHAPTER (10 MIN.)**

- Tell students that the title of today’s chapter is “Andrew Jackson.”
- Review with students how the attack on Baltimore was different than the attack on Washington, D.C.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

**Preview Tricky Words**

- You may wish to preview the following Tricky Words before reading the chapter:
  - **Andrew**—Students are likely to not know how to pronounce ‘ew’. The word is pronounced /A/ /n/ /d/ /r/ /oo/.
  - **new**—Students are likely to not know how to pronounce the word. The word is pronounced /n/ /oo/.

**Preview Core Vocabulary**

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Andrew Jackson” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

**➤ Digital Component 15.1**

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**peace—n.**, a state of no war or fighting (78)

**treaty—n.**, a formal agreement between countries (78)

**mouth—n.**, the place where a river enters the ocean (80)

**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

Reader



Page 78

**general—n.**, a high-ranking officer in the military (82)

**orphan—n.**, a child whose parents are no longer alive (84)

**knotty—adj.**, having many dark marks on wood where branches once grew (84)

**hickory—n.**, a tree with very hard wood (84)

**ragtag—adj.**, disorganized and made up of many different types (84)

**Vocabulary Chart for “Andrew Jackson”**

| <b>Vocabulary Type</b>                 | <b>Tier 3<br/>Domain-Specific Words</b> | <b>Tier 2<br/>General Academic Words</b> | <b>Tier 1<br/>Everyday Speech Words</b> |
|----------------------------------------|-----------------------------------------|------------------------------------------|-----------------------------------------|
| Core Vocabulary                        | treaty<br>knotty<br>hickory             | ragtag<br>orphan                         |                                         |
| Multiple-Meaning Core Vocabulary Words | mouth<br>general                        | peace                                    |                                         |
| Sayings and Phrases                    |                                         |                                          |                                         |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.



- |              |                  |                  |
|--------------|------------------|------------------|
| 1. peace     | 4. gen   er   al | 7. hick   or   y |
| 2. trea   ty | 5. or   phan     | 8. rag   tag     |
| 3. mouth     | 6. knot   ty     |                  |

## READ “ANDREW JACKSON” (20 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

### Pages 78 and 79

- Read the title of the chapter together as a class, “Andrew Jackson.”
- Preview the vocabulary words *peace* and *treaty*, and discuss the definition of each.
- Tell students to read **page 78** to themselves to find the answer to the question: “What was happening after the attack on Baltimore?”
- When students have finished reading, restate the question and ask students to answer. (*Both sides wanted peace but the war went on. The British sent troops to attack New Orleans.*)
- Direct students’ attention to the image on **page 79**.

### Pages 80 and 81

- Preview the vocabulary word *mouth*, and discuss its definition. Note for students that this word can also mean the opening in the face through which food passes into the body.
- Say, “I wonder why the British wanted to attack New Orleans. Let’s read **page 80** to find out.”

- When students have finished reading, restate the question and ask students to answer. (*If the British took New Orleans, they could control trade along the Mississippi River. New Orleans was an important, big port for farmers and traders.*)
- Ask, “Who led the U.S. Army?” (*Andrew Jackson*)
- Direct students’ attention to the image on **page 81**, and call on one student to read the caption aloud.

### Pages 82 and 83

- Preview the vocabulary word *general*, and discuss its definition.
- Tell students to read **page 82** to themselves to find the answer to the question: “Why did Andrew Jackson dislike the British?”
- When students have finished reading, restate the question and ask students to answer. (*When he was a prisoner during the American Revolution, a British officer had ordered Jackson to clean his boots. Jackson refused and the officer struck Jackson with his weapon, leaving a scar on his face.*)
- Direct students’ attention to the image on **page 83**, and ask students to read the caption to themselves.

### Pages 84 and 85

- Preview the vocabulary words *orphan*, *knotty*, *hickory*, and *ragtag* and discuss their definitions.
- Tell students to read **page 84** to themselves to find the answer to the question: “Why did Jackson’s men call him ‘Old Hickory’?”
- When students have finished reading, restate the question and ask students to answer. (*He was as strong as a knotty, old piece of hickory wood.*)
- Ask, “Who made up Jackson’s ragtag army?” (*Farmers, free African Americans, Native Americans, and pirates*)
- Direct students’ attention to the image on **page 85**, and read the caption aloud as a class.

### Wrap-Up

- Have students complete Activity Page 23.1 independently.

### Activity Page 23.1





Reading

Reading/Viewing Closely

**Beginning**

Rephrase the questions on the activity page as yes/no questions and ask several of these questions to help students answer the question listed.

**Intermediate**

Encourage students to use the question stem as a sentence frame in answering the questions.

**Advanced/  
Advanced High**

Provide minimal support as students answer the questions.

**ELPS 1.E; ELPS 4.G;  
ELPS 4.I**

Support

Show students pictures you prepared in advance and provide students with a word bank to help them generate sentences about summer (e.g., *hot, swimming, picnic, ice cream, fireworks, library*).

Activity Page 23.2



Activity Page 23.1: Chapter Questions

Collect and review Activity Page 23.1. Students who did not correctly answer the questions may benefit from rereading the chapter and orally answering the questions in addition to practicing looking back in the text to find answers.

**Lesson 23: Write a Paragraph**

**Writing**



**Primary Focus:** Students will create a paragraph by writing three sentences to follow a short topic sentence. **TEKS 2.12.A**

**CREATE A PARAGRAPH**

- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.



Check for Understanding

Ask students to explain what a paragraph and a topic sentence are.

- Tell students that today you will work on creating a paragraph when a topic sentence has been provided.
- Write the following sentence on the board/chart paper: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about summer.
- Take a few minutes to generate possible sentences about summer with the students.
- Record these sentences on the board/chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board/chart paper. As you write, point out when you are indenting, using capital letters and correct punctuation, etc.

**TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

- Summarize after completing the paragraph by noting that all the sentences are about the topic sentence (i.e., liking summer).
- Ask students to turn to Activity Page 23.2.
- At the top of their page is the following sentence: *I like spring*. Point out that the sentence is indented, indicating that it is the start of a paragraph.
- Ask students to write three sentences of their own that tell about the topic sentence.



### Activity Page 23.2: Create a Paragraph

Collect and review Activity Page 23.2. Students who did not correctly create a paragraph about spring may benefit from additional practice with identifying ideas related to a topic sentence and writing sentences using those ideas at a later time.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing

#### Writing

##### Beginning

Allow students to dictate sentences to an adult.

##### Intermediate

Allow students to dictate the sentences when necessary.

##### Advanced/

##### Advanced High

Have students write the sentences independently.

**ELPS 5.G**

## Lesson 23: Alphabetize

# Foundational Skills



**Primary Focus:** Students will alphabetize one- and two-syllable words.

**TEKS 2.2.D**

### ALPHABETIZE TO THE SECOND LETTER

- Ask students to turn to Activity Page 23.3 and alphabetize words to the second letter independently.
- When students have completed the activity page, go over the correct answers as a class.
- Ask students to make any corrections on their own activity page.



### Activity Page 23.3: Alphabetize Words

Collect and review Activity Page 23.3. Students who did not correctly alphabetize the words may benefit from additional practice with alphabetizing to the first and second letters at a later time.



### Activity Page 23.3

### Support

Use the index cards you prepared in advance, with words from the activity page, to help students alphabetize the words. Fold the cards over so only the first two letters can be seen.

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

# Take-Home Material

## “ANDREW JACKSON”; CROSSWORD PUZZLE

- Have students take home Activity Page 23.4 to read to a family member and Activity Page 23.5 to complete.

Activity Pages  
23.4, 23.5



## Lesson 23: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH CREATING A PARAGRAPH

- Make a copy of **Activity Page TR 23.1** for each student.

### ➤ Digital Component 22.1

- Review the definitions of *paragraph* and *topic sentence* on display.
- Explain the directions. Students read what the topic sentence will be for a paragraph. Then, they must decide which of the sentences under it do not relate to the topic sentence. Students should cross those sentences out.
- Model completing the first one by reading the topic sentence, then reading each additional sentence and thinking aloud to decide if it relates to the topic sentence or not. If it does not, cross it out.
- Have students work in pairs to complete the other two paragraphs.

## MORE HELP WITH ALPHABETIZING

- Give each student an **index card**.
- Ask them to write a word on the card. You may wish to write words on several cards as well.
- Collect the cards and fold them over so only the first letter appears. Have students help you alphabetize the cards in the same manner you have done in previous lessons.
- When the words are alphabetized, read them aloud with students.

## READING

# Close Reading

## PRIMARY FOCUS OF LESSON

### Reading

Students will partner read “Andrew Jackson” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text. **TEKS 2.3.A; TEKS 2.4; TEKS 2.6.G**

### Language (Grammar)

Students will rewrite sentences with correct capitalization and punctuation, will change singular nouns to plural nouns, will identify the verb tense of written sentences, will distinguish between complete and incomplete sentences, and will rewrite run-on sentences as single sentences. **TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.x**

## FORMATIVE ASSESSMENT

### Observation

Anecdotal Reading Record “Andrew Jackson”

**TEKS 2.4**

### Activity Page 24.1

Practice Grammar

**TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.x**

**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

**LESSON AT A GLANCE**

|                             | <b>Grouping</b> | <b>Time</b> | <b>Materials</b>         |
|-----------------------------|-----------------|-------------|--------------------------|
| <b>Reading</b>              |                 |             |                          |
| Review the Chapter          | Partner         | 10 min.     | ☐ <i>The War of 1812</i> |
| Close Read “Andrew Jackson” | Whole Group     | 20 min.     |                          |
| <b>Language (Grammar)</b>   |                 |             |                          |
| Mixed Practice              | Independent     | 30 min.     | ☐ Activity Page 24.1     |

## Lesson 24: “Andrew Jackson”

## Reading



**Primary Focus:** Students will partner read “Andrew Jackson” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text. **TEKS 2.3.A; TEKS 2.4; TEKS 2.6.G**

### REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “Andrew Jackson.”



### Observation: Anecdotal Reading Record

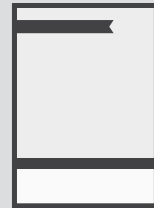
As you listen to students read “Andrew Jackson,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

### CLOSE READ “ANDREW JACKSON” (20 MIN.)

- After students have finished reading “Andrew Jackson” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For this lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his or her hand to respond.

**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas.

Reader



Page 78



## Teacher Overview

**Key Idea and Key Details:** The key idea of the chapter is that Andrew Jackson assembled troops to protect New Orleans from attack by the British. New Orleans was an important city for trade due to its location at the mouth of the Mississippi River at the Gulf of Mexico.

**Synopsis:** The chapter “Andrew Jackson” provides information about why New Orleans was an important city in the early years of the United States as a country and about the role Andrew Jackson had in defending New Orleans from attack by the British.

## Lesson

| Text from Reader                                                                                                                                                                                                                                             | Vocabulary Instruction                                                                                                                                                                                                   | Text-Dependent Questions                                                                                                                                                                                                                                                                                                                                                | Responses                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                        | <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                         | <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                                                                                       |
| <p><b>Page 80</b><br/>In 1814, New Orleans was already an important, big port. Lots of ships landed there. Farmers could ship their goods down the river and sell them in New Orleans. Traders could unload goods in New Orleans and ship them up river.</p> | <p><b>mouth</b>—the place where a river enters the ocean. Note for students the multiple meanings of this word. The word <i>mouth</i> can also mean the opening in the face through which food passes into the body.</p> | <p>Why was New Orleans an important city for traders?</p>                                                                                                                                                                                                                                                                                                               | <p>Traders could unload goods in New Orleans and ship them up the river.</p>                                                                                                                                                                                            |
| <p>If the British took New Orleans, they could control trade along the Mississippi. Farmers in Ohio and Kentucky would be cut off.</p>                                                                                                                       | <p><b>cut off</b>—isolated or separated from. Note for students the multiple meanings of these words. The words <i>cut off</i> can also mean stopped or ended.</p>                                                       | <p>What would happen if the British controlled trade along the Mississippi River? What would it mean for farmers in Ohio and Kentucky to be cut off?</p>                                                                                                                                                                                                                | <p>Farmers in Ohio and Kentucky would be cut off. Farmers would not be able to send their goods down the Mississippi River to sell them in New Orleans. Without money from selling goods, farmers may not be able to pay for supplies to help them farm their land.</p> |

## Lesson

| <p><b>Text from Reader</b></p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                      | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                              | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 82</b></p> <p>Andrew Jackson was from Tennessee. He had joined the U.S. Army during the American Revolution. At the time he was just a boy. He was too young to fight. He carried notes from place to place.</p>                                                                               |                                                                                                                                                                                                                                                                    | <p>What did Andrew Jackson do when he joined the Army since he was too young to fight?</p>                                                                                                                                                                                                                                                                                                                     | <p>Andrew Jackson carried notes from place to place.</p>                                                                                                                                                  |
| <p>During the Revolution, Jackson and his brother were taken prisoner by the British. It was a difficult time for them. They were treated badly. They almost starved to death. Jackson’s brother got sick and died. The man struck Jackson with his weapon. Jackson was left with a scar on his face.</p> | <p><b>struck</b>—hit. Note for students the multiple meanings of this word. The word <i>struck</i> can also mean indicated by making a sound (such as on a clock), played by plucking strings or hitting keys, caused damage (such as a hurricane) or illness.</p> | <p>What happened to Jackson and his brother during the American Revolution?</p>                                                                                                                                                                                                                                                                                                                                | <p>Jackson and his brother were taken prisoner by the British and were treated badly. They almost starved to death. Jackson’s brother died.</p>                                                           |

## Lesson

| <p><b>Text from Reader</b></p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                                           | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p> | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 84</b></p> <p>During the first part of the War of 1812, Jackson battled against Native Americans in the west. Many Native Americans had sided with the British. Jackson rushed to the city. He picked up new troops along the way. Many of the men who joined him were farmers. But there were also free African Americans, Native Americans, and even pirates.</p> | <p><b>orphan</b>—a child whose parents are no longer alive</p>                                                                                                                        | <p>What group of people had sided with the British during the first part of the war but now joined Jackson’s army?</p>                                                                                                                                                                                                                                                                                         | <p>Native Americans had sided with the British during the first part of the war, but now some joined Jackson’s army.</p>                                                                                  |

## Lesson 24: Grammar

# Language



**Primary Focus:** Students will rewrite sentences with correct capitalization and punctuation, will change singular nouns to plural nouns, will identify the verb tense of written sentences, will distinguish between complete and incomplete sentences, and will rewrite run-on sentences as single sentences.

**TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.x**

### MIXED PRACTICE

- Ask students to turn to Activity Page 24.1 and complete it independently.



### Activity Page 24.1: Practice Grammar

Collect and review Activity Page 24.1. Take note of particular grammar skills that students struggle with and plan to provide additional support for targeted skills at a later time.

End Lesson

## Lesson 24: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH GRAMMAR

#### Plural Nouns

- Write the following headers on the board/chart paper: –s, –es.
- Write the following words on **index cards**: *book, box, house, dish, brush, lash, pencil, witch, latch, shoe, paper, ditch, lock*.
- Pass out one card to each student or pair of students.
- Have students decide whether the noun written on the card needs –s or –es added to make it plural. Have students write their choice on the card.
- Then have students come to the board/chart paper and sort their plural nouns by endings. Read the sorted words.

**TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

## Activity Page 24.1



**ENGLISH  
LANGUAGE  
LEARNERS**

### Language

#### Modifying to Add Details

#### Beginning

Work with a small group of students to orally discuss the correct answers in each section of the activity page.

#### Intermediate

Have students work in pairs to complete each section of the activity page.

#### Advanced/ Advanced High

Provide minimal support as students complete each section of the activity page.

**ELPS 1.E; ELPS 5.D**

## Complete vs. Incomplete Sentences

- Write the following on the board/chart paper: *Red leaves.*
- Ask students to identify if it is a complete or incomplete sentence and why. (*incomplete; only has a subject*)
- Then have students help change it to a complete sentence by adding a predicate. Write their ideas on the board/chart paper.
- Work with the following complete and incomplete sentences in the same manner. If students identify a complete sentence, have them help you add details to make it more interesting.
  - I like action movies.
  - Cold weather.
  - Colorful flowers.

## ASSESSMENT

# Spelling Assessment

## PRIMARY FOCUS OF LESSON

**Language (Spelling)**

Students will spell dictated one-, two-, and three-syllable words from *The War of 1812* and will write four of the words in alphabetical order. **TEKS 2.2.C.iv; TEKS 2.2.D**

**Reading**

Students will read “The End of the War” with purpose and understanding and will answer multiple-choice questions and a short answer question about key details in the text. **TEKS 2.3.A; TEKS 2.6.G; TEKS 2.7.C**

**Foundational Skills**

Students will read one- and two-syllable words with /o/ > ‘a’ and ‘wa’ and will use these words to complete fill-in-the-blank sentences. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

## FORMATIVE ASSESSMENT

Activity Page 25.1

Spelling Assessment

✚ **TEKS 2.2.C.iv; TEKS 2.2.D**

Activity Page 25.2

Chapter Questions “The End of the War”

✚ **TEKS 2.6.G; TEKS 2.7.C**

Activity Page 25.4

Fill in the Blank /o/ &gt; ‘a’ and ‘wa’

✚ **TEKS 2.2.B.iii**

✚ **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## LESSON AT A GLANCE

|                                        | Grouping    | Time    | Materials                                                                                                                                                                                                                            |
|----------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language (Spelling)</b>             |             |         |                                                                                                                                                                                                                                      |
| Spelling Assessment                    | Whole Group | 20 min. | ☐ Activity Page 25.1                                                                                                                                                                                                                 |
| <b>Reading</b>                         |             |         |                                                                                                                                                                                                                                      |
| Introduce the Chapter                  | Whole Group | 20 min. | ☐ <i>The War of 1812</i><br>☐ Timeline Cards 17, 18<br>☐ Activity Page 25.2                                                                                                                                                          |
| Read “The End of the War”              |             |         |                                                                                                                                                                                                                                      |
| <b>Foundational Skills</b>             |             |         |                                                                                                                                                                                                                                      |
| Introduce /o/ > ‘a’ and ‘wa’ (Phonics) | Whole Group | 10 min. | ☐ Activity Page 25.3<br>☐ Vowel Code Flip Book<br>☐ Spelling Cards ‘a’ > /o/ ( <i>lava</i> ),<br>‘wa’ > /o/ ( <i>water</i> )<br>☐ Individual Code Chart<br>☐ green markers<br>☐ prepared leaves<br>☐ Spelling Tree for /o/<br>☐ tape |
| Practice /o/ > ‘a’ and ‘wa’ (Phonics)  | Independent | 10 min. | ☐ Activity Page 25.4                                                                                                                                                                                                                 |

---

## ADVANCE PREPARATION

### Language

- Be sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

### Foundational Skills

- Prepare the following words on leaves to be used after you read the story “Watkins and Wanda”: *Watkins, Wanda, water, watercolor, wand, and waffle*.
- Prepare two more branches, one for the spelling ‘wa’ and one for the spelling ‘a’. Also prepare the following leaves for the /o/ Spelling Tree: *wash, want, swamp, swallowing, watch, wander, swab, swap, wat, and swan*.
- You may wish to tab Vowel Code Flip Book page 5. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.



## Lesson 25: Spelling Assessment

## Language



**Primary Focus:** Students will spell dictated one-, two-, and three-syllable words from *The War of 1812* and will write four of the words in alphabetical order.

**TEKS 2.2.C.iv; TEKS 2.2.D**

### SPELLING ASSESSMENT

#### Activity Page 25.1



- Have students turn to Activity Page 25.1.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words

|                |               |                          |
|----------------|---------------|--------------------------|
| 1. rockets     | 8. commander  | 15. stripes              |
| 2. fifteen     | 9. harbor     | 16. ship                 |
| 3. White House | 10. construct | 17. stitching            |
| 4. poem        | 11. anthem    | 18. ransacked            |
| 5. port        | 12. McHenry   | 19. giant                |
| 6. flag        | 13. brave     | <b>Tricky Word: bomb</b> |
| 7. dawn        | 14. burned    |                          |

- Direct students' attention to the lines on the back of the activity page.
- Tell students to write the sentence "Bombs burst in the sky over Fort McHenry." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Continue through all the words and then on to the sentence.
- Ask students to write the following words in alphabetical order on the back of the activity page:

1. burned
2. brave
3. rockets
4. ransacked

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. brave
2. burned
3. ransacked
4. rockets



### Activity Page 25.1: Spelling Assessment

At a later time, use the template 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 25: “The End of the War”

# Reading



**Primary Focus:** Students will read “The End of the War” with purpose and understanding and will answer multiple-choice questions and a short answer question about key details in the text. **TEKS 2.3.A; TEKS 2.6.G; TEKS 2.7.C**

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “The End of the War.”
- Review with students details about Andrew Jackson and how he prepared for the British attack on New Orleans.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

## Preview Core Vocabulary

- There is no vocabulary to preview for this chapter.

## READ “THE END OF THE WAR” (15 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

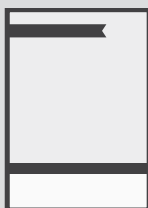
- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### Pages 86 and 87

- Read the title of the chapter together as a class, “The End of the War.”
- Tell students to read **page 86** to themselves to find the answer to the question: “What happened when the British attacked New Orleans?”
- When students have finished reading, restate the question and ask students to answer. (*Andrew Jackson and his men crouched behind their walls and fired. They kept firing, and the British gave up their attack.*)

**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



Page 86

- Direct students' attention to the image on **page 87**.

## Pages 88 and 89

- Say, "I wonder what happened after the battle. Let's read **page 88** to find out."
- When students have finished reading, restate the question and ask students to answer. (*After time passed, a letter arrived saying that the war was already over. This was two weeks before the Battle of New Orleans, but Jackson and his men did not know that.*)
- Ask, "Why didn't Jackson and his men know the war had ended?" (*News traveled slowly, so it took a couple of weeks for news of the treaty to get to the United States.*)
- Direct students' attention to the image on **page 89**.

## Pages 90 and 91

- Tell students to read **page 90** to themselves to find the answer to the question: "What changed as a result of the War of 1812?"
- When students have finished reading, restate the question and ask students to answer. (*Americans had battled together as a nation, and they had done it well.*)
- Ask, "What did the end of the war mean for the United States?" (*The end of the war marked the start of a new age in U.S. history, an age of national pride.*)
- Direct students' attention to the image on **page 91**, and ask students to read the caption to themselves.

## Wrap-Up

- Display and discuss Timeline Card 17 (The Battle of New Orleans) and Timeline Card 18 (Andrew Jackson) and tape them to the designated spots on the timeline [after Timeline Card 16 (Frances Scott Key)]. Review with students that the treaty ending the war was actually signed before the Battle of New Orleans, but people in the United States did not know that.
- Tell students that the timeline is now complete. Review the images on the timeline, and engage students in a discussion of what they have learned related to the images.
- Have students complete Activity Page 25.2 independently.



ENGLISH  
LANGUAGE  
LEARNERS

### Reading

#### Reading/Viewing Closely

#### Beginning

Rephrase the questions to be yes/no questions as students read the text (e.g., "Did Jackson and his men know the war was already over?").

#### Intermediate

Provide students with sentence frames for answering questions as you read the text (e.g., "After the battle, Jackson and his men . . .").

#### Advanced/ Advanced High

Encourage students to answer in complete sentence, using details from the text in their answers.

**ELPS 1.E; ELPS 4.G**

**ELPS 4.1**

### Activity Page 25.2





## Activity Page 25.2: Chapter Questions

Collect and review Activity Page 25.2. Students who did not correctly answer the questions may benefit from rereading the chapter and practicing looking back in the text for answers.

### Lesson 25: /o/ > 'a' and 'wa'

# Foundational Skills



**Primary Focus:** Students will read one- and two-syllable words with /o/ > 'a' and 'wa' and will use these words to complete fill-in-the-blank sentences.

**TEKS 2.2.B.iii; TEKS 2.2.B.v**

## INTRODUCE /O/ > 'A' AND 'WA' (10 MIN.)

- Ask students to turn to Activity Page 25.3.
- Tell students that they are going to learn about a new spelling alternative. Explain that you are going to read a story to them as they follow along with the pictures in their Activity Book, much as they did in the lesson where they learned about the schwa sound and heard the story about the Spelling Spoilers.
- Ask students to point to the first picture on the page. Tell students that this is a picture of Watkins Llama and that he is going to tell them about some new sound-spellings.
- As students point to the picture, read the following:
  - "Hi, Second Graders, my name is Watkins Llama. I like to wear green pajamas. I am a very special llama because my name will help you remember the spelling of a special sound: /o/. (Ask students to point to the next picture beside Watkins.) My friend, Wanda Swan, will help you remember this sound as well. (Ask students to point to the picture below Watkins.) Wanda and I both like to paint with watercolors. (Ask students to point to the picture below Wanda.) Sometimes we like to pretend we can take a magic wand and make waffles appear for breakfast."
- Tell students that they will learn two new spelling alternatives for the sound /o/. Remind students that the basic code spelling that they learned in Kindergarten for the sound /o/ is 'o'. Encourage students to offer examples of several words with this spelling and write them on the board/chart paper (e.g., *hop, stop, sock*).

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### Activity Page 25.3

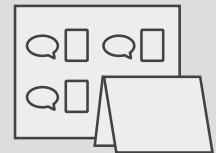


- Now write the name of the first character in the story, *Watkins Llama*, on the board/chart paper, as students refer to his name on Activity Page 25.3. Point out that the pronunciation of the first part of his name is /wɒtkɪns/ and underline the spelling 'wa' asking students to do the same on Activity Page 25.3. The 'wa' spelling represents the /o/ sound in this word.
- Now point out that the pronunciation of the second part of his name is /lɒmə/ and underline the spelling 'a' asking students to do the same on Activity Page 25.3. In this word, the spelling 'a' represents the /o/ sound.
- Write the name of the other character in the story, *Wanda Swan*, and use the same steps as above to discuss the use of the spelling 'wa' to represent the /o/ sound in each part of this character's name.

| Vowel Code Flip Book                         | Individual Code Chart                        |
|----------------------------------------------|----------------------------------------------|
| 1. /o/ > 'wa' ( <i>water</i> ) <b>page 5</b> | 1. /o/ > 'wa' ( <i>water</i> ) <b>page 7</b> |
| 2. /o/ > 'a' ( <i>lava</i> ) <b>page 5</b>   | 2. /o/ > 'a' ( <i>lava</i> ) <b>page 7</b>   |

- Turn to **page 5** of the **Vowel Flip Book** and put the Spelling Cards for /o/ > 'wa' (*water*) and /o/ > 'a' on the appropriate spaces and discuss the respective power bars.
- Tell students to turn to **page 7** of the **Individual Code Chart** to locate both sound spellings. Direct students to outline both cards with their green markers.
- Show students the spelling leaves that you prepared: *Watkins*, *Wanda*, *water*, *watercolor*, *wand*, and *waffle*.
- Read the words aloud as a class. Then display the other set of leaves that you created. Read those leaves aloud as a class. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *wan•der* as an example of how to use the VCCV pattern to chunk and read a word.
- Tell students that when the sound /w/ is followed by the letter 'a' the sound is /o/ rather than /a/ as they might expect.
- Pass out leaves, and ask students to circle the letters that stand for the /o/ sound on each leaf. Have student pairs read the word aloud to the class and tape it to the appropriate new branch. As students are affixing the leaves to the branch, other students may color Watkins's pajamas green.
- Collect Activity Page 25.3 for use during the next lesson.

## Code Materials



## Activity Page 25.4



### Support

Have students write the words from the activity page to practice spelling /o/ with 'wa'. Then have students discuss other words that follow this pattern. Write those words on the board/chart paper (e.g., *watch*, *want*, *swamp*, *washing*).

## PRACTICE /O/ > 'A' AND 'WA' (10 MIN.)

- Ask students to turn to Activity Page 25.4 and complete it as a teacher-guided activity.



### Activity Page 25.4: Fill in the Blank

Collect and review Activity Page 25.4. Students who struggled to correctly spell words with /o/ > 'a' may benefit from additional practice at a later time.

End Lesson

## Lesson 25: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /O/ > 'WA'

### Word Sort

- Make a copy of the word cards (**Activity Page TR 25.1**) for each pair of students.
- Have students sort the words by the spelling of /o/, 'wa' and 'o'. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *wa•ter* as an example of how to use the VCV pattern to chunk and read a word.
- Review the sorted words in each category.
- Then have students write sentences using the words with /o/ > 'wa'.

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average 885–938 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 926–975 of those words would be completely decodable.

The spelling 'a' is very tricky; it can be pronounced as /a/ as in *dad*, /æ/ as in *baby*, ə as in *about*, or /o/ as in *water*.

## READING

## Close Reading

## PRIMARY FOCUS OF LESSON

## Reading

Students will partner read “The End of the War” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text.

✦ **TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4; TEKS 2.6.G; TEKS 2.7.C**

## Foundational Skills

Students will review /o/ > ‘a’ and ‘wa’, will read two- and three-syllable words featuring the sound/spelling and will read sentences featuring words with

✦ /o/ > ‘a’ and ‘wa’ and match pictures with the sentences. **TEKS 2.2.B.iii; TEKS 2.2.B.v**

## Language (Spelling)

Students will read and alphabetize multisyllable words from *The War of 1812*, and will read and spell one-syllable and multisyllabic words with VCe syllables, closed

✦ syllables, and open syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

## FORMATIVE ASSESSMENT

## Observation

Anecdotal Reading Record “The End of the War”

✦ **TEKS 2.4**

## Activity Page 26.1

Match Pictures and Sentences /o/ > ‘a’ and ‘wa’

✦ **TEKS 2.2.B.iii**

✦ **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



## LESSON AT A GLANCE

|                                                           | Grouping    | Time    | Materials                                                                      |
|-----------------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------|
| <b>Reading</b>                                            |             |         |                                                                                |
| Review the Chapter                                        | Partner     | 10 min. | ☐ <i>The War of 1812</i>                                                       |
| Close Read “The End of the War”                           | Whole Group | 10 min. |                                                                                |
| <b>Foundational Skills</b>                                |             |         |                                                                                |
| Review /o/ > ‘a’ and ‘wa’ (Phonics)                       | Whole Group | 10 min. | ☐ Activity Page 25.3<br>☐ Spelling Tree for /o/<br>☐ prepared leaves<br>☐ tape |
| Practice /o/ > ‘a’ and ‘wa’ (Phonics)                     | Whole Group | 10 min. | ☐ Activity Page 26.1                                                           |
| <b>Language (Spelling)</b>                                |             |         |                                                                                |
| Introduce Spelling Words                                  | Whole Group | 20 min. |                                                                                |
| <b>Take-Home Material</b>                                 |             |         |                                                                                |
| Family Letter; “The End of the War”;<br>Alphabetize Words |             |         | ☐ Activity Pages 26.2–26.4                                                     |

## ADVANCE PREPARATION

### Note to Teacher

This week the spelling words are all domain-specific words instead of words with a particular spelling feature.

### Foundational Skills

- Prepare the following new leaves for the /o/ Spelling Tree: *squash*, *squad*, *squat*, *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and *llama*.

### Language

- Write this week's spelling words on index cards, and have paper clips handy for folding the cards.

## Lesson 26: “The End of the War”

## Reading



**Primary Focus:** Students will partner read “The End of the War” and will closely read the text by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging portions of the text.

**TEKS 2.2.B.iv; TEKS 2.2.C.iii; TEKS 2.4;**

**TEKS 2.6.G; TEKS 2.7.C**

### REVIEW THE CHAPTER (10 MIN.)

- Have students partner read “The End of the War.”
- Remind students what they have learned about abbreviating months of the year. Explain that they will encounter months in the passage (*December, January*) and should use their own paper to write the abbreviations for the dates (e.g., *Dec. 24, 1814*).



### Observation: Anecdotal Reading Record

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

### CLOSE READ “THE END OF THE WAR” (10 MIN.)

- After students have finished reading “The End of the War” with their partners, lead students in a close reading of the text by doing the following:
  - asking text-dependent questions that require students to draw on evidence from the text;
  - identifying and discussing general academic (Tier 2) vocabulary;
  - discussing sections of the text that might pose a difficulty due to complex syntax, dense information, challenging transitions, or that require inferences; and
  - engaging students in a culminating writing activity that is completed independently, if possible.
- There are many ways for students to respond to the questions you present, and you may want to change the way in which you ask for students’ responses in each lesson or even during the lesson to improve student engagement. For today’s lesson, following a question, ask all students to jot some written notes before asking an individual student to respond orally.

**TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.C** Use text evidence to support an appropriate response.

Reader



Page 86

## Teacher Overview

**Key Idea and Key Details:** The key idea of the chapter is that a treaty was signed to end the War of 1812, but people in the United States did not get word of the treaty right away and kept fighting. The United States was proud of its efforts.

**Synopsis:** The chapter “The End of the War” provides information about the end of the War of 1812 and how it signaled the start of a new age of national pride for the United States.

## Lesson

### Text from Reader

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

### Vocabulary Instruction

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### Text-Dependent Questions

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a “winnable” question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

### Page 86

On January 8, 1815, the British attacked New Orleans. They planned on winning without much trouble.

When it says in the text [The British] planned on winning without much trouble, does that mean they thought winning would be easy or difficult?

That means the British thought winning would be easy.

But they did not know how brave Andrew Jackson and his men were—or how good they were with their weapons. The British soldiers had on bright red coats. A wave of them charged. Jackson’s men crouched behind their walls. They took careful aim. Then they fired. Their bullets hit the first wave of British soldiers.

**wave**—a line of attacking troops. Note for students the multiple meanings of this word. The word *wave* can also mean an area of moving water that is raised up above the surface of the water, or the repeated movement of a hand as a signal of greeting.  
**crouched**—lowered the body closer to the ground by bending the knees.

What did the British not know about Andrew Jackson and his men?

The British did not know how brave Andrew Jackson and his men were or how good they were with their weapons.

## Lesson

| <p><b>Text from Reader</b></p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                                                                                                                         | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p>                                                                                                                                                                                | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p>                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 88</b></p> <p>On The British took heavy losses. In those days, news traveled slowly. There were no radios or television sets. There were no phones. There were no computers to send emails. A letter could only travel as fast as the man who carried it. It took a couple of weeks for news of the treaty to get from Europe to the United States. That is why Jackson and his men did not find out about the treaty until after the battle.</p> | <p><b>heavy (losses)</b>—many losses or deaths as a result of war. Note for students the multiple meanings of this word. The word <i>heavy</i> can also mean having a lot of weight; having great power; dense or thick; or hard to do.</p> <p><b>travel as fast as the man who carried it</b>—move at the speed at which the person carrying something can move</p> | <p>Find several examples in the text to support the claim that “In those days, news traveled slowly.”</p>                                                                                                                                                                                                                                                                                                      | <p>The letter took so long to arrive in the United States because a letter could only travel as fast as the man who carried it. There were no radios. There were no televisions. There were no phones. There were no computers.</p> |

## Lesson

| <p><b>Text from Reader</b></p> <p>The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Vocabulary Instruction</b></p> <p>As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.</p> | <p><b>Text-Dependent Questions</b></p> <p>After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.</p> <p>Begin with a “winnable” question that will help orient students to the text.</p> <p>The sequence of questions should build a gradual understanding of the key details of the text.</p> <p>Questions should focus on a word, phrase, sentence or paragraph.</p> | <p><b>Responses</b></p> <p>Answers should reference the text.</p> <p>Multiple responses may be provided using different pieces of evidence.</p> <p>Inferences must be grounded logically in the text.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Page 90</b></p> <p>The War of 1812 lasted three years. It’s hard to say who won. Both sides won battles. The British burned Washington, D.C., but the Americans won the Battle of New Orleans. “Old Ironsides” won a number of battles on the sea. But other U.S. ships were sunk. All in all, there was no clear winner.</p> <p>It might seem as if the war was for nothing. But some things had changed. The Americans had battled together as a nation, and they had done it well. They had taken on the mighty British and had held their own. The world saw they were strong. The end of the war marked the start of a new age in U.S. history. It was an age of national pride. The War of 1812 showed that the United States of America was here to stay.</p> | <p><b>age</b>—a period of time in history. Note for students the multiple meanings of this word. The word <i>age</i> can also mean the amount of time a person has lived.</p>         | <p>Even though there was no clear winner of the War of 1812, what had changed for America that was good?</p>                                                                                                                                                                                                                                                                                                   | <p>Americans had battled together as a nation and had done it well. They had taken on the mighty British and had held their own.</p>                                                                      |

Lesson 26: /o/ > 'a' and 'wa'

# Foundational Skills



**Primary Focus:** Students will review /o/ > 'a' and 'wa', will read two- and three-syllable words featuring the sound spelling and will read sentences featuring words with /o/ > 'a' and 'wa' and match pictures with the sentences.

TEKS 2.2.B.iii;

TEKS 2.2.B.v

## REVIEW /O/ > 'A' AND 'WA' (10 MIN.)

### Activity Page 25.3



- Pass out Activity Page 25.3 that you collected during the previous lesson.
- Remind students that in the previous lesson Watkins Llama and his friend Wanda helped students learn that the spellings 'a' and 'wa' can represent the /o/ sound.
- For review, ask students to read the words on the 'wa' branch of the /o/ Spelling Tree, calling attention to the /w/ sound that precedes each 'a' spelling.
- Tell students that they also learned that sometimes the sound of the spelling 'a' on its own represents the /o/ sound, as in the word *llama*. Tell students they will learn some new words in which the spelling 'a' is pronounced /o/.
- Write 'qu' on the board/chart paper, and ask students what sound this spelling represents. (/k/ /w/)
- Now show students the prepared spelling leaves for *squash*, *squat*, and *squad*. Have students read the words and place them on the 'a' spelling branch of the /o/ Spelling Tree. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *dra•ma* as an example of how to use the VCV pattern to chunk and read a word.
- Tell students that today they will learn some additional words in which the spelling 'a' represents the sound /o/. Ask students to point to the first picture on Activity Page 25.3. As students point to the picture, read the following:

*"Hi, Second Graders, Watkins Llama here again. I am back to tell you a little more about words in which the spelling 'a' can stand for the /o/ sound. In the last lesson you learned that the letter 'a' can stand for the /o/ sound when it follows the /w/ sound. Today you are going to learn some more words in which 'a' stands for /o/, even when there is no /w/ sound.*

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Listen to the word *llama*. Do you hear the /o/ sound in *llama*? You can hear it in two places. Guess what—the /o/ is spelled with the letter 'a' in both spots. Listen again: I like to wear green *pajamas*. Do you hear the /o/ sound in the middle of *pajamas*? It is spelled with the letter 'a'. Do you remember my friend, *Wanda Swan*? She likes to act in plays and dramas. Do you hear the /o/ sound in *drama*? Just like the 'o' sound in *llama*, the /o/ sound in *drama* is spelled with the letter 'a' in both spots. Your teacher is going to show you some more new words to add to your Spelling Tree now."

**Note:** Some people pronounce *pajamas* as /p/ /ə/ /j/ /a/ /m/ /ə/ /z/ but in this program, the second 'a' in *pajamas* is pronounced /o/: /p/ /ə/ /j/ /o/ /m/ /ə/ /z/

- Show students the spelling leaves that you prepared: *father*, *grandma*, *grandpa*, *lava*, *pajamas*, *drama*, and *llama*.
- Read the words aloud as a class.
- Pass out leaves and ask students to circle the letters that stand for the /o/ sound on each leaf.
- Have student pairs read each word aloud to the class and tape it to the 'a' branch on the /o/ Spelling Tree.

### PRACTICE /O/ > 'A' AND 'WA' (10 MIN.)

- Ask students to turn to Activity Page 26.1 and complete it as a teacher-guided activity.



#### Activity Page 26.1: Match Pictures and Sentences

Collect and review Activity Page 26.1. Students who did not correctly match pictures and sentences may benefit from additional practice reading words with /o/ spelled 'a' and 'wa' at a later time.

### Activity Page 26.1



### Support

Write the words *pajamas*, *wand*, *lava*, *waffles*, and *water* on the board/chart paper. Have students read the words and discuss the sounds they hear. Have students complete the activity page in a small group.



## Lesson 26: Spelling

# Language



**Primary Focus:** Students will read and alphabetize multisyllable words from *The War of 1812*, and will read and spell one-syllable and multisyllabic words with VCe syllables, closed syllables, and open syllables. **TEKS 2.2.B.iii; TEKS 2.2.D; TEKS 2.2.C.i**

### INTRODUCE SPELLING WORDS

Activity Page 26.2



- Tell students that this week all of the words are domain-specific words. That means that all of the words have something to do with the Reader *The War of 1812*.
- Remind students that they can use what they have learned about VCe syllables to read and spell the words. Point out the /ae/ sound in *tra•ders*. They can use what they have learned about closed syllables (syllables that end in a short vowel sound and a consonant) to help them read the multisyllabic words *rag•tag*, *knott•y*, and *riv•er*. They can also use what they know about open syllables (syllables that end in a long vowel sound) to read the words *de•fend* and *high•ways*.

- |                 |              |
|-----------------|--------------|
| 1. general      | 11. traders  |
| 2. mortar       | 12. streak   |
| 3. ragtag       | 13. defend   |
| 4. knotty       | 14. river    |
| 5. fired        | 15. goods    |
| 6. peace        | 16. highways |
| 7. treaty       | 17. drains   |
| 8. proud        | 18. hickory  |
| 9. soldiers     | 19. orphan   |
| 10. Mississippi |              |

**Tricky Word: New Orleans**

- Using the cards you prepared in advance, show students one word at a time, asking them to first read the word. Ask students to use each word in a sentence illustrating its meaning. Tape the words randomly on the board/chart paper.

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Tell students that you will now put the words in alphabetical order. Fold over the cards and paper clip them so just the first letter shows as you did in previous lessons.
- Ask: “Do you see any words that begin with ‘a’? No. ‘b’? No ‘c’? No. ‘d’? Yes, I have two words that begin with ‘d’—*drains* and *defend*. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘dr’ and ‘de’ are visible.) Oh, I see. ‘e’ comes before ‘r’, so I will put the word that starts with ‘de’—*defend*—before the word that starts with ‘dr’—*drain*. ‘e’? No. ‘f’? Yes, *fired* is next. ‘g’? Yes, I have two words that begin with ‘g’—*goods* and *general*. I wonder how we know which one to put first? Let me unfold one more letter. (Fold the cards so the ‘go’ and ‘ge’ are visible.) Oh, I see. ‘e’ comes before ‘o’, so I will put the word that starts with ‘ge’—*general*—before the word that starts with ‘go’—*goods*.” Proceed in this way until all cards have been alphabetized.
- Unfold the cards and read the words aloud with students.
- Explicitly tell the students that the words are now in alphabetical order.

|             |                 |              |
|-------------|-----------------|--------------|
| 1. defend   | 8. knotty       | 15. ragtag   |
| 2. drains   | 9. Mississippi  | 16. river    |
| 3. fired    | 10. mortar      | 17. soldiers |
| 4. general  | 11. New Orleans | 18. streak   |
| 5. goods    | 12. orphan      | 19. traders  |
| 6. hickory  | 13. peace       | 20. treaty   |
| 7. highways | 14. proud       |              |

- Tell students that the words will remain on display until the assessment so they may refer to them during the week.
- Tell students that they will take home Activity Page 26.2 to share with a family member.

End Lesson

# Take-Home Material

## FAMILY LETTER; “THE END OF THE WAR”; ALPHABETIZE WORDS

- Have students take home Activity Page 26.2 to share with a family member, Activity Page 26.3 to read to a family member, and Activity Page 26.4 to complete.

Activity Pages  
26.2–26.4



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Lesson 26: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH /O/ SPELLED 'A' AND 'WA'

### Mixed Review

- Make a copy of **Activity Page TR 26.1** for each student.
- Read the words aloud together. Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *lla•ma* as an example of how to use the VCV pattern to chunk and read a word.
- Then, have students write the following headers under the box: 'wa', 'a'.
- Have students write the words from the box under the appropriate header to show the spelling of /o/.
- Review the sorted word lists together.

## UNIT ASSESSMENT

## The War of 1812

## PRIMARY FOCUS OF LESSON

## Reading

Students will answer multiple-choice questions and one short-answer question assessing their knowledge of the information they have read in *The War of 1812*.

✚ TEKS 2.5; TEKS 2.6.G; TEKS 2.7.B

## Writing

Students will read a letter and questions about the national anthem from

✚ Mr. Mowse. TEKS 2.7.C

## Foundational Skills

Students will read words with the tricky spelling 'a' > /a/, /æ/, /o/, and /ə/.

✚ TEKS 2.2.B.i; TEKS 2.2.B.v

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

✚ TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C

## Differentiated Instruction

Students will identify examples of different parts of speech in "The End of the War," will write sentences about Andrew Jackson, and will identify whether sentences

✚ are complete or incomplete. TEKS 2.7.B; TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iii

## FORMATIVE ASSESSMENT

Activity Page 27.1

The War of 1812

✚ TEKS 2.6.G

Activity Page 27.3

Parts of Speech (Group 1)

✚ TEKS 2.7.B; TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iii

Activity Page 27.4

Complete or Incomplete Sentence? (Group 2)

✚ TEKS 2.11.D.i

✚ **TEKS 2.5** Self-select text and read independently for a sustained period of time; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns.

## LESSON AT A GLANCE

|                                                    | Grouping                    | Time    | Materials                                                            |
|----------------------------------------------------|-----------------------------|---------|----------------------------------------------------------------------|
| <b>Reading</b>                                     |                             |         |                                                                      |
| <i>The War of 1812</i> Unit Assessment             | Independent                 | 15 min. | ☐ Activity Page 27.1                                                 |
| <b>Writing</b>                                     |                             |         |                                                                      |
| A Letter from Mr. Mowse                            | Whole Group                 | 10 min. | ☐ Activity Page 27.2<br>☐ Activity Page 27.2<br>(Digital Components) |
| <b>Foundational Skills</b>                         |                             |         |                                                                      |
| Baseball Game (Phonics)                            | Whole Group                 | 10 min. | ☐ prepared cards<br>☐ tape                                           |
| Decode, Spell, and Use Words with Prefixes         | Whole Group                 | 10 min. |                                                                      |
| <b>Differentiated Instruction</b>                  |                             |         |                                                                      |
| Parts of Speech; Complete vs. Incomplete Sentences | Independent/<br>Small Group | 15 min. | ☐ Activity Pages 27.3, 27.4                                          |

## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 27.1

- Make a copy on the board/chart paper of Mr. Mowse's letter on Activity Page 27.2 or prepare to display the digital version (Digital Component 27.1).  
**Note:** Mr. Mowse's letter, particularly the questions on the back, are being presented to provide context for the research report students will be asked to write about the national anthem in subsequent chapters.

### Foundational Skills

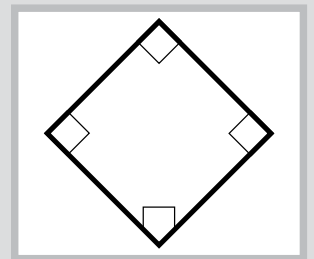
- Prepare the following word cards for a baseball game:

|          |            |             |
|----------|------------|-------------|
| 1. cat   | 9. chasing | 17. water   |
| 2. flat  | 10. danger | 18. swan    |
| 3. shack | 11. about  | 19. wand    |
| 4. chap  | 12. China  | 20. waffle  |
| 5. tap   | 13. around | 21. drama   |
| 6. lady  | 14. Africa | 22. lava    |
| 7. paper | 15. attack | 23. grandma |
| 8. bacon | 16. walrus | 24. pajama  |

- Draw a baseball diamond on the board/chart paper.

### Differentiated Instruction

- Review Activity Page 27.4 to determine if this is an appropriate activity for students who need additional support. If it is not, select a Pausing Point activity page for use during Differentiated Instruction.
- Plan which students who could work independently in Group 1 and which students you will work with in Group 2.



## Lesson 27: Assessment

## Reading



**Primary Focus:** Students will answer multiple-choice questions and one short-answer question assessing their understanding of the information they have read in *The War of 1812*. **TEKS 2.5; TEKS 2.6.G; TEKS 2.7.B**

### THE WAR OF 1812 UNIT ASSESSMENT

- Have students turn to Activity Page 27.1. Explain that this assessment covers the information that they have learned from reading *The War of 1812*.
- If you feel it is necessary, you may preview any vocabulary from the assessment before having students answer the questions on their own.
- Tell students that if they finish early, they may choose to read any chapter in the Reader silently.

#### Activity Page 27.1



#### Activity Page 27.1: The War of 1812

Collect Activity Page 27.1 and use the analysis directions found in Teacher Resources to score the assessment and determine if additional evaluation or remediation is needed.

**TEKS 2.5** Self-select text and read independently for a sustained period of time; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## Lesson 27: Writing

# Writing



**Primary Focus:** Students will read a letter and questions about the national anthem from Mr. Mowse. **TEKS 2.7.C**

### A LETTER FROM MR. MOWSE

#### ➤ Digital Component 27.1

- Have students turn to Activity Page 27.2, as you display the digital version, to read a letter that Mr. Mowse has left for them. Point out that the letter at the top of the page is Mr. Mowse's letter and that, as usual, there are some misspellings in the letter, so an edited version of the letter is reprinted below Mr. Mowse's letter.
- Ask one or more students to read Mr. Mowse's letter aloud.
- Then, ask students to turn to the back of the activity page. Read the questions that Mr. Mowse wants to find answers for. Ask students to refer to their Reader and identify in what chapter they already read that they learned about Fort McHenry, Francis Scott Key, and the national anthem. (*Chapter 8 "Francis Scott Key and the National Anthem"*) Explain that Mr. Mowse must have thought of these questions after listening to Chapter 8.

**Note:** Collect Activity Page 27.2 for use again in Lesson 29.

#### Activity Page 27.2



#### Challenge

Without referring to the corrected version on Activity Page 27.2, ask students to correct the errors in Mr. Mowse's letter.

## Lesson 27: Tricky Spelling 'a'

# Foundational Skills



### Primary Focus

Students will read words with the tricky spelling 'a' > /a/, /æ/, /o/, and /ə/.

➤ **TEKS 2.2.B.i; TEKS 2.2.B.v**

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

➤ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

➤ **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.



### BASEBALL GAME 10 MIN.

- Tell students that today they will review the tricky spelling 'a', including the 'wa' spelling. Write the following headers representing the sounds of tricky spelling 'a' in columns:

| 'a' and 'wa' |      |     |     |
|--------------|------|-----|-----|
| /a/          | /ae/ | /ə/ | /o/ |

- Choose one index card example of each sound/spelling to read with students as a way to review each. Tape each word under the appropriate header on the board/chart paper.
- Shuffle the cards that you have prepared.
- Remind students that they can use what they know about syllable types and chunking to read and spell multisyllabic words. Use *grand•ma* as an example of how to use the VCCCV pattern to chunk and read a word.
- Follow the procedure for Word Baseball that you have used in previous lessons.

### DECODE, SPELL, AND USE WORDS WITH PREFIXES (10 MIN.)

- Remind students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Tell them that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Review what they have learned in previous units about adding *un-*, *dis-*, and *re-* to words. Remind them that each of these prefixes is one syllable.
- Display some of the following words: *unbroken*, *unafraid*, *unreal*, *rename*, *respray*, *reappear*, *disservice*, *disrespect*, *disorder*.
- Point to a word. Identify the prefix and segment it (e.g., /u/ /n/). Model segmenting the base word (e.g., /r/ /ee/ /l/).
- Pause between the syllables. Underline the prefix and the base word.
- Next, remind students that prefixes change the meaning of the word. For example, *real* becomes *unreal* when we add the prefix *un-*, which means "not." Remind students that *dis-* also means "not," and *re-* means "again."
- Say, "For words with prefixes, the spelling of the base word does not change when the prefix is added."
- Remind students that when they come across a word with a prefix while reading, breaking the word into its parts (prefix and base word), can help them understand what the word means.
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefixes *un-*, *dis-*, and *re-*. Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.

Lesson 27: Differentiated Instruction

# Differentiated Instruction



**Primary Focus:** Students will identify examples of different parts of speech in “The End of the War,” will write sentences about Andrew Jackson, and will identify whether sentences are complete or incomplete.

**TEKS 2.7.B; TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iii**

## PARTS OF SPEECH; COMPLETE VS. INCOMPLETE SENTENCES

### Small Group

**Group 1:** Have students who are able to work independently complete Activity Page 27.3 to review parts of speech, or assign some other reading related task that you feel would be beneficial.

Activity Pages  
27.3, 27.4



### Activity Page 27.3: Parts of Speech

Collect and review Activity Page 27.3 from Group 1. Students who did not correctly identify words by their parts of speech may benefit from additional practice identifying words by their parts of speech at a later time.

**Group 2:** Work with Group 2, students needing extra help, with either the grammar Activity Page 27.4 reviewing complete and incomplete sentences, or with another Pausing Point activity page of your choice.



### Activity Page 27.4: Complete or Incomplete Sentence?

Collect and review Activity Page 27.4 from Group 2. Students who did not correctly identify sentences as complete or incomplete may benefit from additional practice with subject and predicate in sentences at a later time.

End Lesson

**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text;  
**TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns.

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## WRITING

## Paragraphs

## PRIMARY FOCUS OF LESSON

## Writing

- Students will select and mark the topic sentences and concluding sentences of paragraphs, will number the remaining sentences in correct order, and will identify ✦ and cross out sentences that do not stay on the topic. **TEKS 2.9.D.i; TEKS 2.9.D.iii**

## Foundational Skills

- ✦ Students will alphabetize words to the second letter. **TEKS 2.2.D**
- Students will read words with the tricky spelling 'a' and will use those words to ✦ complete fill-in-the-blank sentences. **TEKS 2.2.B.i**
- Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*. ✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## FORMATIVE ASSESSMENT

Activity Page 28.1

The War of 1812: A Report by Mr. Mowse

- ✦ **TEKS 2.9.D.i; TEKS 2.9.D.iii**

Activity Page 28.2

Staying on Topic

- ✦ **TEKS 2.9.D.i**

Activity Page 28.3

Alphabetize Words

- ✦ **TEKS 2.2.D**

Activity Page 28.4

Find the Secret Message Tricky Spelling 'a'

- ✦ **TEKS 2.2.B.i**

- ✦ **TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (iii) organizational patterns such as chronological order and cause and effect stated explicitly; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (vi) decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.

## LESSON AT A GLANCE

|                                            | Grouping    | Time    | Materials                                                                                                      |
|--------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------|
| <b>Writing</b>                             |             |         |                                                                                                                |
| Mr. Mowse's Report on the War of 1812      | Whole Group | 25 min. | <input type="checkbox"/> Activity Pages 28.1, 28.2<br><input type="checkbox"/> Paragraphs (Digital Components) |
| Staying on Topic                           |             |         |                                                                                                                |
| <b>Foundational Skills</b>                 |             |         |                                                                                                                |
| Alphabetize to the Second Letter (Phonics) | Independent | 30 min. | <input type="checkbox"/> Activity Pages 28.3, 28.4                                                             |
| Tricky Spelling 'a' (Phonics)              |             |         |                                                                                                                |
| Decode, Spell, and Use Words with Prefixes | Whole Group | 5 min.  |                                                                                                                |
| <b>Take-Home Material</b>                  |             |         |                                                                                                                |
| Staying on Topic                           |             |         | <input type="checkbox"/> Activity Page 28.5                                                                    |

## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 28.1

- Add the following to the poster you previously prepared with definitions for *paragraph* and *topic sentence*, or prepare to display the digital version (Digital Component 28.1).
  - A concluding sentence is one sentence, usually the last, that restates the topic sentence to end the paragraph.

### Universal Access

- Write the words from the box on Activity Page 28.3 on index cards and have paper clips readily available for folding the cards.

## Lesson 28: Topic Sentences

## Writing



**Primary Focus:** Students will select and mark the topic sentences and concluding sentences of paragraphs, will number the remaining sentences in correct order, and will identify and cross out sentences that do not stay on the topic.

**TEKS 2.9.D.i; TEKS 2.9.D.iii**

### MR. MOWSE'S REPORT ON THE WAR OF 1812 (15 MIN.)

- Remind students that they have been learning about writing paragraphs.



#### Check for Understanding

Ask students to explain what a paragraph and a topic sentence are.

#### Digital Component 28.1

- Direct students' attention to the poster and read the definition of *concluding sentence*.
- Ask students to turn to Activity Page 28.1. Remind students that in the previous lesson they read a letter from Mr. Mowse in which he talked about how much he was learning about the War of 1812, even though he still had some questions.
- Tell students that Mr. Mowse has also been listening to their lessons about writing paragraphs and decided to try writing some paragraphs about the War of 1812.
- Read the title of the activity page, and explain that a report is a piece of writing about a nonfiction topic. Tell students that Mr. Mowse started writing his report and, although he remembered some really good information about the War of 1812, he had difficulty organizing his thoughts, so he needs some help from the class.
- Tell students that the sentences on the front of the activity page are all from the same paragraph about the start of the War of 1812. There are six sentences: one is a topic sentence, one is a concluding sentence, and the rest are sentences that provide supporting details for the topic sentence. However, the sentences are not in the proper order.

**TEKS 2.9.D** Recognize characteristics and structures of informational text, including (i) the central idea and supporting evidence with adult assistance; (iii) organizational patterns such as chronological order and cause and effect stated explicitly.

#### Activity Page 28.1



#### Support

Have students write a number '1' next to the topic sentence when it is identified. Have students write a number '6' next to the concluding sentence when it is identified. Then have students number the remaining sentences with '2', '3', '4', and '5' to show the correct order.

#### Challenge

Have students write the sentences in order as a full paragraph.

- Ask students to read all of the sentences aloud as a group, thinking in particular about which sentence might be the topic sentence. After a brief discussion, have all students mark the topic sentence.
- Next, ask students to identify and mark the concluding sentence. Remind students that often the concluding sentence is a restatement of the topic sentence. Remind students that the concluding sentence is the very last sentence in a properly sequenced paragraph.
- Finally, tell students that the remaining sentences are all details supporting the topic sentence. Ask them to number the remaining sentences in a logical order so they make sense.
- Complete the back of the activity page with the next group of sentences in the same manner.



### Activity Page 28.1: The War of 1812: A Report by Mr. Mowse

Collect and review Activity Page 28.1. Students who did not correctly identify the topic sentences, detail sentences, and concluding sentences may benefit from additional practice examining and labeling sentences in paragraphs at a later time.

### STAYING ON TOPIC (10 MIN.)

- Ask students to turn to Activity Page 28.2, and explain that it includes several paragraphs. Each paragraph has a topic sentence, followed by additional sentences.
- Explain, however, that in each paragraph, there is an extra sentence that does not relate to the topic sentence.
- Have students underline the topic sentence in each paragraph and cross out the sentence that does not stay on the topic. Complete the activity page as a teacher-guided activity.

### Activity Page 28.2



### Challenge

Have students write their own paragraphs that include a topic sentence, concluding sentence, detail sentences, and a sentence that does not stay on topic. You may wish to use these paragraphs as practice with the whole group.

### Support

Have students underline the topic sentence and all the sentences that stay on topic, to more easily see which sentence does not stay on topic and needs to be crossed out.



### Activity Page 28.2: Staying on Topic

Collect and review Activity Page 28.2. Students who did not correctly identify the topic sentences, detail sentences, and unrelated sentences may benefit from additional practice determining which sentences in a paragraph stay on topic and which sentences in a paragraph do not at a later time.

### Activity Page 28.3



ENGLISH  
LANGUAGE  
LEARNERS



### Foundational Skills

#### Using Foundational Skills

Using the cards you prepared in advance, help students alphabetize two cards. Then slowly add the other cards, explaining how to compare letters in words.

**ELPS 1.C**

### Activity Page 28.4



### Lesson 28: Tricky Spelling 'a'

# Foundational Skills



#### Primary Focus

➤ Students will alphabetize words to the second letter. **TEKS 2.2.D**

Students will read words with the tricky spelling 'a' and will use those words to

➤ complete fill-in-the-blank sentences. **TEKS 2.2.B.i**

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

➤ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

#### ALPHABETIZE TO THE SECOND LETTER (15 MIN.)

- Ask students to turn to Activity Page 28.3 and complete it as an independent activity.



### Activity Page 28.3: Alphabetize Words

Collect and review Activity Page 28.3. Students who did not correctly alphabetize words may benefit from additional practice alphabetizing at a later time.

#### TRICKY SPELLING 'A' (15 MIN.)

- Have students turn to Activity Page 28.4 and read the words in the box aloud before completing the activity page independently, as you circulate throughout the room, providing assistance as needed.

➤ **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (vi) decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.



### Activity Page 28.4: Find the Secret Message

Collect and review Activity Page 28.4. Students who did not correctly spell or use words with the tricky spelling 'a' may benefit from additional practice spelling and using words with this spelling at a later time.

#### **DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)**

- Remind students that we can decode, or read, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Tell them that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Review what they have learned about adding *un-*, *dis-*, and *re-* to words. Remind them that each of these prefixes is one syllable and adding a prefix does not change the spelling of the base word.
- Display some of the following words: *unhappy*, *unlucky*, *unusual*, *remix*, *remove*, *rerun*, *disagree*, *disloyal*, *discomfort*.
- Point to a word. Identify the prefix and model segmenting the prefix and the base word.
- Next, point out that prefixes change the meaning of the word. Remind students that *un-* and *dis-* mean “not” and *re-* means “again.”
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefixes *un-*, *dis-*, and *re-*.



# Take-Home Material

## STAYING ON TOPIC

- Have students take home Activity Page 28.5 to complete.

Activity Page 28.5



## Lesson 28: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY SPELLING 'A'

### Word Sort

- Copy the word cards on **Activity Page TR 28.1**.
- Write the following headers on the board: /a/, /æ/, /o/, /ə/.
- Shuffle the word cards and pass them out to students.
- Have a student read the word on his or her card. Then, ask the student to identify what sound the tricky 'a' (or 'wa') makes in the word. Have the student tape the card under the correct header on the board/chart paper.
- Go through the remaining word cards in the same manner.
- When all the cards have been sorted, read the words under each header.

## WRITING

## Write a Report

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

✚ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## Writing

Students will fill in a template outlining the writing process for reports.

✚ **TEKS 2.13.B**

Students will read questions addressing information about the War of 1812 and will produce topic listings that cover the questions asked.

✚ **TEKS 2.13.A; TEKS 2.13.C**

Students will read sentences that go with a topic and will write a topic sentence and a concluding sentence for each topic. **TEKS 2.9.D.i**

Students will develop and follow a research plan, generate questions for formal and informal inquiry, identify and gather relevant sources and information to answer the questions, and demonstrate understanding of information gathered.

✚ **TEKS 2.13.A; TEKS 2.13.B; TEKS 2.13.C; TEKS 2.13.E**

## FORMATIVE ASSESSMENT

Activity Page 29.3

Topic and Concluding Sentences

✚ **TEKS 2.9.D.i**

✚ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.13.B** Develop and follow a research plan with adult assistance; **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.13.E** Demonstrate understanding of information gathered.

## LESSON AT A GLANCE

|                                            | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                  |
|--------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                 |             |         |                                                                                                                                                                                                                                                                            |
| Decode, Spell, and Use Words with Prefixes | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                            |
| <b>Writing</b>                             |             |         |                                                                                                                                                                                                                                                                            |
| The Report Writing Process                 | Whole Group | 25 min. | <input type="checkbox"/> Activity Pages 29.1, 29.2<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> markers<br><input type="checkbox"/> Write a Research Paper (Digital Components)<br><input type="checkbox"/> Activity Page 29.2 (Digital Components) |
| Choose a Topic: Revisit Mr. Mowse's Letter | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 27.2<br><input type="checkbox"/> Choose a Topic (Digital Components)                                                                                                                                                                |
| Topic Sentences and Concluding Sentences   | Whole Group | 15 min. | <input type="checkbox"/> Topic and Concluding Sentences (Digital Components)                                                                                                                                                                                               |
| <b>Take-Home Material</b>                  |             |         |                                                                                                                                                                                                                                                                            |
| Topic Sentences and Concluding Sentences   |             |         | <input type="checkbox"/> Activity Page 29.4                                                                                                                                                                                                                                |

## ADVANCE PREPARATION

### Writing

#### ➤ Digital Component 29.1

- Create an enlarged version of Activity Page 29.1 (Digital Component 29.1) to display for The Report Writing Process, or use the digital version.
- Prepare to display notes you took while reading as a whole group in previous lessons.

#### ➤ Digital Component 29.2

- Create an enlarged version of Activity Page 29.2 (Digital Component 29.2) to display for The Report Writing Process, or use the digital version.

#### ➤ Digital Component 29.3

- Copy the chart of questions from Choose a Topic (Digital Component 29.3) on chart paper, leaving space after the questions for recording student questions, or use the digital version.

#### ➤ Digital Component 29.4

- Copy the sentences for Topic Sentences and Concluding Sentences (Digital Component 29.4) on the board/chart paper, leaving space above and below these sentences to write a topic sentence and concluding sentence with students during the lesson, or use the digital version.

## Lesson 29: Report Writing

## Foundational Skills



**Primary Focus:** Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*. **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

**DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)**

- Have students warm up by reviewing what they have learned about decoding, or reading, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Prompt them to recall that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Review what they have learned about adding *un-*, *dis-*, and *re-* to words. Remind them that each of these prefixes is one syllable and adding a prefix does not change the spelling of the base word.
- Display some of the following words: *untie*, *uncertain*, *replay*, *retell*, *dislike*, *disappear*.
- Point to a word. Identify the prefix and model segmenting the prefix and the base word.
- Next, point out that prefixes change the meaning of the word. Remind students that *un-* and *dis-* mean “not” and *re-* means “again.”
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefixes *un-*, *dis-*, and *re-*.

## Lesson 29: Report Writing

## Writing



**Primary Focus:** Students will fill in a template outlining the writing process for reports. **TEKS 2.13.B**

**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.13.B** Develop and follow a research plan with adult assistance.

Students will read questions addressing information about the War of 1812 and will produce topic listings that cover the questions asked. **TEKS 2.13.A; TEKS 2.13.C**

Students will read sentences that go with a topic and will write a topic sentence and a concluding sentence for each topic. **TEKS 2.9.D.i**

Students will develop and follow a research plan, generate questions for formal and informal inquiry, identify and gather relevant sources and information to answer the questions, and demonstrate understanding of information gathered. **TEKS 2.13.A; TEKS 2.13.B; TEKS 2.13.C; TEKS 2.13.E**

## THE REPORT WRITING PROCESS (25 MIN.) **TEKS 2.13.B; TEKS 2.13.C; TEKS 2.13.E**

### ➤ Digital Component 29.1

- Direct students' attention to the Write a Research Paper chart you prepared in advance and read the three steps listed with students (Plan, Draft, Edit).
- Ask students to turn to Activity Page 29.1, telling them it is the same as the chart.
- Remind them that throughout Grade 2, they have been practicing different forms of writing: summaries of stories they have read, new endings for stories, and persuasive letters.
- Remind students that whenever they have practiced writing, they have used a three-step writing process.
- Have students identify the three steps—plan, draft, and edit—as they refer to the Write a Research Paper chart and Activity Page 29.1.
- Explain that students are now going to learn about writing reports. They will use the same three-step process, but will also learn some specific “mini-steps” for planning, drafting, and editing when they are writing a report.
- Explain that since a report is about a nonfiction topic, one of the first things that students need to do before writing a report is to choose a specific topic. Ask students to think back to the report that they just read by Mr. Mowse and identify the topic of his report. (*the War of 1812*)
- Write **Choose a topic** on the chart as the first mini-step in planning, and have students write the same on the first line of Activity Page 29.1. Explain that reports can be written about any nonfiction topic in history or science. Encourage them to discuss examples of possible nonfiction topics that might be of interest to them for report writing; make sure that they name nonfiction topics.

➤ **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.13.B** Develop and follow a research plan with adult assistance; **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance; **TEKS 2.13.C** Identify and gather relevant sources and information to answer the questions; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance; **TEKS 2.13.E** Demonstrate understanding of information gathered.

## Activity Page 29.1



- Next, explain that once a topic has been selected, prior to starting to write about a nonfiction topic, students need to make sure they are knowledgeable about the topic. Tell students that the second mini-step in planning is to **Gather information**. Record this step on the chart as students copy it onto their activity page.
- Explain that when gathering information for a report, writers pull together as many different resources about that topic as possible. These resources can include books, articles in magazines or on the Internet, and other reference books, such as atlases and encyclopedias, when applicable. If you have access to the Internet in your classroom, this may be an appropriate opportunity to briefly introduce a search engine and the use of key words for doing an Internet search. You may also want to arrange for a classroom visit to the school library.
- Ask students what resources they think Mr. Mowse may have used to write his report. (*The War of 1812 Reader*)
- Next, explain and record the third mini-step in planning a report, **Read and take notes** about the topic. Direct students' attention the notes you displayed from previous lessons. Discuss them, pointing out that when you take notes, you often only write short phrases rather than complete sentences.
- Tell students that you will now talk about some mini-steps for the draft step. Remind them that this is when they will actually start writing about their topic. When writing a draft of a nonfiction report, it is important to **Organize notes**. Record this mini-step on the chart, and have students do the same on their activity page.
- Explain that when they organize their notes, writers group similar ideas from their notes together so they will be ready to write paragraphs.
- Record as the next mini-step in drafting **Write paragraphs**, and have students do the same on their activity page.
- Remind students that they have already learned a lot about writing paragraphs in this unit. They know that a good paragraph has a topic and a concluding sentence, as well as supporting details.
- Point out that the final step is to edit, which has three mini-steps. Record **Use editing checklist** as the first mini-step and have students do the same. Remind students that they have used editing checklists throughout Grade 2 to refine their drafts.

### ➤ Digital Component 29.2

- Now ask students to turn to Activity Page 29.2 as you display the digital version. Read the checklist aloud as a group, and discuss the questions. Note for students that this checklist is somewhat different from the editing checklist they have used in the past that was created for editing stories. This editing checklist has more items and the items include more information/details.

#### Activity Page 29.2



- Conclude this portion of the lesson by asking students to refer back to Activity Page 29.1, noting that there are still two blank spaces for two additional mini-steps in editing, but that you will come back to those final editing steps during a future lesson.



### Check for Understanding

Ask students to identify the kind of writing these steps in the writing process go with.  
(*writing reports*)

**Note:** Collect Activity Page 29.1 for use again in Lessons 31 and 33–36.  
Collect Activity Page 29.2 for use again in Lessons 34–36.

## ✦ CHOOSE A TOPIC: REVISIT MR. MOWSE'S LETTER (15 MIN.) TEKS 2.13.A

- Ask students to turn back to Activity Page 27.2 and look in particular at the questions that Mr. Mowse has listed. Also direct students' attention the list of questions you prepared in advance. Point out that the questions listed on the chart prepared in advance are the same questions Mr. Mowse has listed.

### ➤ Digital Component 29.3

**Topic:** \_\_\_\_\_

- What do the words of our national anthem describe?
- When singing our national anthem, how should people behave?
- How do people show respect for the flag?
- How did the poem Francis Scott Key wrote become our national anthem?
- What are the three times during the attack on Fort McHenry that Key looked for the flag?
- How could Key see the flag in the middle of the night?
- Why couldn't Key see the flag just before the sun came up?
- Why was it important to Key to see if the flag was still flying after the attack ended?

- Ask students to reread all of the questions in order to identify a single topic that all of these questions relate to.

Activity Page 27.2



✦ **TEKS 2.13.A** Generate questions for formal and informal inquiry with adult assistance.



## Challenge

Have students write their own list of additional questions related to the topic you identified together.

- Record whatever wording students use to characterize the questions in the blank space labeled “Topic” above the questions on the previously prepared chart. Possible responses might include how to behave when handling and addressing the flag and what the words to “The Star-Spangled Banner” mean.
- Ask students to brainstorm any additional questions that they may also have about the topic you identified together. Be sure to guide students in posing questions that are relevant to the topic and not just general questions about the War of 1812.
- Record any additional student questions on the chart. Tell students that over the next several lessons you will use these questions as a guide to write a report to answer Mr. Mowse’s questions.

**Note:** Collect Activity Page 27.2 for use again in Lesson 32.

## TOPIC SENTENCES AND CONCLUDING SENTENCES (15 MIN.)

- Remind students that they have been learning about writing paragraphs.



### Check for Understanding

Ask students to tell you the features of a good paragraph. (*topic sentence, supporting details, concluding sentence*)

- Display the sentences that you prepared in advance, and tell students that you have written a paragraph that includes some information about the War of 1812. **Let students know that the paragraph does not yet have a topic sentence or concluding sentence.**

### ➤ Digital Component 29.4

*One reason Americans were angry with the British in 1812 was that the British forced some American sailors to serve in the British Navy. The British were also stopping American ships from trading freely with the French. Another reason Americans were angry was that the British were trading with Native Americans. This created problems for American pioneers who were trying to move west.*



## Writing

### Writing

#### Beginning

Have students dictate the topic and concluding sentences to an adult.

#### Intermediate

Have students dictate the topic and concluding sentences when necessary.

#### Advanced/

#### Advanced High

Have students write the topic and concluding sentences independently.

#### ELPS 5.F

### Activity Page 29.3



### Activity Page 29.4



- Read the paragraph aloud with students, and then ask them to brainstorm ideas for an appropriate topic sentence for the beginning of the paragraph.
- Ask questions to guide students in recognizing that this paragraph is about the different reasons that the Americans were angry with the British in 1812.
- Help rephrase students' ideas for a topic sentence into a single, complete sentence, and then write this at the beginning of the paragraph, remembering to indent. Possible topic sentences might be:
  - There were many reasons that Americans were angry with the British before the War of 1812.
  - There were many things that led to the War of 1812.
- Reread the entire paragraph with the topic sentence.
- Tell students that good paragraphs also have a concluding sentence at the end of the paragraph. A good concluding sentence wraps things up and often is a restatement of the topic sentence.
- Ask students to suggest ideas for a concluding sentence for this paragraph and then write it at the end of the paragraph. One example of a concluding sentence might be the following:
  - All of these reasons led to the start of the War of 1812.
- Ask students to turn to Activity Page 29.3. Complete the first paragraph together as a teacher-guided activity. If time permits, have students complete the second paragraph on their own.



### Activity Page 29.3: Topic Sentences and Concluding Sentences

Collect and review Activity Page 29.3. Students who did not write appropriate topic sentences and/or concluding sentences may benefit from additional practice writing both types of sentences at a later time.

End Lesson

# Take-Home Material

## TOPIC SENTENCES AND CONCLUDING SENTENCES

- Have students take home Activity Page 29.4 to complete.

## 30

## ASSESSMENT

Spelling  
Assessment

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## Language (Spelling)

Students will spell dictated multisyllable words from *The War of 1812* and the Tricky Word *New Orleans* and will write four of the words in alphabetical order.

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

## Reading

Students will partner read “Francis Scott Key and the National Anthem” and will answer inferential and evaluative questions about key details in the text.

✦ **TEKS 2.4; TEKS 2.6.G; TEKS 2.10.A**

## Writing

Students will read a paragraph and label the topic sentence and will identify and

✦ cross out sentences that do not stay on the topic. **TEKS 2.9.D.i**

## FORMATIVE ASSESSMENT

Activity Page 30.1

Spelling Assessment

✦ **TEKS 2.2.C.iv; TEKS 2.2.D**

Observation

Anecdotal Reading Record “Francis Scott Key and the National Anthem”

✦ **TEKS 2.4**

Observation

Discussion Questions “Francis Scott Key and the National Anthem”

✦ **TEKS 2.6.G; TEKS 2.10.A**

Activity Page 30.2

Identify Topic and Irrelevant Sentences

✦ **TEKS 2.9.D.i**

✦ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.10.A** Discuss the author’s purpose for writing text; **TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

**LESSON AT A GLANCE**

|                                                    | <b>Grouping</b> | <b>Time</b> | <b>Materials</b>         |
|----------------------------------------------------|-----------------|-------------|--------------------------|
| <b>Foundational Skills</b>                         |                 |             |                          |
| Decode, Spell, and Use Words with Prefixes         | Whole Group     | 5 min.      |                          |
| <b>Language (Spelling)</b>                         |                 |             |                          |
| Spelling Assessment                                | Whole Group     | 20 min.     | ☐ Activity Page 30.1     |
| <b>Reading</b>                                     |                 |             |                          |
| Review the Chapter                                 | Whole Group     | 5 min.      | ☐ <i>The War of 1812</i> |
| Reread “Francis Scott Key and the National Anthem” | Partner         | 20 min.     |                          |
| <b>Writing</b>                                     |                 |             |                          |
| Identify Topic Sentences                           | Independent     | 10 min.     | ☐ Activity Page 30.2     |

## ADVANCE PREPARATION

### Note to Teacher

Having students reread Chapter 8, “Francis Scott Key and the National Anthem,” during this lesson will help prepare them for the next few lessons and discussions about “The Star-Spangled Banner.”

### Language

- Be sure to erase the spelling table from the board and/or turn the chart paper over so students cannot refer to it during the assessment.

Start Lesson

## Lesson 30: Spelling Assessment

# Foundational Skills



**Primary Focus:** Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*. **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)

- Have students warm up by reviewing what they have learned about decoding, or reading, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Prompt them to recall that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Review what they have learned about adding *un-*, *dis-*, and *re-* to words. Remind them that each of these prefixes is one syllable and adding a prefix does not change the spelling of the base word.
- Display some of the following words: *untrue*, *unwell*, *retake*, *repack*, *disobey*, *disbelief*.
- Point to a word. Identify the prefix and model segmenting the prefix and the base word.
- Next, point out that prefixes change the meaning of the word. Remind students that *un-* and *dis-* mean “not” and *re-* means “again.”
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefixes *un-*, *dis-*, and *re-*.

**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.

## Lesson 30: Spelling Assessment

# Language



**Primary Focus:** Students will spell dictated multisyllable words from *The War of 1812* and the Tricky Word *New Orleans* and will write four of the words in

alphabetical order. **TEKS 2.2.C.iv; TEKS 2.2.D**

### SPELLING ASSESSMENT

- Have students turn to Activity Page 30.1
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

|                |              |                                    |
|----------------|--------------|------------------------------------|
| 1. Mississippi | 8. ragtag    | 15. goods                          |
| 2. general     | 9. proud     | 16. defend                         |
| 3. mortar      | 10. drains   | 17. river                          |
| 4. traders     | 11. knotty   | 18. hickory                        |
| 5. soldiers    | 12. streak   | 19. peace                          |
| 6. fired       | 13. highways | <b>Tricky Word:</b><br>New Orleans |
| 7. orphan      | 14. treaty   |                                    |

- Direct students' attention to the lines on the back of the activity page.
- Tell students to write the sentence "Andrew Jackson fought in the battle of New Orleans." Slowly repeat this sentence three times.
- At the end, go back through the list, and read each spelling word one more time.
- 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/chart paper, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the sentence.

### Activity Page 30.1



**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Ask students to write the following words in alphabetical order on the back of the activity page.

1. river
2. ragtag
3. treaty
4. peace

- After all students have finished, write the four words in alphabetical order for students to correct their papers.

1. peace
2. ragtag
3. river
4. treaty



### Activity Page 30.1: Spelling Assessment

At a later time, use the template 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 30: “Francis Scott Key and the National Anthem”

# Reading



**Primary Focus:** Students will partner read “Francis Scott Key and the National Anthem” and will answer inferential and evaluative questions about key details in the text. **TEKS 2.4; TEKS 2.6.G; TEKS 2.10.A**

## REVIEW THE CHAPTER (5 MIN.)

- Tell students that today they will reread Chapter 8, “Francis Scott Key and the National Anthem” with a partner.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Review the images and captions in the chapter with students before they read.

## REREAD “FRANCIS SCOTT KEY AND THE NATIONAL ANTHEM” (20 MIN.)

- Assign partners.
- Ask students to read the chapter with their partner, taking turns reading each page. Students may ask their partners questions about the chapter and discuss what they read.
- Remind students that if they need assistance, with the meaning of any bolded words, they should refer to the Reader glossary.

Reader



Page 70



## Observation: Anecdotal Reading Record

As you listen to students read “Francis Scott Key and the National Anthem,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

## Wrap-Up

- When students have finished reading, call them back together as a class. Use the following questions to promote discussion. Also, note that students will learn more about the poem Francis Scott Key wrote in the next few lessons.

**TEKS 2.4** 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 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.10.A** Discuss the author’s purpose for writing text.





## Reading

### Reading/Viewing Closely

#### Beginning

Ask students yes/no questions to scaffold their effort to answer the discussion questions (e.g., “Is Key’s poem important because it helped the United States win the War of 1812?”).

#### Intermediate

Provide students with sentence frames to scaffold their effort to answer the discussion questions (e.g., “Key’s poem is important because . . .”).

#### Advanced/ Advanced High

Encourage students to answer the discussion questions in complete sentences using details from the text.

**ELPS 4.G; ELPS 4.I;**  
**ELPS 4.J**

### Challenge

Ask students to turn to page 75 of the Reader, showing Francis Scott Key looking at the American flag. Ask students to describe what is in the picture, and compare and contrast it to the text (for example, his position and facial expression).

### Discussion Questions for “Francis Scott Key and the National Anthem”

1. **Inferential.** How was Key able to see the flag flying at Fort McHenry?
  - » He watched the battle during the day and could see the flag flying. At night, flashes of light from rockets and bombs lit up the sky, allowing him to see the flag flying.
2. **Inferential.** Why did Francis Scott Key write a poem?
  - » He wrote a poem because he was inspired after realizing the U.S. soldiers had not given up fighting the British sailors in the harbor. As a result, the British sailors had stopped firing on the fort.
3. **Evaluative.** Why is Key’s poem important?
  - » Key’s poem is important because it became our national anthem, an important song for the United States.



### 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 30: Report Writing

# Writing



**Primary Focus:** Students will read a paragraph and label the topic sentence and will identify and cross out sentences that do not stay on the topic. **TEKS 2.9.D.i**

### IDENTIFY TOPIC SENTENCES (10 MIN.)

- Remind students that they have been studying how to write a paragraph and have learned that a good paragraph should have a topic sentence that tells what the paragraph will be about.
- Also remind students that the remaining sentences in a paragraph should provide supporting details about the topic. Sentences that do not provide information about the topic should not be included in the paragraph.
- Ask students to turn to Activity Page 30.2.

**TEKS 2.9.D.i** Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

- Tell students that they are to read the sentences in each group to identify the topic sentence by underlining it. They should then cross out any sentence in the group that does not pertain to the topic.
- Tell students that although they have completed similar exercises in earlier lessons, in those exercises the sentences were logically organized in a paragraph. This activity page requires more attention because the sentences in each group are not necessarily listed in the order that they would be written in a paragraph.
- Guide students in identifying the topic sentence and the irrelevant sentence in the first group. Be sure students read all of the sentences in the group before selecting either the topic sentence or the irrelevant sentence. Have students complete the remaining two groups independently.



### Activity Page 30.2: Identify Topic and Irrelevant Sentences

Collect and review Activity Page 30.2. Students who did not correctly identify topic and irrelevant sentences may benefit from additional practice to determine which sentence in a paragraph states the topic and which sentence(s) in a paragraph do not stay on that topic.

End Lesson

### Activity Page 30.2



### Support

Have students put a check mark next to the topic sentence and all the sentences that stay on topic to more easily see which sentence does not stay on topic and needs to be crossed out.

## 31

## WRITING

## Take Notes

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

✚ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## Reading

Students will read “Our National Anthem” with purpose and understanding, will connect new ideas to previously read texts, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will answer questions about

✚ key details in the text. **TEKS 2.3.A; TEKS 2.6.E; TEKS 2.6.G**

## Writing

Students will take notes on “Our National Anthem” by answering literal questions about key details in the text and will brainstorm additional questions about the

✚ topic. **TEKS 2.6.B; TEKS 2.7.B**

✚ Students will develop and follow a research plan with adult assistance. **TEKS 2.13.B**

## FORMATIVE ASSESSMENT

Activity Page 31.1

Take Notes on “Our National Anthem”

✚ **TEKS 2.6.B; TEKS 2.7.B**

✚ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text; **TEKS 2.13.B** Develop and follow a research plan with adult assistance.

## LESSON AT A GLANCE

|                                            | Grouping    | Time    | Materials                                                                                                                                                                                                                                              |
|--------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                 |             |         |                                                                                                                                                                                                                                                        |
| Decode, Spell, and Use Words with Prefixes | Whole Group | 5 min.  |                                                                                                                                                                                                                                                        |
| <b>Reading</b>                             |             |         |                                                                                                                                                                                                                                                        |
| Introduce the Chapter                      | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> <i>The War of 1812</i> Glossary (Digital Components)                                                                     |
| Read “Our National Anthem”                 |             |         |                                                                                                                                                                                                                                                        |
| <b>Writing</b>                             |             |         |                                                                                                                                                                                                                                                        |
| Take Notes on “Our National Anthem”        | Whole Group | 25 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Pages 27.2, 29.1, 31.1<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker<br><input type="checkbox"/> Choose a Topic (Digital Components) |

## ADVANCE PREPARATION

### Note to Teacher

Students will read Chapter 11, “Our National Anthem,” as you guide them in the usual manner. You will then reread Chapter 11, “Our National Anthem” to students during the Writing activity to help them fill in information to answer the questions on Activity Page 31.1. Familiarize yourself with the questions on the activity page (which are also included in this lesson) so you can pause and model taking notes when a question has been answered in the text.

When preparing for this lesson, be sure to take your local context regarding the national anthem into account, including any concerns that families might have about their children learning and/or reciting the national anthem.

### Reading

#### ➤ Digital Component 15.1

- Prepare to display the online dictionary of your choice and the digital Reader glossary (Digital Component 15.1).

## Writing

- Have students' copies of Activity Page 27.2 ready to hand out to them.

### ➤ Digital Component 29.3

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

Start Lesson

## Lesson 31: "Our National Anthem"

# Foundational Skills



**Primary Focus:** Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*. **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

### DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)

- Have students warm up by reviewing what they have learned about decoding, or reading, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Prompt them to recall that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Review what they have learned about adding *un-*, *dis-*, and *re-* to words. Remind them that each of these prefixes is one syllable and adding a prefix does not change the spelling of the base word.
- Display the following words: *unwind*, *reread*, *disable*.
- Point to a word. Identify the prefix and model segmenting the prefix and the base word.
- Next, point out that prefixes change the meaning of the word. Remind students that *un-* and *dis-* mean "not" and *re-* means "again."
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefixes *un-*, *dis-*, and *re-*.

**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.

## Lesson 31: “Our National Anthem”

# Reading



**Primary Focus:** Students will read “Our National Anthem” with purpose and understanding, will connect new ideas to previously read texts, will use digital dictionaries and digital/print glossaries to clarify the meaning of words, and will

answer questions about key details in the text. **TEKS 2.3.A; TEKS 2.6.E; TEKS 2.6.G**

### INTRODUCE THE CHAPTER (10 MIN.)

- Tell students that the title of today’s chapter is “Our National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Spellings

- Write the word *patriotic* on the board/chart paper.
  - Circle the first letter ‘i’.
  - Tell students that this letter represents the sound /ee/.
  - Ask students to turn to **page 8** of the **Individual Code Chart**.
  - Ask students to find the /ee/ row and follow it across to ‘i’ (*ski*).
  - Ask students to summarize what the power bar means for ‘i’.
- Write the word *salute* on the board.
  - Circle the letter ‘a’.
  - Tell students that this letter represents the sound /ə/.
  - Ask students to turn to **page 7** of the **Individual Code Chart**.
  - Ask students to find the /ə/ row and follow it across to ‘a’ (*about*).
  - Ask students to summarize what the power bar means for ‘a’.

### Preview Core Vocabulary

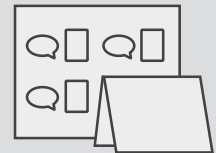
- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where each word first appears in “Francis Scott Key and the National Anthem” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

### Reader



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### Code Materials



**TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 2.6.G** Evaluate details read to determine key ideas.

## ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**patriotic—adj.**, having or showing support and love for your country (92)

**salute—v.**, to show respect (saluting) (96)

**state dinner—n.**, a special dinner hosted by the president of the United States for important people (state dinners) (100)

**Vocabulary Chart for “Our National Anthem”**

| Vocabulary Type                        | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|----------------------------------------|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary                        |                                 | patriotic<br>salute              |                                 |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  |                                 |
| Sayings and Phrases                    | state dinner                    |                                  |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted.

1. pa | tri | ot | ic      ‘i’ > /ee/ (*ski*)
2. sa | lute              ‘a’ > /ə/ (*about*)
3. state din | ner

## READ “OUR NATIONAL ANTHEM” (20 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

### Pages 92 and 93

- Read the title of the chapter together as a class: “Our National Anthem.”
- Call students’ attention to the image of a cover for the sheet music for “The Star-Spangled Banner” on **page 93**.
- Have students read the caption on **page 93**, and point out that it describes the image.
- Introduce the word *patriotic* as a vocabulary word.
- Have students turn to the glossary, locate *patriotic*, and read the definition together as a class.
- Have students read **page 92** to themselves to find the answer to the question: “Why do countries have a national anthem?”
- After students finish reading, restate the question and ask students to answer. (*Countries have a national anthem to show that they are proud of their countries.*)
- Ask students if any of them know of any other country’s national anthems and invite them to share.
- Have students share what they remember about Francis Scott Key and Fort McHenry. (*Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry.*)

### Pages 94 and 95

- Call on two students to read the paragraphs on **page 94**, and have the class listen for the answer to the question: “When do we sing our national anthem?”





Reading

Reading/Viewing Closely

**Beginning**

Ask students yes/no questions about the text (e.g., “Do people salute the flag?”).

**Intermediate**

Provide students with a sentence frame (e.g., “When people salute the flag, they . . .”).

**Advanced/  
Advanced High**

Encourage students to answer in complete sentences using details from the text.

**ELPS 1.E; ELPS 4.G;**

**ELPS 4.I**

- When students have finished reading, restate the question and ask students to answer. (*We sing the national anthem before baseball games and other sporting events, on holidays like the Fourth of July, on special days when we gather together, and at school.*)
- Ask, “How should we behave when we sing ‘The Star-Spangled Banner’? (*We always stand, turn to face the flag, stand still, and look at the flag. You may wish to place your right hand over your heart.*)
- Direct students’ attention to the image on **page 95**.

**Pages 96 and 97**

- Have students look in the glossary for the word *salute*, and read the definition together as a class. Note a form of the word at the end of the definition, *saluting*, is also used in this chapter.
- Call on one student to read aloud the paragraph on **page 96**, asking students to listen for the answer to the question: “How do people salute?”
- After the student finishes reading aloud, restate the question and ask students to answer. (*People salute by bringing their right hand up to their forehead or the tip of their hat.*)
- Ask, “Why do people salute the flag?” (*People salute the flag to show respect for the flag and pride in our country.*)
- Direct students’ attention to the image and caption on **page 97**, and call on one student to read the caption aloud.

**Pages 98 and 99**

- Have students read the first paragraph on **page 98** to themselves to find the answer to the question: “How long did it take for ‘The Star-Spangled Banner’ to become our national anthem?”
- When students have finished reading, restate the question and ask students to answer. (*It took more than a hundred years for “The Star-Spangled Banner” to become our national anthem.*)
- Call on one student to read aloud the remainder of **page 98** while the class listens to find the answer to the question: “How did the poem that Francis Scott Key wrote become words to a song?”
- When students have finished reading, restate the question and ask students to answer. (*People took the words to the poem and set them to music. They sang the words to a tune that was popular at the time.*)

## Pages 100 and 101

- Tell students to read the first paragraph on **page 100** to find the answer to the question: “Was ‘The Star-Spangled Banner’ the only popular patriotic song at the time?”
- When students have finished reading, restate the question and ask students to answer. (*No, there were many popular patriotic songs at that time.*)
- Have students read the remainder of **page 100** to themselves to find the answer to the question: “When did ‘The Star-Spangled Banner’ become our national anthem?” (*Congress made “The Star-Spangled Banner” our national anthem in 1931.*)
- Ask, “How many years ago was that?” (*As of 2022, that was 91 years ago.*)
- Discuss the image on **page 101** with students.

### Lesson 31: Take Notes

# Writing



#### Primary Focus

Students will gather information and make notes about “Our National Anthem” by answering literal questions about key details in the text and will brainstorm

 additional questions about the topic. **TEKS 2.6.B; TEKS 2.7.B**

 Students will develop and follow a research plan with adult assistance. **TEKS 2.13.B**

 **TAKE NOTES ON “OUR NATIONAL ANTHEM” (25 MIN.)** **TEKS 2.13.B**

#### Digital Component 29.3


- Direct students’ attention to Activity Page 27.2, and reread aloud Mr. Mowse’s first four questions. Note that you have displayed his questions as well.
- Ask students to turn to Activity Page 31.1 and point out that Mr. Mowse’s first four questions have been copied on this activity page, along with space for students to take notes.

Activity Pages  
27.2, 29.1



Activity Page 31.1

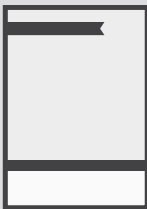


 **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information;  
**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text;  
**TEKS 2.13.B** Develop and follow a research plan with adult assistance.

- Remind students that in Lesson 29, they reviewed Mr. Mowse’s questions and decided that all of the questions were about the U.S. flag and “The Star-Spangled Banner.”
- Ask students to turn to Activity Page 29.1.
- Remind them that this activity page lists the steps and mini-steps of the process for writing a report. Point out that students already completed the first mini-step of the planning phase (**Choose a topic**) in Lesson 29, because they chose a topic based on Mr. Mowse’s questions.
- Tell students that they now need to complete the next mini-step: **Gather information**. Tell students that they could gather information from many sources, including the Internet, but today they are going to start by looking at the chapter in the Reader they just read so they will be able to write a report.
- Ask students to again refer to Activity Page 29.1 to find out what the next mini-step is in planning, now that they have identified where they will gather information. (**Read and take notes**)
- Ask students to turn to Activity Page 31.1. Point out that the first half of Mr. Mowse’s questions have been copied on this activity page, along with space for students to take notes.
- Tell students that the title of today’s chapter is “Our National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using the activity pages, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences. An example would be: “What is the name of our national anthem?” Instead of students writing a complete sentence, they would simply write “*The Star-Spangled Banner.*”
- Say, “I am going to first read the question aloud while you follow along on your activity page.”
- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their activity page. Note for students that you will model how to do this correctly.

**Note:** Be sure students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

## Reader



Page 92

## Support

Provide students with one or two key words to begin with when taking notes for each question.

Alternatively, have students include the notes you write as their notes.

### Suggestions for Note-Taking

1. What do the words of our national anthem describe?
  - » what Francis Scott Key saw during the attack on Fort McHenry
2. When singing our national anthem, how should people behave?
  - » stand still, look at the flag until the anthem is over
3. How do people show respect for the flag?
  - » salute it, never let it touch the ground
4. How did the poem Francis Scott Key wrote become our national anthem?
  - » words were set to music, tune was popular at the time

- Collect Activity Page 31.1 for use in future lessons.



### Activity Page 31.1: Take Notes on “Our National Anthem”

Collect and review Activity Page 31.1. Students who did not accurately represent information from the text, or who did not take notes on the correct information, may benefit from you modeling note-taking while they take notes in a small group setting at a later time.

End Lesson

## 32

## WRITING

## Take Notes

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*.

✦ **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C**

## Reading

Students will read “Making Sense of the National Anthem” with understanding of vocabulary and key ideas and will use all text features, including graphics, to

✦ aid understanding. **TEKS 2.3.B; TEKS 2.6.G; TEKS 2.9.D.ii**

## Writing

Students will take notes on “Making Sense of the National Anthem” by answering literal questions about key details in the text and will brainstorm additional

✦ questions about the topic. **TEKS 2.6.B; TEKS 2.7.B**

## FORMATIVE ASSESSMENT

Activity Page 32.1

✦ Take Notes on “Making Sense of the National Anthem” **TEKS 2.7.B**

✦ **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

## LESSON AT A GLANCE

|                                                     | Grouping    | Time    | Materials                                                                                                                                                                                                                                        |
|-----------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                          |             |         |                                                                                                                                                                                                                                                  |
| Decode, Spell, and Use Words with Prefixes          | Whole Group | 5 min.  |                                                                                                                                                                                                                                                  |
| <b>Reading</b>                                      |             |         |                                                                                                                                                                                                                                                  |
| Introduce the Chapter                               | Whole Group | 30 min. | <input type="checkbox"/> <i>The War of 1812</i>                                                                                                                                                                                                  |
| Read “Making Sense of the National Anthem”          |             |         |                                                                                                                                                                                                                                                  |
| <b>Writing</b>                                      |             |         |                                                                                                                                                                                                                                                  |
| Take Notes on “Making Sense of the National Anthem” | Whole Group | 25 min. | <input type="checkbox"/> <i>The War of 1812</i><br><input type="checkbox"/> Activity Pages 27.2, 32.1<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker<br><input type="checkbox"/> Choose a Topic (Digital Components) |

## ADVANCE PREPARATION

### Note to Teacher

After students read Chapter 12, “Making Sense of the National Anthem,” you will reread it to them during Writing to help them fill in information to answer the questions on Activity Page 32.1. Familiarize yourself with the questions on the activity page (which are also included in this lesson) so you can pause and model taking notes when a question has been answered in the text.

### Writing

- Have students’ copies of Activity Page 27.2 ready to hand out to them.

### ➤ Digital Component 29.3

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

## Lesson 32: “Making Sense of the National Anthem”

## Foundational Skills



**Primary Focus:** Students will decode, spell, and use words with the prefixes *un-*, *re-*, and *dis-*. **TEKS 2.2.B.vi; TEKS 2.2.C.vi; TEKS 2.3.C.**

**DECODE, SPELL, AND USE WORDS WITH PREFIXES (5 MIN.)**

- Have students warm up by reviewing what they have learned about decoding, or reading, words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Prompt them to recall that prefixes are word parts added to the beginning of a base word to change the meaning of the word. Review what they have learned about adding *un-*, *dis-*, and *re-* to words. Remind them that each of these prefixes is one syllable and adding a prefix does not change the spelling of the base word.
- Display the following words: *unfold*, *recover*, *dishonest*.
- Point to a word. Identify the prefix and model segmenting the prefix and the base word.
- Next, point out that prefixes change the meaning of the word. Remind students that *un-* and *dis-* mean “not” and *re-* means “again.”
- For practice, have small groups use their own paper to create and identify the meaning of words with the prefixes *un-*, *dis-*, and *re-*.

**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*; **TEKS 2.3.C** Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion*/*tion*/*sion*.

Lesson 32: “Making Sense of the National Anthem”

# Reading



**Primary Focus:** Students will read “Making Sense of the National Anthem” with understanding of vocabulary and key ideas and will use all text features, including graphics, to aid understanding. **TEKS 2.3.B; TEKS 2.6.G; TEKS 2.9.D.ii**

## INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

### Preview Core Vocabulary

- There is no vocabulary to preview.

## READ “MAKING SENSE OF THE NATIONAL ANTHEM” (25 MIN.)

### Guided Reading Supports and Purpose for Reading

**Note:** It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Knowledge. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

### Pages 102 and 103

- Read the title of the chapter together as a class, “Making Sense of The National Anthem.”
- Call students’ attention to the image of the words for “The Star-Spangled Banner” on **page 103**.
- Have students read the caption on **page 103**, and point out that it describes the image.

Reader



Page 102

**TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.9.D.ii** Recognize characteristics and structures of informational text, including features and graphics to locate and gain information.





## Language

### Selecting Language Resources

#### Beginning

Ask students yes/no questions about the meaning of words (e.g., “Does *perilous fight* mean a friendly meeting?”).

#### Intermediate

Provide students with a sentence frame (e.g., “The text says *perilous fight* means . . .”).

#### Advanced/ Advanced High

Encourage students to answer in complete sentences using details from the text.

**ELPS 1.E; ELPS 1.F;**

**ELPS 4.I**

- Have students read **page 102** to themselves to find the answer to the question: “How long ago did Francis Scott Key write the poem that became our national anthem?”
- After students finish reading, restate the question and ask students to answer. (*about two hundred years ago*)
- Have students share what they remember about Francis Scott Key and Fort McHenry. (*Answers may vary, but should include that Francis Scott Key wrote the poem that became “The Star-Spangled Banner” at the battle of Fort McHenry and that the words describe him watching the flag and hoping it was still flying after the battle ended.*)

## Pages 104 and 105

- Call on one student to read the first paragraph on **page 104**, and have the class listen for the answer to the question: “What do the words *perilous fight* mean?”
- When the student has finished reading, restate the question and ask students to answer. (*The words perilous fight mean a dangerous battle.*)
- Call on another student to read the second paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *ramparts* mean?”
- When the student has finished reading, restate the question and ask students to answer. (*The word ramparts means the walls of the fort.*)
- Call on another student to read the third paragraph on **page 104**, and have the class listen for the answer to the question: “What does the word *spangled* mean?”
- When the student has finished reading, restate the question and ask students to answer. (*The word spangled means dotted with stars.*)
- Ask, “What does it mean that the broad stripes and bright stars were streaming?” (*When the wind blows, the flag ripples in the air causing the stripes to look like moving water, as in a stream.*)
- Direct students’ attention to the image on **page 105**, and read the caption aloud as a class.

## Pages 106 and 107

- Call on one student to read aloud the first paragraph on **page 106**, asking students to listen for the answer to the question: “What do the words *at the twilight’s last gleaming* mean?”
- After the student finishes reading aloud, restate the question and ask students to answer. (*The words at the twilight’s last gleaming mean just as the sun sets.*)

- Have another student read aloud the second paragraph on **page 106**.
- Ask, “How could Key see the flag at night?” (*The rockets red glare and the bombs bursting in air lit up the night sky.*)
- Call on another student to read the third paragraph on **page 106**, and have the class listen for the answer to the question: “Why couldn’t Key see the flag just before dawn?”
- When the student has finished reading, restate the question and ask students to answer. (*The attack had ended, so there were no flashes from rockets or bombs.*)
- Direct students’ attention to the image and caption on **page 107**, and call on one student to read the caption aloud.

### Pages 108 and 109

- Have students read **page 108** to themselves to find the answer to the question: “Throughout the attack on Fort McHenry, what was Key looking to see?”
- When students have finished reading, restate the question and ask students to answer. (*Key wanted to see the U.S. flag.*)

### Pages 110 and 111

- Tell students to read **page 110** to themselves to find the answer to the question: “What do the words *land of the free and the home of the brave* mean?”
- When students have finished reading, restate the question and ask students to answer. (*The words land of the free and the home of the brave mean the United States.*)
- Ask, “What do the last lines of the song mean?” (*They ask: is our flag still waving?*)
- Discuss the image on **page 111** with students, and read the words as a class.

### Pages 112 and 113

- Tell students to read **page 112** to themselves to find the answer to the question: “Is there a part of our national anthem that answers the questions Key wrote?”
- When students have finished reading, restate the question and ask students to answer. (*Yes, but the answers are in a part of the anthem that we don’t sing very much.*)
- Discuss the image on **page 113** with students, and read the caption aloud as a class. Note for students the answers to the questions Key wrote in the first part of the anthem.

## Lesson 32: Take Notes

# Writing



**Primary Focus:** Students will take notes on “Making Sense of the National Anthem” by answering literal questions about key details in the text and will brainstorm additional questions about the topic. **TEKS 2.6.B; TEKS 2.7.B**

### TAKE NOTES ON “MAKING SENSE OF THE NATIONAL ANTHEM (25 MIN.)

- Tell students that today they will take notes on another chapter in the Reader.

#### ➤ Digital Component 29.3

- Direct students’ attention to Activity Page 27.2, and reread aloud Mr. Mowse’s remaining four questions. Note the you have displayed his questions as well.
- Ask students to turn to Activity Page 32.1 and point out that Mr. Mowse’s remaining questions have been copied on this activity page, along with space for students to take notes.
- Tell students that the title of today’s chapter is “Making Sense of the National Anthem.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students they will listen again to the chapter and, using their activity pages, take notes during the reading to answer the questions.
- Remind students that when they take notes, they should write only the important words and phrases necessary to answer the questions, rather than complete sentences.
- Tell students that as you read the chapter aloud, you will pause when necessary to allow them to fill in answers on their activity page. Note for students that you will model how to do this correctly.

Reader



Page 102

Activity Pages  
27.2, 32.1



➤ **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information;  
**TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

**Note:** Be sure students write only the important words and phrases necessary to answer the questions, emphasizing that writing in complete sentences is not necessary at this point in the process.

### Suggestions for Note-Taking

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?
  - » just as the sun set, at night, at dawn
2. How could Key see the flag in the middle of the night?
  - » The rockets and bombs lit up the sky.
3. Why couldn't Key see the flag just before the sun came up?
  - » The attack had ended, so no bombs lit up the sky.
4. Why was it important to Key to see if the flag was still flying after the attack ended?
  - » It meant the British had given up.

### Support

Provide students with one or two key words to begin with when taking notes for each question. Alternatively, have students include the notes you write as their notes.

- Allow students to brainstorm any additional questions they may have about our national anthem. Ensure that their questions are pertinent to the topic. Record any additional questions on chart paper. You may wish to encourage or require students needing more challenge to include additional questions.
- Collect Activity Page 32.1 for use in future lessons.



### Activity Page 32.1: Take Notes on “Making Sense of the National Anthem”

Collect and review Activity Page 32.1. Students who did not accurately represent information from the text, or who did not take notes on the correct information, may benefit from you modeling note-taking while they take notes in a small group setting at a later time.

End Lesson

## 33

## END-OF-YEAR ASSESSMENT

# Silent Reading Comprehension

## PRIMARY FOCUS OF LESSON

### Reading

Students will read “The Young Mouse” with purpose and understanding and will answer multiple-choice questions about key details in the text.

✦ **TEKS 2.6.F; TEKS 2.6.G**

### Writing

Students will use their notes on “Our National Anthem” and “Making Sense of the National Anthem” to compose the first draft of the first and second paragraphs of

✦ a report on the national anthem. **TEKS 2.11.A; TEKS 2.12.B**

## FORMATIVE ASSESSMENT

Activity Page 33.4

Report Draft First Paragraph

✦ **TEKS 2.12.B**

Activity Page 33.5

Report Draft Second Paragraph

✦ **TEKS 2.12.B**

✦ **TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

**LESSON AT A GLANCE**

|                                            | <b>Grouping</b>             | <b>Time</b> | <b>Materials</b>                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|-----------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                             |                             |             |                                                                                                                                                                                                                                                                                                  |
| Silent Reading<br>Comprehension Assessment | Independent                 | 20 min.     | <input type="checkbox"/> Activity Pages 33.1–33.3                                                                                                                                                                                                                                                |
| <b>Writing</b>                             |                             |             |                                                                                                                                                                                                                                                                                                  |
| Draft a Report                             | Whole Group/<br>Independent | 40 min.     | <input type="checkbox"/> Activity Pages 29.1, 31.1, 32.1, 33.4,<br>33.5<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker<br><input type="checkbox"/> Choose a Topic<br>(Digital Components)<br><input type="checkbox"/> Write a Research Paper<br>(Digital Components) |

## ADVANCE PREPARATION

### Note to Teacher

The Silent Reading Comprehension Assessment should be given to the whole class in one sitting. Ask students to tear out Activity Pages 33.1–33.3. Collect Activity Page 33.3 from them. Allow students 20 minutes to silently read the story on Activity Page 33.1 and to answer the multiple-choice comprehension questions on Activity Page 33.2. Students should be allowed (and encouraged) to look back at the story as they answer the questions. Collect the activity pages after 20 minutes. The ability to read the story and answer the questions in a fixed length of time is part of the assessment.

### Writing

- Have students' copies of Activity Pages 29.1, 31.1, and 32.1 ready to hand out to them.

#### ➤ Digital Component 29.3

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

#### ➤ Digital Component 29.1

- Prepare to display the steps in the writing process chart, or prepare to display the digital version (Digital Component 29.1).

## Lesson 33: End-of-Year Assessment

## Reading



**Primary Focus:** Students will read “The Young Mouse” with purpose and understanding and will answer multiple-choice questions about key details in the text. **TEKS 2.6.F; TEKS 2.6.G**

### SILENT READING COMPREHENSION ASSESSMENT

#### Administration

- Have students work on Activity Pages 33.1–33.3. Collect Activity Page 33.3 from students before administering the assessment.
- Tell students to silently read the story on Activity Page 33.1 and then answer the questions on Activity Page 33.2. Tell students they should look back to the story if they can't remember an answer.
- Tell students that if they feel tired, it's a good idea to take a short, personal break. Explain that students need to respect the others in the classroom and stay seated, while quietly looking up to the ceiling, stretching their shoulders, and taking a deep breath or two.
- Encourage students to do their best.
- Once students finish the assessment, encourage them to review their papers, rereading and looking over their answers carefully.
- Again, explain the necessity of respecting that not all classmates will finish at the same time, and, if they finish and have checked their papers, they should remain quiet for others to finish.
- Collect Activity Pages 33.1 and 33.2. Activity Page 33.1 will be needed in future lessons for the Fluency Assessment.

#### Scoring and Analysis

- Use the following answer key for scoring the assessment.

|      |      |
|------|------|
| 1. C | 5. B |
| 2. B | 6. B |
| 3. B | 7. C |
| 4. A | 8. C |

Activity Pages  
33.1–33.3



**TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.



- After scoring the assessment, record students' scores on Activity Page 33.3 (Grade 2 End-of-Year Summary). Then, sort students into two groups.
  - Students who read the story in the allotted time and answered seven or eight of the questions correctly do not need further assessing. These students are probably well prepared for Grade 3.
  - Students who struggled to read the story in the allotted time and/or missed two or more of the eight questions should complete the Fluency Assessment and the Word Reading in Isolation Assessment in subsequent lessons.

## Lesson 33: Draft a Report

# Writing



**Primary Focus:** Students will use their notes on “Our National Anthem” and “Making Sense of the National Anthem” to compose the first draft of the first and second paragraphs of a report on the national anthem.

 **TEKS 2.11.A; TEKS 2.12.B**

### DRAFT A REPORT

#### Introduction

##### ➤ Digital Component 29.3


- Referring to the previously prepared chart of questions, remind students that in the previous two lessons they took notes while listening to two chapters in their Reader so they would be able to answer Mr. Mowse’s questions about the flag and our national anthem.

##### ➤ Digital Component 29.1

- Now ask students to turn to and look at Activity Page 29.1, while you refer to the displayed chart, pointing out that they have completed the “Plan” step with its three mini-steps. Ask students to identify the next step and mini-steps in report writing (**Draft: Organize notes** and **Write paragraphs**).
- Have students turn to Activity Pages 31.1 and 32.1. It may be easier for students to take these activity pages out of the Activity Book so they can look at them side by side.

Activity Pages  
29.1, 31.1, 32.1



 **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

- Tell students that when writers write a report, they often use several sources (*books, Internet, magazine articles, etc.*) to gather information on their topic. Ask students to identify how many different sources they have used thus far to gather information to answer Mr. Mowse’s questions. (*Answers may vary depending on whether you and your students have consulted the Internet and other books, in addition to the Reader chapters.*)
- Tell students that when you use different sources to gather information, once you have finished all of your research, it is important to go back and look at all of your notes and organize them into groups that relate to different aspects or parts of the report topic.
- Remind students that the overall topic of their report is the U.S. flag and our national anthem. Tell them this is the overall topic of their report, but it is likely that their report will have different parts (and paragraphs) once they look at and organize all of their notes.
- Ask students to spend several minutes briefly scanning their notes on Activity Page 31.1 and to then identify what all of these notes refer to. (*our national anthem and the U.S. flag*)
- Now ask students to spend several minutes briefly scanning their notes on Activity Page 32.1 and to now identify what all of these notes refer to. (*what the words in our national anthem mean*)
- Tell students that they are fortunate because, thanks to the way the note-taking activity pages were set up, their notes have already been organized in two different groups that they will now use to create two parts/two paragraphs for their report.
- Have students put Activity Page 32.1 aside, leaving Activity Page 31.1 on their desk. They should also take out Activity Page 33.4.
- Tell students that they are going to now use their notes on Activity Page 31.1 to write a draft of their first paragraph on Activity Page 33.4. Point out that there is a space at the top of this activity page to write the title of their report. Explain that the title should provide an idea of what the topic is.
- Explain that many times the title may actually be the same as the topic and that’s fine. Have them refer to the topic that they previously identified and that you recorded on the questions chart, and encourage them to brainstorm a title for their report.

## Challenge

Ask students to come up with their own topic sentences individually or in small groups. Then compare and contrast them as a class.

## Activity Pages 33.4, 33.5



## Support

Model recording a title on the board/chart paper as students write their title on the activity page, emphasizing the need to capitalize the first and last words and other important words in the title. Note for students that titles do not have end punctuation.

## Support

Work with students in a small group to sequence the remaining sentences.

ENGLISH  
LANGUAGE  
LEARNERS



## Writing

### Writing

#### Beginning

Have students dictate their topic sentence, supporting sentences, and concluding sentence to an adult.

#### Intermediate

Have students dictate their topic sentence, supporting sentences, and concluding sentence to an adult when necessary.

#### Advanced/ Advanced High

Have students write their sentences independently.

**ELPS 5.F**

## Draft the First Paragraph of Report **TEKS 2.12.B**

- Remind students that they have learned that good paragraphs have a topic and concluding sentence, as well as several sentences that provide supporting details for the topic sentence.
- Ask students to take a few minutes to read through all of their notes on Activity Page 31.1. When they have had sufficient time, brainstorm ideas for a topic sentence for this paragraph as a group. When all have agreed to the topic sentence, tell students to write this sentence on Activity Page 33.4, as you model writing it on the board/chart paper. Remind students to indent the topic sentence.
- Tell students that next you are going to create and write sentences that provide supporting details for the topic sentence. You should also have the chart paper copy of these same notes displayed.
- Ask students to take a few minutes to individually reread their notes, thinking about the order in which they might want to write about these things in their paragraph. Suggest that they number their notes on their activity page in the order in which they think they should write about them in the paragraph.
- Once students have had time to number their notes on their individual activity pages, discuss as a class the order in which they think this information should be presented in their paragraph. Guide students in reaching consensus so you can number the notes on your chart paper.
- Work as a group to first orally state in a complete sentence the information numbered as '1' in your notes. Model writing this sentence after the topic sentence on chart paper as students write the sentence on their activity pages.
- Ask students to continue writing sentences with supporting details using the information in the notes.
- Remind students that they need to end their paragraph with a good concluding sentence. Discuss possibilities orally, and then write a concluding sentence to end this paragraph on the draft.
- If time still remains, ask students to start writing the second paragraph of the report. If so, have them take out Activity Page 32.1; you may also want to have them use Activity Page 33.5 so they have a clean page with sufficient space to write the second paragraph.
- Remind students that this page of notes is about the meaning of the words in our national anthem. Ask them to review their notes and then brainstorm a good topic sentence.

 **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

- Depending on your students, you may want to continue as you did with the first paragraph and guide students step by step in creating the paragraph. If all or some students are capable, you may want to encourage them to try writing a draft of the second paragraph on their own.
- Collect all activity pages from students. You may wish to paper clip them together for ease of passing out in the next lesson.



### Activity Page 33.4: Report Draft First Paragraph

Collect and review Activity Page 33.4. Students who did not write their notes in the appropriate order or as complete sentences may benefit from additional support logically sequencing information and changing notes into complete sentences for a paragraph.



### Activity Page 33.5: Report Draft Second Paragraph

Collect and review Activity Page 33.5. Students who did not write their notes in the appropriate order or as complete sentences may benefit from additional support logically sequencing information and changing notes into complete sentences for a paragraph.

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End Lesson

## 34

## END-OF-YEAR ASSESSMENT

## Fluency

## PRIMARY FOCUS OF LESSON

## Reading

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression and will answer literal and inferential questions about key details in

✦ the text. **TEKS 2.4; TEKS 2.6.F; TEKS 2.6.G**

## Writing

Students will use their notes on “Making Sense of the National Anthem” to write the first draft of the second paragraph of a report on the national anthem and will use an editing checklist to review what they have written.

✦ **TEKS 2.11.C; TEKS 2.11.D.vi; TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.B; TEKS 2.13.F**

## FORMATIVE ASSESSMENT

Activity Page 33.5

Report Draft Second Paragraph

✦ **TEKS 2.12.B**

✦ **TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports; **TEKS 2.13.F** Cite sources appropriately.

**LESSON AT A GLANCE**

|                    | <b>Grouping</b>                         | <b>Time</b> | <b>Materials</b>                                                                                                                                                                                                                                                                             |
|--------------------|-----------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>     |                                         |             |                                                                                                                                                                                                                                                                                              |
| Fluency Assessment | Individual                              | 20 min.     | <input type="checkbox"/> Activity Pages 33.1, 33.3, 34.1<br><input type="checkbox"/> stopwatch or clock                                                                                                                                                                                      |
| <b>Writing</b>     |                                         |             |                                                                                                                                                                                                                                                                                              |
| Draft a Report     | Whole Group/<br>Independent             | 15 min.     | <input type="checkbox"/> Activity Pages 29.1, 33.5<br><input type="checkbox"/> chart paper<br><input type="checkbox"/> marker                                                                                                                                                                |
| Edit a Report      | Whole Group/<br>Independent/<br>Partner | 25 min.     | <input type="checkbox"/> Activity Pages 29.1, 29.2, 31.1,<br>32.1, 33.5<br><input type="checkbox"/> Choose a Topic<br>(Digital Components)<br><input type="checkbox"/> Write a Research Paper<br>(Digital Components)<br><input type="checkbox"/> Listing References<br>(Digital Components) |

## ADVANCE PREPARATION

### Note to Teacher

Identify students who need to complete the optional Fluency Assessment based on their scores on the Silent Reading Comprehension Assessment. The optional Fluency Assessment provides a more focused, one-on-one assessment for students who incorrectly answered two or more of the eight questions on the Silent Reading Comprehension Assessment.

To administer this section of the assessment, you will pull students aside individually and ask each to read aloud to you the same story they read silently. You should keep a running record during this reading and calculate a Words Correct Per Minute (W.C.P.M.) score using the guidelines in this lesson. This will provide an indication of fluency. Students will read from a copy of the text found in Teacher Resources while you keep a running record on Activity Page 33.1.

In addition, this writing lesson is a continuation of the writing lesson you started in the previous lesson. Have students start or continue writing the second paragraph of the report using their notes from Activity Page 32.1. Have them write their draft on Activity Page 33.5.

### Reading

- Prepare a copy of “The Young Mouse” found in Teacher Resources for students to read aloud to you.
- Plan for independent activities students can complete while you administer the Fluency Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Writing

- Have students’ copies of Activity Pages 29.1, 29.2, 31.1, 32.1, and 33.5 ready to hand out to them.

➤ **Digital Component 29.3**

- Prepare to display the chart of questions (Digital Component 29.3) from Choose a Topic in Lesson 29, or use the digital version.

➤ **Digital Component 29.1**

- Prepare to display the steps in the Write a Research Paper chart, or use the digital version (Digital Component 29.1).

➤ **Digital Component 34.1**

- Copy the chart from the Writing section on listing references (Digital Component 34.1) on the board/chart paper to display, or use the digital version.



## Lesson 34: End-of-Year Assessment

## Reading



**Primary Focus:** Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression and will answer literal and inferential questions about key details in the text. **TEKS 2.4; TEKS 2.6.F; TEKS 2.6.G**

### FLUENCY ASSESSMENT

- Have one student at a time come to a quiet assessment area to read “The Young Mouse” with you.
- Place a copy of “The Young Mouse” from Teacher Resources in front of the student. Ask the student for Activity Page 33.1 (copy of “The Young Mouse”) and Activity Page 34.1 (W.C.P.M. Calculation Sheet). You will use Activity Page 33.1 to mark a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the story aloud.
- Explain that you are going to use a watch to see how long it takes them to read the story. Tell the student that this is not a race; they should read at their regular pace and not rush.
- Begin timing when the student reads the first word of the title. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page.
- If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time.
- As the student reads the story, make a running record on the copy with the student’s name using the following guidelines:

|                               |                                                                                                                          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Words Read Correctly</b>   | No mark is required.                                                                                                     |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                                 |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made.<br>If you have time, write down the word that was inserted. |
| <b>Words Read Incorrectly</b> | Write an ‘X’ above the word.                                                                                             |

**TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Activity Pages  
33.1, 34.1



|                               |                                                    |
|-------------------------------|----------------------------------------------------|
| <b>Substitutions</b>          | Write the substitution above the word.             |
| <b>Self-Corrected Errors</b>  | Replace original error mark with an 'SC'.          |
| <b>Teacher-Supplied Words</b> | Write a 'T' above the word<br>(counts as an error) |

- When the student finishes reading the story, write the exact Finish Time in minutes and seconds on your record sheet.
- Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds.
- If the student reads very slowly, you may need to stop the reading before the student gets to the end of the story. (Five minutes should be enough time to get a measurement.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far the student read. Also write down either the Finish Time or the Elapsed Time.
- After the student finishes reading, ask the following oral comprehension questions to see how much of the story the student understood on the second reading.

### Comprehension Questions for “The Young Mouse”

1. **Literal.** What two animals did the young mouse see on his walk?
  - » cat, rooster
2. **Literal.** Which animal was he scared of?
  - » rooster
3. **Inferential.** Which animal should he have been scared of?
  - » cat
4. **Literal.** Why did the young mouse like the cat better than the rooster?
  - » It looked like him.
5. **Literal.** What did the mother say at the end of the story?
  - » The mouse was lucky the rooster scared him.
6. **Inferential.** What is the moral of the story?
  - » Things are not always what they seem.

- Repeat this process for additional students.

## Scoring and Analysis

- If the reading was fairly accurate (<10 uncorrected errors), you can get a rough (and easy) estimate of a student's W.C.P.M. score simply by noting the time and looking at the chart on Activity Page 34.1.
- To calculate a student's exact W.C.P.M. score, use the information you wrote on the record sheet and follow the described steps. The steps are also shown in graphic form on Activity Page 34.1 (W.C.P.M. Calculation Sheet). You will probably find it helpful to have a calculator available.
  - First, complete the Words section of the W.C.P.M. Calculation Sheet.
  - Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where they stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole story, including the title, use 357 words as your total. If the student did not finish the story, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on the W.C.P.M. Calculation Sheet.
  - Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
  - Subtract Uncorrected Mistakes from Words Read to get Words Correct.
  - Next, complete the Time section of the activity page.
  - Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
  - Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).
- As you evaluate W.C.P.M. scores, here are some factors to consider:
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 2 students is to read with sufficient fluency to ensure comprehension and independent reading of

school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Spring of Grade 2 is 91 W.C.P.M.

- A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Spring of Grade 2 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (62 W.C.P.M), are experiencing serious problems in reading fluently.
- Compare the student's W.C.P.M. score to national norms for Spring of Grade 2 (Hasbrouck and Tindal, 2006):

| <b>Reading Time for this story</b> | <b>W.C.P.M.</b> | <b>National Percentiles for Spring, Grade 2</b> |
|------------------------------------|-----------------|-------------------------------------------------|
| 2:35                               | 141             | 90th                                            |
| 3:05                               | 118             | 75th                                            |
| 4:05                               | 91              | 50th                                            |
| 4:55                               | 74              |                                                 |
| 5:55                               | 62              | 25th                                            |
| 8:00                               | 46              |                                                 |
| 11:35                              | 31              | 10th                                            |

- After you have entered each student's scores on Activity Page 34.1 (W.C.P.M Calculation Sheet), record them on Activity Page 33.3 (Grade 2 End-of-Year Summary) for each student.

### Activity Page 33.3



Lesson 34: Draft and Edit a Report

# Writing



**Primary Focus:** Students will use their notes on “Making Sense of the National Anthem” to write the first draft of the second paragraph of a report on the national anthem and will use an editing checklist to review what they have written.

**TEKS 2.11.C; TEKS 2.11.D.vi; TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.B; TEKS 2.13.F**

## DRAFT A REPORT (15 MIN.)

### Activity Page 32.1



- Direct students' attention to Activity Page 32.1
- Remind students that this page of notes is about the meaning of the words in “The Star-Spangled Banner” by Francis Scott Key.

### Activity Page 33.5



### Check for Understanding

Ask students to tell you the features of a good paragraph. (*topic sentence, supporting details, concluding sentence*)

- Have students draft the second paragraph of their report, using their notes.

### Support

Guide students step by step to create the second paragraph in the same manner in which you guided them through translating their notes into the first paragraph.



### Activity Page 33.5: Report Draft Second Paragraph

Collect and review Activity Page 33.5. Students who did not write their notes in the appropriate order or as complete sentences may benefit from additional support logically sequencing information and changing notes into complete sentences for a paragraph.

**TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (vi) prepositions and prepositional phrases; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports; **TEKS 2.13.F** Cite sources appropriately.

## EDIT A REPORT (25 MIN.)

### Review Steps

#### ➤ Digital Component 29.1

- When students have finished writing a draft of the second paragraph, reconvene as a group, asking students to turn once again to Activity Page 29.1 while you refer to the displayed chart. Point out that students have now completed all steps and mini-steps for planning and drafting a report, and ask them to identify the next step. (*Edit*)
- Remind students that the first step in editing is to **Use editing checklist**. Have them take Activity Page 29.2 out of their Activity Book for use later in the lesson.
- Returning to Activity Page 29.1, point out that there are still two blank spaces for two additional mini-steps under the “Edit” step. Tell students that the second mini-step in editing is to **List References** at the end of the report. Have students write this step on Activity Page 29.1 while you write it on the chart.

### References

- Have students refer to Activity Pages 31.1 and 32.1 to identify these references. Tell students that it is customary at the end of a report for writers to list their references, by author and title.

#### ➤ Digital Component 34.1

##### For a Reader chapter:

Name of the Reader (in italics), name of the chapter (in quotation marks)

**Example:** *The War of 1812*, “Our National Anthem”

##### For a book:

Name of author (last name, first name), title of book (underlined)

**Example:** Key, Francis, Our National Anthem

##### For Internet articles:

Name of author (last name, first name), title of article (in quotation marks)

**Example:** Key, Francis, “My Favorite Song”

- Explain and model the correct bibliographic format using the chart you prepared in advance.
- Point out that it is customary to put the author’s last name first. Also point out that the references are listed in alphabetical order.

Activity Pages  
29.1, 29.2, 31.1, 32.1



### Support

Work with students in small groups or individually to review their writing against the editing checklist.

- Have students copy these references at the very end of their draft report on Activity Page 33.5.
- Now tell students that the last mini-step in editing is to **Add Illustrations**. Have students write this mini-step on Activity Page 29.1 while you write it on the chart. Tell students that illustrations add interest to a report. Tell them that when they finish all other editing of their report, they can add an illustration or two.

### Write a Research Paper

#### Plan

1. Choose a topic
2. Gather information
3. Read and take notes

#### Draft

4. Organize notes
5. Write paragraphs

#### Edit

6. Use editing checklist
7. List references
8. Add illustrations

- During the remaining time, pair students to assist each other in using Activity Page 29.2 to edit their drafts. Make sure students understand that they should edit the paragraphs on Activity Pages 31.1 and 32.1
- Model using an example from Activity Page 29.2. Read aloud the second question “Have I organized information into paragraphs that relate to my topic?” Go through your draft paragraphs to determine if you have addressed this item on the editing checklist. Think aloud as you review your writing.
- Review with students that a preposition is a word that can help tell where something is taking place. Words such as *in*, *out*, *under*, *above*, and so on, are called *prepositions*. Prepositions are useful in making simple sentences longer and more interesting.
- Remind students that a prepositional phrase is a phrase that begins with a preposition and is followed by an object (e.g., *in the cave*, *on the table*, *under the rock*, *above the clouds*). A prepositional phrase answers the same question, *where*, that a preposition answers about something in a sentence.
- Remind students that when they write a date, they should place a comma between the day and year (e.g., November 11, 2022). Explain that when they list more than two items, they should separate the items in the series with commas (e.g., We have a cat, a dog, and a bird.).
- Tell students to look for places to add prepositions and prepositional phrases and to check for correct use of commas in a series and in dates as they edit their report.

## END-OF-YEAR ASSESSMENT

# Word Reading in Isolation

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will read one-, two-, and three-syllable words, in isolation, featuring  
 ✦ short, long, and r-controlled vowels and tricky spellings. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

**Writing**

- Students will use an editing checklist to review what they have written and will complete  
 ✦ their reports on the national anthem. **TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**  
 Students will use an appropriate mode of delivery to present results.  
 ✦ **TEKS 2.11.E; TEKS 2.13.G**

## FORMATIVE ASSESSMENT

Activity Page 35.3

✦ Writing Rubric for the War of 1812 Report  
**TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**

- ✦ **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.11.E** Publish and share writing; **TEKS 2.13.G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



## LESSON AT A GLANCE

|                                                                            | Grouping                    | Time    | Materials                                                                                                                               |
|----------------------------------------------------------------------------|-----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                                                 |                             |         |                                                                                                                                         |
| Word Reading in Isolation Assessment                                       | Individual                  | 30 min. | ☐ Activity Pages 33.3, 35.1, 35.2                                                                                                       |
| <b>Writing</b>                                                             |                             |         |                                                                                                                                         |
| Edit a Report and Write a Final Copy for Publication                       | Whole Group/<br>Independent | 30 min. | ☐ Activity Pages 29.2, 33.4, 33.5, 35.3<br>☐ Activity Page 29.2<br>(Digital Components)<br>☐ Listing References<br>(Digital Components) |
| <b>Take-Home Material</b>                                                  |                             |         |                                                                                                                                         |
| Final Report; “Our National Anthem”; “Making Sense of the National Anthem” |                             |         | ☐ Activity Pages 35.4, 35.5                                                                                                             |

## ADVANCE PREPARATION

### Note to Teacher

Students who completed the optional Fluency Assessment should also complete the Word Reading in Isolation Assessment. The Word Reading in Isolation Assessment is designed to assess a student's ability to read words containing the spellings that were taught and reviewed in Grade 2. The emphasis in this assessment is solely on decoding accuracy.

It would be ideal to assess all students using the Word Reading in Isolation Assessment, but if there is a time restriction, assess only students who scored less than 80 W.C.P.M. on the Fluency Assessment.

Keep in mind that a single word will target multiple letter-sound correspondences. For example, the word *phone* assesses the 'ph' spelling for /f/, the 'o\_e' spelling for /oe/, and the 'n' spelling for /n/.

In addition, this writing lesson is a continuation of the writing lesson in the previous lesson. Have students continue editing their reports and then begin their final drafts for publication. Students should have a final report by the end of Lesson 36.

### Foundational Skills

- Prepare a copy of the Word Reading in Isolation Analysis Record located in Teacher Resources. You will complete this to further analyze any errors made by the student, so you will need one copy for each student.
- Plan for independent activities students can complete while you administer the Word Reading in Isolation Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Writing

- Have students' copies of Activity Pages 29.2, 33.4, and 33.5 ready to hand out to them.

#### ➤ Digital Component 29.2

- Prepare to display the editing checklist that you created for Lesson 29 or use the digital version (Digital Component 29.2).

#### ➤ Digital Component 34.1

- Prepare to display the references example chart you created for Lesson 35, or use the digital version (Digital Component 34.1).

## Lesson 35: End-of-Year Assessment

## Foundational Skills



**Primary Focus:** Students will read one-, two-, and three-syllable words, in isolation, featuring short, long, and r-controlled vowels and tricky spellings.

**TEKS 2.2.B.i; TEKS 2.2.B.iii**

### WORD READING IN ISOLATION ASSESSMENT

#### Administration

- Have one student at a time come to a quiet assessment area to read the Word Reading in Isolation Assessment with you. The student should bring Activity Pages 35.1 and 35.2 with him or her. Collect Activity Page 35.2 from the student before beginning the assessment.
- Place the Word Reading in Isolation Assessment (Activity Page 35.1) in front of the student, and ask him or her to read aloud the words on the sheet.
- If a student misreads a word, circle the part of the word that the student gets wrong or fails to read on Activity Page 35.2. Do not coach or correct the student. If the student is unable to read a word in five seconds, ask the student to move to the next word. If the student says a different word, write down the word they say. If the student self-corrects, do not mark the word wrong.

#### Scoring and Analysis

- Guidelines for analyzing student scores on the optional Word Reading in Isolation Assessment are found in Teacher Resources.
- After you have entered all student scores onto Activity Page 35.2 (Word Reading in Isolation Assessment Scoring Sheet), record them on the Activity Page 33.3 (Grade 2 End-of-Year Summary) for each student. It is strongly recommended that you further analyze the errors of any student with a poor performance using the Word Reading in Isolation Analysis Record. This will be important information that should be passed on to the student's teacher next year.

Activity Pages  
33.3, 35.1, 35.2



**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Lesson 35: Final Draft of Report

# Writing



### Primary Focus

Students will use an editing checklist to review what they have written and will complete their reports on the national anthem. **TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**

Students will use an appropriate mode of delivery to present results. **TEKS 2.11.E; TEKS 2.13.G**

### EDIT A REPORT AND WRITE A FINAL COPY FOR PUBLICATION

#### ➤ Digital Component 29.2

- Have student partners continue using Activity Page 29.2 to complete the editing of Activity Pages 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point activity pages.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors or omissions. When you have reviewed these materials, return the drafts to students so they can rewrite the report for final publication.

Activity Pages  
29.2, 33.4, 33.5



#### Activity Page 35.3: Writing Rubric for the War of 1812 Report

When students have completed their final report, collect Activity Page 35.3 and use the rubric to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on the report.

Activity Page 35.3



- While students are waiting for the return of their drafts, have them draw one or two appropriate illustration(s) for their report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind them that Mr. Mowse is probably listening to find out the answers to the questions.
- Tell students that they can finalize their drafts by making any necessary changes, and by delivering them in the format of their choosing, either as written, oral, or multimodal reports. **TEKS 2.13.G**

➤ **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.11.E** Publish and share writing; **TEKS 2.13.G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

# Take-Home Material

## **FINAL REPORT; “OUR NATIONAL ANTHEM”; “MAKING SENSE OF OUR NATIONAL ANTHEM”**

Activity Pages  
35.4, 35.5



- When students have finished their final report, have them take it home to share with a family member. Have students take home Activity Pages 35.4 and 35.5 to read to a family member.

## END-OF-YEAR ASSESSMENT

# Fluency and Word Reading in Isolation

## PRIMARY FOCUS OF LESSON

## Reading

Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression and will answer literal and inferential questions about key details in the text. **TEKS 2.4; TEKS 2.6.F; TEKS 2.6.G**

## Foundational Skills

Students will read one-, two-, and three-syllable words featuring short, long, and r-controlled vowels and tricky spellings in isolation. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

## Writing

Students will use an editing checklist to review what they have written and will complete their reports on the national anthem.

**TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**

Students will use an appropriate mode of delivery to present results.

**TEKS 2.11.E; TEKS 2.13.G**

## FORMATIVE ASSESSMENT

Activity Page 35.3

Writing Rubric for the War of 1812 Report

**TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**

**TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.11.E** Publish and share writing; **TEKS 2.13.G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

## LESSON AT A GLANCE

|                                                      | Grouping                    | Time    | Materials                                                                                                                          |
|------------------------------------------------------|-----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading</b>                                       |                             |         |                                                                                                                                    |
| Fluency Assessment                                   | Individual                  | 15 min. | <input type="checkbox"/> Activity Pages 33.1, 33.3, 34.1<br><input type="checkbox"/> stopwatch or clock                            |
| <b>Foundational Skills</b>                           |                             |         |                                                                                                                                    |
| Word Reading in Isolation Assessment                 | Individual                  | 15 min. | <input type="checkbox"/> Activity Pages 33.3, 35.1, 35.2                                                                           |
| <b>Writing</b>                                       |                             |         |                                                                                                                                    |
| Edit a Report and Write a Final Copy for Publication | Whole Group/<br>Independent | 30 min. | <input type="checkbox"/> Activity Pages 29.2, 33.4, 33.5, 35.3<br><input type="checkbox"/> Listing References (Digital Components) |
| <b>Take-Home Material</b>                            |                             |         |                                                                                                                                    |
| Final Report                                         |                             |         |                                                                                                                                    |

## ADVANCE PREPARATION

### Note to Teacher

This is the last day for the End-of-Year Assessment. Please be sure you have assessed all students on Silent Reading Comprehension, and students who you identified as needing to be assessed on the Fluency Assessment and Word Reading in Isolation Assessment.

### Reading

- Prepare a copy of “The Young Mouse” found in Teacher Resources for students to read aloud to you.
- Plan for independent activities students can complete while you administer the Fluency Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Foundational Skills

- Prepare a copy of the Word Reading in Isolation Analysis Record located in Teacher Resources. You will complete this to further analyze any errors made by the student, so you will need one copy for each student.
- Plan for independent activities students can complete while you administer the Word Reading in Isolation Assessment to individual students. This may include rereading chapters in *The War of 1812* Reader, completing Pausing Point activity pages, or engaging in other independent activities you have identified as appropriate.

### Writing

- Have students’ copies of Activity Pages 29.2, 33.4, and 33.5 ready to hand out to them.

### ➤ Digital Component 34.1

- Prepare to display the references example chart you created for Lesson 33, or use the digital version (Digital Component 34.1).



## Lesson 36: End-of-Year Assessment

## Reading



**Primary Focus:** Students will read “The Young Mouse” aloud with appropriate accuracy, rate, and expression and will answer literal and inferential questions about key details in the text. **TEKS 2.4; TEKS 2.6.F; TEKS 2.6.G**

**FLUENCY ASSESSMENT**

- Continue administering the optional Fluency Assessment to students who missed two or more questions on the Silent Reading Comprehension Assessment. Follow the guidelines for administration and scoring outlined in Lesson 34.

Activity Pages  
33.1, 33.3, 34.1



## Lesson 36: End-of-Year Assessment

## Foundational Skills



**Primary Focus:** Students will read one-, two-, and three-syllable words featuring short, long, and r-controlled vowels and tricky spellings in isolation. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

**WORD READING IN ISOLATION ASSESSMENT**

- Continue administering the optional Word Reading in Isolation Assessment to students who missed two or more questions on the Silent Reading Comprehension Assessment. Follow the guidelines for administration and scoring outlined in Lesson 35.

Activity Pages  
33.3, 35.1, 35.2



**TEKS 2.4** 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 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Lesson 36: Final Draft of Report

# Writing



### Primary Focus

Students will use an editing checklist to review what they have written and will complete their reports on the national anthem.

✚ **TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi**

Students will use an appropriate mode of delivery to present results.

✚ **TEKS 2.11.E; TEKS 2.13.G**

### EDIT A REPORT AND WRITE A FINAL COPY FOR PUBLICATION

- Have student partners continue using Activity Page 29.2 to complete the editing of Activity Pages 33.4 and 33.5. Those students who have completed the report may reread chapters in *The War of 1812* or complete assigned Pausing Point activity pages.
- As you have time between assessments, briefly review students' checklists and paragraphs to identify any glaring errors or omissions. When you have reviewed these materials, return the drafts to students so they can rewrite the report for final publication.

Activity Pages  
29.2, 33.4, 33.5



### Activity Page 35.3: Writing Rubric for the War of 1812 Report

When students have completed their final report, use the rubric on Activity Page 35.3 to evaluate each student's work. As time permits, set aside a few minutes to meet with each student individually and provide feedback on the report.

Activity Page 35.3



- While students are waiting for the return of their drafts, have them draw one or two appropriate illustration(s) for their report.
- If time permits, allow students to share their reports with the class. They may especially enjoy talking about their illustrations. Remind students that Mr. Mowse is probably listening to find out the answers to the questions.
- Tell students that they can finalize their drafts by making any necessary changes, and delivering them in the format of their choosing, either as ✚ written, oral, or multimodal reports. **TEKS 3.13.G**

✚ **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.11.E** Publish and share writing; **TEKS 2.13.G** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

# Take-Home Material

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## **FINAL REPORT**

- When students have finished their final report, have them take it home to share with a family member.

# Pausing Point

This is the end of Unit 6. You should pause here and spend additional time reviewing the material taught in Unit 6 as needed. Students can do any combination of exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with references to their respective lessons. All other exercises have full descriptions. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

In addition, an optional partner reading lesson for Chapter 13, “Dolley Madison,” is included here.

## PAUSING POINT TOPIC GUIDE

### Produce a Series of Rhyming Words

Rhyming Words ..... Page 373

### Spelling Alternative /f/ > ‘ph’

Fill in the Blank ..... Page 374

Practice /f/ > ‘ph’ ..... Page 374

Word Sort ..... Additional Support Lesson 1

Moon Shot ..... Additional Support Lesson 1

Practice /f/ > ‘ph’ ..... Additional Support Lesson 2

Swim to Finish ..... Additional Support Lesson 2

Practice Sentences ..... Additional Support Lesson 5

Crazy Eights ..... Additional Support Lesson 5

### Tricky Spelling ‘ea’

‘ea’ > /ee/ or /e/? ..... Page 374

Word Block ..... Additional Support Lesson 3

Practice Sentences ..... Additional Support Lesson 4

Race to the Top ..... Additional Support Lesson 4

Circle the Spelling ..... Additional Support Lesson 6

### R-Controlled Vowels

Fill in the Blank ..... Page 375

Over the Rainbow ..... Additional Support Lesson 6

|                        |                                   |
|------------------------|-----------------------------------|
| Find the Words         | Additional Support Lesson 8       |
| Checkers               | Additional Support Lesson 8       |
| Race Against the Clock | Additional Support Lessons 10, 17 |

### Tricky Spelling 'ch'

|                     |                              |
|---------------------|------------------------------|
| 'ch' > /ch/ or /k/? | Page 375                     |
| Word Sort           | Additional Support Lesson 11 |
| Roll, Flip, Read    | Additional Support Lesson 11 |

### Tricky Spelling 'i'

|                      |                              |
|----------------------|------------------------------|
| 'i' Crossword Puzzle | Page 375                     |
| Sort by Sound of 'i' | Additional Support Lesson 13 |
| Read the Sentences   | Additional Support Lesson 14 |
| Match Maker          | Additional Support Lesson 16 |
| Circle the Spelling  | Additional Support Lesson 22 |

### Tricky Spelling 'a'

|           |                              |
|-----------|------------------------------|
| Word Sort | Additional Support Lesson 28 |
|-----------|------------------------------|

### Spelling Alternatives /o/ > 'a' and 'wa' and /aw/ > 'al'

|                   |                              |
|-------------------|------------------------------|
| Fill in the Blank | Page 375                     |
| Word Sort         | Additional Support Lesson 25 |
| Mixed Review      | Additional Support Lesson 26 |

### More Help with /ə/ Spellings

|                                        |                              |
|----------------------------------------|------------------------------|
| Practice /ə/ /l/ > 'ul, 'al', and 'il' | Additional Support Lesson 19 |
| Practice /sh/ /ə/ /n/ > 'tion'         | Additional Support Lesson 19 |

### Weekly Spelling Words

|                            |          |
|----------------------------|----------|
| Spelling Crossword Puzzles | Page 376 |
|----------------------------|----------|

### More Help with Grammar

|                        |                              |
|------------------------|------------------------------|
| Verbs and Adverbs      | Page 376                     |
| More Help with Adverbs | Additional Support Lesson 7  |
| Adverb Chart           | Additional Support Lesson 9  |
| Charades               | Additional Support Lesson 9  |
| Make a Movie           | Additional Support Lesson 12 |
| Word Cards             | Additional Support Lesson 12 |
| Plural Nouns           | Additional Support Lesson 24 |

## Sentences

|                                   |                              |
|-----------------------------------|------------------------------|
| Complete or Incomplete Sentence?  | Page 377                     |
| Run-On Sentences                  | Page 377                     |
| Use Images                        | Additional Support Lesson 10 |
| Write About It                    | Additional Support Lesson 17 |
| Create Sentences                  | Additional Support Lesson 18 |
| Complete vs. Incomplete Sentences | Additional Support Lesson 24 |

## Paragraphs

|                   |                              |
|-------------------|------------------------------|
| Write Paragraphs  | Page 377                     |
| Write a Paragraph | Page 378                     |
| Create Paragraphs | Additional Support Lesson 23 |

## More Help with Reading

|                       |                                            |
|-----------------------|--------------------------------------------|
| Decodable Words       | Additional Support Lessons 1, 3, 8, 11, 13 |
| Sentences and Phrases | Additional Support Lessons 1, 3, 8, 11, 13 |
| Wiggle Cards          | Additional Support Lessons 1, 3, 8, 11, 13 |
| Decodable Homophones  | Additional Support Lessons 3, 8            |
| Chain                 | Additional Support Lesson 3                |

## More Help with Alphabetizing

|                   |                                       |
|-------------------|---------------------------------------|
| Race to the Top   | Additional Support Lesson 15          |
| Alphabetize Words | Additional Support Lessons 20, 21, 23 |

## The War of 1812

|                                    |          |
|------------------------------------|----------|
| Other Resources on the War of 1812 | Page 378 |
| “Dolley Madison”                   | Page 378 |

## Enrichment Passages

|                                 |          |
|---------------------------------|----------|
| The American Flag               | Page 386 |
| Texas and the U.S. Presidents   | Page 387 |
| Different Kinds of Businesses   | Page 388 |
| A Young Businessperson          | Page 389 |
| The Pledge of Allegiance        | Page 390 |
| The United States Constitution  | Page 391 |
| The Declaration of Independence | Page 392 |

## PRODUCE A SERIES OF RHYMING WORDS

- Support students' understanding of producing a series of rhyming words by asking them to identify the first sound and the ending sound of a word, such as *lake*.
- Invite students to close their eyes and repeat the word. Isolate the beginning sound of the word if needed and repeat; say /l /ae/ /k/.
- Tell students to find a rhyming word(s), we need to change the first sound and keep the ending sound (e.g., *take, bake*).
- Direct students to the alphabet posted in the classroom to use as a reference for beginning sounds.
- Invite students to use blends and digraphs they have learned to make rhymes (e.g., *shake, flake, cake*).
- ✚ • Repeat this process with the word *dry*. **TEKS 2.2.A.i**

## SPELLING ALTERNATIVE /F/ > 'PH'

### Fill in the Blank

- Have students turn to Activity Page PP.1.
- Read aloud the words in the box as a group.
- Then, have one student read aloud the first sentence and select which word best fits in the blank. Have students write the correct word in the blank.
- You may wish to complete the activity page as a teacher-guided activity, or have students complete it with a partner.
- When students have finished, review the correct answers.

### Practice /f/ > 'ph'

- Have students turn to Activity Page PP.2.
- You may wish to identify where in the word the 'ph' spelling appears. You may also wish to provide either the beginning, medial, or sound of the word.
- Have students circle the letters you identified or provided first. Then have students circle the remaining letters of the word.
- Have students write the correct word in the blank.
- Complete the rest of the activity page in the same manner.

✚ **TEKS 2.2.A.i** Demonstrate phonological awareness by producing a series of rhyming words.

Activity Pages  
PP.1, PP.2



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## TRICKY SPELLING 'EA'

### 'ea' > /ee/ or /e/?

- Have students turn to Activity Page PP.3.
- Read aloud the words in the box as a group.
- Then have students identify which sound the letters 'ea' make in each word. Have them write the words in the appropriate column on the activity page.
- After all words have been sorted, read aloud the words in each column.

---

## R-CONTROLLED VOWELS

### Fill in the Blank

- Have students turn to Activity Page PP.4.
- Read aloud the words in the box as a group.
- Then have students read each sentence and fill in the blanks with the letters for the appropriate word in each sentence.
- When students have filled in all the blanks, have them go back to determine what the secret message is by writing the letters from the corresponding number blanks in the secret message blanks.

---

## TRICKY SPELLING 'CH'

### 'ch' > /ch/ or /k/?

- Have students turn to Activity Page PP.5.
- Read aloud the words in the box as a group.
- Then have students identify which sound the letters 'ch' make in each word. Have them write the words in the appropriate column on the activity page.
- After all words have been sorted, read aloud the words in each column.

---

## TRICKY SPELLING 'I'

### 'i' Crossword Puzzle

- Have students turn to Activity Page PP.6. Read aloud the words in the box as a group.
- Explain how to complete a crossword puzzle.
  - Read the clues for items in the "Across" section.

---

### Activity Page PP.3



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### Activity Page PP.4



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### Activity Page PP.5



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### Activity Page PP.6





- Write the word that answers each clue in the appropriate boxes going across. The first letter of the word goes in the box with the number for that clue. One letter goes in each box thereafter to finish writing the word.
- Follow the same procedure for the words in the “Down” section.

## SPELLING ALTERNATIVES /O/ > ‘A’ AND ‘WA’ AND /AW/ > ‘AL’

### Fill in the Blank

- Use the following directions for each activity page.
  - Have students turn to the activity page.
  - Read aloud the words in the box as a group.
  - Then, have one student read aloud the first sentence and select which word best fits in the blank. Have students write the correct word in the blank.
  - Complete the rest of the activity page either as a teacher-guided activity, or have students complete it independently.
- Activity Page PP.7: /o/ > ‘a’ and ‘wa’
- Activity Page PP.8: /o/ > ‘a’ and ‘wa’, /aw/ > ‘al’

## WEEKLY SPELLING WORDS

### Spelling Crossword Puzzles

- Use the following directions for each activity page.
  - Have students turn to the activity page.
  - Read aloud the words in the box as a group.
  - Read the clues for items in the “Across” section.
  - Write the word that answers each clue in the appropriate boxes going across. The first letter of the word goes in the box with the number for that clue. One letter goes in each box thereafter to finish writing the word.
  - Follow the same procedure for the words in the “Down” section.
- Activity Page PP.9: Spelling Words Lessons 1–5
- Activity Page PP.10: Spelling Words Lessons 6–10
- Activity Page PP.11: Spelling Words Lesson 11–15
- Activity Page PP.12: Spelling Words Lessons 16–20
- Activity Page PP.13: Spelling Words Lessons 21–25
- Activity Page PP.14: Spelling Words Lessons 26–30

Activity Pages  
PP.7, PP.8



Activity Pages  
PP.9–PP.14



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## MORE HELP WITH GRAMMAR

### Verbs and Adverbs

- Have students turn to Activity Page PP.15.
- Read aloud the directions.
- Complete the first item together.
  - wiggly line under *ran*; triangle around *quickly*; write *quickly* on the line
- Have students complete the rest of the activity page independently.

---

## SENTENCES

### Complete or Incomplete Sentence?

- Have students turn to Activity Page PP.16. Read aloud the directions.
- Have one student read aloud the first sentence and determine whether it is a complete or incomplete sentence. Have students circle the correct answer. Ask students if punctuation needs to be added.
- Have another student read aloud the second sentence and determine whether it is a complete or incomplete sentence. Have students circle the correct answer. Have students add appropriate punctuation.
- Have students complete the rest of the activity page in pairs or independently.

### Run-On Sentences

- Have students turn to Activity Page PP.17. Read aloud the directions.
- Have one student read aloud the first sentence.
- Ask students for suggestions for how to rewrite it as two separate sentences. Record their suggestions on the board/chart paper.
- Then have students rewrite the sentence in an appropriate manner.
- Continue in the same manner for the second sentence. Have students complete the remaining sentences in pairs or independently.

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## PARAGRAPHS

### Write Paragraphs

- Have students turn to Activity Page PP.18. Read aloud the directions.

Activity Page PP.15

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Activity Pages  
PP.16, PP.17

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Activity Pages  
PP.18, PP.19

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- Call on different students to read each sentence and determine if it relates to playing outside. Have students underline those sentences.
- Then guide students in writing numbers by those sentences in an appropriate sequential order for a paragraph about playing outside.
- Then have students write those sentences in the order identified in a paragraph on the back on the activity page.
- Follow the same procedure for the remaining sentences, except have students draw squiggly lines under the sentences that relate to playing inside.

### Write a Paragraph

- Have students turn to Activity Page PP.19. Read aloud the directions.
- Have students work independently to write a paragraph about what he/she likes about summer and a paragraph about what he/she likes about winter.
- If needed, have students work in pairs to write the paragraphs.
- When students have finished writing, have them share their paragraphs and compare and contrast reasons they included for liking each season.

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## THE WAR OF 1812

### Other Resources on the War of 1812

#### “Dolley Madison” (30 min.)

##### Introduce the Chapter (10 min.)

- Tell students they will read the final chapter in the Reader with a partner.
- Have students briefly discuss what they learned about Dolley Madison from reading *The War of 1812*.
- Pair students, and ask them to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

##### Preview Core Vocabulary

- Preview specific vocabulary immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Dolley Madison” is listed after the definition. A word in parentheses after the definition is another form of the vocabulary word that appears in the chapter.

#### ➤ Digital Component 15.1

- Have students use the digital dictionary and digital glossary to look up vocabulary words as you preview them.

**meeting hall—n.**, an indoor space where many people can gather (meeting halls) (114)

**upbringing—n.**, the way a child is raised (114)

**widow—n.**, a woman whose husband has passed away (116)

**charming—adj.**, pleasing or delightful (116)

**hostess—n.**, a woman who entertains guests at an event (118)

**diplomat—n.**, a person who represents his or her country (diplomats) (118)

**distant—adj.**, far away (118)

| Vocabulary Chart for “Dolley Madison”     |                                 |                                            |                                 |
|-------------------------------------------|---------------------------------|--------------------------------------------|---------------------------------|
| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words           | Tier 1<br>Everyday Speech Words |
| Core Vocabulary                           | meeting hall<br>diplomat        | upbringing<br>widow<br>charming<br>hostess |                                 |
| Multiple-Meaning Core<br>Vocabulary Words |                                 | distant                                    |                                 |
| Sayings<br>and Phrases                    |                                 |                                            |                                 |

- Assist students in decoding these words in the following way:
  - Write the vocabulary word on the board/chart paper.
  - Divide the word into syllables.
  - Cover one syllable at a time with your hand, and segment the word.
  - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
  - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same sound/spelling.

**Note:** Here are the vocabulary words divided into syllables for your convenience, with any usual letter-sound correspondences also noted:

1. meet | ing hall
2. up | bring | ing
3. wid | ow
4. charm | ing
5. host | ess
6. dip | lo | mat
7. dis | tant

### Read “Dolley Madison” (20 min.)

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.
- Have partners take turns reading aloud as you circulate throughout the room.
- When students have finished reading, have them share comments about the chapter.

### Wrap-Up

- Have students turn to Activity Page PP.20 and complete it with their partner.
- When students have finished, go over the activity page as a class.

Activity Page PP.20

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## ENRICHMENT PASSAGES

The following enrichment passages may be used as additional practice and extension opportunities for students who are progressing in the core instruction, successfully learning the sound-spelling patterns, and able to read the decodable text accurately.

The content of these enrichment passages is blended, consisting of approximately 50% decodable words. The passages introduce students to applying foundational (word recognition) skills in more complex, content-area text.

Students who are successfully mastering the code can often generalize these skills to multisyllabic words and sound-spelling patterns that have not yet been taught.

You may wish to preview text vocabulary and/or support some students by using partner reading, choral reading, or small group reading.

### **The American Flag**

The U.S. flag is an important and patriotic symbol of America. It combines red, white, and blue colors, with fifty stars symbolizing each state's place in our nation. The thirteen stripes stand for the original colonies of the United States. When Americans see the flag, they feel a strong sense of pride and honor for their country. The flag reminds us of our freedom, and it is displayed proudly in schools, homes, and at special events all across the country. When people sing the national anthem, "The Star-Spangled Banner," they usually face the flag.

### **Comprehension Questions**

1. What does each star and stripe on the flag symbolize? (stars—the fifty states, stripes—the thirteen original colonies)
2. Why does the flag make people feel proud? (because they remember our freedom)
3. Where might you see the U.S. flag displayed? (at schools, at special events, outside a house)

## **Texas and the U.S. Presidents**

Some U.S. Presidents have special ties to Texas. President Dwight D. Eisenhower was born in Texas, but he moved away when he was very young. He grew up to be an important leader.

Another president who loved Texas was Lyndon B. Johnson. He lived in Texas for a long time and worked hard to help people. He became president and helped make important laws.

The Bush family is also connected to Texas. President George H.W. Bush and his son, President George W. Bush, made Texas their home. They lived there and worked with people in the community. As president, they each worked hard to keep our country safe. Texas was an important part of their lives and their times as presidents.

### **Comprehension Questions**

1. Which presidents were father and son? (George H.W. Bush and George W. Bush)
2. What are some kinds of connections presidents have had with the state of Texas? (They have lived in Texas and been born in Texas.)
3. What are some things presidents do for the country? (make important laws and keep the country safe)

## **Different Kinds of Businesses**

Have you ever been to the grocery store, or the bank, or a clothing store? Then you have been to a business. A business exists when people start their own companies to make or sell things or offer services. If you love baking, you might open a bakery. Businesses allow people to be creative and offer items or services they think others need or will enjoy. They help by giving people jobs and bringing new things to the community. What are some other businesses in your community?

### **Comprehension Questions**

1. What is a business? (a place to sell things or offer services)
2. What kind of business would you like to start? (Answers may vary, but students should name a kind of business.)
3. How do businesses help people in a community? (They help people be creative and offer things other people will need or like; they bring jobs to a community.)
4. Why is it exciting to start a business? (Answers may vary, but students should name an aspect of starting a business.)

## **A Young Businessperson**

Tommy is a second grader who loves America. He has a big dream to start his own business. In class, he learns that businesses can sell things you make, like toys or treats. Tommy thinks this is exciting because he wants to share his ideas.

Every summer, Tommy sets up a lemonade stand. He has fun making lemonade and talking to people who buy it. When people like his lemonade, Tommy feels proud. His mom says running the stand is like having a small business.

Tommy visits shops with his family. He likes meeting the shopkeepers who work hard and make their customers happy. Tommy wants to be like them and use his creativity to succeed.

One day, Tommy tells his teacher about his dream. The teacher says, "In America, you can do anything you set your mind to." This makes Tommy happy and proud to live in a place where dreams can come true with hard work.

### **Comprehension Questions**

1. What is Tommy's big dream? (to start a business)
2. What does Tommy do every summer? (sets up a lemonade stand)
3. What does Tommy learn about businesses? (Answers may vary but could include how to make lemonade or that it is important to make customers happy.)
4. Who does Tommy admire when he visits shops? (Answers may vary but could include how to use creativity, the shopkeepers' hard work, or how they work to make their customers happy.)
5. What does Tommy's teacher say about dreams in America? (They can come true.)



## **The Pledge of Allegiance**

Can you recite the Pledge of Allegiance? Maybe you say it each morning in your classroom. It is also said before some meetings, particularly meetings of government officials. People usually stand and put their hand over their heart when they say it. The Pledge of Allegiance is a statement made as a speech. People usually recite in unison, which means they say it together. The Pledge of Allegiance was written a very long time ago, in the 1800s. We say the pledge to show dedication to the United States.

### **Comprehension Questions**

1. What is the Pledge of Allegiance? (a statement made as a speech)
2. What is one place where people say the Pledge of Allegiance? (school or meetings)
3. Why do people say the Pledge of Allegiance? (to show dedication to our country)
4. When was the Pledge of Allegiance written? (in the 1800s)
5. What actions or movements do people make when they say the Pledge of Allegiance? (They put their hand over their heart.)

## **The United States Constitution**

Can you imagine a set of rules that help guide a whole country? That's what the Constitution is! It is a very important document with rules for how the United States should be run. It was written more than two hundred years ago to make sure everyone is treated fairly and that our government works for the people. Just like school rules keep your classroom running smoothly, the Constitution helps keep our country strong and fair.

### **Comprehension Questions**

1. What is the Constitution? (an important document)
2. Why do we have the Constitution? (to help us have rules to run the United States)
3. When was the Constitution written? (more than two hundred years ago)
4. What is one thing the Constitution helps do for us? (helps us make sure everyone is treated fairly and that our government works for the people)
5. Why is it important for everyone to follow the Constitution? (It helps keep the country strong and fair.)

## **The Declaration of Independence**

Can you imagine telling the world that you want to be your own boss? That is what the Declaration of Independence did! It is a very important document written over two hundred years ago to announce that the United States wanted to be free from the control of another country, England. The people who wrote it believed everyone should have the right to make their own decisions and seek happiness.

### **Comprehension Questions**

1. What is the Declaration of Independence? (an important document)
2. Why was it written? (to say that the United States wanted to be free from another country's control)
3. When was it written? (more than two hundred years ago)
4. What do the writers believe everyone should have the right to do? (make their own decisions and seek happiness)

## **The American Flag**

The U.S. flag is an important and patriotic symbol of America. It combines red, white, and blue colors, with fifty stars symbolizing each state's place in our nation. The thirteen stripes stand for the original colonies of the United States. When Americans see the flag, they feel a strong sense of pride and honor for their country. The flag reminds us of our freedom, and it is displayed proudly in schools, homes, and at special events all across the country. When people sing the national anthem, "The Star-Spangled Banner," they usually face the flag.

## **Texas and the U.S. Presidents**

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## **The Declaration of Independence**

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# Teacher Resources

|         |          |
|---------|----------|
| Grade 2 | Skills 6 |
|---------|----------|

# Teacher Resources

Discussion Questions Observation Record—Unit 6

Anecdotal Reading Record—Unit 6

Glossary for *The War of 1812*

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

Lesson 20: Spelling Analysis Directions

Lesson 20: Analysis of Student Errors

Lesson 25: Spelling Analysis Directions

Lesson 25: Analysis of Student Errors

*The War of 1812* Unit Assessment Analysis

Lesson 30: Spelling Analysis Directions

Lesson 30: Analysis of Student Errors

Fluency Assessment Text

Word Reading in Isolation Assessment Scoring and Analysis

Word Reading in Isolation Analysis Record

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



**ANECDOTAL READING RECORD—UNIT 6**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

# Glossary for *The War of 1812*

## A

---

**anthem**—an important song

**army**—a group of soldiers trained to fight on land

## B

---

**branch**—one of three major parts of the government

**British**—people who are from Great Britain

## C

---

**Capitol**—the building in Washington, D.C., where Congress meets

**charge**—to rush into (**charged**)

**charming**—pleasing or delightful

**commander**—a high-ranking officer in the military

## D

---

**declare war**—to officially say that one country will start a war with another country  
(**declaring war**)

**defeat**—loss in a contest or battle

**diplomat**—a person who represents his or her country (**diplomats**)

**distant**—far away

**document**—an official or important paper

**drape**—curtain (**drapes**)

## F

---

**flee**—to run away from danger

**fort**—a large building constructed to survive enemy attacks (**forts**)

## G

---

**gallantly**—impressively

**general**—a high-ranking officer in the military

## H

---

**hail**—to greet or see (**hailed**)

**harbor**—an area of calm, deep water near land, where ships can safely put down their anchors

**heavy blow**—a difficult loss to deal with

**hickory**—a tree with very hard wood

**hostess**—a woman who entertains guests at an event

## I

---

**impressment**—the state of being forced to serve in the British Navy (**impressed**)

**inspired**—wanting to do something

## K

---

**knotty**—having many dark marks on wood where branches once grew

## M

---

**mast**—the tall pole on a ship to which the sails are attached (**masts**)

**meeting hall**—an indoor space where many people can gather (**meeting halls**)

**merchant**—a person who sells things (**merchants**)

**monarchy**—a government ruled by a king or queen (**monarchies**)

**mortar**—a type of cannon (**mortars**)

**mouth**—the place where a river enters the ocean

## N

---

**national**—relating to a nation or country

**navy**—a group of soldiers trained to fight battles at sea on board ships

**niece**—the daughter of your brother or sister (**nieces**)

## O

---

**open fire**—to shoot a weapon in order to start a fight or battle (**opened fire**)

**oppose**—to be against something (**opposed**)

**orphan**—a child whose parents are no longer alive

## P

---

**panic**—to suddenly become very scared (**panicked**)

**patriotic**—having or showing support and love for your country

**peace**—a state of no war or fighting

**perilous**—dangerous

**pile up**—to collect (**piled up**)

**pitch in**—to help with (**pitched in**)

**plank**—a long, thick board (**planks**)

**port**—a place on the water near land, where ships load and unload cargo

**proof**—something showing that something else is true or correct



## R

---

**ragtag**—disorganized and made up of many different types

**rampart**—the wall of a fort (**ramparts**)

**ransack**—to search in order to steal and cause damage (**ransacked**)

**rocket**—a type of missile (**rockets**)

## S

---

**salute**—to show respect (**saluting**)

**soot**—the black powder left behind when something burns

**state dinner**—a special dinner hosted by the president of the United States for important people (**state dinners**)

**stitching**—sewing (**stitched**)

**streak**—to move quickly (**streaking**)

**string**—a series

**support the troops**—to provide encouragement and sometimes food and supplies to soldiers

**Supreme Court**—the highest court of law in the United States

## T

---

**toast**—to raise a glass and drink in honor of someone or something (**toasted**)

**torch**—a piece of wood that burns at one end (**torches**)

**trader**—someone who exchanges something to get something in return (**traders, traded, trading, trade**)

**treaty**—a formal agreement between countries

**trunk**—a large box or crate used to carry things

# U

---

**upbringing**—the way a child is raised

**U.S. Congress**—the people elected to make laws for the United States

# W

---

**widow**—a woman whose husband has passed away



## LESSON 5: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include spelling alternatives for /n/, /r/, /w/, /j/, and /f/. 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 him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

### Numbers 1, 3, 5, 9, 12

**What an error in these words means:** These words include spelling alternatives for /f/: 'f', 'ff', and 'ph'. These students did not use the correct spelling for /f/.

**What you should do:** Practice identifying and writing words that use spelling alternatives for /f/ will increase students' comfort levels with choosing the correct spelling for /f/ in words.

### Numbers 2, 4, 6, 7

**What an error in these words means:** These words include spelling alternatives for /n/: 'n' and 'kn'. These students did not use the correct spelling for /n/.

**What you should do:** Practice with identifying and writing words that use spelling alternatives for /n/ will increase students' comfort levels with choosing the correct spelling for /n/ in words.

### Numbers 8, 10

**What an error in these words means:** These words include spelling alternatives for /r/: 'r', and 'wr'. These students did not use the correct spelling for /r/.

**What you should do:** Practice identifying and writing words that use spelling alternatives for /r/ will increase students' comfort levels with choosing the correct spelling for /r/ in words.

### Numbers 11, 13, 15, 17, 19

**What an error in these words means:** These words include spelling alternatives for /j/: 'j' and 'g'. These students did not use the correct spelling for /j/.

**What you should do:** Practice identifying and writing words that use spelling alternatives for /j/ will increase students' comfort levels with choosing the correct spelling for /j/ in words.

## Numbers 14, 16, 18

**What an error in these words means:** These words include spelling alternatives for /w/: 'w' and 'wh'. These students did not use the correct spelling for /w/.

**What you should do:** Practice identifying and writing words that use spelling alternatives for /w/. This will increase students' comfort levels with choosing the correct spelling for /w/ in words.

## Tricky Word

**What an error in this word means:** The word *Britain* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

**What you should do:** For now, students should memorize how to spell these Tricky Words. Additional practice reading and writing Tricky Words can be found in the Pausing Point.

## Alphabetizing

Students may have made errors in alphabetizing the words on the back of the activity page. Make a note of these students and any error patterns. Additional instruction will be given with this skill as the unit progresses.

**LESSON 5: ANALYSIS OF STUDENT ERRORS**

| <b>Tricky Word: Britain</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 19. jungle                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. western                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. jolly                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. window                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. ginger                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. whistle                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. gentle                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. ferret                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. margin                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. ripple                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. photo                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. wrinkle                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. dolphin                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. kneel                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. graph                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. night                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. finish                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. noise                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. traffic                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Student Name</b>         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## LESSON 10: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include r-controlled vowel spellings for /er/, /or/, and /ar/; some words include two different r-controlled vowels. 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 him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

### Numbers 1, 2, 4, 5, 9, 12, 17, 19

**What an error in these words means:** These words include the r-controlled vowel /er/ > 'er'. These students did not use the correct spelling for /er/.

**What you should do:** Practice identifying and writing words that use the 'er' spelling for /er/ will increase students' comfort levels with choosing the correct spelling for /er/ in words.

### Numbers 1, 4, 10

**What an error in these words means:** These words include the r-controlled vowel /or/ > 'or'. These students did not use the correct spelling for /er/.

**What you should do:** Practice identifying and writing words that use the 'or' spelling for /or/ will increase students' comfort levels with choosing the correct spelling for /or/ in words.

### Numbers 3, 15, 16, 18

**What an error in these words means:** These words include the r-controlled vowel /er/ > 'ir'. These students did not use the correct spelling for /er/.

**What you should do:** Practice identifying and writing words that use the 'ir' spelling for /er/ will increase students' comfort levels with choosing the correct spelling for /er/ in words.

### Numbers 6, 13, 14, 17

**What an error in these words means:** These words include the r-controlled vowel /ar/ > 'ar'. These students did not use the correct spelling for /ar/.

**What you should do:** Practice identifying and writing words that use /ar/ will increase students' comfort levels with choosing the correct spelling for /ar/ in words.

### Numbers 7, 8, 11, 19

**What an error in these words means:** These words include the r-controlled vowel /er/ > 'ur'. These students did not use the correct spelling for /er/.

**What you should do:** Practice identifying and writing words that use the 'ur' spelling for /er/ will increase students' comfort levels with choosing the correct spelling for /er/ in words.

### Tricky Word

**What an error in this word means:** The word *war* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

**What you should do:** For now, students should memorize how to spell these Tricky Words.

### Alphabetizing

Students may have made errors in alphabetizing the words on the back of the activity page. Make a note of these students and any error patterns. Additional instruction will be given with this skill as the unit progresses.



| <b>Tricky Word:</b> war |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 19. hamburger           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. swirling            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. marker              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. birthday            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. thirteen            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. safari              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. ramparts            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. difference          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. turtle              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. organize            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. camera               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. furnace              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. burden               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. parcel               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. barber               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. informer             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. chirping             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. after                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. perform              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Student Name</b>     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## LESSON 15: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include the endings *-ge*, *-dge*, and *-tion*. 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 him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

### Numbers 1, 3, 4, 6, 9, 10, 12, 14, 16, 19

**What an error in these words means:** These words include the ending *-tion*. These students did not use the correct spelling for /shən/.

**What you should do:** Practice identifying and writing words that have /shən/ > 'tion' will increase students' comfort levels with choosing the correct spelling for /sh/ + /ə/ + /n/ in words.

### Numbers 2, 5, 7, 8, 17, 18

**What an error in these words means:** These words include the ending *-ge*. These students did not use the correct spelling for /j/ at the end of words.

**What you should do:** Practice identifying and writing words that use the 'ge' spelling for /j/ will increase students' comfort levels with choosing the correct spelling for /j/ at the end of words.

### Numbers 11, 13, 15

**What an error in these words means:** These words include the ending *-dge*. These students did not use the correct spelling for /j/ at the end of words.

**What you should do:** Practice identifying and writing words that use the 'dge' spelling for /j/ will increase students' comfort levels with choosing the correct spelling for /j/ at the end of words.

### Tricky Word

**What an error in these words means:** The word *Europe* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

**What you should do:** For now, students should memorize how to spell these Tricky Words.

## **Alphabetizing**

Students may have made errors in alphabetizing the words on the back of the activity page. Make a note of these students and any error patterns. Additional instruction will be given with this skill as the unit progresses.

| <b>Tricky Word:</b> Europe |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 19. direction              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. change                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. large                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. action                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. judge                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. option                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. nudge                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. addition               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. fudge                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. fraction               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. stations                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. range                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. huge                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. attention               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. cottage                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. nation                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. locomotion              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. revenge                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. caption                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Student Name</b>        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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## LESSON 20: SPELLING ANALYSIS DIRECTIONS

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling activity page. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Is the student consistently making errors on schwa spellings?

| <b>Tricky Word: Ironsides</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 19. British                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. cannon                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. death                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. Congress                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. battle                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Dolley                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. merchants                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. march                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. president                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. monarchy                  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. paved                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. support                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Washington                 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. impressment                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. hawks                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. troops                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Madison                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. navy                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. painting                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Student Name</b>           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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## LESSON 25: SPELLING ANALYSIS DIRECTIONS

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling activity page. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Is the student consistently making errors on schwa spellings?

| <b>Tricky Word:</b> bomb                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 19. giant                                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. ransacked                                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17. stitching                                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. ship                                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. stripes                                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. burned                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. brave                                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. McHenry                                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. anthem                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. construct                                          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. harbor                                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. commander                                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. dawn                                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. flag                                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. port                                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. poem                                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. White House                                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. fifteen                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. rockets                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p style="text-align: center;"><b>Student Name</b></p> |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



## THE WAR OF 1812 UNIT ASSESSMENT ANALYSIS

- Use the following answer key to score the assessment.

|      |       |
|------|-------|
| 1. B | 7. D  |
| 2. D | 8. C  |
| 3. C | 9. A  |
| 4. B | 10. C |
| 5. C | 11. C |
| 6. C | 12. * |

- The assessment is worth 15 points.
  - Correct answers for items 1–11 are worth 1 point each.
  - Item 12 is worth 4 points: 1 point each for correctly selecting two adjectives to identify Francis Scott Key (2 points total) and 1 point each for providing at least one example justifying the adjective selected (2 points total).
- The following guidelines are offered as an analysis of student mastery of the domain knowledge presented in this unit.

| Score            | Domain Knowledge |
|------------------|------------------|
| 11–15 points     | good, excellent  |
| 9 or 10 points   | fair             |
| 8 points or less | poor             |

- If time permits, you may wish to re-administer the assessment orally to any students who perform poorly to ascertain whether the poor performance truly represents lack of knowledge, or whether it may be indicative of difficulty in reading the assessment questions and answers.
- You may also find it interesting to analyze a student's performance according to the type of questions answered incorrectly.

|                              |                         |
|------------------------------|-------------------------|
| <b>Literal Questions</b>     | 1, 2, 4, 5, 6, 7, 9, 10 |
| <b>Inferential Questions</b> | 3, 8, 11, 12            |

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## LESSON 30: SPELLING ANALYSIS DIRECTIONS

- The most likely error may be one of incorrectly alphabetizing the words on the back of the spelling activity page. Additional instruction will be given with this skill as the unit progresses.
- Students may also make the mistake of not capitalizing the proper nouns.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Is the student consistently making errors on schwa spellings?

| <b>Tricky Word:</b> New Orleans |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 19.                             | peace       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18.                             | hickory     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17.                             | river       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16.                             | defend      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15.                             | goods       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14.                             | treaty      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13.                             | highways    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12.                             | streak      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11.                             | knotty      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.                             | drains      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.                              | proud       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.                              | ragtag      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.                              | orphan      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.                              | fired       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.                              | soldiers    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.                              | traders     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.                              | mortar      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.                              | general     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.                              | Mississippi |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Student Name</b>             |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

## The Young Mouse

Once upon a time there was a young mouse who had never left his mother's side. One day the young mouse went outside for a walk to explore. But it was not long until he came running back to his mother.

“Mother! Mother!” said the young mouse. “What a scare I have had! I was walking along when I saw two strange animals. One of them looked a lot like me. She had paws and a tail. She looked soft, and kind, and graceful.

But the other one was a scary monster! You should have seen him! He had just two legs and scratched at the ground with his claws. He kept beating his arms. He was ugly, too. He had no fur, just feathers, and he had big red flaps hanging from his head and neck. But what scared me the most was the awful sound he made. It sounded like cock-a-doodle-doo!”

The young mouse went on. “I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal.”

“My son,” said the mother, “the animal that scared you was a rooster. He may look and sound scary, but he would never harm you. The other animal that you saw was a cat. She may look good and gentle, but she is no pal of ours. She would gladly eat you and your mice pals. In fact, she would have eaten you if you had not run away. So be thankful, my son, that you escaped with your life. Stay close to me and remember that things are not always what they seem to be.”

## WORD READING IN ISOLATION ASSESSMENT SCORING AND ANALYSIS

- The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger is his or her preparation for Grade 3.
- The number of words read correctly indicates the following:
  - Students who score **48 or fewer words out of 70** correctly have **minimal preparation** for Grade 3.
  - Students who score **49–59 out of 70 words** correctly have **adequate preparation** for Grade 3
  - Students who score **60 out of 70 words** correctly have **outstanding preparation** for Grade 3.
- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the syllabication analysis.

## WORD READING IN ISOLATION ANALYSIS RECORD

| Score required to meet benchmark of 80% |      |      |      |      |         |
|-----------------------------------------|------|------|------|------|---------|
| Phonemes                                |      |      |      |      |         |
| Consonants                              |      |      |      |      |         |
| /b/                                     | /d/  | /f/  | /g/  | /j/  | 135/168 |
| /k/                                     | /l/  | /m/  | /n/  | /p/  |         |
| /r/                                     | /s/  | /t/  | /v/  | /w/  |         |
| /x/                                     | /z/  | /ch/ | /sh/ | /th/ |         |
| /ng/                                    |      |      |      |      |         |
| <b>Vowels (totals)</b>                  |      |      |      |      | 92/115  |
| /a/                                     | /e/  | /i/  | /o/  | /u/  | 20/25   |
| /æ/                                     | /ee/ | /ie/ | /oe/ | /ue/ | 36/44   |
| /ə/                                     | /oo/ | /oo/ | /aw/ | /ou/ | 20/25   |
| /oi/                                    | /er/ | /or/ |      |      | 17/21   |
| <b>Syllabication</b>                    |      |      |      |      |         |
| Closed Syllable/short                   |      |      |      |      | 13/16   |
| Open Syllable/long                      |      |      |      |      | 15/18   |
| Magic E and Digraph Syllable            |      |      |      |      | 19/23   |
| R-Controlled Syllable                   |      |      |      |      | 9/11    |
| e Syllable                              |      |      |      |      | 10/12   |

- The following tables are provided for your use in directing remediation.
- Write the names of students who missed questions under each header. This will help you determine what kind of remediation is needed.

## Phonemes—Consonants

|                                                                                                      |                                                              |                                                                                           |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>/b/ (2b, 3d, 4b, 4d, 5d, 7a, 8b, 9d, 9d, 10c, 12d, 12e)</b>                                       | <b>/d/ (3e, 6c, 8a, 10a, 11c, 12a, 14d)</b>                  | <b>/f/ (1d, 5e, 6e, 7c, 8d, 10a, 12b)</b>                                                 |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |
| <b>/g/ (10e)</b>                                                                                     | <b>/j/ (6d, 7d)</b>                                          | <b>/k/ (1b, 1e, 1e, 2a, 2b, 2c, 2c, 2d, 3d, 4d, 6a, 8bb, 9e, 10b, 10d, 13b, 13d, 14b)</b> |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |
| <b>/l/ (1c, 2a, 3b, 5d, 6b, 7c, 9a, 10b, 10c, 11b, 11e, 12b, 12e, 13c, 13d, 14c)</b>                 | <b>/m/ (3b, 3c, 5e, 7d, 8a, 8a, 11b, 11d, 13a, 13b, 14a)</b> | <b>/n/ (1a, 1c, 1d, 3c, 4a, 5b, 5c, 5e, 7a, 9a, 9c, 9e, 10c, 11a, 12d, 12d, 13a, 13d)</b> |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |
| <b>/p/ (7e, 7e, 9a, 11c, 12c, 13c, 13c, 13e, 13e)</b>                                                | <b>/r/ (9c, 9e, 10a, 12a, 12b, 12c)</b>                      | <b>/s/ (2a, 4b, 5a, 5c, 6d, 6d, 6e, 7a, 7b, 8e, 9a, 9b, 9c, 11a, 11c, 14c)</b>            |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |
| <b>/t/ 2b, 3a, 3b, 3d, 4b, 4c, 5a, 5b, 5c, 6b, 6c, 6e, 8c, 8e, 9e, 11b, 11d, 12c, 13e, 13e, 14e)</b> | <b>/v/ (9b, 12e)</b>                                         | <b>/w/ (4c, 5a)</b>                                                                       |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |
| <b>/x/ (12b, 14e)</b>                                                                                | <b>/z/ (1e, 10e, 12d)</b>                                    | <b>/ch/ (4a, 7b, 8c, 8d, 14d)</b>                                                         |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |
| <b>/sh/ (1b, 2d, 3c, 4e, 5c)</b>                                                                     | <b>/th/ (2e, 6b, 13a, 14a)</b>                               | <b>/ng/ (12a)</b>                                                                         |
|                                                                                                      |                                                              |                                                                                           |
|                                                                                                      |                                                              |                                                                                           |



### Phonemes — Vowels

|                                                                                   |                                                                        |                                                            |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------|
| <b>/a/ (3d, 6b, 13c, 13e, 14e)</b>                                                | <b>/e/ (3b, 5a, 6e, 8d, 9a, 10d, 12b)</b>                              | <b>/i/ (5e, 6d, 8e, 9c, 12a, 13d, 14a)</b>                 |
|                                                                                   |                                                                        |                                                            |
|                                                                                   |                                                                        |                                                            |
| <b>/o/ (4c)</b>                                                                   | <b>/u/ (3c, 5c, 12d, 13a, 13b)</b>                                     | <b>/ae/ (1b, 5c, 7e, 8a, 9d, 9e, 10a, 10b)</b>             |
|                                                                                   |                                                                        |                                                            |
|                                                                                   |                                                                        |                                                            |
| <b>/ee/ (1a, 2c, 3c, 6b, 8c, 9d, 11b, 11d, 12b, 12c, 12c, 12d, 12e, 14b, 14e)</b> | <b>/ie/ (1c, 5b, 11c, 11d, 11e)</b>                                    | <b>/oe/ (1d, 3a, 3c, 9e, 10c, 10d, 10e, 11a, 11b, 14c)</b> |
|                                                                                   |                                                                        |                                                            |
|                                                                                   |                                                                        |                                                            |
| <b>/ue/ (1e, 5b, 5e, 6a)</b>                                                      | <b>/ə/ (1e, 3b, 9a, 10a, 10c, 12e, 13c, 13d, 13e)</b>                  | <b>/oo/ (2a, 5d)</b>                                       |
|                                                                                   |                                                                        |                                                            |
|                                                                                   |                                                                        |                                                            |
| <b>/oo/ (2b, 2c, 2d)</b>                                                          | <b>/aw/ (2e, 3a, 6c, 6d, 6e, 7c, 14c)</b>                              | <b>/ou/ (4d, 4e, 7a)</b>                                   |
|                                                                                   |                                                                        |                                                            |
|                                                                                   |                                                                        |                                                            |
| <b>/oi/ (4d, 7b, 9b)</b>                                                          | <b>/er/ (2e, 3d, 3e, 4a, 4b, 4c, 4e, 5a, 6c, 7d, 7e, 8a, 11c, 14d)</b> | <b>/or/ (5e, 8b, 8c, 14d)</b>                              |
|                                                                                   |                                                                        |                                                            |
|                                                                                   |                                                                        |                                                            |

### Syllabication (two- or three-syllable words only)

| Closed Syllables (3b, 3d, 4c, 5e, 6b, 6e, 8e, 9a, 10d, 12a, 12b, 12d, 13c, 13d, 13e, 14e) | Open Syllables (2c, 3a, 3c, 5b, 5c, 5e, 7e, 8e, 9d, 10c, 10d, 11c, 11d, 12a, 12b, 12c, 14c, 14e) | Magic E and Digraph Syllables (1e, 2c, 2e, 3a, 4d, 4e, 5a, 5b, 6b, 6c, 6d, 6e, 7c, 8a, 9e, 10a, 11b, 11d, 12c, 12d, 12e, 13e, 14c) |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                           |                                                                                                  |                                                                                                                                    |
|                                                                                           |                                                                                                  |                                                                                                                                    |
|                                                                                           |                                                                                                  |                                                                                                                                    |
| R-Controlled Syllables (2e, 3d, 4c, 4e, 5a, 5e, 6c, 7e, 8a, 11c, 14d)                     | Syllables (1e, 3b, 3c, 5c, 7c, 9a, 10a, 10c, 12e, 13c, 13d, 13e)                                 |                                                                                                                                    |
|                                                                                           |                                                                                                  |                                                                                                                                    |
|                                                                                           |                                                                                                  |                                                                                                                                    |
|                                                                                           |                                                                                                  |                                                                                                                                    |



# Additional Support Activity Pages

|         |          |
|---------|----------|
| Grade 2 | Skills 6 |
|---------|----------|

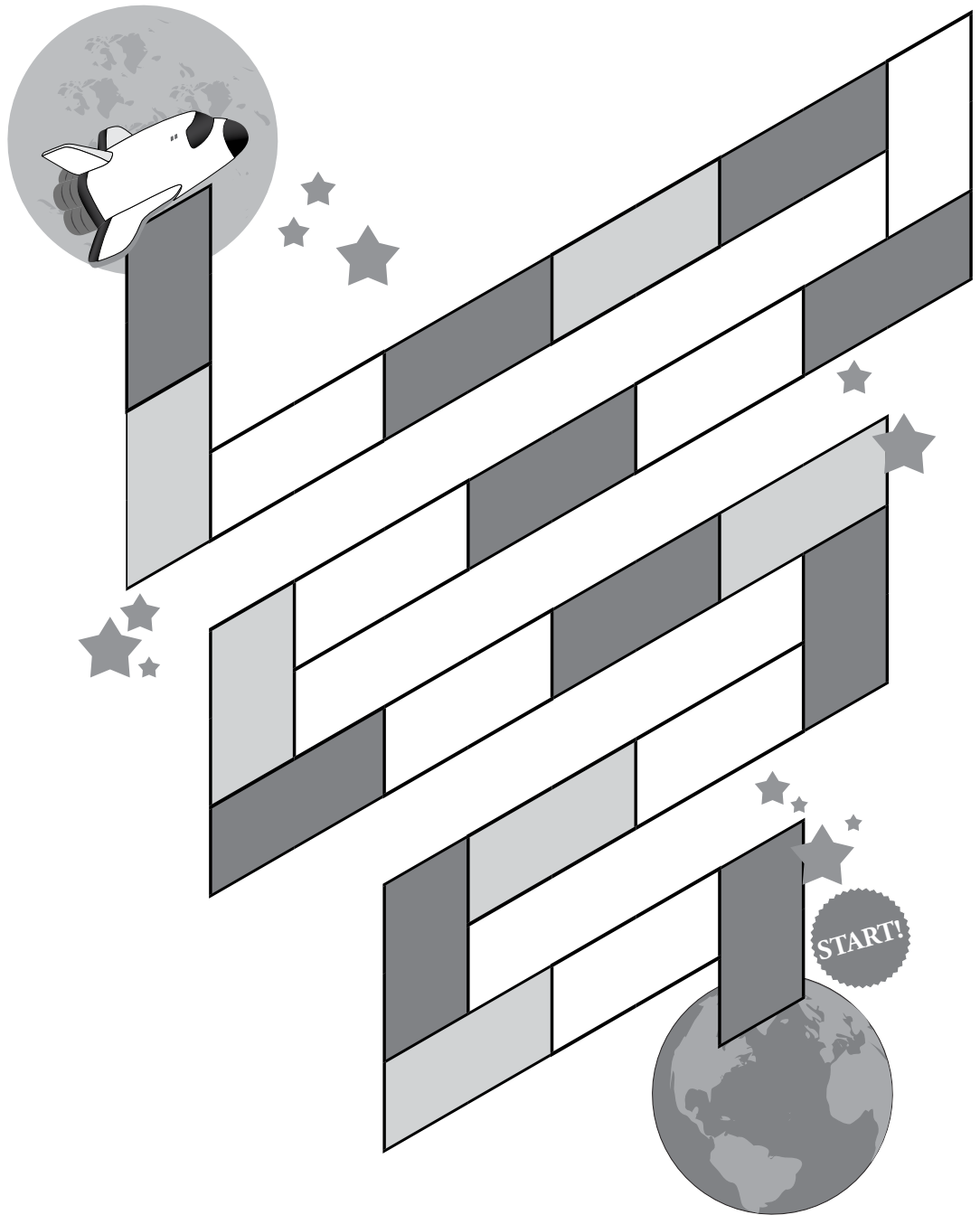
**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Moon Shot



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

Moon Shot Word Cards

*Directions: Copy the template and cut out the cards.*

|                                                                                              |                                                                                               |
|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <br>name    | <br>knock  |
| <br>next    | <br>knot   |
| <br>wren  | <br>rest |
| <br>write | <br>read |
| <br>what  | <br>went |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED

Moon Shot Word Cards



when



wished



gasket



jumped



green



jogs



fastest



stuffed



phone



dolphin

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.3

Moon Shot Good to Go Cards

Directions: Copy the template and cut out the cards.

|                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>Move forward two spaces!</b><br> <br>         | <br><b>Move forward one space!</b><br> <br><br> |
| <br><b>Move forward three spaces!</b><br> <br>       | <br><b>Move forward four spaces!</b><br> <br>                                                                                      |
| <br><b>Move forward one space!</b><br> <br>    | <br><b>Move forward two spaces!</b><br> <br>                                                                                 |
| <br><b>Move forward two spaces!</b><br> <br> | <br><b>Move forward five spaces!</b><br> <br>                                                                              |
| <br><b>Move forward one space!</b><br> <br>  | <br><b>Move forward two spaces!</b><br> <br>                                                                               |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.4

Moon Shot Problem Cards

Directions: Copy the template and cut out the cards.

|                                                                                                                                                                                                            |                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>Sorry! Lose a turn.</b><br>       | <br><b>Go back one space.</b><br>      |
| <br><b>Go back two spaces.</b><br>       | <br><b>Go back one space.</b><br>      |
| <br><b>Go back one space.</b><br>      | <br><b>Go back three spaces.</b><br> |
| <br><b>Go back three spaces.</b><br> | <br><b>Go back two spaces.</b><br> |
| <br><b>Go back four spaces.</b><br>  | <br><b>Sorry! Lose a turn.</b><br> |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.1

Directions: Read these words with the /f/ sound. Then circle the letters that make the /f/ sound in each word.

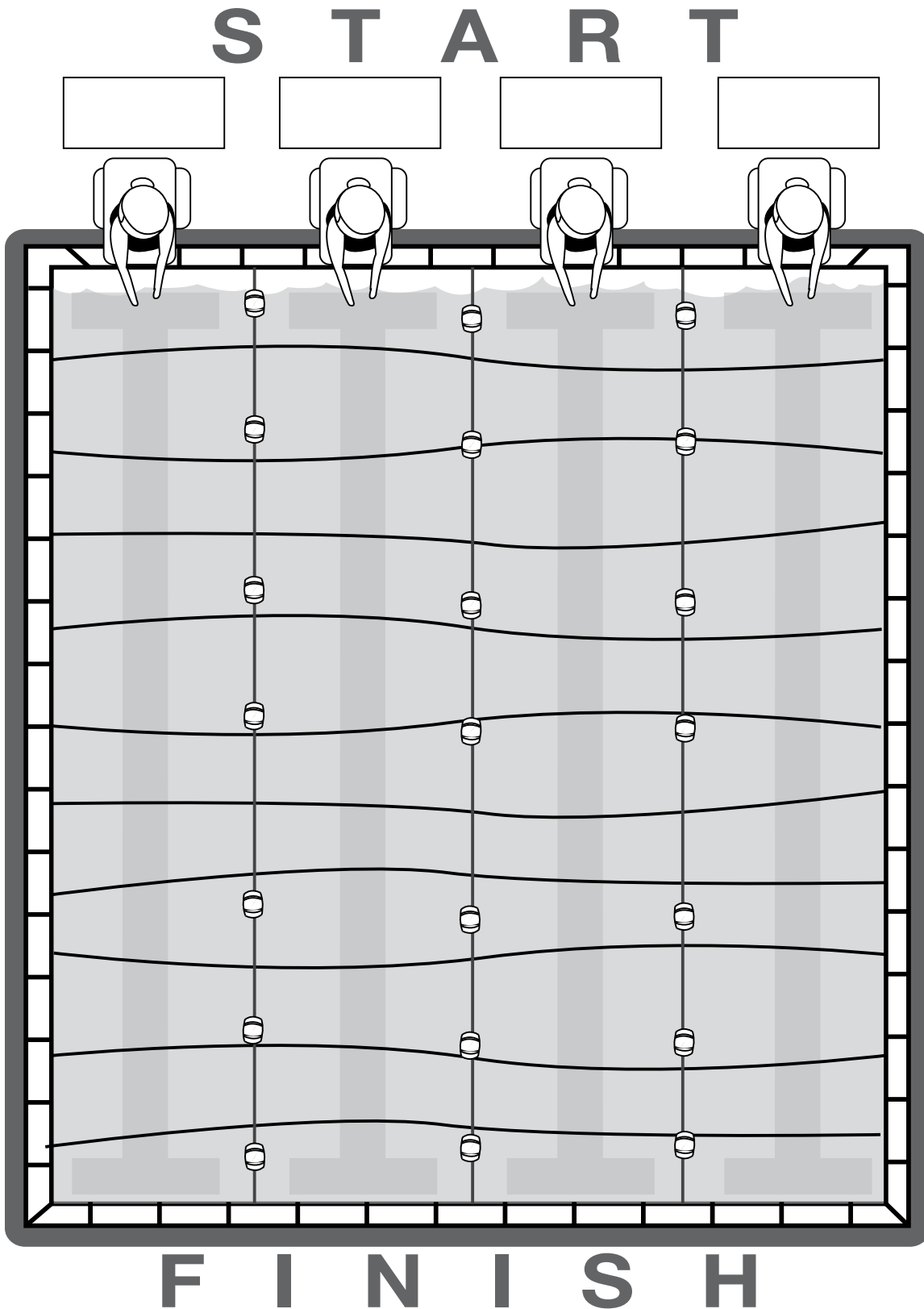
|           |            |            |           |
|-----------|------------|------------|-----------|
| phone     | phrase     | graph      | sphere    |
| dolphin   | triumph    | orphan     | phantom   |
| paragraph | alphabet   | photograph | emphasize |
| physical  | atmosphere | pharmacy   | elephant  |
| homophone | telephone  | microphone | Joseph    |
| amphibian | apostrophe | geography  | biography |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.2

Swim to the Finish



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.1

Word Block Game Board

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Player Two  
Cards**



place cards here

place cards here

**Player One  
Cards**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.2

Word Block Word Cards

*Directions: Copy template and then cut cards apart.*

|           |        |         |         |         |
|-----------|--------|---------|---------|---------|
| health    | sweat  | leather | read    | lemon   |
| head      | spread | steady  | heaven  | elbow   |
| lead      | wealth | tread   | breath  | pebble  |
| dead      | meant  | instead | death   | mention |
| bread     | deaf   | thread  | weather | pencil  |
| breakfast | dread  | sweater | feather | threat  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.1

Practice Sentences for 'ea' > /e/

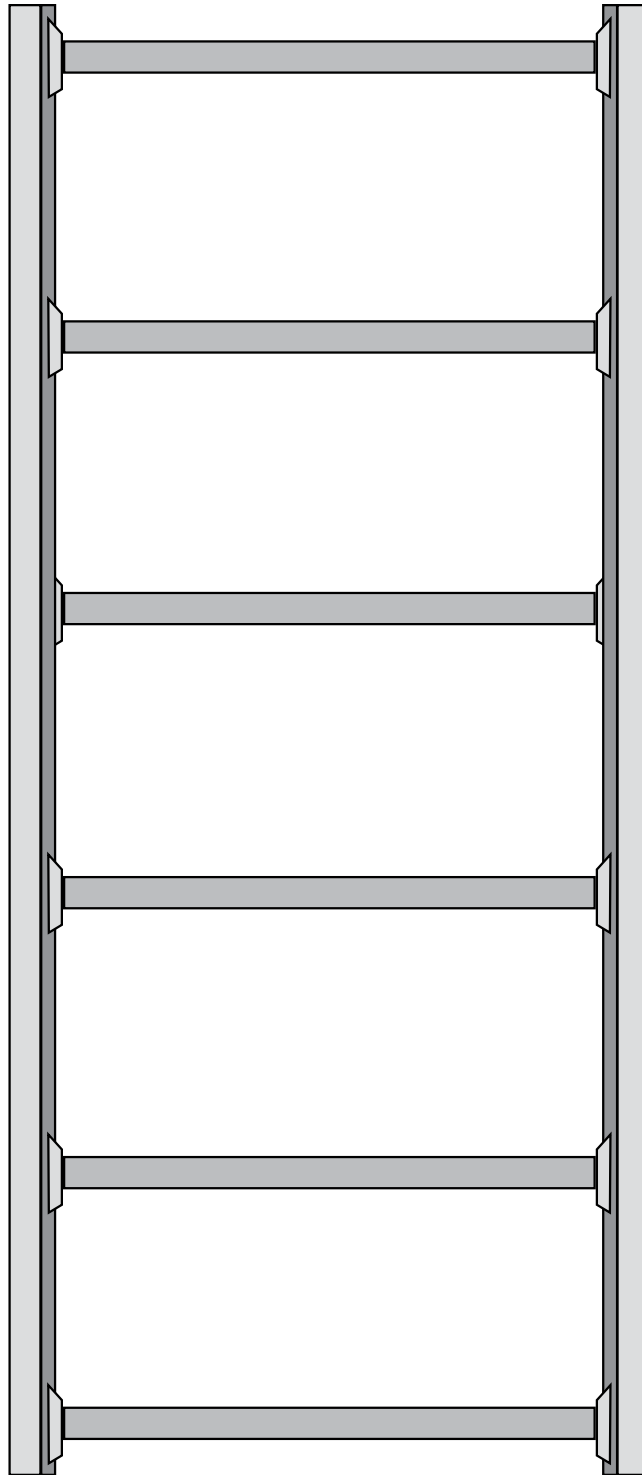
1. I need to purchase peaches, bread, and cream from the grocery store.
2. What would you like to eat for breakfast?
3. Please spread the peanut butter on the bread.
4. We saw many birds in the meadow, and I even found a feather.
5. There was a dam in the stream that the beavers had made.
6. If the weather turns cool, bring your sweater and leather jacket.
7. The bite of a black widow spider can be deadly.
8. I meant to do my homework, but I forgot.
9. Someone who is deaf cannot hear.
10. The tread on the tire is very bare.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.2

Race to the Top



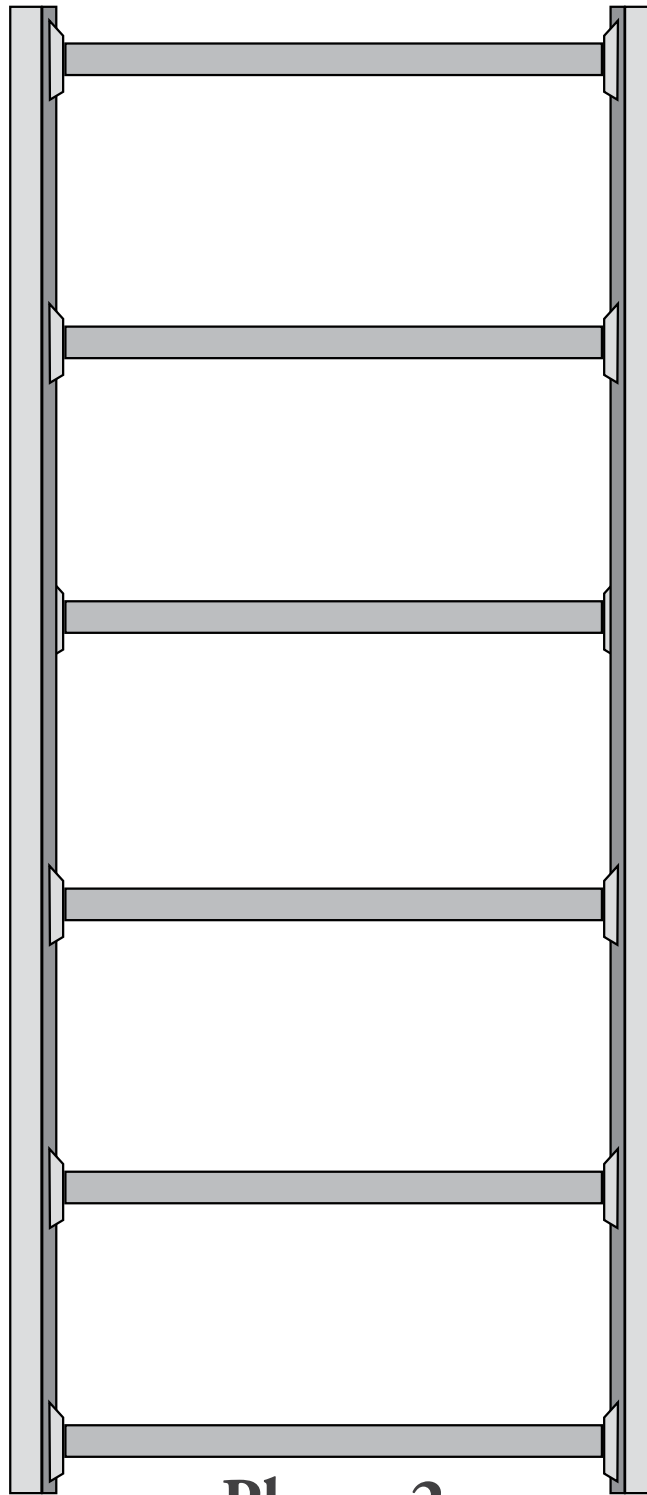
**Player 1**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.3

Race to the Top



**Player 2**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Practice Sentences for /f/ > 'ph'

1. The physician told Philip to stop by the pharmacy to get his pills.
2. My nephew Joseph is a photographer.
3. Sophie was able to recite the entire alphabet when she was just three years old!
4. We saw elephants and dolphins at the zoo.
5. My teacher said we could take notes by writing just short phrases instead of complete paragraphs.
6. I asked to use the telephone at the pharmacy.
7. A baseball is an example of a sphere.
8. Jim Murphy won a trophy for coming in first place in the race.
9. Before CDs were invented, people played music on phonograph records.
10. We collected pamphlets from the travel agency about lots of different places that we wanted to visit.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

Crazy Eights Word Cards

*Directions: Copy template several times on different colors of paper. Cut out the cards.*

|           |                                                                                           |
|-----------|-------------------------------------------------------------------------------------------|
| dolphin   | phone  |
| stuff     | graph                                                                                     |
| phrase    | phase                                                                                     |
| telegraph | traffic                                                                                   |
| finish    | fastest                                                                                   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

CONTINUED

Crazy Eights Word Cards

|        |         |
|--------|---------|
| knot   | nose    |
| knock  | stand   |
| rides  | wrecked |
| rust   | written |
| gently | joking  |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

CONTINUED

Crazy Eights Word Cards

|        |                                                                                            |
|--------|--------------------------------------------------------------------------------------------|
| jelly  | margin  |
| winner | whisper                                                                                    |
| waste  | which                                                                                      |
| SKIP   | DRAW 1                                                                                     |
| DRAW 2 | REVERSE                                                                                    |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Tricky Spelling 'ea' > /e/ or /ee/

Directions: Read each word. Then mark the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

|                            |                      |                       |
|----------------------------|----------------------|-----------------------|
| <b>1. <u>re</u>ading</b>   | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>2. <u>he</u>alth</b>    | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>3. <u>dr</u>eam</b>     | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>4. <u>be</u>aver</b>    | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>5. <u>fe</u>ather</b>   | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>6. <u>thr</u>eat</b>    | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>7. <u>pe</u>ach</b>     | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>8. <u>br</u>eakfast</b> | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>9. <u>le</u>af</b>      | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |
| <b>10. <u>me</u>adow</b>   | /e/ as in <i>pet</i> | /ee/ as in <i>bee</i> |

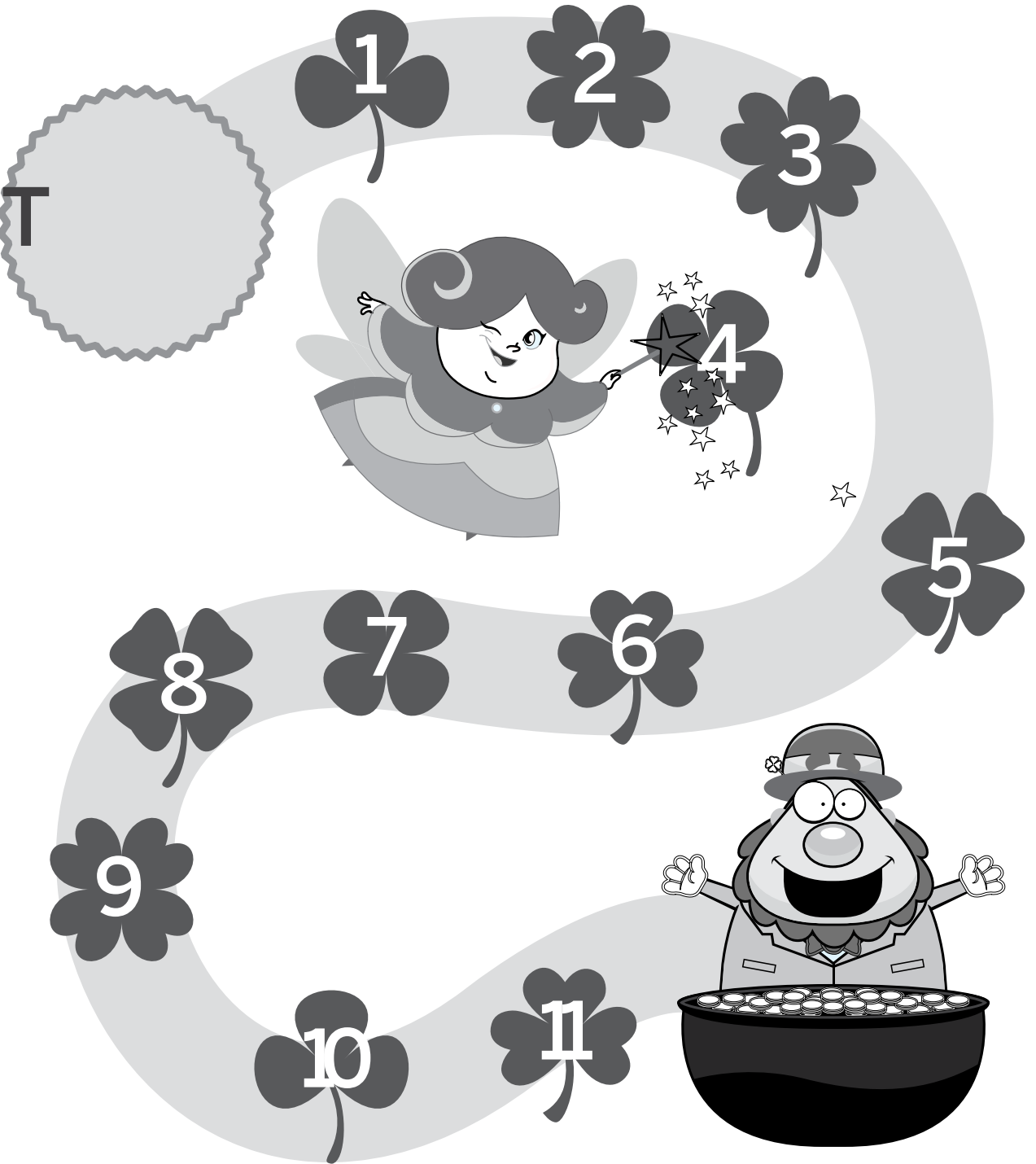
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.2

Over the Rainbow

**START**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.3

Over the Rainbow Word Cards

collar

hurdle



twirling

torn

diver

firm

farmer

turned

hangar

boring

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.3

CONTINUED

Over the Rainbow Word Cards

Turn around and  
around.

Draw a swirl.



What comes  
between first and  
third?

Chirp like a bird.

Find something  
scarlet.

Honk your horn.

Name an animal  
that moves in a  
herd.

Sit by a girl.

I finished lunch first.

Bee stings hurt.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 7.1

Practice with Adverbs

1. Tom chews loudly.
2. Cheetahs run fast.
3. The birds chirp constantly.
4. I happily helped Dad.
5. Kellan performed well in the play.
6. Turtles walk slowly.
7. The wind blew hard.
8. The leaves quietly fell.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Spelling Alternatives /er/ > 'ar' and 'or'

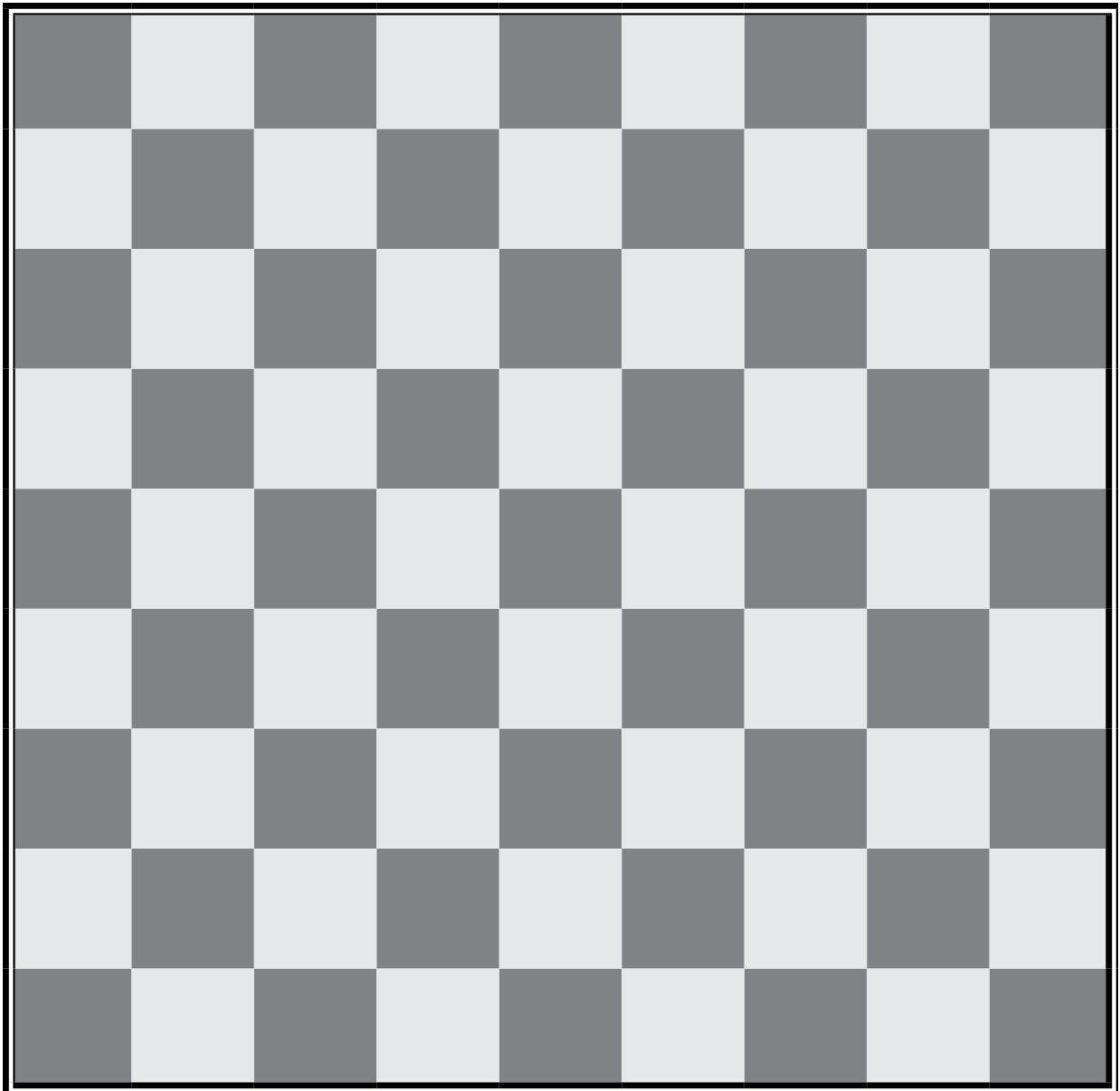
1. Someday I would like to become a doctor or an author.
2. The unexpected blizzard froze all of the oranges in the orchard.
3. That actor looks familiar, but I don't remember his name.
4. My dad gave the farmer five dollars for our apples.
5. Alligators and lizards are both reptiles.
6. The color of the wizard's robe was black with sparkling silver stars.
7. My history report and grammar homework are both due on the same day, so I marked that date on the calendar.
8. The factory workers gave their best effort.
9. Would you do a favor for me and take my laundry to the dry cleaner on the corner?
10. Please ask the cleaner to put extra starch on the collars of my shirts.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.2

Checkers Game Board

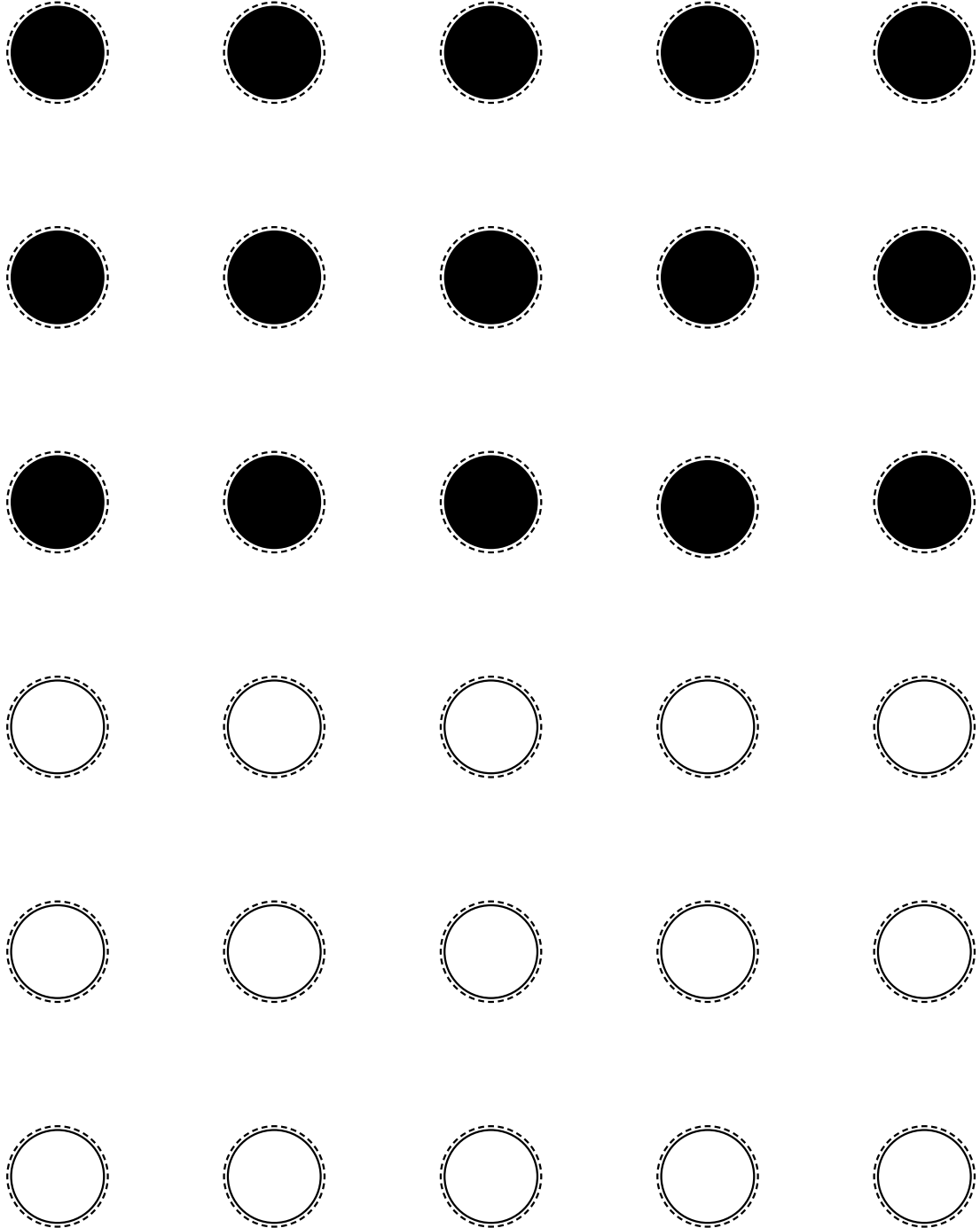


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.3

Checkers Pieces



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.4

Checkers Word Cards



standard

solar

color

dollar

lizard

history

memory

mirror

major

calendar

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.4

CONTINUED

Checkers Word Cards

Directions: Copy template. Cut out the cards.

|         |          |
|---------|----------|
| actor   | cellar   |
| mustard | factory  |
| doctor  | wizard   |
| author  | grammar  |
| orchard | blizzard |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

Race Against the Clock Word Cards

Directions: Copy template. Write a point value based on the difficulty of the word. Cut out the cards.

|            |          |
|------------|----------|
| farthest   | faster   |
| first      | burned   |
| mustard    | forest   |
| harmonica  | surge    |
| perforated | swirling |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

CONTINUED

Race Against the Clock Word Cards

Directions: Copy template. Write a point value based on the difficulty of the word. Cut out the cards.

|           |          |
|-----------|----------|
| minor     | polar    |
| alligator | porridge |
| furnish   | birthday |
| color     | armrest  |
| formation | manager  |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

Tricky Spelling 'ch'

|           |         |           |           |
|-----------|---------|-----------|-----------|
| chipmunk  | chimney | chisel    | ache      |
| chapel    | anchor  | chemistry | approach  |
| chorus    | launch  | character | archery   |
| schedule  | school  | bachelor  | scholar   |
| architect | poach   | monarch   | challenge |
| chairman  | stomach | Christmas | technical |



NAME: \_\_\_\_\_


DATE: \_\_\_\_\_

# TR 11.2

Roll, Flip, Read Word Cards

*Directions: Copy one template for each student. Cut out cards and write words on the back of each card.*

|   |    |
|---|----|
| 1 | 2  |
| 3 | 4  |
| 5 | 6  |
| 7 | 8  |
| 9 | 10 |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Match Maker Word Cards

divide

combine



hibernate

violin

tidal

sidewalk

finest

slime

sunshine

cried

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

CONTINUED

Match Maker Word Cards

happier

medium



piano

radio

gymnasium

ski

scariest

audience

experience

alien

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

Tricky Spelling 'i'

Directions: Sort the underlined words with tricky spellings. Some words may be sorted into more than one column.

|                                            |   |      |        |      |        |
|--------------------------------------------|---|------|--------|------|--------|
| <span style="font-size: 2em;">‘ i ’</span> | → | /i/  | it     | fish | his    |
|                                            | → | /ie/ | driver | find | writer |
|                                            | → | /ee/ | ski    | taxi | easier |

|    |                                                                          | /i/ as in <i>it</i> | /ie/ as in <i>driver</i> | /ee/ as in <i>ski</i> |
|----|--------------------------------------------------------------------------|---------------------|--------------------------|-----------------------|
| 1. | The sun started to melt the <u>igloo</u> .                               | igloo               |                          |                       |
| 2. | I like pepperon <u>i</u> <u>p</u> izza the best.                         |                     |                          |                       |
| 3. | I need a size med <u>i</u> um for my soccer jersey.                      |                     |                          |                       |
| 4. | She is a very good <u>v</u> iol <u>i</u> n player.                       |                     |                          |                       |
| 5. | Grandma was fur <u>i</u> ous about the grape <u>j</u> elly on the couch. |                     |                          |                       |
| 6. | Can we read the book about <u>d</u> olph <u>i</u> ns?                    |                     |                          |                       |
| 7. | He plans to add one more <u>i</u> tem to the pile.                       |                     |                          |                       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

CONTINUED

|                                                               | <i>/i/ as in it</i> | <i>/ie/ as in driver</i> | <i>/ee/ as in ski</i> |
|---------------------------------------------------------------|---------------------|--------------------------|-----------------------|
| 8. It would be eas <u>i</u> er to see if we moved over.       |                     |                          |                       |
| 9. Would you like a loll <u>i</u> pop?                        |                     |                          |                       |
| 10. Last w <u>i</u> nter, there was a lot of snow.            |                     |                          |                       |
| 11. My brother put a mult <u>i</u> media part in his project. |                     |                          |                       |
| 12. I do not know how to play the p <u>i</u> ano.             |                     |                          |                       |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 14.1

Tricky Spelling 'i'

1. We ate our dinner outside on the restaurant patio.
2. The cafeteria is serving chili or pizza today.
3. I am curious to learn more about India because I do not know about Indian customs.
4. We heard piano and violin music on the radio.
5. My teacher said we could use a slide presentation as part of our multimedia report about Italy.
6. The inside of a kiwi is green.
7. I take a medium size shirt.
8. Please pick up a liter of milk and some broccoli and zucchini when you go to the grocery store.
9. What flavor lollipop would you like?
10. If you are going to travel outside of the United States, you will need a passport and a visa.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Race to the Top Word Cards

direction

caption



revenge

change

large

locomotion

nation

action

judge

cottage

Directions: Copy template. Cut out the cards.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

CONTINUED

Race to the Top Word Cards

Europe

attention



option

nudge

huge

range

addition

fudge

stations

fraction

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 18.1

Building Sentences Word Cards

the flowers

two birds



Josh and Carlos

my sister

the cat

chased bugs

left

slept

sat

walked

played

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 19.1

'ul', 'al', 'il' > /ə/ /l/

|          |         |          |       |
|----------|---------|----------|-------|
| harmful  | fossil  | hospital | evil  |
| total    | pencil  | several  | awful |
| peaceful | hopeful | normal   | civil |

'ul'  
as in *useful*

'al'  
as in *metal*

'il'  
as in *April*

harmful

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Directions: Sort the words by spelling.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 19.2

'tion' > /sh/ /ə/ /n/

It is almost time for summer vacation. Our tradition is to have a celebration for the start of summer. The decorations will be of our very own invention. We like to see people's reactions to our decorations. Last year, our theme was "The Best Invention of All Time." People still mention the decorations when they recall the celebration.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.1

Alphabetizing Word Cards

British

Ironsides



painting

navy

cannon

death

Madison

troops

Congress

battle

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.1

CONTINUED

Alphabetizing Word Cards

hawks

impressment



Dolley

merchants

Washington

support

march

president

paved

monarchy

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 22.1

Tricky Spelling 'i' &gt; /i/, /ie/, or /ee/

Directions: Read each word. Then mark the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

|                     |                     |                          |                       |
|---------------------|---------------------|--------------------------|-----------------------|
| <b>1. patio</b>     | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>2. hiker</b>     | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>3. violin</b>    | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>4. spaghetti</b> | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>5. media</b>     | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>6. fish</b>      | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>7. kind</b>      | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>8. easiest</b>   | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>9. tiger</b>     | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |
| <b>10. curious</b>  | /i/ as in <i>it</i> | /ie/ as in <i>biting</i> | /ee/ as in <i>ski</i> |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 23.1

Practice with Paragraphs

*Directions: Cross out the sentences that would not be part of each paragraph.*

1. Topic Sentence: I like winter.
  - I go to the beach to play in the hot sun.
  - I like to sled at the park.
  - I drink hot chocolate when I come inside.
  - I can swim at the pool outside.
  - I can build a snowman.
  
2. Topic Sentence: I like my dog.
  - He likes to chase balls.
  - He meows at me when I come home.
  - He sits with me on the couch.
  - He reads to me.
  - He barks to warn me that something is outside.
  
3. Topic Sentence: I like sports.
  - They help you get exercise.
  - You can have fun with your friends.
  - You have to sit on your bed to play.
  - They are fun to watch.
  - I like the different rules for each type.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 25.1

/o/ > 'wa', 'o'

watch

wander



Watkins

water

washed

wanted

swamp

swat

swab

waffle

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 25.1

CONTINUED

/o/ > 'wa', 'o'

socks

flock



Tom

fond

stop

got

sobbed

moss

locked

pocket

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 26.1

Mixed Review /o/

|         |         |         |         |
|---------|---------|---------|---------|
| Watkins | Wanda   | water   | wash    |
| pajamas | waffles | watch   | squash  |
| lava    | father  | swab    | drama   |
| wander  | llama   | grandpa | grandma |

Directions: Circle the spelling that makes the /o/ sound in each word.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 28.1

Tricky Spelling 'a'

wash

water



llama

grandpa

father

around

media

avoid

Bermuda

alone

Directions: Copy template. Cut out the cards.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 28.1

CONTINUED

Tricky Spelling 'a'

|          |                                                                                            |
|----------|--------------------------------------------------------------------------------------------|
| fastest  | cattle  |
| fabulous | brass                                                                                      |
| last     | shade                                                                                      |
| famous   | cases                                                                                      |
| laces    | danger                                                                                     |

# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

## Circle the Spelling

Read these words that have the /f/ sound spelled 'ph'. Then, circle the letters that stand for the /f/ sound in each word.

- (p)hone      (p)hrase      graph      sp(h)ere  
 d(olp)hin      triump(h)      orp(h)an      p(h)antom  
 paragra(p)h      alp(h)abet      photogra(p)h      emp(h)asize  
 p(h)ysical      atmosp(h)ere      p(h)armacy      elp(h)ant  
 homop(h)one      telep(h)one      microp(h)one      Jos(p)h  
 amp(h)ibian      ap(ostroph)e      geogra(p)hy      biogra(p)hy

Skills 6

1

## Fill in the Blank

Use the best word from the box to complete each sentence.

|            |            |           |         |
|------------|------------|-----------|---------|
| photograph | homophones | amphibian | trophy  |
| alphabet   | paragraph  | telephone | dolphin |

- Philip answered the telephone.
- 'Z' is the last letter in the alphabet.
- Ralph saw a dolphin swimming in the sea.
- Sophie took this photograph of her sister with her camera.
- Stephanie wrote the first paragraph of the story.
- Randolph won a trophy.
- Road* and *rode* are homophones.
- A frog can live on land or in the water. It is an amphibian.

2

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.2 Activity Page

## Parts of Speech and Apostrophes

For each sentence, circle the common noun; draw a box around the proper noun; draw an arrow from the adjective to the noun that it describes. Draw a wiggly line under the verb.

- Sisters Forever is a good film.  
1      1   ~~~~~   1   ~~~~~   1
- It will be a sunny day on Monday and Tuesday.  
2      1   ~~~~~   1   ~~~~~   1
- The class sang the patriotic tune "Yankee Doodle."  
1      1   ~~~~~   1   ~~~~~   2
- King Henry wore a gold crown.  
1      1   ~~~~~   1   ~~~~~   1
- We planned a family trip to New York City for June and July.  
3      1   ~~~~~   1   ~~~~~   1
- Miss Andrews, our math teacher, lives on Duncan Street.  
2      1   ~~~~~   1   ~~~~~   1
- The older boys are at Rock Creek Park.  
1      1   ~~~~~   1   ~~~~~   1
- Jason ate a yummy hamburger at Smith's Burger House.  
2      1   ~~~~~   1   ~~~~~   1

Skills 6

3

Draw a circle around the correct tense.

- The little cub will grow into a fierce lion.      past   present   future
- Rachel looks at the menu.      past   present   future
- Robert will remove the blue sheets from the bed.      past   present   future
- I told the truth.      past   present   future
- The boys formed three teams.      past   present   future

Draw a circle around the correct way to write the contraction.

- cant'      ca'nt      can't
- shouldn't      shou'ldnt      shouldnt'
- have'nt      haven't      havent'

Write the proper and common nouns showing what belongs to the person the proper noun names.

- Jayden has a cat Jayden's cat.
- Shonda has a notebook Shonda's notebook.

4

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.4

Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

|                                     |                                         |
|-------------------------------------|-----------------------------------------|
| noise night kneel<br>wrinkle ripple | ferret whistle window<br>western jungle |
| 1. <u>k</u> neel                    | 1. <u>f</u> erret                       |
| 2. <u>n</u> ight                    | 2. <u>j</u> ungle                       |
| 3. <u>n</u> oise                    | 3. <u>w</u> estern                      |
| 4. <u>r</u> ipple                   | 4. <u>w</u> histle                      |
| 5. <u>w</u> rinkle                  | 5. <u>w</u> indow                       |
| jolly ginger gentle<br>margin photo | dolphin graph finish<br>traffic Britain |
| 1. <u>g</u> entle                   | 1. <u>B</u> ritain                      |
| 2. <u>g</u> inger                   | 2. <u>d</u> olphin                      |
| 3. <u>j</u> olly                    | 3. <u>f</u> inish                       |
| 4. <u>m</u> argin                   | 4. <u>g</u> raph                        |
| 5. <u>p</u> hoto                    | 5. <u>t</u> raffic                      |

Skills 6

7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.2

Activity Page

### Sound Comparison

Do the bolded letters stand for the same sound? Check *yes* or *no*.

|     |                  |                 | Yes                                 | No                                  |
|-----|------------------|-----------------|-------------------------------------|-------------------------------------|
| 1.  | <b>t</b> rophy   | fun <b>n</b> y  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2.  | <b>k</b> nock    | ket <b>t</b> le | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3.  | <b>s</b> phere   | <b>s</b> pear   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4.  | <b>w</b> hen     | wi <b>t</b> ch  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5.  | tra <b>f</b> fic | or <b>p</b> han | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6.  | <b>n</b> ickel   | <b>k</b> not    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 7.  | <b>p</b> hone    | <b>p</b> ane    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8.  | <b>g</b> raph    | <b>g</b> roup   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9.  | <b>w</b> rite    | <b>w</b> hen    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10. | <b>w</b> rong    | <b>r</b> ight   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

Skills 6

11

### Fill in the Blank

Use the best word from the box to complete each sentence.

|        |        |       |           |       |
|--------|--------|-------|-----------|-------|
| gopher | trophy | graph | paragraph | write |
| wrap   | wrist  | wren  | knee      | knife |

- Would you help me wrap the gift for Dad?
- I won a trophy at the spelling bee.
- A gopher is a small animal that lives in underground holes.
- Could I use the knife to cut the cake?
- Will you write a thank you note to Grandma?
- He broke his wrist when he fell while skating.
- Our teacher wants us to write a paragraph about the War of 1812.
- In math, we are learning to read a bar graph.
- A small wren flew by the window.
- Did you scrape your knee when your leg got caught in the rosebush?

12

Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.3

Take Home

### Practice 'ph'

Use the words in the word box and the clues to complete the crossword puzzle.

|        |         |          |         |        |
|--------|---------|----------|---------|--------|
| phone  | dolphin | alphabet | sphere  | orphan |
| gopher | graph   | photo    | asphalt | hyphen |

Across

- A bar \_\_\_\_\_
- A cell \_\_\_\_\_
- A child whose parents are no longer alive
- Your ABCs
- Round ball
- Little tiny line between words (e.g., Smith-Jones)

Down

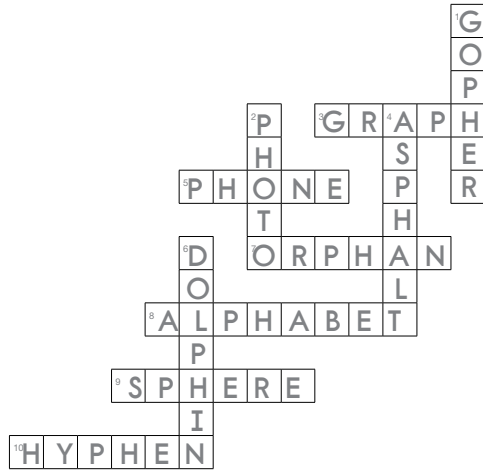
- Small burrowing animal
- Another word for a picture taken with a camera
- Another word for pavement
- Mammal that swims in the sea

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.3 **Take Home**  
CONTINUED



Skills 6

15

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 **Activity Page**

### Fill in the Blank

Use the best word from the box to complete each sentence.

|           |         |       |      |       |
|-----------|---------|-------|------|-------|
| thread    | spread  | meant | dead | bread |
| breakfast | feather | dread | head | lead  |

- Would you spread butter on the toast?
- I meant to pick up the paper but I forgot it.
- It has been a very dry summer with little rain, so some of the plants in the garden are dead.
- My head is hurting from the loud noise.
- I like bread and jam for a snack.
- My mom fixed the rip in my pants with a needle and thread.
- Most people dread going to the dentist.
- Do you like eggs and bacon for breakfast?
- I found the feather of a bird outside next to a nest.
- The pipes were made of lead.

Skills 6

17

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2 **Take-Home**

### Fiction or Nonfiction?

Based on what you have learned about fiction and nonfiction, decide whether the following titles are more likely to be fiction or nonfiction. Circle *Fiction* or *Nonfiction* for each title.

- The True Book of Bird Facts* Fiction / Nonfiction
- Fluffy the Bunny Rabbit Visits the City* Fiction / Nonfiction
- The Biography of James Madison* Fiction / Nonfiction
- The History of the United States* Fiction / Nonfiction
- The Cat Bandit* Fiction / Nonfiction
- Mary's Little Lamb Goes to School* Fiction / Nonfiction
- The Atlas of South American Countries* Fiction / Nonfiction
- Sir Gus* Fiction / Nonfiction
- The Three Little Pigs* Fiction / Nonfiction
- The Solar System* Fiction / Nonfiction

Skills 6

19

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2 **Activity Page**

### Trouble with the British

- Who was the president of the United States in 1812?
  - George Washington
  - B. James Madison
  - Napoleon
 Page 12
- Why were many Americans angry with the British in 1812?
  - A. The British forced some American men to serve in the British Navy.
  - The British forced some French men to serve in the British Navy.
  - The British forced some Native Americans to serve in the British Navy.
 Page 18
- What is another reason many Americans were angry with the British in 1812?
  - The British were trading with the French.
  - The British were trading with the Spanish.
  - C. The British were trading with Native Americans.
 Page 20

Skills 6

23



4. Which part of North America was still controlled by the British in 1812?

- A. the United States
- B. Mexico
- C. Canada

Page 22

5. Which country was already fighting a war with Great Britain in 1812?

- A. France
- B. Spain
- C. Germany

Page 14

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 Activity Page

### Trouble with the British

1. What did President Madison have to think long and hard about?
  - A. President Madison had to think long and hard about whether he wanted to still be president.
  - B. President Madison had to think long and hard about declaring war.
  - C. President Madison had to think long and hard about impressing British sailors in the U. S. Navy.

Page 22

2. The Americans had problems with \_\_\_\_\_.

- A. sailors in the navy
- B. soldiers in the army
- C. both the French and the British

Page 16

3. How did Americans feel when they read stories about men taken by the British?

- A. angry
- B. sad
- C. happy

Page 18

4. In 1812, most Americans were what?

- A. Most Americans were sailors.
- B. Most Americans were soldiers.
- C. Most Americans were farmers.

Page 20

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.4 Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then write the words in alphabetical order.

|                                            |                                              |
|--------------------------------------------|----------------------------------------------|
| after barber camera<br>difference birthday | swirling thirteen chirping<br>burden furnace |
| 1. <u>a</u> fter                           | 1. <u>b</u> urden                            |
| 2. <u>b</u> arber                          | 2. <u>c</u> hirping                          |
| 3. <u>b</u> irthday                        | 3. <u>f</u> urnace                           |
| 4. <u>c</u> amera                          | 4. <u>s</u> wirling                          |
| 5. <u>d</u> ifference                      | 5. <u>t</u> hirteen                          |
| hamburger turtle marker<br>parcel ramparts | safari after informer<br>organize perform    |
| 1. <u>h</u> amburger                       | 1. <u>a</u> fter                             |
| 2. <u>m</u> arker                          | 2. <u>i</u> nformer                          |
| 3. <u>p</u> arcel                          | 3. <u>o</u> rganize                          |
| 4. <u>r</u> amparts                        | 4. <u>p</u> erform                           |
| 5. <u>t</u> urtle                          | 5. <u>s</u> afari                            |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 Activity Page

### Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb to the verb it describes.

1. Jane swims fast.
2. Mom bakes well.
3. They battled bravely.
4. Dogs barked loudly.
5. He prints his letters neatly.
6. The cat landed gently.
7. He ran quickly.
8. She sat still.
9. We ate dinner silently.
10. Dan tiptoed lightly down the stairs.

In each box there are three adverbs. Pick one and write a sentence using it.

1. quickly slowly loudly

Answers may vary.

---

2. well badly quietly

Answers may vary.

---

3. rarely never always

Answers may vary.

---

34 Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 8.1 Activity Page

### Bubble the Sound

Read each word. Then, fill in the bubble for the sound the underlined letters stand for. Hint: Follow your ear, not your eye.

1. farmer  /ar/ as in car  /ot/ as in for  /et/ as in her

2. sporting  /ar/ as in car  /ot/ as in for  /et/ as in her

3. beggar  /ar/ as in car  /ot/ as in for  /et/ as in her

4. favor  /ar/ as in car  /ot/ as in for  /et/ as in her

5. corner  /ar/ as in car  /ot/ as in for  /et/ as in her

6. effort  /ar/ as in car  /ot/ as in for  /et/ as in her

7. custard  /ar/ as in car  /ot/ as in for  /et/ as in her

8. army  /ar/ as in car  /ot/ as in for  /et/ as in her

9. blizzard  /ar/ as in car  /ot/ as in for  /et/ as in her

10. alligator  /ar/ as in car  /ot/ as in for  /et/ as in her

Skills 6 35

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 8.3 Take-Home

### Fill in the Blank

Use the best word from the box to complete each sentence.

|        |          |        |         |         |
|--------|----------|--------|---------|---------|
| dollar | actor    | color  | history | doctor  |
| polar  | calendar | lizard | wizard  | mustard |

- I would like mustard, not ketchup, on my hot dog.
- May I have a dollar to buy candy?
- Do I have to get a shot when I go to the doctor?
- I like the color red.
- Are all polar bears white?
- My teacher puts up a new calendar each month.
- John is an actor in the school play.
- The War of 1812* is a history book.
- The lizard sat in the sun on a rock.
- A wizard can cast a spell.

Skills 6 39

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 9.1 Activity Page

### The War Hawks

If a statement is correct, write *true* on the line. If a statement is not correct, write *false* on the line. Also write the page number.

- Most American merchants and traders wanted to declare war on Great Britain. false Many Americans who lived in western states wanted to declare war on Great Britain. true  
Page 24, 26
- Americans who were angry at the British and wanted a war were called War Hawks. true  
Page 26
- President Madison tried to keep America out of the war by making a deal with the British.  
true  
Page 24
- In 1812, the size of the United States was the same as it is today.  
false  
Page 27

Skills 6 41

5. Pretend you are a War Hawk. Write a short speech to convince Congress to go to war. Include your reasons why.

Answers may vary.

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Skills 6

### Adverbs

Read each sentence and draw a wiggly line under each verb and a triangle around the adverb. Then, draw an arrow from the adverb pointing to the verb it modifies.

Example: I quickly made my bed.

1. I rode my bike slowly up the hill.
2. Mark walked painfully down the hall on his crutches.
3. The class quickly lined up for recess.
4. Dad carefully drove around the accident.
5. The little girl held her mother's hand tightly.
6. The nurse gently removed the bandage from my knee.
7. The liquid in the pan boiled rapidly on the stove.

Skills 6

43

8. My teacher patted me lightly on the back and said I did a good job.
9. Everyone was talking loudly.
10. Mom carried the platter of turkey carefully to the table.
11. She slept soundly at night.
12. The brown puppy sleeps soundly.
13. Speedy Jamie easily won the race.
14. The dog greedily lapped the food.

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Skills 6

### Fill in the Blank

Use the best word from the box to complete each sentence.

|         |          |         |          |        |
|---------|----------|---------|----------|--------|
| factory | orchard  | similar | grammar  | mirror |
| cellar  | calendar | effort  | blizzard | actor  |

1. I looked in the mirror while I brushed my hair.
2. We went to an apple orchard to pick apples from trees.
3. A synonym for a basement in a house is a cellar.
4. Someday, I would like to be an actor on a TV show.
5. My class visited a car factory to see how cars are made.
6. Don't forget to mark the date on your calendar.
7. I came in second place in the race, but I gave it my best effort.
8. A blizzard is a synonym for a bad snowstorm.
9. We both like the color green, so we have similar taste.
10. We are studying the parts of speech in our grammar lessons.

Skills 6

45

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **11.1** Activity Page

### The War Starts

If a statement is true, write *true* on the line. If a statement is false, write *false* on the line. Also write the page number.

- On June 18, 1812, the United States declared war on Great Britain.  true   
Page  30
- In 1812, the British were already at war with France, so they could only send some of their troops to fight the United States.  true   
Page  30
- At the start of the war, most people thought the United States would defeat the British easily.  false   
Page  32
- A monarchy is a nation that is ruled by a king or queen.  true   
Page  32
- In 1812, the United States was a monarchy.  false   
Page  32
- In 1812, most of the nations of Europe were ruled by presidents who were elected and served for four years.  false   
Page  32

Skills 6

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- In 1812, the United States had a large army and a very powerful navy.  false   
Page  34
- At the beginning of the war, the U.S. Army attacked the British in Canada and won all of its battles there.  false   
Page  34

Number these events in the order that they happened.

- Today, the United States is a strong nation.  5
- The U.S. Navy beat the British in a number of naval battles.  4
- George Washington set up the first U.S. Navy.  1
- President Madison asked farmers to join the army.  3
- On June 18, 1812, the United States declared war on Great Britain.  2

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **11.2** Activity Page

### Fill in the Blank

Use the best word from the box to complete each sentence.

|         |           |           |        |
|---------|-----------|-----------|--------|
| School  | stomach   | monarchy  | anchor |
| chemist | architect | orchestra | echo   |

- Chris is in tenth grade at East Side High  school .
- A person who mixes chemicals is called a  chemist .
- Christina shouted into the cave and her voice came back as an  echo .
- A person who draws plans for houses and buildings is called an  architect .
- Zachary plays the violin in the symphony  orchestra .
- This food is awful! I think I may be sick to my  stomach .
- A country ruled by a king is called a  monarchy .
- The man tossed the  anchor  into the water.

Skills 6

55

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **11.5** Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

|                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| change action cottage<br>addition caption | fudge fraction range<br>revenge attention |
| 1. <u> action </u>                        | 1. <u> attention </u>                     |
| 2. <u> addition </u>                      | 2. <u> fraction </u>                      |
| 3. <u> caption </u>                       | 3. <u> fudge </u>                         |
| 4. <u> change </u>                        | 4. <u> range </u>                         |
| 5. <u> cottage </u>                       | 5. <u> revenge </u>                       |
| large judge huge<br>nation locomotion     | nudge direction stations<br>option Europe |
| 1. <u> huge </u>                          | 1. <u> direction </u>                     |
| 2. <u> judge </u>                         | 2. <u> Europe </u>                        |
| 3. <u> large </u>                         | 3. <u> nudge </u>                         |
| 4. <u> locomotion </u>                    | 4. <u> option </u>                        |
| 5. <u> nation </u>                        | 5. <u> stations </u>                      |

Skills 6

61

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 12.1 Activity Page

### Run-On Sentences

Change each run-on sentence into two sentences, adding correct capitalization and punctuation.

- The flower is pink it has six petals.  
The flower is pink. It has six petals.
- The boy is eating an oyster the oyster is big.  
The boy is eating an oyster. The oyster is big.
- Joyce enjoys eating fish Roy enjoys eating steak.  
Joyce enjoys eating fish. Roy enjoys eating steak.
- The town is far away it is forty miles from here.  
The town is far away. It is forty miles from here.
- A cow is an animal an owl is an animal, too.  
A cow is an animal. An owl is an animal, too.

SKILLS 6

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Correct each run-on sentence by combining and rewriting it into one sentence.

- The crowd is loud the crowd is angry.  
The crowd is loud and angry.
- The clown rode the bike it was red.  
The clown rode the red bike.
- I think cookies taste good I think cupcakes taste good.  
I think cookies and cupcakes taste good.

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SKILLS 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 12.2 Take-Home

### Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

Example: Do not push it do not pull it.

Do not push it.  
Do not pull it.

- I ate a handful of candy it was good.  
I ate a handful of candy. It was good.
- Andrew broke the computer the computer will not start.  
Andrew broke the computer. The computer will not start.
- The suitcase is full there is no room for your gown.  
The suitcase is full. There is no room for your gown.
- We went to lunch on Tuesday we'll go again on Friday.  
We went to lunch on Tuesday. We'll go again on Friday.

SKILLS 6

65

- The group wanted pasta I wanted fish.  
The group wanted pasta. I wanted fish.

Correct each run-on sentence by combining and rewriting it into one sentence.

Example: The stew is hot the stew is spicy.

The stew is hot and spicy.

- Julia found a clue it was the last clue.  
Julia found the last clue.
- There is a nest in the bush it is a cuckoo's nest.  
There is a cuckoo's nest in the bush.
- The dog is brown he is big.  
The big dog is brown.

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SKILLS 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 13.1 Activity Page

### Tricky Spelling 'i'

Write the word in each sentence that has the tricky spelling 'i' sounded /i/ under *it*, the word that has the tricky spelling 'i' sounded /ie/ under *driver*, or the word that has the tricky spelling 'i' sounded /ee/ under *ski*.

|   |        |        |      |        |
|---|--------|--------|------|--------|
| i | → /i/  | it     | fish | his    |
|   | → /ie/ | driver | find | writer |
|   | → /ee/ | ski    | taxi | easier |

|                                             | /i/ as in<br><i>it</i> | /ie/ as in<br><i>driver</i> | /ee/ as in<br><i>ski</i> |
|---------------------------------------------|------------------------|-----------------------------|--------------------------|
| 1. My mom plays the piano.                  |                        |                             | piano                    |
| 2. I like pepperoni pizza.                  |                        |                             | pepperoni<br>pizza       |
| 3. Instead of being mean, be kind.          |                        | kind                        |                          |
| 4. Curious means to want to know.           |                        |                             | curious                  |
| 5. Rub some sunblock on your skin.          | skin                   |                             |                          |
| 6. My dad was furious when the glass broke. |                        |                             | furious                  |
| 7. I do not like beans in chili.            |                        |                             | chili                    |

Skills 6

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|                                       | /i/ as in<br><i>it</i> | /ie/ as in<br><i>driver</i> | /ee/ as in<br><i>ski</i> |
|---------------------------------------|------------------------|-----------------------------|--------------------------|
| 8. The huge waves tossed the ship.    | ship                   |                             |                          |
| 9. At the zoo, we saw a tiger.        |                        | tiger                       |                          |
| 10. Do you like spaghetti noodles?    |                        |                             | spaghetti                |
| 11. The lettuce is crisp.             | crisp                  |                             |                          |
| 12. They play that song on the radio. |                        |                             | radio                    |

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 14.1 Activity Page

### A Famous Ship

- What is the USS *Constitution*?
  - The USS *Constitution* is a ship used in the War of 1812.
  - The USS *Constitution* is a document that lays out the laws of the United States.
  - The USS *Constitution* is a famous building.
 Page 38
- What is the Constitution?
  - The Constitution is a ship used in the War of 1812.
  - The Constitution is a document that lays out the laws of the United States.
  - The Constitution is a famous building.
 Page 40
- What nickname was the USS *Constitution* given?
  - "Old Glory"
  - "Old Ironsides"
  - "Old Hickory"
 Page 44

Skills 6

69

- Which sentence best describes the later history of the USS *Constitution*?
  - The USS *Constitution* fought six more battles and won three of them.
  - The USS *Constitution* fought ten more battles but was beaten in the tenth.
  - The USS *Constitution* fought more than twenty battles and was never defeated.
 Page 44
- If you wanted to see the USS *Constitution* today, where would you need to go?
  - Boston
  - New York
  - Washington, D.C.
 Page 45

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 14.2 Activity Page

### Fill in the Blank

Use the best word from the box to complete each sentence.

|        |        |       |            |           |       |
|--------|--------|-------|------------|-----------|-------|
| igloo  | media  | item  | impossible | chilly    | chili |
| medium | violin | piano | curious    | spaghetti | India |

1. Mom made chili beans and rice for supper.
2. The strings on a violin are hard to hold down.
3. I need to practice before my piano lesson.
4. My teacher says that I am very curious because I ask lots of questions and like to learn about new things.
5. I like spaghetti and meatballs best of all.
6. An igloo is a home made of ice.
7. I needed my coat, as it was a chilly spring day.
8. It is impossible to travel in time.
9. We have one item too many for the quick checkout line at the grocery store.

Skills 6

71

10. I need a medium size shirt, not a small size.
11. India is the name of a country.
12. The news media reported on the recent election results.

72

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 14.4 Take-Home

### Mixed Practice

Dear Family Member,

Please have your student:

1. Read aloud all of the words in the box.
2. Read aloud all of the sentences.
3. Then, ask your student to fill in the missing word in each sentence.

Remind your student to read the sentences again to make sure the words they have written make sense.

|          |      |       |        |        |        |
|----------|------|-------|--------|--------|--------|
| pizza    | taxi | phone | polar  | dollar | color  |
| alphabet | head | bread | author | thread | school |

1. I go to school every day.
2. Can you sing the alphabet song?
3. We must take a taxi to the airport.
4. I need a needle and thread to fix your pants.
5. Mom lost her cell phone.
6. I need a hat for my head.
7. The author writes books.

Skills 6

75

|          |      |       |        |        |        |
|----------|------|-------|--------|--------|--------|
| pizza    | taxi | phone | polar  | dollar | color  |
| alphabet | head | bread | author | thread | school |

8. I like pepperoni pizza best of all.
9. Could I have a dollar to purchase some candy?
10. I like to eat bread and butter with spaghetti.
11. The polar bear lives at the North Pole.
12. What color are your eyes?

76

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **15.2** Activity Page

### The Attack on Washington, D.C.

The sentences below are in the wrong order. Use the numbers 1–5 to put them in the right order.

- 5 Dolley Madison ran out the door of the President's House to safety.
- 1 President Madison ordered some soldiers to stay at the President's House to protect Mrs. Madison.
- 4 Dolley Madison ordered servants to take the painting of George Washington out of its frame.
- 3 The U.S. Army was defeated by the British outside of Washington, D.C.
- 2 President Madison jumped on his horse and rode off to support the troops.

Skills 6

79

If you had been alive during the attack on Washington, D.C., how would you have helped Dolley Madison? Use information from the chapter in your answer.

Answers may vary.

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80

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **15.3** Activity Page

### Run-On Sentences and Apostrophes

Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with correct punctuation, or you may combine the ideas of the run-on sentence to create one sentence.

1. Take the trash to the trash can bring the paper to the trash can.  
Take the trash and bring the paper to the trash can.  
OR Take the trash to the trash can. Bring the paper to the trash can.
2. The soup was hot the soup was tasty.  
The soup was hot and tasty.  
OR The soup was hot. The soup was tasty.
3. Matt likes sausage Matt likes eggs.  
Matt likes sausage and eggs.  
OR Matt likes sausage. Matt likes eggs.
4. We can go to the park we can go to the store.  
We can go to the park and the store.  
OR We can go to the park. We can go to the store.
5. I like to eat ice cream I like to eat cookies.  
I like to eat ice cream and cookies.  
OR I like to eat ice cream. I like to eat cookies.

Skills 6

81

Draw a circle around the correct way to write the contraction.

6. wouldn't' would'nt wouldn't
7. aren't aren't are'nt
8. wo'nt won't wont'

Write the proper and common nouns showing what belongs to the person named in the proper noun.

9. Marissa has a bike Marissa's bike
10. Jackson has a snake Jackson's snake

82

Skills 6



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 16.3 Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write all the words in alphabetical order.

|                                                 |                                             |
|-------------------------------------------------|---------------------------------------------|
| support Congress cannon<br>Madison battle       | monarchy merchants hawks<br>president march |
| 1. <u>b</u> attle                               | 1. <u>h</u> awks                            |
| 2. <u>c</u> annon                               | 2. <u>m</u> arch                            |
| 3. <u>C</u> ongress                             | 3. <u>m</u> erchants                        |
| 4. <u>M</u> adison                              | 4. <u>m</u> onarchy                         |
| 5. <u>s</u> upport                              | 5. <u>p</u> resident                        |
| troops Ironsides impressment<br>Washington navy | British Dolley death<br>paved painting      |
| 1. <u>i</u> mpressment                          | 1. <u>B</u> ritish                          |
| 2. <u>I</u> ronsides                            | 2. <u>d</u> eath                            |
| 3. <u>n</u> avy                                 | 3. <u>D</u> olley                           |
| 4. <u>t</u> roops                               | 4. <u>p</u> ainting                         |
| 5. <u>W</u> ashington                           | 5. <u>p</u> aved                            |

Skills 6

87

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 17.2 Activity Page

### Same or Different?

Write *same* if the underlined letters stand for the same sound. Write *different* if the letters stand for different sounds.

1. stampede reveal same
2. increase instead different
3. character church different
4. actor burp same
5. Joseph Frunk same
6. collar harbor different
7. jealous meadow same
8. slippery reason same
9. squirrel dollar same
10. chimney stomach different
11. stuffy triumph same
12. stady leather same
13. kindergarten polar different
14. armor popcorn different
15. bread health same
16. hiccup echo same
17. aspirin alphabet different
18. repeat heaven different

Skills 6

91

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 17.3 Activity Page

### Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb, pointing to the verb it modifies.

1. Mark runs quickly.
2. Trish sang sweetly.
3. The team played nicely in the last game.
4. The rain fell gently.
5. The thunder cracked loudly.
6. We ate our dinner hurriedly.
7. She colors neatly.
8. Kim smoothly skated around the rink.
9. The puppy snored loudly.
10. The car slowly turned at the corner.

Skills 6

93

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 17.5 Take-Home

### Run-On Sentences

Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with the correct punctuation and capitalization, or you may combine the ideas of the run-on sentence to create one sentence.

1. Madison scowled Dennis scowled  
Madison and Dennis scowled.  
 OR Madison scowled. Dennis scowled.
2. The teacher smiled the students smiled  
The teacher and students smiled.  
 OR The teacher smiled. The students smiled.
3. The crows flew away the doves flew away  
The crows and doves flew away.  
 OR The crows flew away. The doves flew away.
4. Her attitude improved her performance improved  
Her attitude and performance improved.  
 OR Her attitude improved. Her performance improved.

Skills 6

97

5. The kids enjoyed it the adults enjoyed it

The kids and the adults enjoyed it.

OR The kids enjoyed it. The adults enjoyed it.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 18.1 Activity Page

### The Burning of Washington, D.C.

1. What city did the U.S. Army burn?

- A. York, New York
- B. York, Canada
- C. Washington, D.C.

Page 54

2. What city did the British Army burn?

- A. York, New York
- B. York, Canada
- C. Washington, D.C.

Page 54

3. What did the British soldiers do while they were in the President's House?

- A. The soldiers set the Capitol on fire.
- B. The soldiers ate the food.
- C. The soldiers took the painting of George Washington.

Page 56

4. What are some things that the British soldiers stole from the President's House?

- A. spoons and forks
- B. the picture of George Washington
- C. the Capitol door

Page 56

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 20.2 Activity Page

### The Attack on Baltimore

1. What was Fort McHenry?

- A. Fort McHenry was a large fort that protected York.
- B. Fort McHenry was a large fort that protected Baltimore.
- C. Fort McHenry was a large fort that protected Washington, D.C.

Page 62

2. Why did the Americans sink their ships in Baltimore harbor?

- A. They sunk their ships to keep the British ships from getting too close.
- B. They sunk their ships to keep the British Navy from stealing them.
- C. They sunk their ships to make the British Navy think that they were giving up.

Page 62

3. What did the soldiers in Fort McHenry ask Mary Pickersgill to make?

- A. They asked her to make a pie.
- B. They asked her to make a flag.
- C. They asked her to make a ship.

Page 64

4. What happened when the British Army attacked Baltimore by land?

(A) The U.S. Army stopped them.  
 B. The American commander was killed.  
 C. The British defeated the U. S. Army and entered Baltimore.

Page 68

5. Why are there fifty stars on the U.S. flag today?

Each star stands for one of the fifty states.

Page 64

6. What do the thirteen stripes on the U.S. flag stand for?

Each stripe stands for one of the thirteen original colonies.

Page 64

108 Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **21.1** Activity Page

### Francis Scott Key and the National Anthem

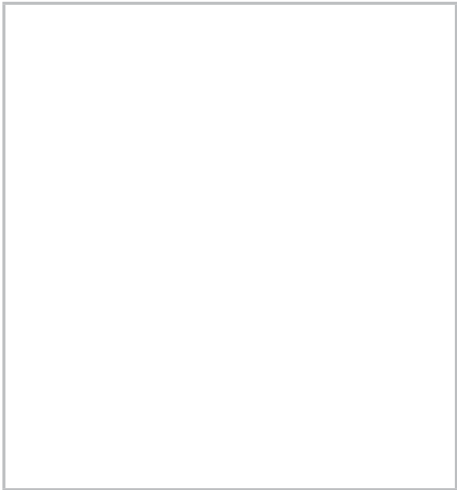
If a statement is true, write "true" on the line. If a statement is false, write "false" on the line. Write the page number where you found the answer.

- British ships opened fire on Fort McHenry on June 13, 1913.  
false  
 Page 70
- The soldiers in Fort McHenry fired back at the British ships and sank ten of them. false  
 Page 70
- The guns in Fort McHenry were so old that they could not hit the British ships. true  
 Page 70
- In the end, the troops in Fort McHenry had to give up and take down the U.S. flag. false  
 Page 74
- Francis Scott Key was an American soldier. false  
 Page 72

Skills 6 109

6. Francis Scott Key wrote a poem about the attack on Fort McHenry. true  
 Page 76

7. Make a drawing of the attack on Fort McHenry.



110 Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **21.2** Activity Page

### Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

|          |        |        |       |        |
|----------|--------|--------|-------|--------|
| alphabet | phone  | head   | bread | polar  |
| dollar   | harbor | color  | ski   | piano  |
| anchor   | school | animal | April | fossil |
| pencil   | about  | camel  | China | nation |

- I dug up a very old F O S S I L<sub>1</sub> that had a leaf imprint on it.
- Can you sing the A L P H A B E T<sub>3</sub> song?
- May I use your cell P H O N E<sub>12</sub> to make a call?
- The N A T I O N<sub>6</sub> of the United States is located on the continent of North America.
- A person might ride a C A M E L<sub>9</sub> in the desert to get from one place to another.
- Do you have a favorite A N I M A L<sub>14</sub> that you would like as a pet?

Skills 6 111

|          |        |        |       |        |
|----------|--------|--------|-------|--------|
| alphabet | phone  | head   | bread | polar  |
| dollar   | harbor | color  | ski   | piano  |
| anchor   | school | animal | April | fossil |
| pencil   | about  | camel  | China | nation |

- I need to take some medicine for my H E A D ache.
- May I have a D O L L A R to buy a toy?
- Are you learning to play the P I A N O by taking lessons?
- I would like to learn A B O U T animals that live at the North Pole.
- I will write a report for my class at S C H O O L about the animals at the North Pole.
- I will use my paper and P E N C I L for notes.
- Do you think there will be snow so we can S K I?
- Did you know that a P O L A R bear is all white?

112

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **21.2** Activity Page  
CONTINUED

|          |        |        |       |        |
|----------|--------|--------|-------|--------|
| alphabet | phone  | head   | bread | polar  |
| dollar   | harbor | color  | ski   | piano  |
| anchor   | school | animal | April | fossil |
| pencil   | about  | camel  | China | nation |

- I think the C O L O R of the animals' fur at the North Pole helps them survive.
- A ship drops its A N C H O R when it wants to stay in one place.
- Long ago on ships, sailors ate a kind of hard B R E A D called hardtack.
- Often ships would leave in the month of A P R I L and not arrive until June.

Y O U A R E  
1 2 3 4 5  
G O O D A T  
6 7 8 9 10  
S O L V I N G  
11 12 13 14 15  
P U ZZ L E S !  
16 17 18 19 20

Skills 6

113

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **21.5** Take-Home

### Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

|                                              |                                             |
|----------------------------------------------|---------------------------------------------|
| poem harbor flag<br>stripe ship              | bomb commander giant<br>McHenry brave       |
| 1. <u>flag</u>                               | 1. <u>bomb</u>                              |
| 2. <u>harbor</u>                             | 2. <u>brave</u>                             |
| 3. <u>poem</u>                               | 3. <u>commander</u>                         |
| 4. <u>ship</u>                               | 4. <u>giant</u>                             |
| 5. <u>stripe</u>                             | 5. <u>McHenry</u>                           |
| ransacked anthem dawn rockets<br>White House | construct burned fifteen ports<br>stitching |
| 1. <u>anthem</u>                             | 1. <u>burned</u>                            |
| 2. <u>dawn</u>                               | 2. <u>construct</u>                         |
| 3. <u>ransacked</u>                          | 3. <u>fifteen</u>                           |
| 4. <u>rockets</u>                            | 4. <u>ports</u>                             |
| 5. <u>White House</u>                        | 5. <u>stitching</u>                         |

Skills 6

119

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **22.1** Activity Page

### Topic Sentences

Draw a box around the topic sentence of each paragraph.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog runs away when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

Skills 6

121

NAME: \_\_\_\_\_ 22.3 Activity Page  
DATE: \_\_\_\_\_

### Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

|           |           |          |          |       |
|-----------|-----------|----------|----------|-------|
| spaghetti | cafeteria | broccoli | salami   | kiwi  |
| lollipop  | chili     | Italian  | zucchini | pizza |

- We had lunch in the C A F E T E R I A.  
6 3 8
- There were many kinds of food, but I like I T A L I A N food best of all.  
9 10
- I could not decide between S P A G H E T T I noodles or a slice of P I Z Z A.  
5 4
- Then I saw the S A L A M I and cheese sub.  
11
- Maybe I should have the fruit and veggie plate with B R O C C O L I, Z U C C H I N I, and K I W I.  
1 2

Skills 6

125

|           |           |          |          |       |
|-----------|-----------|----------|----------|-------|
| spaghetti | cafeteria | broccoli | salami   | kiwi  |
| lollipop  | chili     | Italian  | zucchini | pizza |

- It was all too much to choose. So I just had a bowl of C H I L I and crackers.
- Then I had a grape L O L L I P O P for dessert.  
7

|               |                |                |               |               |               |
|---------------|----------------|----------------|---------------|---------------|---------------|
| <u>W</u><br>1 | <u>H</u><br>2  | <u>A</u><br>4  | <u>T</u><br>9 |               |               |
|               | <u>A</u><br>11 | <u>N</u><br>10 |               |               |               |
| <u>E</u><br>3 | <u>F</u><br>6  | <u>F</u><br>6  | <u>O</u><br>7 | <u>R</u><br>8 | <u>T</u><br>5 |

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Skills 6

NAME: \_\_\_\_\_ 23.1 Activity Page  
DATE: \_\_\_\_\_

### Andrew Jackson

Answer each question with a complete sentence.

- Why was New Orleans an important city in 1814?  
It was an important, big port at the mouth of the Mississippi River, where goods were sold and traded.
- Who led the U.S. Army that was sent to defend New Orleans?  
Andrew Jackson led the U.S. Army that was sent to defend New Orleans.
- Why did Andrew Jackson dislike the British?  
He had been taken prisoner by the British during the Revolution and was treated badly.

Skills 6

127

- Why was Andrew Jackson nicknamed "Old Hickory"?  
He was as strong as a knotty old piece of hickory.
- Who did Andrew Jackson ask to join his army?  
He asked farmers, free African Americans, Native Americans, and even pirates.

128

Skills 6

NAME: \_\_\_\_\_ 23.3 **Activity Page**  
 DATE: \_\_\_\_\_

### Alphabetize Words

Place the words from the box in alphabetical order on the lines below.

|       |      |         |        |          |
|-------|------|---------|--------|----------|
| music | cat  | matches | copper | meatball |
| cute  | city | motion  | mighty | cell     |

- cat \_\_\_\_\_
- cell \_\_\_\_\_
- city \_\_\_\_\_
- copper \_\_\_\_\_
- cute \_\_\_\_\_
- matches \_\_\_\_\_
- meatball \_\_\_\_\_
- mighty \_\_\_\_\_
- motion \_\_\_\_\_
- music \_\_\_\_\_

Skills 6

131

NAME: \_\_\_\_\_ 23.5 **Take Home**  
 DATE: \_\_\_\_\_

### Review 'tion' and 'le'

Use the clues to find the words from the box and solve the puzzle. Hint: You will not use all of the words in the word box.

|        |         |        |          |        |
|--------|---------|--------|----------|--------|
| lotion | puzzle  | wiggle | eagle    | travel |
| single | station | pickle | vacation | apple  |

#### Across

- Cream for your dry hands
- Time off, often in summer
- A bird
- This is a crossword \_\_\_\_\_.

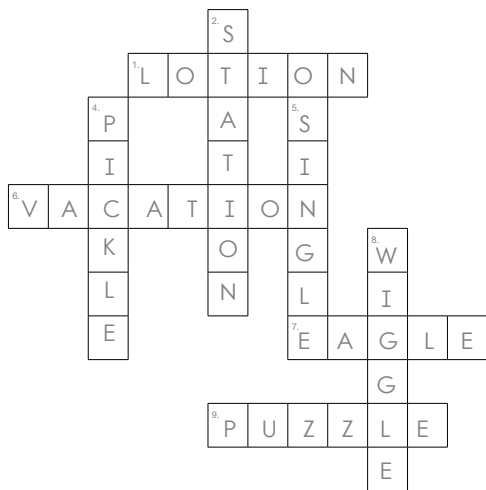
#### Down

- Fire \_\_\_\_\_
- Dill \_\_\_\_\_
- Only one
- Move around

136

Skills 6

NAME: \_\_\_\_\_ 23.5 **Take Home**  
 DATE: \_\_\_\_\_ CONTINUED



Skills 6

137

NAME: \_\_\_\_\_ 24.1 **Activity Page**  
 DATE: \_\_\_\_\_

### Practice Grammar

Part 1. Correct the capitalization and add punctuation for each sentence. Rewrite the sentence.

- john and nancy went on a trip to the city of washington to see the cherry blossoms (4)  
John and Nancy went on a trip to the city of Washington to see the cherry blossoms.
- our class has a pet hamster named homer (3)  
Our class has a pet hamster named Homer.
- is the hummingbird the smallest bird in the world (2)  
Is the hummingbird the smallest bird in the world?

Skills 6

139

**Part 2. Change the following singular nouns to plural nouns.**

fox foxes

dog dogs

cat cats

bird birds

horse horses

**Part 3. Circle the correct tense of the verb in each sentence.**

- Our class will go on a trip tomorrow. present past future
- We are reading our books. present past future
- We wrote a story about Mr. Mowse. present past future
- We will eat lunch at noon. present past future
- Our bus was late this morning. present past future

140 Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **24.1** Activity Page  
CONTINUED

**Part 4. Circle "complete" if the item is a complete sentence or "incomplete" if it is not a sentence. Remember that a complete sentence has both a subject and a predicate.**

- Ice cream cone. complete incomplete
- I like vanilla best. complete incomplete
- It is cold. complete incomplete
- My lips are frozen. complete incomplete
- Vanilla ice cream cones. complete incomplete

**Part 5. Combine the ideas of the run-on sentences in each item to write a single sentence with correct capitalization and punctuation.**

- the cat is fuzzy the cat is soft the cat is gentle  
The cat is fuzzy, soft, and gentle.
- broccoli is green zucchini are green kiwis are green  
Broccoli, zucchini, and kiwis are green.

Skills 6 141

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **25.2** Activity Page

**The End of the War**

- Who won the Battle of New Orleans?
  - The British won.
  - The French won.
  - C. The Americans won.
 Page 88
- A peace treaty was signed on December 24, 1814. Why did the British and the Americans keep fighting?
  - A. They did not know about the treaty.
  - They did not want the war to end.
  - A new war had started.
 Page 88
- Who won the War of 1812?
  - The British won the War of 1812.
  - The Americans won the War of 1812.
  - C. There was not really a clear winner.
 Page 90

Skills 6 145

- Which person that you read about appears on the twenty dollar bill?
  - Henry Clay
  - B. Andrew Jackson
  - James Madison
 Page 91
- Is there anything else about the War of 1812 that you would like to learn? Write any questions that you still have or things you are wondering about.
 

Answers may vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Skills 6 146

NAME: \_\_\_\_\_ 25.4 Activity Page  
 DATE: \_\_\_\_\_

### Fill in the Blank

Use the best word from the box to complete each sentence.

|             |       |         |        |
|-------------|-------|---------|--------|
| watercolors | Wanda | Watkins | waffle |
| wands       | wash  | water   | wander |

- \_\_\_\_\_ Watkins \_\_\_\_\_ Llama likes green pajamas.
- \_\_\_\_\_ Wanda \_\_\_\_\_ Swan floats on water.
- I need some more shampoo to \_\_\_\_\_ wash \_\_\_\_\_ my hair.
- I like jam on my \_\_\_\_\_ waffle \_\_\_\_\_ for breakfast.
- Wanda and Watkins like to pretend to use their \_\_\_\_\_ wands \_\_\_\_\_ to make magic.
- I need some \_\_\_\_\_ water \_\_\_\_\_ to add to the cake mix.
- In art class, we get to paint with \_\_\_\_\_ watercolors \_\_\_\_\_.
- Mom asked me to watch my baby brother while he played outside in the yard, so he did not \_\_\_\_\_ wander \_\_\_\_\_ off and get lost.

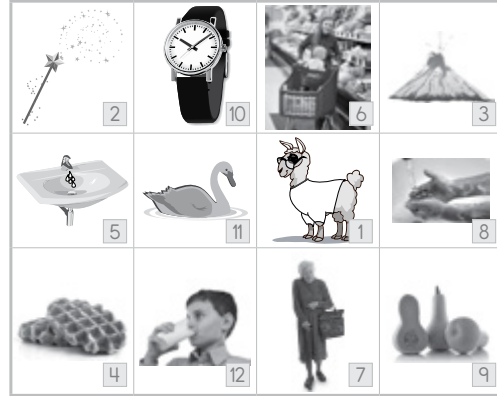
Skills 6

149

NAME: \_\_\_\_\_ 26.1 Activity Page  
 DATE: \_\_\_\_\_

### Matching Pictures and Sentences

Write the number of the sentence that matches each picture in the box.



- Watkins Llama has on pajamas.
- Can you see the magic wand?

152

Skills 6

NAME: \_\_\_\_\_ 26.4 Take-Home  
 DATE: \_\_\_\_\_

### Alphabetize Words

Read all of the words aloud. Then, write them in alphabetical order. Hint: You may want to number the words in the box first.

|         |          |             |         |             |
|---------|----------|-------------|---------|-------------|
| general | mortar   | ragtag      | knotty  | peace       |
| treaty  | soldiers | Mississippi | traders | river       |
| goods   | highways | drains      | orphan  | New Orleans |
| fired   | proud    | streak      | defend  | hickory     |

- defend
- drains
- fired
- general
- goods
- hickory
- highways
- knotty
- Mississippi
- mortar
- New Orleans
- orphan
- peace
- proud
- ragtag
- river
- soldiers
- streak
- traders
- treaty

Skills 6

159

NAME: \_\_\_\_\_ 27.1 Assessment  
 DATE: \_\_\_\_\_

### The War of 1812

Circle the correct answer.

- During the War of 1812, the United States fought against \_\_\_\_\_.  
 A. the Americans  
 B. the British  
 C. the French  
 D. the Spanish
- During the War of 1812, the president of the United States was \_\_\_\_\_.  
 A. Thomas Jefferson  
 B. Andrew Jackson  
 C. Dolley Madison  
 D. James Madison
- Why were many Americans angry with the British in 1812?  
 A. The British were unfairly taxing the Americans.  
 B. The British had taken Dolley Madison prisoner.  
 C. The British were forcing Americans to serve in the British Navy by impressment and were also trading with Native Americans.  
 D. The British would not sell tea to the Americans.

Skills 6

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4. What was the USS *Constitution*?

- The USS *Constitution* was a fort that the British attacked during the War of 1812.
- The USS *Constitution* was a ship that fought many battles during the War of 1812.
- The USS *Constitution* was a document that declared the United States independent of Great Britain.
- The USS *Constitution* was a building in Washington, D.C.

5. Why was the USS *Constitution* nicknamed "Old Ironsides"?

- It was the first American ship made of iron.
- It was a very old ship used during the Revolutionary War.
- Even though it was attacked and hit by many cannon balls in different battles, the sides of the ship did not crumble and the ship did not sink.
- It was nicknamed after Andrew Jackson, a general in the War of 1812.

6. Where is the White House?

- Baltimore
- New Orleans
- Washington, D.C.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

27.1 CONTINUED Assessment

7. What happened to the President's House during the War of 1812?

- The U.S. Army attacked and burned it.
- The U.S. Army made a fort there.
- Andrew Jackson wrote a song about it.
- The British Army attacked and burned it.

8. Why did Mary Pickersgill make a flag for Fort McHenry?

- The British soldiers asked her to make a big flag.
- The old flag had been destroyed.
- The American soldiers wanted a very big American flag for the fort.
- She hoped that Dolley Madison would see the flag.

9. Who saw the attack on Fort McHenry and wrote a poem that begins, "O say can you see," that became our national anthem?

- Francis Scott Key
- Dolley Madison
- Andrew Jackson
- James Madison

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10. Who led the army that defended New Orleans during the Battle of New Orleans?

- Francis Scott Key
- Dolley Madison
- Andrew Jackson
- James Madison

11. Why did the British and American soldiers still fight the Battle of New Orleans after a treaty had been agreed to?

- The soldiers in New Orleans were still angry with one another.
- The soldiers in New Orleans did not agree with the treaty.
- The soldiers in New Orleans did not know that the treaty had been agreed to.
- The soldiers in New Orleans wanted to start a new war.

12. Name two adjectives to describe Francis Scott Key and tell why you chose them. Use examples of things that Key said or did.

Answers may vary.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

27.4 Activity Page

### Complete or Incomplete Sentence?

Circle *complete* or *incomplete* for each of the following. If it is a complete sentence, place the correct punctuation in the sentence.

- The girls have some good news  complete  incomplete
- Got a puppy  complete  incomplete
- The cutest kitten  complete  incomplete
- Sam really likes pizza  complete  incomplete
- His name is Freckles  complete  incomplete
- Went to school  complete  incomplete
- The beach is fun  complete  incomplete
- Did you get the dress  complete  incomplete
- What time is the show  complete  incomplete
- Maybe Stacey  complete  incomplete

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NAME: \_\_\_\_\_ 28.1 Activity Page  
DATE: \_\_\_\_\_

### The War of 1812 A Report by Mr. Mowse

Select and mark the topic sentence 'TS' and concluding sentence 'CS' in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

- 1 The British were kidnapping men from American ships to make them serve in the British Navy.
- TS There were many reasons that the Americans declared war on the British in 1812.
- 2 This was called impressment.
- CS But he finally decided and the United States went to war with Great Britain.
- 4 President Madison was not sure if he should declare war or not.
- 3 Also, the British were trading with Native Americans, which made the settlers in the west very afraid.

Skills 6

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Select and mark the topic sentence 'TS' and concluding sentence 'CS' in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

- 1 She rolled up the portrait and took it along with important American documents, so that the British would not get them.
- TS The British burned Washington, D.C.
- 2 One important event during the War of 1812 was the attack on Washington, D.C.
- CS Dolley Madison was alone at the President's House with just a few servants.
- 4 There were other battles during the War of 1812, but the attack on Washington, D.C., was one of the most important.
- 3 When she heard that the British were coming, Dolley Madison told her servants to take the portrait of George Washington from its frame.

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Skills 6

NAME: \_\_\_\_\_ 28.2 Activity Page  
DATE: \_\_\_\_\_

### Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

- Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. ~~Sometimes meat is red.~~ Other vegetables, like carrots, are even orange.
- I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. ~~A vet helps sick animals.~~ Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a toothbrush. When I leave the dentist's office, my teeth are so clean!
- Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will see at the zoo. ~~Last week, Clara went with her dad to get the car fixed.~~ She hopes that she'll see the tigers and the bears at the zoo. But she knows that even if she doesn't see them, her day will still be amazing.

Skills 6

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NAME: \_\_\_\_\_ 28.3 Activity Page  
DATE: \_\_\_\_\_

### Alphabetize Words

Write the words in the box in alphabetical order on the lines below. You may want to number the words in the box first.

|        |      |       |        |        |
|--------|------|-------|--------|--------|
| cymbal | cell | crest | cost   | candle |
| circle | cat  | cubby | change | clam   |

- candle
- cat
- cell
- change
- circle
- clam
- cost
- crest
- cubby
- cymbal

Skills 6

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### Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

|        |          |         |         |          |        |      |
|--------|----------|---------|---------|----------|--------|------|
| water  | apple    | shampoo | mistake | appetite | salt   | nap  |
| walrus | radishes | cable   | drama   | squatted | washed | halo |

- May I have an A P P L E and a glass of W A T E R for snack after my N A P?
- I made a M I S T A K E and used the pepper instead of the S A L T!
- The trainer S Q U A T T E D down to feed a fish to the W A L R U S swimming in the pool at the zoo.
- I wore a H A L O as part of my costume in the D R A M A we performed at school.
- My mom put R A D I S H E S in the salad.

|        |          |         |         |          |        |      |
|--------|----------|---------|---------|----------|--------|------|
| water  | apple    | shampoo | mistake | appetite | salt   | nap  |
| walrus | radishes | cable   | drama   | squatted | washed | halo |

- The telephone C A B L E fell down from the telephone pole in the storm.
- I W A S H E D my hair with S H A M P O O.
- I did not have an A P P E T I T E and was not hungry because I was sick.

|                        |                        |                        |                        |                       |                       |                       |
|------------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|-----------------------|
| <u>W</u> <sub>1</sub>  | <u>A</u> <sub>2</sub>  | <u>T</u> <sub>3</sub>  | <u>K</u> <sub>4</sub>  | <u>I</u> <sub>5</sub> | <u>N</u> <sub>6</sub> | <u>S</u> <sub>7</sub> |
|                        |                        |                        | <u>I</u> <sub>8</sub>  | <u>S</u> <sub>9</sub> |                       |                       |
| <u>C</u> <sub>10</sub> | <u>O</u> <sub>11</sub> | <u>O</u> <sub>12</sub> | <u>L</u> <sub>13</sub> |                       |                       |                       |

### Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

- Summer is the best season. When it is summertime, I get to swim in the lake by my house. I also get to go to the beach with my family. ~~When it is wintertime, I get to go sledding.~~ That is why I like summer best of all.
- Last Halloween, Linda dressed up in a pink, silk princess costume. She even wore a silver crown on her head. ~~Early wore a witch costume.~~ She really looked like a princess. Linda's princess costume was great!
- ~~Gertrude did not enjoy her walk in the forest.~~ As she walked, branches from the trees scratched her arms and legs. It was very hot and there were lots of flies. ~~Gertrude really likes to eat French fries.~~ Then, there was a loud howling in the forest that really scared Gertrude. She decided that the next time she takes a walk, she will walk in the park!

### The Writing Process for Reports

#### Plan



- Choose a topic \_\_\_\_\_
- Gather information \_\_\_\_\_
- Read and take notes \_\_\_\_\_

#### Draft



- Organize notes \_\_\_\_\_
- Write paragraphs \_\_\_\_\_

#### Edit



- Use editing checklist \_\_\_\_\_
- List references \_\_\_\_\_
- Add illustrations \_\_\_\_\_

NAME: \_\_\_\_\_ 30.2 Activity Page  
DATE: \_\_\_\_\_

### Identify Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

#### Set 1:

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants, so you can find just about anything you want to eat.

~~Valentine's Day is in February.~~

Skills 6

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#### Set 2:

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

~~Birds make their nests in the spring.~~

You also need to walk a dog or let him outside at least three times a day.

It is important that a dog has a comfortable, dry place to sleep.

#### Set 3:

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

Andrew Jackson led the army in the Battle of New Orleans.

This poem later became a song known as "The Star-Spangled Banner," which is now our national anthem.

Key watched the American flag at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

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Skills 6

NAME: \_\_\_\_\_ 31.1 Activity Page  
DATE: \_\_\_\_\_

### Take Notes on "Our National Anthem"

1. What do the words of our national anthem describe?

what Francis Scott Key saw during the  
attack on Fort McHenry

2. When singing our national anthem, how should people behave?

stand still, look at the flag until the anthem is  
over

Skills 6

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3. How do people show respect for the flag?

salute it, never let it touch the ground

4. How did the poem Francis Scott Key wrote become our national anthem?

words were set to music, tune was popular  
at the time

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 32.1 Activity Page

### Take Notes on "Making Sense of the National Anthem"

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?

just as the sun set, at night, at dawn

2. How could Key see the flag in the middle of the night?

The rockets and bombs lit up the sky.

Skills 6

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3. Why couldn't Key see the flag just before the sun came up?

The attack ended so no bombs lit up the

sky.

4. Why was it important to Key to see if the flag was still flying after the attack ended?

meant the British had given up

Skills 6

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 33.2 Assessment

### The Young Mouse

1. Which animal in the story had never left his mother's side?

- A. The young cat had never left his mother's side.
- B. The young rooster had never left his mother's side.
- C. The young mouse had never left his mother's side.
- D. The young fox had never left his mother's side.

2. When it says the animal never left his mother's side, it means . . .

- A. The animal was stuck to his mother's side.
- B. The animal always stayed next to or close by his mother.
- C. The animal always agreed with his mother.
- D. The animal always stayed on the right side of his mother.

3. Which animal was the young mouse most afraid of?

- A. He was most afraid of the cat.
- B. He was most afraid of the rooster.
- C. He was most afraid of the fox.
- D. He was most afraid of the dog.

4. Why did the young mouse want to meet the cat?

- A. He liked the way she looked.
- B. The cat saved him from the rooster.
- C. The cat and his mother were best pals.
- D. His mother told him that cats are nice.

Skills 6

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5. Why did the young mouse run for his life?

- A. He was scared of the cat.
- B. He was scared of the loud noise the rooster made.
- C. His mother told him to run.
- D. He thought someone was chasing him.

6. What did the mother mouse explain to her son?

- A. She explained that roosters are very bad animals.
- B. She explained that he was scared of the wrong animal.
- C. She explained that roosters like to eat cats.
- D. She explained that cats are nothing to be scared of.

7. If the rooster had not made the cock-a-doodle-doo noise, what probably would have happened?

- A. The rooster and the mouse would have become pals.
- B. The rooster would have chased the mouse.
- C. The cat would have eaten the mouse.
- D. The mouse would have chased the cat.

8. What is the moral of this story?

- A. Never trust a rooster.
- B. Do unto others as you would have them do unto you.
- C. Things are not always what they seem to be.
- D. Better late than never.

Skills 6

Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.1 Activity Page

**/f/ > 'ph': Fill in the Blank**

Use the best word from the box to complete each sentence.

|         |        |          |          |        |
|---------|--------|----------|----------|--------|
| dolphin | graph  | elephant | pharmacy | phobia |
| phone   | trophy | phase    | phonics  | phony  |

- The bar graph shows that we like green apples best of all.
- Dad will call on his cell phone.
- My two-year-old sister is in a stubborn phase.
- Mom needs to stop by the pharmacy to pick up the pills the doctor prescribed for my sore throat.
- A dolphin lives in the sea, but it is a mammal that breathes air.

Skills 6

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|         |        |          |          |        |
|---------|--------|----------|----------|--------|
| dolphin | graph  | elephant | pharmacy | phobia |
| phone   | trophy | phase    | phonics  | phony  |

- We study phonics every day in reading.
- I have a fear, or phobia, of spiders.
- He is such a fake, he is phony.
- The first place winner in the spelling bee got a trophy.
- We fed peanuts to the baby elephant at the zoo.

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Skills 6

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ PP.2 Activity Page

**Practice /f/ > 'ph'**

Circle letter(s) in each column to make a word to fill in the blank.

- She has a \_\_\_\_\_ snake.

|      |     |     |     |
|------|-----|-----|-----|
| (ph) | u   | ff  | (y) |
| f    | (o) | (n) | ea  |

- Please use my cell \_\_\_\_\_ to call 911.

|      |     |     |     |
|------|-----|-----|-----|
| (ph) | u   | ff  | y   |
| p    | (o) | (n) | (e) |

- I can see the \_\_\_\_\_ swimming by the ship.

|     |     |     |      |     |     |     |
|-----|-----|-----|------|-----|-----|-----|
| (d) | u   | (l) | f    | e   | (n) | (s) |
| b   | (o) | t   | (ph) | (i) | m   | z   |

- The acorn just sprouted, and the oak tree is in the seedling \_\_\_\_\_ of growth.

|      |     |     |     |
|------|-----|-----|-----|
| f    | (a) | z   | i   |
| (ph) | u   | (s) | (e) |

Skills 6

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- We learn \_\_\_\_\_ so we will be better readers.

|      |     |     |     |      |
|------|-----|-----|-----|------|
| f    | u   | e   | g   | z    |
| (ph) | (o) | (n) | (i) | (cs) |

- Please tell me if this is a sentence or a \_\_\_\_\_.

|      |     |     |     |     |
|------|-----|-----|-----|-----|
| (ph) | rr  | i   | (s) | ee  |
| ff   | (r) | (a) | z   | (e) |

- I have a fear, or \_\_\_\_\_, of snakes.

|      |     |     |     |     |
|------|-----|-----|-----|-----|
| f    | u   | (b) | e   | o   |
| (ph) | (o) | d   | (i) | (a) |

- I can sing the \_\_\_\_\_ song.

|      |      |     |     |     |     |
|------|------|-----|-----|-----|-----|
| e    | f    | (a) | d   | (e) | (r) |
| (al) | (ph) | u   | (b) | k   | k   |

- The ringing \_\_\_\_\_ woke me up.

|     |     |     |     |      |     |     |     |
|-----|-----|-----|-----|------|-----|-----|-----|
| (r) | i   | (l) | a   | (ph) | (o) | (n) | (e) |
| k   | (e) | ll  | (e) | ff   | u   | m   | e   |

- We will make a bar \_\_\_\_\_ of our favorite candy.

|      |     |      |
|------|-----|------|
| gl   | e   | (ph) |
| (gr) | (a) | ff   |

222

Skills 6

NAME: \_\_\_\_\_ PP.3 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'ea': Word Sort

Sort the words by sound.

|        |        |        |        |        |
|--------|--------|--------|--------|--------|
| peach  | bread  | dead   | cream  | dream  |
| health | dread  | deaf   | mean   | wealth |
| spread | sweat  | scream | thread | seam   |
| tread  | stream | team   | beaver | steam  |

|                               |                             |
|-------------------------------|-----------------------------|
| <b>'ea' &gt; /ee/ (beach)</b> | <b>'ea' &gt; /e/ (head)</b> |
| peach _____                   | bread _____                 |
| cream _____                   | dead _____                  |
| dream _____                   | health _____                |
| mean _____                    | dread _____                 |
| scream _____                  | deaf _____                  |
| seam _____                    | wealth _____                |
| stream _____                  | spread _____                |
| team _____                    | sweat _____                 |
| beaver _____                  | thread _____                |
| steam _____                   | tread _____                 |

Skills 6

223

NAME: \_\_\_\_\_ PP.4 Activity Page  
 DATE: \_\_\_\_\_

### R-controlled Vowels: Find the Secret Message

Use the best word from the box to fill in the blank for each sentence. Then, use the numbered letters to help you find the secret message.

|         |        |          |           |        |
|---------|--------|----------|-----------|--------|
| forward | diary  | calendar | alligator | vapor  |
| butter  | forgot | author   | dollars   | collar |

- The person who writes a book is called an A U T H O R.
- My shirt C O L L A R is crooked.
- Don't go back! Go F O R W A R D!
- The fierce A L L I G A T O R jumped out of the water.
- It will cost ten D O L L A R S to buy the toy truck.
- I F O R G O T to turn off the stove when I left home.
- Sam likes B U T T E R on warm bread.

Skills 6

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|         |        |          |           |        |
|---------|--------|----------|-----------|--------|
| forward | diary  | calendar | alligator | vapor  |
| butter  | forgot | author   | dollars   | collar |

- My sister writes in her D I A R Y every night before she goes to bed.
- The water V A P O R turned into fog.
- It is a new month; please turn the C A L E N D A R page.

Now solve the secret message by writing the letters that match the numbers.

Y O U   A R E   A  
 4 2 3   1 5 9   1

S U P E R  
 7 3 8 9 5

S T U D E N T!  
 7 6 3 10 9 11 6

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Skills 6

NAME: \_\_\_\_\_ PP.5 Activity Page  
 DATE: \_\_\_\_\_

### Tricky Spelling 'ch': Word Sort

Sort the words by sound.

|          |         |           |       |          |
|----------|---------|-----------|-------|----------|
| ache     | anchor  | screech   | ranch | rich     |
| orchid   | stomach | orchestra | porch | change   |
| chemical | munch   | chord     | child | coach    |
| chorus   | grinch  | lunch     | echo  | headache |

|                              |                               |
|------------------------------|-------------------------------|
| <b>'ch' &gt; /ch/ (chin)</b> | <b>'ch' &gt; /k/ (school)</b> |
| screech _____                | ache _____                    |
| ranch _____                  | anchor _____                  |
| rich _____                   | orchid _____                  |
| porch _____                  | stomach _____                 |
| change _____                 | orchestra _____               |
| munch _____                  | chemical _____                |
| child _____                  | chord _____                   |
| coach _____                  | chorus _____                  |
| grinch _____                 | echo _____                    |
| lunch _____                  | headache _____                |

Skills 6

227

NAME: \_\_\_\_\_ PP.6 Activity Page  
 DATE: \_\_\_\_\_

**Practice 'i' > /ee/ (ski)**

Use the clues to find the words from the box and solve the puzzle.

|       |       |       |      |          |
|-------|-------|-------|------|----------|
| piano | pizza | patio | kiwi | media    |
| alien | radio | India | taxi | confetti |

**Across**

- It has 88 black and white keys.
- Could be from another planet
- TV is a type of \_\_\_\_\_.
- Outdoor deck or sitting place
- Car for hire
- Fuzzy food that is green inside

**Down**

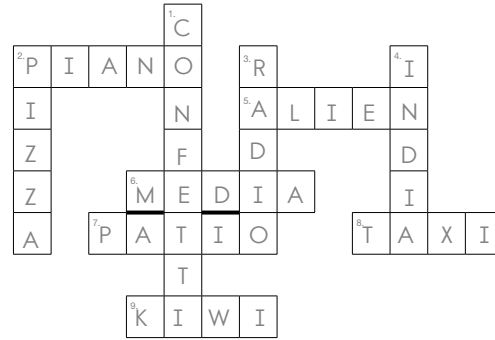
- Little bits of paper thrown at a party or celebration
- A slice is the shape of a triangle
- An AM and FM car \_\_\_\_\_
- A country in the Far East

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Skills 6

NAME: \_\_\_\_\_ PP.6 Activity Page  
 DATE: \_\_\_\_\_

PP.6  
CONTINUED



Skills 6

231

NAME: \_\_\_\_\_ PP.7 Activity Page  
 DATE: \_\_\_\_\_

**/o/ > 'wa': Fill in the Blank**

Use the best word from the box to complete each sentence.

|       |            |      |      |       |
|-------|------------|------|------|-------|
| swamp | wander     | want | swat | water |
| swab  | swallowing | wash | swap | watch |

- The plant needs water.
- Can we swap books after we each finish reading our own?
- Your socks are dirty. You should wash them.
- Mom loves to watch the birds.
- Sometimes when I go shopping, I just like to wander around the store, looking at everything.
- Is that a gift that she would want?
- The puppy loves chewing and swallowing treats.
- The nurse used a piece of cotton to swab and clean my cut.
- I would not want to swim in a muddy swamp!
- There were so many flies at the beach, I used my towel to swat them.

Skills 6

233

NAME: \_\_\_\_\_ PP.8 Activity Page  
 DATE: \_\_\_\_\_

**/o/ > 'a' and 'wa' and /aw/ > 'al': Fill in the Blank**

Use the best word from the box to complete each sentence.

|         |        |        |       |         |        |
|---------|--------|--------|-------|---------|--------|
| grandma | walnut | wallet | squat | tall    | ball   |
| small   | lava   | wall   | salt  | pajamas | father |

- Please pass the pepper and the salt.
- After molten lava cools, it turns into hard rock.
- Justin is short, but I am tall.
- Dad stuck the cash in his wallet.
- Would you like a big slice of cake or a small slice?
- I had to squat down to look under the counter for the pencil I dropped.
- Dad is a synonym for father.
- There is a painting hanging on the wall.
- Jeff kicked the rubber ball to the end of the playground.
- Please pass the nutcracker so I can crack open the walnut.
- My grandma baked cookies with me.
- On Saturday, I like to get up late and have breakfast in my pajamas.

Skills 6

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.9 Activity Page

### Spelling Words Lessons 1–5

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

|         |         |        |         |         |
|---------|---------|--------|---------|---------|
| noise   | night   | kneel  | wrinkle | ripple  |
| ferret  | whistle | window | western | jungle  |
| jolly   | ginger  | gentle | margin  | photo   |
| dolphin | graph   | finish | traffic | Britain |

**Across**

2. A mammal that swims in the sea
3. Soft and kind
4. Not day
6. You blow this to make a sound
8. Happy

**Down**

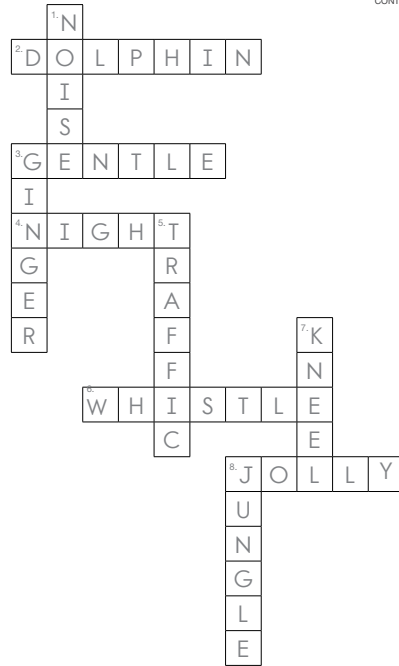
1. Sounds
3. A spicy cake-like bread
5. Lots of cars and trucks
7. To stoop
8. Monkeys live here

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Skills 6

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.9 Activity Page  
CONTINUED



Skills 6

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.10 Activity Page

### Spelling Words Lessons 6–10

Use the clues to find the words from the box and solve the puzzle.  
Hint: You will not use all of the words in the word box.

|          |           |          |            |          |
|----------|-----------|----------|------------|----------|
| after    | barber    | camera   | difference | birthday |
| swirling | perform   | thirteen | chirping   | burden   |
| furnace  | hamburger | turtle   | organize   | marker   |
| parcel   | ramparts  | safari   | informer   | war      |

**Across**

1. Use this to snap a photo
4. Another word for package
6. You have one every year
8. Birds are doing this

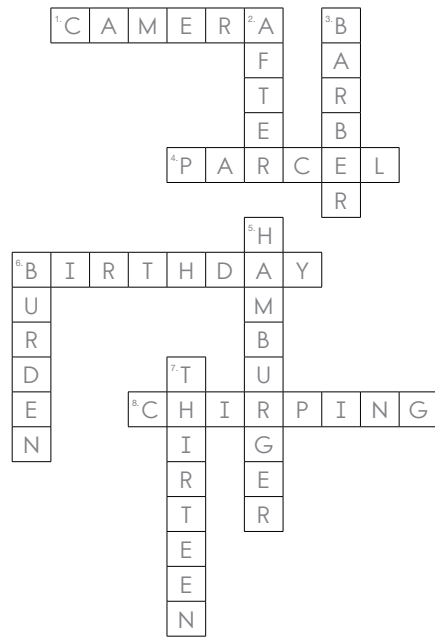
**Down**

2. Not before
3. Someone who cuts men's hair
5. This is served on a bun
6. Heavy load
7. 11, 12, \_\_\_\_, 14

242

Skills 6

PP.10 Activity Page  
CONTINUED



Skills 6

243

NAME: \_\_\_\_\_ PP.11 Activity Page  
 DATE: \_\_\_\_\_

### Spelling Words Lessons 11–15

Use the clues to find the words from the box and solve the puzzle.  
 Hint: You will not use all of the words in the word box.

|            |          |           |           |          |
|------------|----------|-----------|-----------|----------|
| revenge    | large    | judge     | fudge     | nudge    |
| huge       | nation   | attention | direction | fraction |
| locomotion | stations | option    | action    | change   |
| range      | cottage  | addition  | caption   | Europe   |

**Across**

- You are driving in the wrong \_\_\_\_\_.
- Listen and pay \_\_\_\_\_!
- Another word for a country \_\_\_\_\_.
- Small house \_\_\_\_\_.
- A kind of candy \_\_\_\_\_.

**Down**

- Words under a photo \_\_\_\_\_.
- Opposite of subtraction \_\_\_\_\_.
- Very big \_\_\_\_\_.
- To make different \_\_\_\_\_.

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Skills 6

NAME: \_\_\_\_\_ PP.11 Activity Page  
 DATE: \_\_\_\_\_ CONTINUED

Skills 6

247

NAME: \_\_\_\_\_ PP.12 Activity Page  
 DATE: \_\_\_\_\_

### Spelling Words Lessons 16–20

Use the clues to find the words from the box and solve the puzzle.  
 Hint: You will not use all of the words in the word box.

|             |           |          |           |            |
|-------------|-----------|----------|-----------|------------|
| Madison     | president | Congress | British   | Washington |
| impressment | cannon    | death    | Dolley    | merchants  |
| hawks       | monarchy  | navy     | Ironsides |            |

**Across**

- Kidnapping men to serve in the navy \_\_\_\_\_.
- \_\_\_\_\_ Madison \_\_\_\_\_.
- When one dies \_\_\_\_\_.

**Down**

- People who sell things \_\_\_\_\_.
- The Senate is part of this \_\_\_\_\_.
- The head of the U.S.A. \_\_\_\_\_.
- The group of soldiers who fight battles at sea \_\_\_\_\_.
- These are also birds. \_\_\_\_\_.

250

Skills 6

NAME: \_\_\_\_\_ PP.12 Activity Page  
 DATE: \_\_\_\_\_ CONTINUED

Skills 6

251

NAME: \_\_\_\_\_ PP.13 Activity Page  
 DATE: \_\_\_\_\_

### Spelling Words Lessons 21–25

Use the clues to find the words from the box and solve the puzzle.  
 Hint: You will not use all of the words in the word box.

|           |             |         |         |         |
|-----------|-------------|---------|---------|---------|
| ransacked | White House | harbor  | flag    | stripes |
| ship      | commander   | rockets | McHenry | brave   |
| poem      | anthem      | dawn    | port    | poem    |

**Across**

- A place on the water near land, where ships load and unload cargo
- In charge of a ship
- President's home
- Old Ironsides is one
- Our flag has red and white ones

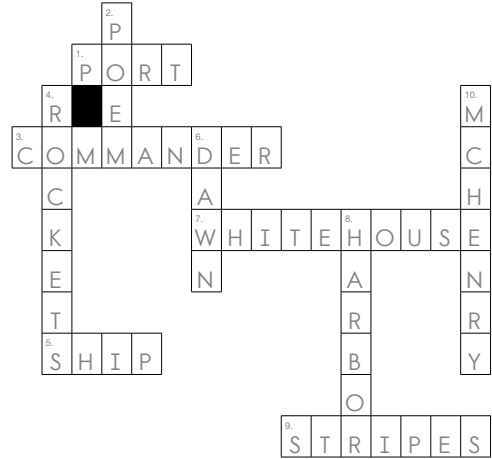
**Down**

- Francis Scott Key wrote a \_\_\_\_\_ about the battle he saw.
- Key saw their red glare
- When the sun rises
- Where ships anchor
- Fort \_\_\_\_\_

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Skills 6

NAME: \_\_\_\_\_ PP.13 Activity Page  
 DATE: \_\_\_\_\_ CONTINUED



Skills 6

255

NAME: \_\_\_\_\_ PP.14 Activity Page  
 DATE: \_\_\_\_\_

### Spelling Words Lessons 26–30

Use the clues to find the words from the box and solve the puzzle.  
 Hint: You will not use all of the words in the word box.

|         |          |        |             |         |
|---------|----------|--------|-------------|---------|
| general | orphan   | ragtag | knotty      | peace   |
| treaty  | soldiers | river  | Mississippi | traders |
| goods   | highways | drains |             |         |

**Across**

- The Mississippi is one
- You drive on these in cars
- Another word for troops
- Water flows down these in sinks and bathtubs
- A child whose parents are no longer living
- A high-ranking officer in the military
- People who buy and sell for a living
- Full of holes

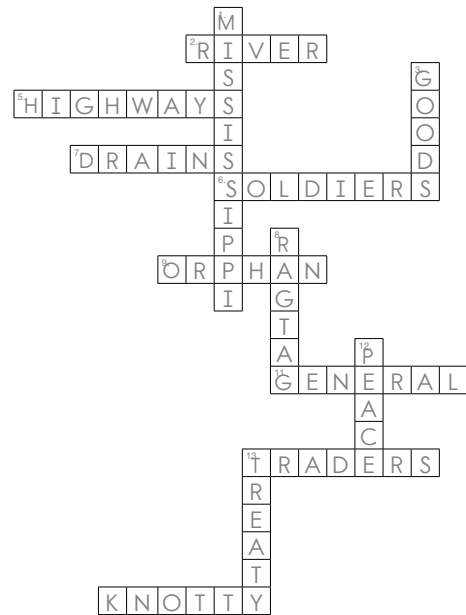
**Down**

- A big river that runs from north to south in the middle of the United States of America
- Products for sale
- A little of this, a little of that
- An antonym of war
- An agreement to end a war

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Skills 6

NAME: \_\_\_\_\_ PP.14 Activity Page  
 DATE: \_\_\_\_\_ CONTINUED



Skills 6

259

### Verbs and Adverbs

Draw a wiggly line under the verb. Then, draw a triangle around the adverb. Then answer the question.

- Jesse ran quickly.  
How did Jesse run? quickly
- The flower bloomed early.  
When did the flower bloom? early
- I dunked the cookie completely.  
How did I dunk the cookie? completely
- The ice cream melted quickly.  
How did the ice cream melt? quickly
- The horse noisily crunched the carrot.  
How did the horse crunch the carrot? noisily

- The stars sparkled brightly.  
How did the stars sparkle? brightly
- The bat flew blindly into the night.  
How did the bat fly? blindly
- Jane gladly went to the store.  
How did Jane go to the store? gladly
- The water was instantly hot.  
When was the water hot? instantly
- My birthday arrives yearly.  
When does my birthday arrive? yearly

### Complete or Incomplete Sentence?

Circle the correct answer and add punctuation if it is a complete sentence.

- |                      |                 |                   |
|----------------------|-----------------|-------------------|
| 1. Cute kitty cat    | Complete        | <u>Incomplete</u> |
| 2. Polar bears swim  | <u>Complete</u> | Incomplete        |
| 3. Crunch a bunch    | Complete        | <u>Incomplete</u> |
| 4. Wilbur the cat    | Complete        | <u>Incomplete</u> |
| 5. Spin spool swirl  | Complete        | <u>Incomplete</u> |
| 6. It's fun to swirl | <u>Complete</u> | Incomplete        |
| 7. I like to joke    | <u>Complete</u> | Incomplete        |
| 8. The dog will run  | <u>Complete</u> | Incomplete        |
| 9. Fast swift quick  | Complete        | <u>Incomplete</u> |
| 10. Do you run       | <u>Complete</u> | Incomplete        |

### Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

- The kite was blown away the kite got stuck in a tree.  
The kite was blown away. The kite got stuck in a tree.
- Scrub your back wash your neck.  
Scrub your back. Wash your neck.
- A long soak in the tub will be nice a warm robe is cozy.  
A long soak in the tub will be nice. A warm robe is cozy.
- I woke up too early to leave for school I ate breakfast.  
I woke up too early to leave for school. I ate breakfast.
- The bus is crowded we sit three to a seat.  
The bus is crowded. We sit three to a seat.

NAME: \_\_\_\_\_ PP.18 Activity Page  
DATE: \_\_\_\_\_

### Write Paragraphs

Underline the three sentences about playing outside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Outside." Draw squiggly lines under the three sentences about playing inside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Inside."

- 2 When I am inside, I can play hide-and-seek with my pals.
- 2 When I am outside, I can play sports like kickball and baseball with my buddies.
- 1 I like playing outside.
- 3 I can also read books when I am inside.
- 1 Playing inside is fun, too.
- 3 I can also ride my bike or rollerblade when I am outside.

Skills 6

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### Playing Outside

I like playing outside. When I am outside, I can play sports like kickball and baseball with my buddies. I can also ride my bike or rollerblade when I am outside.

### Playing Inside

Playing inside is fun, too. When I am inside, I can play hide-and-seek with my pals. I can also read books when I am inside.

Skills 6

Skills 6

NAME: \_\_\_\_\_ PP.20 Activity Page  
DATE: \_\_\_\_\_

### Dolley Madison

1. As the wife of the president of the United States, Dolley Madison was called \_\_\_\_\_.
  - A. Mrs. President
  - B. Queen Dolley
  - C. the First Lady
2. Which of the following best describes the Quakers?
  - A. They believed in living a simple life.
  - B. They believed in many gods.
  - C. They believed that fancy churches are pleasing to God.
3. What was the name of the house in Washington, D.C., where the president and the First Lady lived?
  - A. The Capitol
  - B. The Washington House
  - C. The President's House

Skills 6

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4. List ways Dolley Madison was helpful to her husband while he was president.

charming hostess at state dinners  
welcomed all sorts of visitors  
stayed in the President's House as long as she could  
before she left, grabbed many important papers  
helped save a painting of George Washington

Skills 6

Skills 6

# 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, stam-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 done 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*

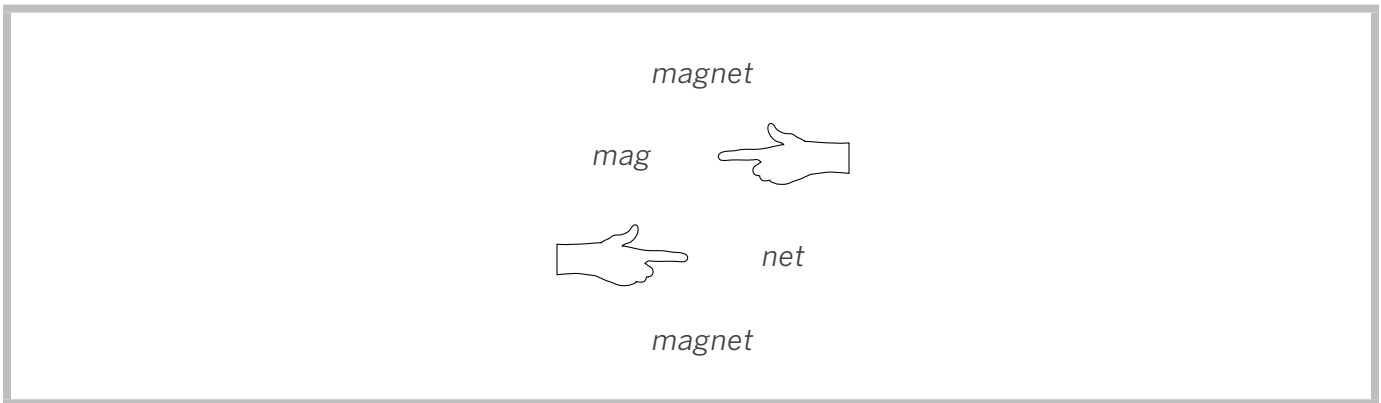
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

*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.

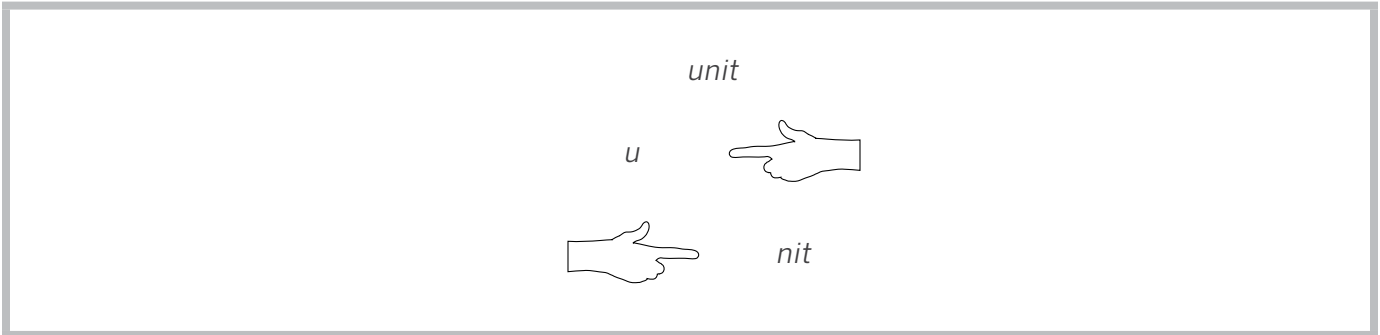


- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

*pu · pil*

*vi · rus*

*mo · ment*



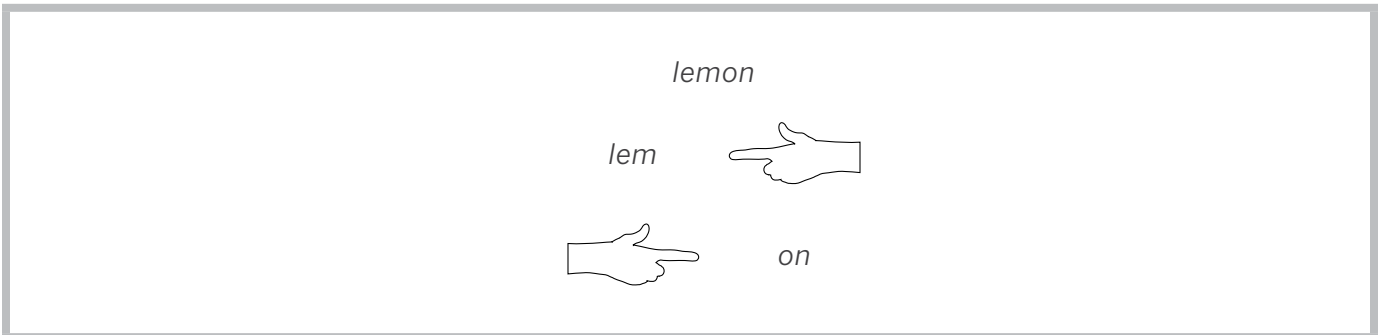
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether 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

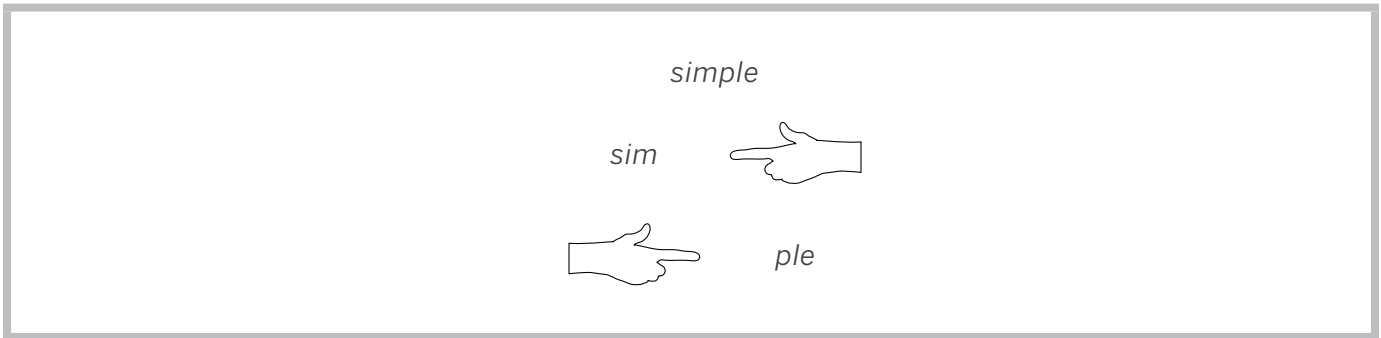
*ban · gle*

*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 2

### Skills 6

### 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 2.1.A                                                                                                                                                                                                                                                                                                                          | listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a short, related sequence of actions                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.1.C                                                                                                                                                                                                                                                                                                                          | share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.1.E                                                                                                                                                                                                                                                                                                                          | develop social communication such as distinguishing between asking and telling                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| (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 2.2.A.i                                                                                                                                                                                                                                                                                                                        | producing a series of rhyming words;                                                                                                                                                                         | U6: p. 374                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| TEKS 2.2.A.ii                                                                                                                                                                                                                                                                                                                       | distinguishing between long and short vowel sounds in one-syllable and multi-syllable words                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.2.A.iii                                                                                                                                                                                                                                                                                                                      | recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.2.A.iv                                                                                                                                                                                                                                                                                                                       | manipulating phonemes within base words                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| (B) demonstrate and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 2.2.B.i                                                                                                                                                                                                                                                                                                                        | decoding words with short, long, or variant vowels, trigraphs, and blends                                                                                                                                    | U6: p. 9, U6: p. 13, U6: p. 120, U6: p. 128, U6: p. 147, U6: p. 156, U6: p. 160, U6: p. 168, U6: p. 291, U6: p. 295, U6: p. 298, U6: p. 302, U6: p. 359, U6: p. 362, U6: p. 365, U6: p. 368                                                                                                                                                                                                                                                    |
| TEKS 2.2.B.ii                                                                                                                                                                                                                                                                                                                       | decoding words with silent letters such as knife and gnat;                                                                                                                                                   | U6: p. 9, U6: p. 13, U6: p. 16, U6: p. 23, U6: p. 31                                                                                                                                                                                                                                                                                                                                                                                           |
| TEKS 2.2.B.iii                                                                                                                                                                                                                                                                                                                      | decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                       | U6: p. 9, U6: p. 16, U6: p. 34, U6: p. 45, U6: p. 50, U6: p. 58, U6: p. 73, U6: p. 77, U6: p. 78, U6: p. 92, U6: p. 99, U6: p. 112, U6: p. 115, U6: p. 118, U6: p. 120, U6: p. 130, U6: p. 182, U6: p. 189, U6: p. 190, U6: p. 193, U6: p. 201, U6: p. 211, U6: p. 219, U6: p. 228, U6: p. 236, U6: p. 237, U6: p. 240, U6: p. 249, U6: p. 269, U6: p. 276, U6: p. 279, U6: p. 286, U6: p. 288, U6: p. 359, U6: p. 362, U6: p. 365, U6: p. 368 |
| TEKS 2.2.B.iv                                                                                                                                                                                                                                                                                                                       | decoding compound words, contractions, and common abbreviations                                                                                                                                              | U6: p. 5, U6: p. 60, U6: p. 65, U6: p. 171, U6: p. 175, U6: p. 193, U6: p. 196, U6: p. 221, U6: p. 226, U6: p. 240, U6: p. 242, U6: p. 279, U6: p. 282                                                                                                                                                                                                                                                                                         |
| TEKS 2.2.B.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                                                                                                                   | U6: p. 23, U6: p. 31, U6: p. 50, U6: p. 58, U6: p. 92, U6: p. 99, U6: p. 120, U6: p. 128, U6: p. 160, U6: p. 168, U6: p. 182, U6: p. 189, U6: p. 211, U6: p. 219, U6: p. 269, U6: p. 276, U6: p. 279, U6: p. 286, U6: p. 291, U6: p. 295                                                                                                                                                                                                       |
| TEKS 2.2.B.vi                                                                                                                                                                                                                                                                                                                       | decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>      | U6: p. 291, U6: p. 295, U6: p. 298, U6: p. 302, U6: p. 305, U6: p. 308, U6: p. 314, U6: p. 316, U6: p. 322, U6: p. 324, U6: p. 332, U6: p. 334                                                                                                                                                                                                                                                                                                 |
| TEKS 2.2.B.vii                                                                                                                                                                                                                                                                                                                      | identifying and reading high-frequency words from a research-based list                                                                                                                                      | U6: p. 228, U6: p. 231                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| (C) demonstrate and apply spelling knowledge by:                                                                                                                                                                        |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                         |
| TEKS 2.2.C.i                                                                                                                                                                                                            | spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;  | U6: p. 5, U6: p. 9, U6: p. 16, U6: p. 34, U6: p. 45, U6: p. 73, U6: p.78, U6: p. 92, U6: p. 99, U6: p. 120, U6: p. 130, U6: p. 147, U6: p. 156, U6: p. 160, U6: p. 168, U6: p. 182, U6: p. 190, U6: p. 228, U6: p. 237, U6: p. 279, U6: p. 288                                                                                                                                          |
| TEKS 2.2.C.ii                                                                                                                                                                                                           | spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                         |
| TEKS 2.2.C.iii                                                                                                                                                                                                          | spelling compound words, contractions, and common abbreviations;                                                                                                                                         | U6: p. 5, U6: p. 60, U6: p. 65, U6: p. 171, U6: p. 175, U6: p. 180, U6: p. 193, U6: p. 196, U6: p. 221, U6: p. 226, U6: p. 240, U6: p. 242, U6: p. 279, U6: p. 282                                                                                                                                                                                                                      |
| TEKS 2.2.C.iv                                                                                                                                                                                                           | spelling multisyllabic words with multiple sound-spelling patterns;                                                                                                                                      | U6: p. 5, U6: p. 9, U6: p. 16, U6: p. 17, U6: p. 34, U6: p. 45, U6: p. 60, U6: p. 63, U6: p. 92, U6: p. 99, U6: p. 147, U6: p. 156, U6: p. 160, U6: p. 168, U6: p. 171, U6: p. 174, U6: p. 221, U6: p. 224, U6: p. 269, U6: p. 272, U6: p. 314, U6: p. 317                                                                                                                              |
| TEKS 2.2.C.v                                                                                                                                                                                                            | spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                                                                      |                                                                                                                                                                                                                                                                                                                                                                                         |
| TEKS 2.2.C.vi                                                                                                                                                                                                           | spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> | U6: p. 291, U6: p. 295, U6: p. 298, U6: p. 302, U6: p. 305, U6: p. 308, U6: p. 314, U6: p. 316, U6: p. 322, U6: p. 324, U6: p. 332, U6: p. 334                                                                                                                                                                                                                                          |
| TEKS 2.2.D                                                                                                                                                                                                              | alphabetize a series of words and use a dictionary or glossary to find words;                                                                                                                            | U6: p. 9, U6: p. 16, U6: p. 60, U6: p. 63, U6: p. 73, U6: p. 78, U6: p. 112, U6: p. 115, U6: p. 120, U6: p. 130, U6: p. 171, U6: p. 174, U6: p. 175, U6: p. 178, U6: p. 182, U6: p. 190, U6: p. 211, U6: p. 214, U6: p. 221, U6: p. 224, U6: p. 228, U6: p. 237, U6: p. 251, U6: p. 259, U6: p. 269, U6: p. 272, U6: p. 279, U6: p. 288, U6: p. 298, U6: p. 302, U6: p. 314, U6: p. 317 |
| TEKS 2.2.E                                                                                                                                                                                                              | develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                         |
| (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 2.3.A                                                                                                                                                                                                              | use print or digital resources to determine meaning and pronunciation of unknown words;                                                                                                                  | U6: p. 171, U6: p. 175, U6: p. 178, U6: p. 193, U6: p. 196, U6: p. 197, U6: p. 204, U6: p. 207, U6: p. 221, U6: p. 226, U6: p. 228, U6: p. 231, U6: p. 251, U6: p. 254, U6: p. 261, U6: p. 263, U6: p. 269, U6: p. 274, U6: p. 322, U6: p. 325                                                                                                                                          |
| TEKS 2.3.B                                                                                                                                                                                                              | use context within and beyond a sentence to determine the meaning of unfamiliar words                                                                                                                    | U6: p. 332, U6: p. 335                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 2.3.C                                                                                                                                                                                                              | identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-ion/tion/sion</i>                          | U6: p. 82, U6: p. 89, U6: p. 105, U6: p. 109, U6: p. 291, U6: p. 295, U6: p. 298, U6: p. 302, U6: p. 305, U6: p. 308, U6: p. 314, U6: p. 316, U6: p. 322, U6: p. 324, U6: p. 332, U6: p. 334                                                                                                                                                                                            |
| TEKS 2.3.D                                                                                                                                                                                                              | identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                         |
| (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: |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                         |
| TEKS 2.4                                                                                                                                                                                                                | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                                      | U6: p. 73, U6: p. 76, U6: p. 105, U6: p. 108, U6: p. 135, U6: p. 138, U6: p. 160, U6: p. 163, U6: p. 182, U6: p. 185, U6: p. 204, U6: p. 207, U6: p. 221, U6: p. 226, U6: p. 240, U6: p. 242, U6: p. 261, U6: p. 263, U6: p. 279, U6: p. 282, U6: p. 314, U6: p. 319, U6: p. 348, U6: p. 352, U6: p. 365, U6: p. 368                                                                    |

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| (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 read independently for a sustained period of time. |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.5                                                                                                                                                                                                                                                                                            | self-select text and read independently for a sustained period of time.                                                                                    | U6: p. 291, U6: p. 294                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| (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 2.6.A                                                                                                                                                                                                                                                                                          | establish purpose for reading assigned and self-selected texts;                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.6.B                                                                                                                                                                                                                                                                                          | generate questions about text before, during, and after reading to deepen understanding and gain information                                               | U6: p. 322, U6: p. 329, U6: p. 332, U6: p. 338                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| TEKS 2.6.C                                                                                                                                                                                                                                                                                          | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.6.D                                                                                                                                                                                                                                                                                          | create mental images to deepen understanding                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.6.E                                                                                                                                                                                                                                                                                          | make connections to personal experiences, ideas in other texts, and society                                                                                | U6: p. 147, U6: p. 151, U6: p. 211, U6: p. 214, U6: p. 322, U6: p. 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| TEKS 2.6.F                                                                                                                                                                                                                                                                                          | make inferences and use evidence to support understanding                                                                                                  | U6: p. 50, U6: p. 53, U6: p. 82, U6: p. 85, U6: p. 340, U6: p. 343, U6: p. 348, U6: p. 352, U6: p. 365, U6: p. 368                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| TEKS 2.6.G                                                                                                                                                                                                                                                                                          | evaluate details read to determine key ideas                                                                                                               | U6: p. 60, U6: p. 65, U6: p. 73, U6: p. 76, U6: p. 105, U6: p. 108, U6: p. 120, U6: p. 124, U6: p. 135, U6: p. 138, U6: p. 147, U6: p. 151, U6: p. 160, U6: p. 163, U6: p. 182, U6: p. 185, U6: p. 193, U6: p. 196, U6: p. 204, U6: p. 207, U6: p. 211, U6: p. 214, U6: p. 221, U6: p. 226, U6: p. 228, U6: p. 231, U6: p. 240, U6: p. 242, U6: p. 251, U6: p. 254, U6: p. 261, U6: p. 263, U6: p. 269, U6: p. 274, U6: p. 279, U6: p. 282, U6: p. 291, U6: p. 294, U6: p. 314, U6: p. 319, U6: p. 322, U6: p. 325, U6: p. 332, U6: p. 335, U6: p. 340, U6: p. 343, U6: p. 348, U6: p. 352, U6: p. 365, U6: p. 368 |
| TEKS 2.6.H                                                                                                                                                                                                                                                                                          | synthesize information to create new understanding                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.6.I                                                                                                                                                                                                                                                                                          | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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 2.7.A                                                                                                                                                                                                                                                                                          | describe personal connections to a variety of sources                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.7.B                                                                                                                                                                                                                                                                                          | write brief comments on literary or informational texts that demonstrate an understanding of the text                                                      | U6: p. 92, U6: p. 95, U6: p. 105, U6: p. 108, U6: p. 160, U6: p. 163, U6: p. 251, U6: p. 254, U6: p. 291, U6: p. 294, U6: p. 297, U6: p. 322, U6: p. 329, U6: p. 332, U6: p. 338                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| TEKS 2.7.C                                                                                                                                                                                                                                                                                          | use text evidence to support an appropriate response                                                                                                       | U6: p. 50, U6: p. 53, U6: p. 73, U6: p. 76, U6: p. 82, U6: p. 85, U6: p. 105, U6: p. 108, U6: p. 135, U6: p. 138, U6: p. 182, U6: p. 185, U6: p. 269, U6: p. 274, U6: p. 279, U6: p. 282, U6: p. 291, U6: p. 295                                                                                                                                                                                                                                                                                                                                                                                                   |
| TEKS 2.7.D                                                                                                                                                                                                                                                                                          | retell and paraphrase texts in ways that maintain meaning and logical order                                                                                | U6: p. 120, U6: p. 124, U6: p. 171, U6: p. 175, U6: p. 193, U6: p. 196                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| TEKS 2.7.E                                                                                                                                                                                                                                                                                          | interact with sources in meaningful ways such as illustrating or writing                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 2.7.F                                                                                                                                                                                                                                                                                          | respond using newly acquired vocabulary as appropriate                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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(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 2.8.A | discuss topics and determine theme using text evidence with adult assistance                                                               |
| TEKS 2.8.B | describe the main character’s (characters’) internal and external traits                                                                   |
| TEKS 2.8.C | describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently |
| TEKS 2.8.D | describe the importance of the setting                                                                                                     |

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

|            |                                                                                                                                        |
|------------|----------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 2.9.A | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales |
| TEKS 2.9.B | explain visual patterns and structures in a variety of poems                                                                           |
| TEKS 2.9.C | discuss elements of drama such as characters, dialogue, and setting                                                                    |

(D) recognize characteristics and structures of informational text, including:

|                |                                                                                            |                                                                                                                                                                  |
|----------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 2.9.D.i   | the central idea and supporting evidence with adult assistance                             | U6: p. 60, U6: p. 65, U6: p. 67, U6: p. 92, U6: p. 95, U6: p. 96, U6: p. 240, U6: p. 247, U6: p. 298, U6: p. 300, U6: p. 305, U6: p. 309, U6: p. 314, U6: p. 320 |
| TEKS 2.9.D.ii  | features and graphics to locate and gain information                                       | U6: p. 23, U6: p. 27, U6: p. 34, U6: p. 38, U6: p. 60, U6: p. 65, U6: p. 92, U6: p. 95, U6: p. 120, U6: p. 124, U6: p. 147, U6: p. 151, U6: p. 332, U6: p. 335   |
| TEKS 2.9.D.iii | organizational patterns such as chronological order and cause and effect stated explicitly | U6: p. 23, U6: p. 27, U6: p. 34, U6: p. 38, U6: p. 298, U6: p. 300                                                                                               |

(E) recognize characteristics of persuasive text, including:

|               |                                                                |                                    |
|---------------|----------------------------------------------------------------|------------------------------------|
| TEKS 2.9.E.i  | the central idea and supporting evidence with adult assistance |                                    |
| TEKS 2.9.E.ii | distinguishing facts from opinion                              |                                    |
| TEKS 2.9.F    | recognize characteristics of multimodal and digital texts      | U6: p. 171, U6: p. 175, U6: p. 178 |

(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 2.10.A | discuss the author’s purpose for writing text                                       | U6: p. 314, U6: p. 319 |
| TEKS 2.10.B | discuss how the use of text structure contributes to the author’s purpose           |                        |
| TEKS 2.10.C | discuss the author’s use of print and graphic features to achieve specific purposes |                        |
| TEKS 2.10.D | discuss the use of descriptive, literal, and figurative language                    |                        |
| TEKS 2.10.E | identify the use of first or third person in a text                                 |                        |
| TEKS 2.10.F | identify and explain the use of repetition                                          |                        |

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| (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 2.11.A                                                                                                                                                                                                                                                           | plan a first draft by generating ideas for writing such as drawing and brainstorming                       | U6: p. 340, U6: p. 344                                                                                                                                              |
| (B) develop drafts into a focused piece of writing by:                                                                                                                                                                                                                |                                                                                                            |                                                                                                                                                                     |
| TEKS 2.11.B.i                                                                                                                                                                                                                                                         | organizing with structure; and                                                                             |                                                                                                                                                                     |
| TEKS 2.11.B.ii                                                                                                                                                                                                                                                        | developing an idea with specific and relevant details                                                      |                                                                                                                                                                     |
| TEKS 2.11.C                                                                                                                                                                                                                                                           | revise drafts by adding, deleting, or rearranging words, phrases or sentences                              | U6: p. 204, U6: p. 208, U6: p. 240, U6: p. 249, U6: p. 348, U6: p. 356, U6: p. 359, U6: p. 363, U6: p. 365, U6: p. 369                                              |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                        |                                                                                                            |                                                                                                                                                                     |
| TEKS 2.11.D                                                                                                                                                                                                                                                           | edit drafts using standard English conventions                                                             |                                                                                                                                                                     |
| TEKS 2.11.D.i                                                                                                                                                                                                                                                         | complete sentences with subject-verb agreement.                                                            | U6: p. 112, U6: p. 115, U6: p. 135, U6: p. 143, U6: p. 171, U6: p. 180, U6: p. 193, U6: p. 200, U6: p. 261, U6: p. 267, U6: p. 291, U6: p. 297                      |
| TEKS 2.11.D.ii                                                                                                                                                                                                                                                        | past, present, and future verb tense                                                                       | U6: p. 9, U6: p. 16, U6: p. 193 U6: p. 201, U6: p. 261, U6: p. 267, U6: p. 291, U6: p. 297                                                                          |
| TEKS 2.11.D.iii                                                                                                                                                                                                                                                       | singular, plural, common, and proper nouns                                                                 | U6: p. 9, U6: p. 16, U6: p. 112, U6: p. 118, U6: p. 193, U6: p. 201, U6: p. 261, U6: p. 267, U6: p. 291, U6: p. 297                                                 |
| TEKS 2.11.D.iv                                                                                                                                                                                                                                                        | adjectives, including articles                                                                             | U6: p. 9, U6: p. 16, U6: p. 112, U6: p. 118, U6: p. 135, U6: p. 143, U6: p. 204, U6: p. 208                                                                         |
| TEKS 2.11.D.v                                                                                                                                                                                                                                                         | adverbs that convey time and adverbs that convey place;                                                    | U6: p. 82, U6: p. 89, U6: p. 92, U6: p. 101, U6: p. 105, U6: p. 109, U6: p. 112, U6: p. 118, U6: p. 135, U6: p. 143, U6: p. 193, U6: p. 201, U6: p. 204, U6: p. 208 |
| TEKS 2.11.D.vi                                                                                                                                                                                                                                                        | prepositions and prepositional phrases                                                                     | U6: p. 348, U6: p. 356                                                                                                                                              |
| TEKS 2.11.D.vii                                                                                                                                                                                                                                                       | pronouns, including subjective, objective, and possessive cases                                            |                                                                                                                                                                     |
| TEKS 2.11.D.viii                                                                                                                                                                                                                                                      | coordinating conjunctions to form compound subjects and predicates                                         |                                                                                                                                                                     |
| TEKS 2.11.D.ix                                                                                                                                                                                                                                                        | capitalization of months, days of the week, and the salutation and conclusion of a letter;                 |                                                                                                                                                                     |
| TEKS 2.11.D.x                                                                                                                                                                                                                                                         | end punctuation, apostrophes in contractions, and commas with items in a series and in dates;              | U6: p. 9, U6: p. 16, U6: p. 171, U6: p. 180, U6: p. 261, U6: p. 267, U6: p. 348, U6: p. 356, U6: p. 359, U6: p. 363, U6: p. 365, U6: p. 369                         |
| TEKS 2.11.D.xi                                                                                                                                                                                                                                                        | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; | U6: p. 348, U6: p. 356, U6: p. 359, U6: p. 363, U6: p. 365, U6: p. 369                                                                                              |
| TEKS 2.11.E                                                                                                                                                                                                                                                           | publish and share writing                                                                                  | U6: p. 359, U6: p. 363, U6: p. 365, U6: p. 369                                                                                                                      |
| (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 2.12.A                                                                                                                                                                                                                                                           | compose literary texts, including personal narratives and poetry                                           | U6: p. 251, U6: p. 258                                                                                                                                              |
| TEKS 2.12.B                                                                                                                                                                                                                                                           | compose informational texts, including procedural texts and reports; and                                   | U6: p. 340, U6: p. 344, U6: p. 346, U6: p. 348, U6: p. 356                                                                                                          |
| TEKS 2.12.C                                                                                                                                                                                                                                                           | compose correspondence such as thank you notes or letters                                                  |                                                                                                                                                                     |

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2****Skills 6****Correlation—Teacher's Guide**

(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 2.13.A | generate questions for formal and informal inquiry with adult assistance                       | U6: p. 305, U6: p. 309, U6: p. 311                         |
| TEKS 2.13.B | develop and follow a research plan with adult assistance                                       | U6: p. 305, U6: p. 308, U6: p. 309, U6: p. 322, U6: p. 329 |
| TEKS 2.13.C | identify and gather relevant sources and information to answer the questions                   | U6: p. 305, U6: p. 308, U6: p. 309                         |
| TEKS 2.13.D | identify primary and secondary sources                                                         |                                                            |
| TEKS 2.13.E | demonstrate understanding of information gathered                                              | U6: p. 305, U6: p. 309                                     |
| TEKS 2.13.F | cite sources appropriately                                                                     | U6: p. 348, U6: p. 356                                     |
| TEKS 2.13.G | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | U6: p. 359, U6: p. 363, U6: p. 365, U6: p. 369             |



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

### Skills 6

### Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |                                                                                                                                                                               |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          |                                                                                                                                                                               |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          |                                                                                                                                                                               |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U6: p. 128, U6: p. 302                                                                                                                                                        |
| 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                                                           | U6: p. 30, U6: p. 43, U6: p. 69, U6: p. 76, U6: p. 99, U6: p. 155, U6: p. 179, U6: p. 199, U6: p. 218, U6: p. 235, U6: p. 258, U6: p. 267, U6: p. 275, U6: p. 328, U6: p. 336 |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    | U6: p. 43, U6: p. 90, U6: p. 336                                                                                                                                              |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |                                                                                                                                                                               |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |                                                                                                                                                                               |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |           |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        |           |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | U6: p. 14 |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 |           |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           |           |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

| Skills 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                  | 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                                                                                                                                                                                                       | U6: p. 54                   |
| 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 point, 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                                                                                                                                                                                                            | U6: p. 143                  |
| 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 note                                                                                                                    |                             |
| <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                                                                                                                                          |                             |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |                             |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                             |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              |                             |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           | U6: p. 143                  |
| 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 2

| Skills 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                             | 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 grade-appropriate academic topics                                                                                       | U6: p. 99                                                                                                                                                          |
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | narrate, describe, and explain with increasing specificity and detail as more English is acquired                                                                                                                                                                                           | U6: p. 117, U6: p. 247                                                                                                                                             |
| 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                                                                                                                              | U6: p. 197                                                                                                                                                         |
| <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                                                   | U6: p. 128                                                                                                                                                         |
| 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                                                                                                              | U6: p. 197                                                                                                                                                         |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                          | U6: p. 14, U6: p. 69                                                                                                                                               |
| 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 | U6: p. 169                                                                                                                                                         |
| 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                                                             | U6: p. 30, U6: p. 54, U6: p. 76, U6: p. 86, U6: p. 155, U6: p. 179, U6: p. 189, U6: p. 199, U6: p. 218, U6: p. 235, U6: p. 258, U6: p. 275, U6: p. 320, U6: p. 328 |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                     |                                                                                                                                                                    |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

| Skills 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      | 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     | U6: p. 54, U6: p. 76, U6: p. 155, U6: p. 179, U6: p. 199, U6: p. 218, U6: p. 235, U6: p. 258, U6: p. 275, U6: p. 320, U6: p. 328, U6: p. 336 |
| 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        | U6: p. 320                                                                                                                                   |
| 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                                                                                                                                                                                   |                                                                                                                                              |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 | U6: p. 108                                                                                                                                   |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |                                                                                                                                              |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 | U6: p. 267                                                                                                                                   |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |                                                                                                                                              |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     | U6: p. 90, U6: p. 313, U6: p. 346                                                                                                            |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              | U6: p. 117, U6: p. 200, U6: p. 209, U6: p. 247, U6: p. 259                                                                                   |

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**Grade 2** | **Skills 6** | Teacher Guide

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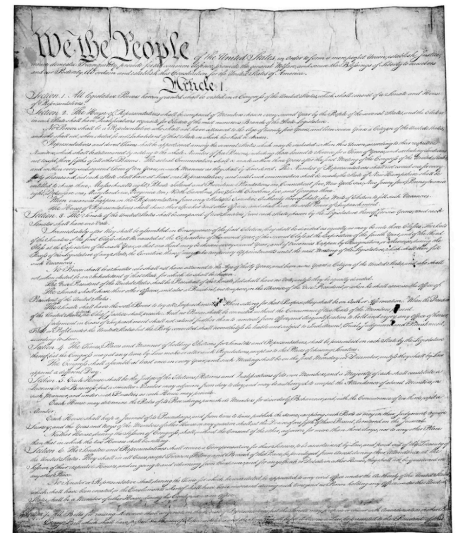


# The Preamble to the United States Constitution

When the United States of America became a country, it was important to establish rules and laws for citizens and leaders to follow. The document that included those rules and laws became known as the Constitution, which was written in 1787. It includes information on how the government should be set up, what laws should be followed, and rules about how everyone in the country should be treated fairly.

The Constitution begins with some important words, and those words are known as the Preamble. A preamble is a statement that introduces something. So the Preamble to the Constitution is the introduction to the Constitution.

The words to the Preamble are: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."



## The Pledge of Allegiance

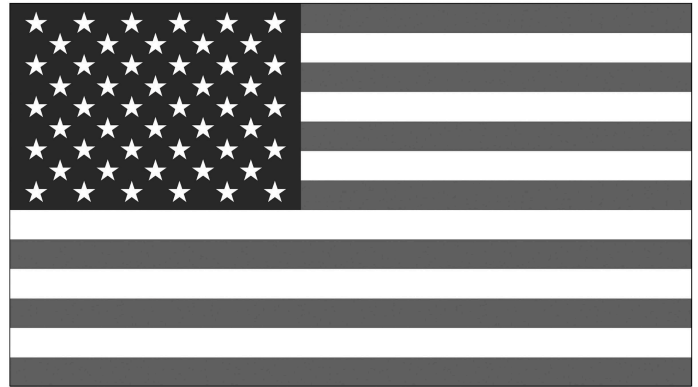
The Pledge of Allegiance is an oath, or vow, that people in the United States recite before important events. It is a way for American citizens to say they are proud to be a part of the country and agree to work together for freedom and fairness.

The words to the Pledge of Allegiance are: "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."



## The United States Flag

The U.S. flag serves as a powerful symbol of patriotism and unity in the United States. It features fifty stars on a field of blue, each representing one of the states that together make up our nation, and thirteen alternating red and white stripes, representing the original colonies that declared independence. The flag evokes feelings of pride and respect, reminding us of the freedoms and rights that we cherish as Americans. When people sing the national anthem, "The Star-Spangled Banner," they usually face the flag. Also displayed proudly during national holidays, in schools, and at public buildings, the flag stands as a reminder of the nation's history, its sacrifices, and the enduring spirit of its people.



## Tommy's Big Dream

Tommy is a third grader who loves America and has a big dream to start his own business someday. His favorite class is social studies, where he learns about "free enterprise." This means people in America can open businesses. Some of those business owners sell their own creations, which makes Tommy excited.

Every summer, Tommy runs a lemonade stand. He loves making lemonade and talking to his customers. Tommy feels proud when people enjoy his lemonade. His mom explains that this small stand is a business, where he can make money by selling something he made.

Tommy admires local shopkeepers who sell books, toys, or treats. They work hard and love making their customers happy. He wants to be like them, using creativity and hard work to succeed.

One day, he shares his dream with his teacher, who says, "In America, you can do anything you set your mind to." This makes Tommy feel proud to live in a place where dreams can come true with hard work.



## Concord Hymn and the “Shot Heard Round the World”

One of the first battles in the American Revolution was the Battle of Lexington and Concord in Massachusetts in 1775. As British soldiers were marching to Concord to take away colonists’ weapons, they were stopped by colonists in Lexington who decided to begin fighting back against British rule.

No one knows who fired the first shot in that battle, but it became known as “the shot heard round the world” because of a famous poem by Ralph Waldo Emerson. Emerson wrote the poem to be sung in 1837 to dedicate a monument for the fallen soldiers of the battle.

Read Emerson’s poem below, then answer the following questions.

Concord Hymn

Ralph Waldo Emerson

By the rude bridge that arched the flood,  
Their flag to April’s breeze unfurled,  
Here once the embattled farmers stood  
And fired the shot heard round the world.

The foe long since in silence slept;  
Alike the conqueror silent sleeps;  
And Time the ruined bridge has swept  
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,  
We set today a votive stone;  
That memory may their deed redeem,  
When, like our sires, our sons are gone.

Spirit, that made those heroes dare  
To die, and leave their children free,  
Bid Time and Nature gently spare  
The shaft we raise to them and thee.

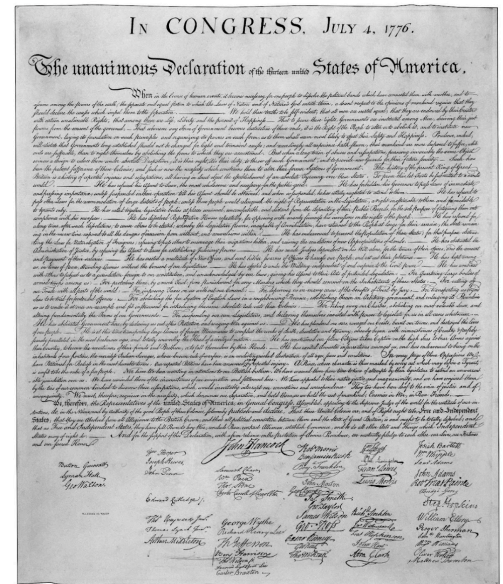


# The Declaration of Independence

The Declaration of Independence is a document created by a group of men who later became known as the Founding Fathers. The Declaration explains why the thirteen American colonies no longer wanted to live under the rule of the British government and instead wanted to be in charge of themselves and start a new country—in other words, they were declaring independence.

While the Declaration of Independence does not include rules and laws for how the country should be set up, like the Constitution does, it is a symbol of American independence. Many of the phrases used in the Declaration still have importance today.

One such important section of the Declaration says the following: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”



## Father and Son in the White House

George H. W. Bush and George W. Bush were a father and son who both became presidents of the United States. They also shared a special connection to Texas.

George H. W. Bush, the father, was the 41st president. He moved to Texas in 1948 to work in the oil business and quickly grew to love the state's spirit and warm people. His son, George W. Bush, the 43rd president, grew up in Texas and was the governor there for two terms before becoming president.

Both men embraced many Texan values such as hard work, kindness, dedication to country, and bravery, bringing these ideals to the White House. Each of them played an important role in shaping our country's history, guided by the lessons they learned in the Lone Star State.

*Note: This passage does not have an associated image*

# 1

Grade 3

**Skills 1** | Teacher Guide



Grade 3

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# **Skills 1**

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**Teacher Guide**

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Short and Long Vowel Sounds</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Short and Long Vowel Sounds</li> <li>Review Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Inflectional Endings with Verbs: <i>-s</i> and <i>-es</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Pat’s Bike” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Unit 1 Dictation Pretest</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Consonant Blends</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Consonant Blends</li> <li>Read Closed One-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Inflectional Endings: <i>-s</i>, <i>-es</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Pat’s Bike”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with Consonant Blends</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Blend Words with Double-Letter Consonants</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Double-Letter Consonants and <i>-ed</i>, <i>-ing</i></li> <li>Read Closed Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Inflectional Endings: <i>-ed</i>, <i>-ing</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Jazz Music”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with Double-Letter Consonants and <i>-ed</i>, <i>-ing</i></li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Give Me a Word</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Review: Vowel Sounds, Blends, and Consonant Sound Spellings</li> <li>• Read Closed Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Review Inflectional Endings</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Baking Cupcakes” Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Encoding Review</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Add Ending Sounds to Create New Words</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Review Words with Silent Letter Combinations: ‘wr’ &gt; /r/, ‘kn’ &gt; /n/</li> <li>• Read Closed Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Inflectional Endings: <i>-ed, -ing</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Knoll the Knight” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell multisyllabic words with silent letter combinations ‘wr’ &gt; /r/, ‘kn’ &gt; /n/</li> </ul> |

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|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Add Sounds to Make New Words</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Review Silent Letter Combinations: ‘mb’ and ‘bt’</li> <li>• Read Closed Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Inflectional Endings: <i>-ed, -ing</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Reread “Knoll the Knight”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Words with Silent Letter Combinations ‘mb’ and ‘bt’</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Review /ch/ and /k/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Review /ch/ &gt; ‘ch’ and ‘tch’, /k/ &gt; ‘ch’</li> <li>• Read Closed Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Inflectional Endings: <i>-ed, -ing</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Lake Day”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Words with ‘ch’ and ‘tch’ &gt; /ch/, ‘ch’ &gt; /k/</li> </ul> |

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|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /sh/ and /qu/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Digraphs: ‘sh,’ ‘qu’</li> <li>Read Open One-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Inflectional Endings: <i>-ed, -ing</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Lake Day”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with ‘sh’ &gt; /sh/, ‘qu’ &gt; /qu/</li> </ul> |

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| Part 1 (15 min.)                                                                          |                                                                                                                                              |                                                                                                          | Part 2 (15 min.)                                                                                            |                                                                                                    |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Sound Review</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Give Me a Word</li> <li>Read Words with Open Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Inflectional Endings</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Fall Colors” Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

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|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Digraphs: /th/, /<u>th</u>/, /ng/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with ‘th’ &gt; /th/ and /<u>th</u>/ and ‘ng’ &gt; /ng/</li> <li>Read Open Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Inflectional Endings: Verbs</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Topher Sings” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with ‘th’ and ‘ng’</li> </ul> |

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| Part 1 (15 min.)                                                                                                     |                                                                                                                                                                    |                                                                                                          | Part 2 (15 min.)                                                                                 |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review; Digraphs ‘ph’ and ‘gh’ &gt; /f/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with ‘ph’ and ‘gh’ &gt; /f/</li> <li>Read Open Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Inflectional Endings</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Topher Sings”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with ‘ph’ and ‘gh’</li> </ul> |

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| Part 1 (15 min.)                                                                                  |                                                                                                                                                                                          |                                                                                                                             | Part 2 (15 min.)                                                                                  |                                                                                                                                   |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /k/, /w/, /g/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /k/ &gt; ‘ck’, /w/ &gt; ‘wh’, /g/ &gt; ‘gh’</li> <li>Read Open Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Inflected Endings: –er and –est</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Serena Williams”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with Digraphs ‘ck’, ‘wh’, and ‘gh’</li> </ul> |

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|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Add Sounds to Create New Words</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Consonant Blends and Digraphs</li> <li>Read Open Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Inflectional Endings: –er and –est</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Serena Williams”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with Consonant Blends and Digraphs</li> </ul> |

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| Part 1 (15 min.)                                                                            |                                                                                                                                                          |                                                                                                          | Part 2 (15 min.)                                                                                                                   |                                                                                                    |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Sound Building</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Digraphs</li> <li>Read Words with Closed and Open Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Inflectional Endings</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Whooping Elephants vs. Tiny Tigers” Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Add Sounds to Make New Words</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Abbreviations: Titles with Names</li> <li>Read Open Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Derivational Endings: –y</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “A Letter for Mr. and Mrs. Lopez” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Abbreviations of Titles with Names</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Add Sounds to Make New Words</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Read Abbreviations: Streets in Addresses and States</li> <li>• Read Words with Closed and Open Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Derivational Endings: <i>-y</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Reread “A Letter for Mr. and Mrs. Lopez”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Abbreviations of Streets in Addresses and States</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Review Consonant Blends</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Read Abbreviations: Days of the Week and Months of the Year</li> <li>• Read Words with Closed and Open Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Derivational Endings: <i>-er</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Scientists”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Abbreviations of Days of the Week and Months of the Year</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Review Consonant Blends</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Read Abbreviations: Measurements</li> <li>• Read Words with Closed and Open Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Derivational Endings: <i>-less</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Reread “Scientists”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Abbreviations of Measurements</li> </ul> |

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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Sound Review</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Review Abbreviations</li> <li>• Read Words with Closed and Open Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Review Root Words and Suffixes</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Blanket Detective” Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Unit 1 Dictation Posttest</li> </ul> |





# Introduction

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## WELCOME

Dear Third Grade Teacher,

Welcome! This program has been carefully researched and crafted to help you make every student in your classroom a reader.

Some key aspects of the program are listed here:

- This program provides comprehensive review of and expansion on foundational reading skills, such as phonological awareness, phonics and word recognition, fluency, morphology, reading comprehension, as well as encoding and spelling.
- This program includes explicit, systematic phonics instruction in which students are taught the letter-sound correspondences needed to independently decode words.
- This program begins by reviewing the most common spelling for a sound (the basic code spelling). Later it teaches spelling alternatives for sounds that can be spelled several different ways. Complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program uses a phonics approach that adheres to the science of reading by teaching students to read by blending through the word. It does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.

The remainder of this introduction will provide you with an overview of the various materials included in the Grade 3 Skills program, general unit and lesson features, and detailed information about this first unit of instruction and how you will determine whether your students have the prerequisite skills needed to be successful in the Grade 3 Skills program. For more information on the program's research background, scope and sequence, and to access other resources, please visit the program's digital components site.

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## SKILLS STRAND COMPONENTS

### Teacher Components

- Teacher Guide (one per unit)

## Digital Teacher Components

- Teacher Resources (Appendices)
- Adjusted Pathways
- Assessment Guidance, Assessment Trackers, and Data Analysis Guidance
- Corrective Feedback Planning Tool
- Caregiver Letters
- General English Learners

## Student Components

- Activity Books (one copy per student): includes reading passages for students to annotate

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## COMPONENT DESCRIPTIONS

### Teacher Components

#### Teacher Guide

Each Teacher Guide includes daily lessons with detailed directions. Each lesson may be conducted in a single 30-minute session or as two 15-minute sessions (divided into Parts 1 and 2) depending on teacher preference. The Teacher Guide will indicate suggested pacing and grouping for activities. Instruction and exercises should be presented in the order listed in the Lesson at a Glance chart.

#### Part 1:

**Phonological Awareness:** Each lesson begins with a Warm-Up activity in which students hear and say the focus sounds of the lesson. Warm-Ups provide students opportunities to reinforce their phonological awareness skills while previewing and combining phonological awareness with the phonics skill they will study for the duration of the lesson. Students may also practice adding, deleting, and substituting sounds orally in words. Phonological Awareness reinforces and spirals from the G1 and G2 Texas Essential Knowledge and Skills Standards.

**Phonics—Decoding:** After the oral Warm-Up activity, each lesson moves into a review of how the focus sounds are read and spelled. The phonics activities are separated into two parts: decoding and syllabication. In the decoding activities, students review identifying and reading words with focus sound-spellings. In the syllabication activities, students review identifying specific syllable types in words. Units 1, 2, and 3 of the Skills program focus on the six main syllable types: closed, open, VCe, vowel team, r-controlled, and final stable syllables. Unit 4 focuses on using the syllable division patterns VCCV, VCV, and VCCCV to divide words. Decoding and syllabication activities align with the G3 Texas Essential Knowledge and Skills Standards.

**Morphology:** Each morphology activity focuses on a specific affix or root. Students learn to identify, read, define, spell, and use words with each word part. Morphology and word study activities align with the G3 Texas Essential Knowledge and Skills Standards.

## **Part 2:**

**Reading:** Students read a passage (located in the Student Activity Books) that provides practice with the lesson’s phonics, syllabication, and morphology skills. Each week follows the same cycle:

- Day 1: The Teacher Demonstration focuses on accuracy, expression, and rate. Students answer oral discussion questions as a group, and the teacher may note correct responses in the Discussion Questions Observation Record as formative assessment.
- Day 2: Students reread the Day 1 passage with a partner, annotating the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. The teacher may monitor partner reading in the Anecdotal Reading Record as formative assessment.
- Day 3: The Teacher Demonstration focuses on accuracy, expression, and rate. Students answer comprehension questions in their Activity Books.
- Day 4: Students reread the Day 3 passage with a partner, annotating the passage to indicate their understanding of the phonics, syllabication, and morphology skills reviewed in the lesson. The teacher may monitor partner reading in the Anecdotal Reading Record as formative assessment.
- Day 5: Students independently read a new passage and answer comprehension questions in their Activity Books.

Decoding and reading comprehension activities align with the G3 Texas Essential Knowledge and Skills Standards.

**Phonics—Encoding:** Each lesson ends with a short dictation activity that provides students practice in spelling words with the same sound-spelling reviewed in the Phonics activity. Students spell words in isolation and in sentences in their dictation journal. The Lesson 1 encoding activity is a dictation pretest that assesses students’ understanding of the phonics skills that will be addressed in the unit. In the final lesson of the unit, students will spell the same dictated words from the pretest to show mastery of the sound-spellings covered in the unit. Encoding activities align with the G3 Texas Essential Knowledge and Skills Standards.

This program provides ample opportunities for students to spell words from teacher dictation. Each encoding activity has nine words for students to spell in isolation and two full sentences for students to spell in context. Students also have the opportunity to spell words in their own sentences.

Students will also create a dictation journal.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create or designate a small dictation journal for each student. Stapling ten pieces of paper together is all you will need for each journal.

## **Additional Support (optional additional opportunities to reinforce skills)**

### **Writing Extension**

In the Additional Support section, students are provided with optional additional opportunities to reinforce skills. For each passage, students are given a prompt and asked to respond using 3-5 complete sentences, using citations from the passage. This is a great opportunity for students to practice their cursive writing, and for the teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections.

### **Tricky Words Review**

In this program, we focus on teaching students Tricky Words that are used in the passages associated with each lesson. Students practice decoding and spelling Tricky Words in isolation, in the context of phrases and passages, and in their dictation journals. Tricky Word lists for each unit and lesson are available in Appendix D of the Grade 3 Skills Teacher Resources, on the digital components site. The lists include correlations of where Tricky Words appear in other research-based lists (e.g., Dolch, Fry, and Zeno). In addition, the background and approach on how we teach Tricky Words can also be accessed on the digital components site.

## **Digital Teacher Components**

### **Teacher Resources (Appendices)**

To learn more about the program's research and background, teachers can access the Grade 3 Teacher Resources, which includes the following appendices:

- Appendix A: Overview of the Grade 3 Skills Program
- Appendix B: Grade 3 Skills Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllabic Words
- Appendix D: Tricky Words (High-Frequency Irregular Words)

### **Adjusted Pathways and Pacing Guides**

The Grade 3 adjusted pathway provides several pacing guides for various instructional calendar days (90, 165, 180, and 210 days) and provides recommendations to adjust the pacing guides for any other number of instructional days.

### **Assessment Guidance, Assessment Trackers, and Data Analysis Guidance**

The Assessment Guidance provides an overview of all summative and formative assessments administered in this program, as well as guidelines for best practices on how to use them. Assessment Trackers are provided for each unit's pretest and posttest, as well as for weekly

dictation spelling assessments. The Data Analysis Guidance explains how to use the Assessment Trackers to gather and analyze student data to better plan instruction for the unit and monitor student progress.

### **Corrective Feedback Planning Tool**

The Corrective Feedback Planning Tool helps teachers identify and anticipate common errors in each of the skill focus areas and provide in-the-moment corrective feedback. Sample suggested sentence frames are provided for each skill focus area, as well as a sample filled out template, with each applicable skill category for Grade 3 Skills.

### **Caregiver Letters**

Four Caregiver Letters (one for each unit) are available in English and Spanish on the digital component site. Each letter gives an overview of the unit, what students will learn and read, and several examples of activities caregivers can do at home, to support student learning.

### **General English Learners Resources**

A General English Learner (GEL) is a student whose language variety is different from the one used in education. Language variety is another term for dialect; each language variety follows complex, rule-governed phonological, morphological, syntactic, semantic, and lexical systems. There are many different variations of the English language, which may be spoken by students in the classroom. The one used in mainstream print media, business, and education is General American English (GAE; also often referred to as “Standard” or “Mainstream” English). Our goal is for students to decode and encode their oral system into a written system, and by helping students extend their oral language knowledge to include GAE they will be better prepared to learn the written system of GAE.

Your students’ language varieties may have affected the way in which they speak, read, and write. Please refer to the *General English Learners* resource, available online on the program’s digital component site, for information on how a student’s performance can be influenced by language variety and for appropriate instructional supports.

### **Student Components**

#### **Activity Books**

The student Activity Book pages are organized by lesson; the Teacher Guide provides direction within each lesson as to when and how each activity page should be used. Some pages are designed to be completed as a group with teacher assistance, while other pages are intended to be completed independently or in pairs. In addition to practice exercises for reinforcement of skills, the Activity Books also include assessment pages, homework, and passages to read and annotate in class. Students may take the activity pages home if they do not have enough time to complete them during class.

For any activity pages that are completed as homework, make time at the beginning of the next lesson to go over student responses and provide feedback. Allow students time to make corrections to their own work as appropriate.

**Passages:** There are three passages for each week. Students will read the texts with the teacher, with a partner, or independently based on the reading activity for the day. Students will annotate the passages to demonstrate their understanding of the phonics, syllabication, and morphology instruction in the lesson. In Grade 3, students are making the transition to becoming fully independent readers, who are prepared to confidently tackle natural text in any grade level-appropriate book. Students are taught to segment more difficult words using the code knowledge they have learned in order to read challenging, unfamiliar words.

Each unit has 12–15 passages (three passages per week) for students to read. The first and second passages are read at least twice. The first passage of the week begins as a teacher demonstration, during which you model reading accurately and with appropriate rate and expression. You may choose to have students perform a choral read during the whole-group demonstration. On the second day, students reread the passage with a partner, practicing the fluency skills they saw modeled the day before. Partner reading may follow any routines, including taking turns reading the entire story, echo reading, or choral reading. On the third day, students independently read a new passage and answer comprehension questions. They reread the passage on the fourth day with partners and clear up any misunderstandings or misreadings. On the last day of the week, students read a new passage independently and answer comprehension questions.

During reading time, it is important to circulate and listen to students read. Use the provided Anecdotal Reading Record located in the Teacher Resources section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week.

Vocabulary supports have been added to the lessons, providing opportunities for you to review domain-specific vocabulary, idioms or expressions, and text features with students before they read independently or with partners. You may also want to take time to prepare definitions of words before students read each passage or create a routine in which students look up unfamiliar words using a classroom resource.

Comprehension is the goal of learning to read. To this end, comprehension discussion questions are included in the Teacher Guide. The discussion questions are labeled Literal, Inferential, or Evaluative. Literal questions can be answered by citing a specific text reference. Inferential questions require understanding and interpretation of text. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer. In addition, activity pages with written comprehension questions are also included with the passages.

## UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A Table of Contents that provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit as a whole.
- Individual Lessons for the unit:
  - Each lesson begins with a list of the Primary Focus Objectives. These objectives are tagged with the corresponding Texas Essential Knowledge and Skills Standards. The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated.
  - A list of the Formative Assessment opportunities within the lesson. These assessments are linked to the Primary Focus Objectives and are also tagged with the corresponding Texas Essential Knowledge and Skills Standards. Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions so you have a clear sense of individual student progress with regard to unit skills before the end of the unit.
  - A Lesson at a Glance chart listing the lesson’s instructional activities, the materials needed, and the amount of time allotted to each activity.
  - An Advance Preparation section that prompts you to select and/or prepare lesson materials prior to the lesson. Whenever a lesson activity suggests that you write something on the board/chart paper, this information is included in Advance Preparation. Universal Access preparation prompts are also included to ensure that you are ready to adapt specific activities as needed for English Language Learners or students who need additional support.
  - Throughout each lesson, Support and Challenge sidebars provide further guidance to assist you in differentiating instruction. ELL Access sidebars provide specific tips for working with English Language Learners.
  - Foundational Skills Additional Support activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 30-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and English Language Learners.
    - Additional Support activities include:
      - Writing prompts based on each of the passages that students read. The prompts are rooted in the Texas Essential Knowledge and Skills standards for G3;
      - Routines for students to share their writing and provide feedback to each other; and
      - Phonics activity pages that provide additional practice on the phonics skills taught or reviewed in the lesson.
      - High Frequency Irregular Words (Tricky Words) instruction and review

- Teacher Resource Activity Pages found in the Teacher Resources section at the end of the Teacher Guide should be copied as desired for students to work on.
- Dictation Pretest and Posttest assessment(s) are included in the first and final lessons of the unit. The words in these assessments are the same so you may monitor student progress and mastery of specific sound-spellings.
- Teacher Resources, consisting of assorted forms and documents for monitoring student progress, as well as an answer key for the unit Activity Book, completes each Teacher Guide.

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## UNIT 1 CONTENT

In Unit 1, students will review: (1) a number of spellings from Grade 2 with an emphasis on blends, digraphs, and alternative sound-spellings; (2) words with closed and open syllables; and (3) words with common inflectional and derivational endings.

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## VOWEL SPELLINGS

Vowel sounds are made with an open mouth and unobstructed flow of air. There are nineteen vowel sounds in English, and ten are quickly reviewed in Unit 1.

The single-letter spellings for the “short” vowel sounds:

- ‘o’ > /o/ (*hop*)
- ‘e’ > /e/ (*pet*)
- ‘a’ > /a/ (*hat*)
- ‘i’ > /i/ (*it*)
- ‘u’ > /u/ (*but*)

The basic spellings for the “long” vowel sounds:

- /oe/ > ‘o’ (*go*) and ‘o\_e’ (*hope*)
- /ee/ > ‘e’ (*be*) and ‘ee’ (*see*)
- /ae/ > ‘a\_e’ (*cake*)
- /ie/ > ‘i’ (*hi*) and ‘i\_e’ (*hike*)
- /ue/ > ‘u\_e’ (*cube*)

In this unit, students are not asked to read and spell words with vowel digraph spellings such as ‘aw’, ‘oe’, and ‘ai’. They also are not asked to cope with tricky spellings for vowel sounds, like the letter ‘a’



which routinely stands for /a/ (*cat*), /æ/ (*table*), /o/ (*lava*), and schwa /ə/ (*about*). Instruction on alternative vowel sounds will continue in the remaining units.

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## CONSONANT SPELLINGS

In Unit 1, the following spellings for consonant sounds are quickly reviewed:

- 't' > /t/ (*top*), 'tt' > /t/ (*sitting*), 'ed' > /t/ (*asked*), and 'bt' > /t/ (*doubt*)
- 'd' > /d/ (*dot*), 'dd' > /d/ (*add*), and 'ed' > /d/ (*filled*)
- 'p' > /p/ (*pot*) and 'pp' > /p/ (*napping*)
- 'b' > /b/ (*bat*) and 'bb' > /b/ (*rubbing*)
- 'c' > /k/ (*cat*), 'k' > /k/ (*kid*), 'cc' > /k/ (*hiccup*), 'ck' > /k/ (*black*), and 'ch' > /k/ (*school*)
- 'g' > /g/ (*gift*), 'gg' > /g/ (*egg*), and 'gh' > /g/ (*ghost*)
- 'ch' > /ch/ (*chin*) and 'tch' > /ch/ (*itch*)
- 'j' > /g/ (*jump*)
- 'f' > /f/ (*fit*), 'ff' > /f/ (*stuff*), 'ph' > /f/ (*phone*), and 'gh' > /f/ (*rough*)
- 'v' > /v/ (*vet*)
- 's' > /s/ (*sun*) and 'ss' > /s/ (*dress*)
- 'z' > /z/ (*zip*), 'zz' > /z/ (*buzz*), and 's' > /z/ (*dogs*)
- 'th' > /th/ (*thin*) as a spelling for (unvoiced) /th/
- 'th' > /th/ (*them*) as a spelling for (voiced) /th/
- 'm' > /m/ (*mad*), 'mm' > /m/ (*swimming*), 'mb' > /m/ (*comb*)
- 'n' > /n/ (*nut*), 'nn' > /n/ (*running*), and 'kn' > /n/ (*knock*)
- 'ng' > /ng/ (*sing*) and 'n' > /ng/ (*pink*)
- 'sh' > /sh/ (*shop*)
- 'h' > /h/ (*hot*)
- 'w' > /w/ (*wet*) and 'wh' > /w/ (*when*)
- 'l' > /l/ (*lip*) and 'll' > /l/ (*bell*)
- 'r' > /r/ (*red*), 'rr' > /r/ (*ferret*), and 'wr' > /r/ (*wrist*)
- 'y' > /y/ (*yes*)

- 'x' > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- 'qu' > /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

Students also review consonant blends with two and three letters:

- 'bl', 'cl', 'fl', 'gl', 'pl', 'sl', 'br', 'cr', 'dr', 'fr', 'gr', 'pr', 'tr', 'sc', 'sk', 'sm', 'sn', 'sp', 'st', 'sw', 'tw', 'ld', 'nt', 'ft', 'lk', and 'nd'
- 'scr', and 'spl', 'thr', 'shr', 'spr', 'str', and 'tch'

The above list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, it has spelling alternatives. For example, the sound /k/ can be spelled several different ways: *cat*, *kit*, *soccer*, *rock*, and *school* are the spellings reviewed in Unit 1.

The consonant list for Unit 1 also illustrates another kind of complexity in the English writing system: the existence of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. For example, notice the tricky spelling 's' can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with an 's' in it, they may need to try pronouncing the 's' as /s/ and then as /z/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings, such as: (1) 'sh' in *shop*; (2) 'ng' in *sing*; (3) 'qu' in *quick*; and (4) 'tch' as a spelling for /ch/ as in *itch*.

In digraph spellings, two different letters stand for one sound. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a "letter team," where two or more letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand that a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, you are encouraged to talk about how the 's' and the 'e' work together as a letter team to stand for the /s/ sound, just like the letters 't' and 'h' work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help students learn more about the sounds. Many of the consonants have unvoiced and voiced pairs such as /s/ and /z/, /f/ and /v/. When comparing these sounds, students will notice their vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes "share" spellings. For example, 's' is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of English can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Students often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

For more information on the program’s approach to how phonics is taught with the basic and advanced code, please visit the program’s digital components site.

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## SYLLABICATION

One-, two- and multisyllable words are reviewed in Unit 1 lessons. Students identify the smaller words that make up compound words. They identify the first two of six major syllable sounds: closed (short vowel) and open (long vowel). Closed syllables are defined as being “closed up” by a vowel, such as in the word *pat*. Open syllables are defined as being “left open” without a consonant, such as in the word *go*.

For more information on the program’s approach to using chunking to decode multisyllable words, please visit the program’s digital components site and look for Appendix C in the Teacher Resources.

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## MORPHOLOGY

Unit 1 focuses on inflectional endings *-s*, *-es*, *-ed*, *-ing*, *-er* (comparative), and *-est* and the derivational endings *-y*, *-er* (noun), and *-less*. Students review how the endings change the meaning and/or part of speech of the root word. They practice reading the words and using them in sentences. Students will identify spelling changes such as dropping the final ‘e’, doubling the final consonant, or changing ‘y’ to ‘i’ before adding ‘es’, ‘er’, or ‘ed’.

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## WRITING

### Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 1. Dictation words include short and long vowel sounds, consonant blends, double letter consonants, silent letter combinations, consonant digraphs, and consonant blends with digraphs. Students practice spelling multisyllabic words with the inflectional endings *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est* and the derivational endings *-y*, *-er*, and *-less*. In addition, students practice spelling abbreviations for titles with names, streets in addresses, states, days of the week, months of the year, and measurements.

### Reading Comprehension Questions and Writing Extension

All twelve reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their Activity Books. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students’ letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

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## HIGH-FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

Appendix D of the Grade 3 Skills Teacher Resources on the digital components site includes a list of high-frequency irregular words used in the Unit 1 passages. The list also indicates each word's correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes one to seven words from this list. Additional words from the Unit 1 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words. Note that some lessons may not include any Tricky Word instruction.

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## ASSESSMENT

### Dictation Pretest and Posttest

Unit 1 has an encoding pretest and a posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

### Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. 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 you 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.

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## TEACHER RESOURCES

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

- Sample Anecdotal Reading Record
- Anecdotal Reading Record—Unit 1
- Sample Discussion Questions Observation Record
- Discussion Questions Observation Record—Unit 1
- Additional Support Activity Pages
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## BASIC CODE

# Short and Long Vowels

## PRIMARY FOCUS OF LESSON

### Warm-Up

- Students will orally review short and long vowel sounds. **TEKS 3.2.A.i**

### Phonics—Decoding

Students will identify and decode words with short and long vowel sounds.

- TEKS 3.2.A.i**
- Students will identify syllables in compound words. **TEKS 3.2.A.iii**

### Morphology

Students will add inflectional endings –s and –es to root words.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

Students will read “Pat’s Bike” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the

- text. **TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.4**

### Phonics—Encoding

Students will take the dictation pretest for Unit 1.

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

Activity Page 1.1

Compound Words

- TEKS 3.2.A.iii**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

Activity Page 1.4

Unit 1 Dictation Pretest

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials           |
|------------------------------------------------------------------------------------------------|---------|---------------------|
| <b>PART 1 (15 min.)</b>                                                                        |         |                     |
| <b>Warm-Up</b>                                                                                 |         |                     |
| Review Short and Long Vowel Sounds                                                             | 3 min.  |                     |
| <b>Phonics—Decoding</b>                                                                        |         |                     |
| Review Short and Long Vowel Sounds                                                             | 3 min.  |                     |
| Review Syllables                                                                               | 3 min.  | ☐ Activity Page 1.1 |
| <b>Morphology</b>                                                                              |         |                     |
| Root Words and Inflectional Endings with Verbs: –s and –es                                     | 6 min.  | ☐ Activity Page 1.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                     |
| <b>PART 2 (15 min.)</b>                                                                        |         |                     |
| <b>Reading</b>                                                                                 |         |                     |
| Read “Pat’s Bike” with Accuracy                                                                | 10 min. | ☐ Activity Page 1.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                     |
| Unit 1 Dictation Pretest                                                                       | 5 min.  | ☐ Activity Page 1.4 |

final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Note to Teacher

- If you do not already have a chart with guidelines for active listening posted in the classroom, use the list below to create one. Refer to the chart frequently when students begin small group or partner work or before a class discussion.

#### Active Listening Guidelines

- Look at the speaker and listen carefully.
- Ask questions that are relevant or follow along with the topic.
- Answer questions using details and descriptions.
- When the speaker is finished sharing, wait to be recognized before you ask questions.

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds document, available under the General English Learners resource in the program's digital components site.

### Reading

- Prepare the Unit 1 Discussion Questions Observation Record found in the Teacher Resources for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 1 pretest. Students will spell words with sound-spellings that are reviewed in this unit to provide a snapshot of their mastery of individual phonics skills. In Lesson 20, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 1.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *toolbox*, *sunset*, and *bike*.



Foundational Skills

Foundational Literacy Skills

**Beginning**

Ask yes/no questions about the words in the activity (e.g., “Is the vowel sound in *mat* the same as the vowel sound in *mate*?”).

**Intermediate**

After asking each question, provide students with specific sentence frames: *The vowel sound in [word] is long. The vowel sound in [word] is short.*

**Advanced/**

**Advanced High**

Encourage each student to expand and/or build on other students’ responses; for example, by comparing and contrasting (e.g., “The vowel sound in *cap* is short, but the vowel sound in *cape* is long.”).

**ELPS 1.C**

Lesson 1: Basic Code: Short and Long Vowels, Part 1

# Warm-Up



**Primary Focus:** Students will orally review short and long vowel sounds. **TEKS 3.2.A.i**

**REVIEW SHORT AND LONG VOWEL SOUNDS (3 MIN.)**

- Remind students that vowels can make different sounds.
- Introduce the terms *long* and *short* using the following examples. Say each word, emphasizing the long or short vowel sound. Have students repeat the word back to you.

| Short | Long |
|-------|------|
| cap   | cape |
| pet   | Pete |
| sit   | site |

- Say the following words, instructing students to raise one hand when they hear a short vowel sound or two hands when they hear a long vowel sound: *rid, cut, pine, mat, code, ride, cute, cod, pin, and fate.*

Lesson 1: Basic Code: Short and Long Vowels, Part 1

# Phonics—Decoding



**Primary Focus**

Students will identify and decode words with short and long vowel sounds.

**TEKS 3.2.A.i**

**TEKS 3.2.A.iii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations.



## REVIEW SHORT AND LONG VOWEL SOUNDS (3 MIN.)

- Write the following words on the board: *pin*, *mat*, *cod*, *cut*, and *rid*.
- Point to the word *pin* and read it aloud.
- Ask, “What is the vowel sound?” (/i/) “Is it short or long?” (*short*)
- Have a volunteer turn *pin* into a word with the long vowel sound /ie/. Read the new word aloud with the students. (*pine*)
- Say, “Adding a final ‘e’ to the end of the word changed the vowel sound from short to long.”
- Repeat the routine with the other words on the board. (*mat/mate*; *cod/code*; *cut/cute*; *rid/ride*)

## REVIEW SYLLABLES (3 MIN.)

- Say, “A compound word is a word that is made up of two smaller words.”
- Say the following words: *backpack*, *bathtub*, *firefly*, and *goldfish*.
- Ask, “What do these words have in common?” (*They are compound words. Each word is made up of two smaller words.*)
- Write the word *backpack* on the board. Mark the syllable break: *back•pack*.
- Ask, “How many syllables are in *backpack*?” (*two*)
- Point to the words *back* and *pack*, and have the students read each word aloud with you. Then, read the compound word aloud together.
- Repeat the routine with the other compound words.
- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Monitor students’ responses to determine whether they can correctly divide a compound word into smaller words.

## Challenge

Challenge students to generate additional compound words and share them with a partner. Have the partner identify the syllables. Then have partners switch roles.

## Activity Page 1.1





Foundational Skills

Foundational Literacy Skills

**Beginning**

Remind students that in English, verb forms have different endings. Point out the verbs used in the lesson: *dig/digs, rush/rushes, watch/watches*.

**Intermediate**

Have students practice using the verbs by providing sentence frames. For example:  
*He \_\_\_\_\_ in the sand.*  
*I \_\_\_\_\_ in the sand.*

**Advanced/**

**Advanced High**

Ask volunteers to share the words for *digs, rushes,* and *watches* in their home language.

**ELPS 1.C**

Lesson 1: Basic Code: Short and Long Vowels, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings –s and –es to root

words. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**ROOT WORDS AND INFLECTIONAL ENDINGS WITH VERBS: –S, –ES (6 MIN.)**

- Remind students that a suffix is a word part added to the end of a verb to make a different word. On the board, write the examples: –s, –es.
- Say, “We add –s or –es to a verb to make the subject and the verb agree.”
- Write *dig* on the board. Read the word aloud. Say, “This is a word for an action that is happening right now: *I dig in the garden. We dig in the garden. They dig in the garden.*”
- Say, “I can add the suffix –s to the end of the word to show that someone else is doing the action right now.”
- Add –s to change it to *digs*.
- Use the word in sentences, noting *he, she,* and *the dog*: “*She digs in a garden. He digs in a garden. The dog digs in a garden.*”
- Say, “When I change who is doing the action from *I, you, we,* or *they* to someone or something else, I may need to add the suffix –s or –es to the verb: *I dig in the garden. He digs in the garden.* Both *dig* and *digs* are present tense verbs, meaning that the action is happening now. Let’s try another one.”
- Write *rush* on the board. Say the word. Add the suffix –s.
- Ask, “If I want to show that someone else is doing this action in the present, should I write the word like this?” (*no*)
- Cross out –s and replace it with –es. Say, “*rushes.*” Have students read the word aloud.
- Say, “If I want to say that someone else rushes, I need to change the suffix to –es because *rush* ends in –sh and I am saying two syllables: *rush • es.*”

**TEKS 3.2.A.vi** Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Use the word in a sentence: “He rushes.”
- Repeat the process with *watch*.
- Remind students that words that end in *-ss*, *-sh*, *-ch*, *-x*, or *-zz* need the ‘e’ before the ‘s’.
- Direct students to Activity Page 1.2 and review the instructions. Have students work on the activity page independently. If they don’t complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 1.2

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## Challenge

Ask volunteers to read some or part of the story aloud. After they read, point out any adjustments the student made to read with accuracy.

## Activity Page 1.3



## Support

Before reading “Pat’s Bike,” show the images you prepared in advance.

Have students repeat the word after you as you show each image.

Encourage students to follow along as you read the story aloud, annotating words that are unfamiliar to them.

Have students share unfamiliar words and discuss them as a group.

## Lesson 1: Basic Code: Short and Long Vowels, Part 2

# Reading



**Primary Focus:** Students will read “Pat’s Bike” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.4**

### READ “PAT’S BIKE” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 1.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *scans*, *zips*
  - phrases: “gazes at the sunset”
- Have students follow along as you read “Pat’s Bike.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *studies* and *inflates*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Wrap-Up

### Discussion Questions for “Pat’s Bike”

1. **Literal.** What is wrong with Pat’s bike?
  - » The tire is flat and the rim is bent.
2. **Literal.** Who helps Pat with her bike?
  - » Felix helps Pat fix her bike.
3. **Literal.** What does Felix bring to fix Pat’s bike?
  - » Felix brings a pump and a toolbox.
4. **Literal.** What does Pat do after Felix fixes her bike?
  - » Pat and Felix ride to the lake and eat snacks.
5. **Inferential.** What does Pat learn?
  - » It is important to learn how to fix things; it is important to help people.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: Does Pat like her bike? Does Pat’s bike break? Does Felix fix Pat’s bike?

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: When Pat’s bike breaks, she feels \_\_\_\_\_.

#### Advanced/ Advanced High

Encourage students to expand or build on other students’ responses.

**ELPS 4.G; ELPS 4.I**



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read this sentence with appropriate expression.” Read the sentence in a monotone voice: “Oh, no! The tire is flat and the rim is bent,” says Pat.” (*thumbs-down*)



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board. Say, “Talking with a partner is one way to bring more perspectives and information to our discussion. Let’s take a moment to think about how we would answer this question.”
- After providing some wait time, choose a volunteer to act as your partner. Model (a) asking your partner the question, (b) asking any clarifying questions, and (c) repeating back to your partner

what was shared. Then have your partner follow the same three steps. After both of you have shared, show the class that giving the thumbs-up sign signals when both partners have shared.

- Model sharing your partner’s answer with the group. Say, “Notice that I did not share my own answer. I shared my partner’s answer.” Ask your partner, “Did what I shared match what you shared with me?” Wait for a response and make changes, if necessary.
- Say, “Now it’s your turn.” Guide students through the three steps as they complete the activity with a partner. Remind students to signal with a thumbs-up when both partners have contributed to the conversation.
- Call on one student to share their partner’s thinking with the group. Ask the other partner if what was shared by the partner matches what they shared. Provide specific corrective feedback, or point out examples of how the response demonstrated how to do a Turn and Talk share.

## Lesson 1: Basic Code: Short and Long Vowels, Part 2

# Phonics—Encoding



**Primary Focus:** Students will take the dictation pretest for Unit 1.


 **TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

### UNIT 1 DICTATION PRETEST (5 MIN.)

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will be spelling words with different sound spellings that they will learn about in Unit 1.
- Say the word *blast*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

Activity Page 1.4



 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- |             |             |             |
|-------------|-------------|-------------|
| 1. blast    | 4. shipping | 7. trophies |
| 2. clipped  | 5. crumbs   | 8. selfless |
| 3. wrenches | 6. quicker  | 9. funny    |

- Then tell students that you will say two sentences aloud for them to spell.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                |
|--------------------------------|
| 1. Mr. Smith uses a stopwatch. |
| 2. My stomach aches.           |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

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

## Lesson 1: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.
- Have them reread “Pat’s Bike.”
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students that they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.

- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *kind, also, thank, most, learn, begin* and *someone*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *kind* and say, “This word is tricky because the ‘i’ is pronounced /ie/ and the ‘n’ and ‘d’ are blended together to say /n/ /d/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ie/ for this letter. We blend and say /n/ /d/ for these two letters. Point to the letters as you blend the sounds: /k/ /ie/ /n/ /d/, *kind*. Say, “*Kind!* It’s a word we use all the time, like when we say ‘That was very kind of you’ or ‘She is very kind.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *kind*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”



### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 2

## BASIC CODE

## Consonant Blends

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally review words with consonant blends. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read words with consonant blends. **TEKS 3.2.A.i**
- Students will identify and read words with closed syllables. **TEKS 3.2.A.ii**

## Morphology

Students will add inflectional endings –s and –es to root words.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Pat’s Bike” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with consonant blends. **TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Observation

“Pat’s Bike” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review Consonant Blends                                                                        | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with Consonant Blends                                                               | 3 min.      |                                            |
| Read Closed One-Syllable Words                                                                 | 3 min.      | <input type="checkbox"/> Activity Page 2.1 |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Inflectional Endings: -s, -es                                                   | 6 min.      | <input type="checkbox"/> Activity Page 2.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread “Pat’s Bike”                                                                            | 10 min.     | <input type="checkbox"/> Activity Page 1.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with Consonant Blends                                                              | 5 min.      | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Reading

- Prepare one copy of the blank Unit 1 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all of these records in alphabetical order on a dedicated clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *toolbox*, *sunset*, and *bike*.

## Lesson 2: Basic Code: Consonant Blends, Part 1

## Warm-Up



**Primary Focus:** Students will orally review words with consonant blends.

 **TEKS 3.2.A.i**

### REVIEW CONSONANT BLENDS (3 MIN.)



- Explain to students that today they will blend words with consonant blends.
- Say, “I will say some segmented sounds. You will blend the sounds to say a word.”
- Say the following sounds as students listen: /f/ /l/ /a/ /g/. Ask students to blend the sounds and say the word. (*flag*)
- Write the word *flag* on the board.
- Point out the consonant blend ‘fl’ at the beginning of the word. Remind students that consonant blends can appear at the end of words too.
- Repeat with the following words: *snug, splint, twin, throb, screen, club, plum, brim, glum, grab, bend, and belt.*

## Lesson 2: Basic Code: Consonant Blends, Part 1

## Phonics—Decoding




### Primary Focus

-  Students will identify and read words with consonant blends. **TEKS 3.2.A.i**
-  Students will identify and read words with closed syllables. **TEKS 3.2.A.ii**

### READ WORDS WITH CONSONANT BLENDS (3 MIN.)

- Write *print* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Insert 's' to create *sprint*.
- As you make this change, say, "If that is *print*, what is this?" (*sprint*)
- Continue this process with the remaining words, calling on individual students to blend and read words.
- Complete the chaining for the various consonant blends.

1. print > sprint > splint > split > slit > sit > silt > silk > milk > mill > pill > spill
2. bray > gray > pray > tray > stray > stay > slay > lay > clay > play > splay > spray
3. clump > plump > plum > glum > glom > glob > slob > slab > slap > flap > clap > clasp

## Support

Use rhyming to help students who struggle with short vowel sounds. Have students work with partners to say words that rhyme with the following words: *sap*, *let*, and *sit*.

## READ CLOSED ONE-SYLLABLE WORDS (3 MIN.)

- Write the word *bat* on the board. Circle the 'a'.
- Say, "This vowel makes the short 'a' sound /a/." Have students repeat the sound.
- Point out that the vowel 'a' is followed by a consonant. Explain that we call this kind of syllable a "closed" syllable because the vowel is "closed up" by a consonant.
- Say, "Let's blend and read this word together." (/b/ /a/ t/, *bat*)
- Ask, "How many syllables does *bat* have? What kind of syllable is this?" (*one*; *closed*)
- Repeat with the following words: *bit*, *mud*, *pot*, and *fell*.
- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Activity Page 2.1



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has a closed syllable: *red*." (*thumbs-up*)

## Lesson 2: Basic Code: Consonant Blends, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings –s and –es to root words.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND INFLECTIONAL ENDINGS: –S, –ES (6 MIN.)

- Remind students that regular nouns are made plural by adding –s or –es.
- Write *pig* on the board. Say the word. Point out that it is a noun.
- Use the word in a sentence: “The pig eats.”
- Say, “If I want to say that there is more than one pig, I add the suffix –s to the word.”
- Remind students that the tricky spelling ‘s’ can stand for /s/ as in *cats* or /z/ as in *dogs*. Tell them that when they come upon an unfamiliar word with an ‘s’ in it, they may need to try pronouncing the ‘s’ as /s/ and then as /z/ in order to correctly read the word.
- Add –s to *pigs*. Read the new word aloud with the students. Say, “The ‘s’ in this word is pronounced /z/. *Pigs*.”
- Use the word in a sentence: “The pigs eat together.”
- Write *fox* on the board. Say the word. Add the suffix –s. Underline the ‘x’.
- Say, “The word *fox* ends in an ‘x’. We know that nouns that end in –ss, –sh, –ch, –x, or –zz need the ‘e’ before the ‘s’ or the suffix –es.” Write the letter combinations on the board as you say them.
- Say, “If I want to show that there is more than one fox, I need to replace the –s with –es.”
- Cross out –s and replace it with –es. Read the new word aloud with the students.
- Use the word in a sentence: “The foxes run.”
- Repeat the process with *boss*.

**TEKS 3.2.A.vi** Decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

### Challenge

Have students generate a list of five nouns that end in ‘y’. Ask them to trade lists with a partner. Have students write the plural version of the nouns on their list.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Language

#### Learning How English Works

#### Beginning

Remind students that in English, when a singular noun becomes plural, the ending of the word usually changes. Point out the nouns used in the lesson: *pig*, *fox*, and *pony*. Ask whether the words show one or more than one of each kind of animal. (*one*, *singular*)

#### Intermediate

Have students practice using the singular nouns from the lesson (*pig*, *fox*, *pony*) by providing sentence frames. For example, *The \_\_\_\_\_ rolls in the mud.*

#### Advanced/ Advanced High

Ask volunteers to share the singular form of the nouns *pig*, *fox*, and *pony* in their home language.

**ELPS 1.C**

- Remind students that words that end in *-ss*, *-sh*, *-ch*, *-x*, or *-zz* need the 'e' before the 's'.
- Write *pony* on the board. Say the word.
- Say, "This noun ends with the letter 'y'. We know that when a noun ends with the letter 'y', we need to change the *y* to *i* and add *-es* to make the plural form."
- Cross out the 'y' and replace it with 'i' and add '-es'. Read the new word aloud with the students.
- Use the word in a sentence: "Three ponies are by the barn."
- Say, "Remember, when a noun ends with a 'y', to make the plural form we change the 'y' to an 'i' and add *-es*."
- Repeat with *puppy*.
- Direct students to Activity Page 2.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Activity Page 2.2

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## Lesson 2: Basic Code: Consonant Blends, Part 2

## Reading



**Primary Focus:** Students will reread “Pat’s Bike” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “PAT’S BIKE” (10 MIN.)

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

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Pat’s Bike” with a partner.
- Take time to answer any questions that students may have about “Pat’s Bike.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words that have consonant blends, such as *past*;
  - circle three words that end in *-s* or *-es*, such as *wishes*; and
  - highlight three words that have one closed syllable, such as *Pat*.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Challenge

Have students use a different color to identify multisyllabic words that contain closed syllables.

### Activity Page 1.3



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with consonant blends.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

#### ELPS 4.A



### Observation: “Pat’s Bike” Anecdotal Reading Record

As you listen to each student read “Pat’s Bike,” make notes about the student’s reading, such as errors in fluency or prosody, in the Unit 1 Anecdotal Reading Record.

## Lesson 2: Basic Code: Consonant Blends, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with consonant blends.

**TEKS 3.2.B.iv**

### SPELL WORDS WITH CONSONANT BLENDS (5 MIN.)

- Explain that students will be writing in their dictation journals.
- Tell students that they will be spelling words that have consonant blends.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example *split*. Ask, “What sounds does it contain?” (/s/ /p/ /l/ /i/ /t/)
- Write *split* on the board.
- Say the word *twin*. Repeat it. Have students write it in their journals.
- Repeat with the remaining words.

- |         |         |              |
|---------|---------|--------------|
| 1. twin | 4. pink | 7. drumstick |
| 2. snug | 5. bend | 8. splint    |
| 3. club | 6. plum | 9. smiles    |

- Then tell students you will say two sentences aloud for them to spell in their dictation journals.
- Say the following sentences aloud, pausing to provide students time to write.

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

1. The frog is in a trap.
2. Fill the glass to the brim.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 2: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 2.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share and check each other's work.

### SHARING

- On chart paper, copy the "Response Starters for Writing About Text" table as shown below.

- Say, “Yesterday you wrote a response to the prompt about ‘Pat’s Bike.’ The prompt asked you to think and write about a time when you helped a friend or when a friend helped you. Today you will share your writing. We will practice using a Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, leaving only the first Response Starter uncovered. Read the first Response Starter aloud. Say, “As I listen to someone share their writing, I am going to be listening for a word or short phrase that helps me understand something about this response to the prompt. Listen as I read a sample writing response.”
- Say, “One time, my friend Sam lost his book. He was very upset and was looking everywhere. I helped him look for it. We found Sam’s book under his desk. He thanked me for helping him find it.”
- Say, “This writing response says that Sam was looking everywhere for his book. That helps me understand that the book was very important to Sam. Now I will use the Response Starter to give feedback.” Point to each word of the Response Starter as you read it, filling in the blanks as you read. Say, “When you used the words looking everywhere, it helped me understand that the book was very important to Sam.”
- Say, “Now it’s your turn to practice using the Response Starter to give each other feedback.” Pair up students and have one person share the response they wrote about “Pat’s Bike” on **Activity Page TR 1.1**. Listeners should use the sentence starter to provide constructive feedback. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. Provide as much support as necessary to help the student who is responding to successfully use the Response Starter. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.
- Keep this table for all lessons that include writing about text. Response Starters should be used consistently to provide targeted feedback that helps the writer note a) where they used evidence correctly, b) where their word choice was impactful, and c) where they communicated their idea clearly.

## Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *kind* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kinnd*. Write the letters to spell *kind* on the board.
- Point to the word *kind* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ sound is spelled with ‘i’ and the blended /n/ /d/ sounds are spelled with ‘n’ and ‘d.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ie/ for this letter. We blend and say /n/ /d/ for these two letters.” Point to the letters as you blend the sounds: /k/ /ie/ /n/ /d/, *kind*. Say, “*Kind!* It’s a word we use all the time.”
- Repeat with the words *also*, *thank*, *most*, *learn*, *begin* and *someone*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

## Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with

each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## BASIC CODE

# Words with Double-Letter Consonants

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally review words with double-letter consonants. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read words with double-letter consonants. **TEKS 3.2.A.i**
- Students will identify and read closed two-syllable words. **TEKS 3.2.A.ii**

## Morphology

Students will add inflectional endings *-ed* and *-ing* to root words.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Jazz Music” fluently and answer questions about key details in

- the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with double-letter consonants.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 3.2

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

- TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.4** Use appropriate fluency (*rate*, *accuracy*, and *prosody*) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                        |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                  |
| <b>Warm-Up</b>                                                                                 |         |                                                  |
| Blend and Segment Double-Letter Consonant Words                                                | 3 min.  |                                                  |
| <b>Phonics—Decoding</b>                                                                        |         |                                                  |
| Read Words with Double Consonants                                                              | 3 min.  |                                                  |
| Read Closed Two-Syllable Words                                                                 | 3 min.  | <input type="checkbox"/> Activity Page 3.1       |
| <b>Morphology</b>                                                                              |         |                                                  |
| Root Words and Inflectional Endings:<br>–ed and –ing                                           | 6 min.  | <input type="checkbox"/> Activity Page 3.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                  |
| <b>Reading</b>                                                                                 |         |                                                  |
| Read “Jazz Music”                                                                              | 10 min. | <input type="checkbox"/> Activity Pages 3.3, 3.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                  |
| Spell Words with /f/ > ‘ff’, /l/ > ‘ll’, /s/ > ‘ss’,<br>/z/ > ‘zz’                             | 5 min.  | <input type="checkbox"/> dictation journal       |



## ADVANCE PREPARATION

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### Universal Access

- Gather pictures to represent the words in the Reading activity: *role, stunning, velvet, adapt, impact*.

### Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



# Warm-Up

**Primary Focus:** Students will orally review words with double-letter consonants.

 **TEKS 3.2.A.i**

#### BLEND AND SEGMENT DOUBLE-LETTER CONSONANT WORDS (3 MIN.)

- Explain to students that today they will blend words with double-letter consonants.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say, “Listen to these two sounds: /a/ /d/.” Ask students to blend the sounds and say the word. (*add*)
- Repeat with the following words: *egg, fuzz, glass, hill, miss, kitten*.

### Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



# Phonics—Decoding

#### Primary Focus

 Students will identify and read words with double-letter consonants. **TEKS 3.2.A.i**


 Students will identify and read closed two-syllable words. **TEKS 3.2.A.ii**

#### READ WORDS WITH DOUBLE CONSONANTS (3 MIN.)

- Write the words *egg, fuzz, glass, hill, miss, kitten* on the board.
- Ask, “What do you notice about the word *egg*?” (*It has two consonants.*)

#### Support

Ask students to say the short vowel sounds with a partner. Then ask students to take turns saying words with short vowel sounds.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “Notice that when we say the words, we only say the consonant sound once, for the double-letter team. For example, we do not say /e/ /g/ /g/ (exaggerate the /g/ sound). We just say /e/ /g/.” Point to the word and read it aloud with the students.
- Repeat the routine with the other words from the Warm-Up.

### READ CLOSED TWO-SYLLABLE WORDS (3 MIN.)

**NOTE:** Students may have previously learned that double-consonant spellings are kept together as a unit when dividing syllables. Beginning in Grade 3, we move to the traditional convention of dividing between the double consonants.

- Remind students that they learned about closed-syllable words in Lesson 2.
- Write the word *cat* on the board.
- Point out that the word has a short vowel sound. Circle the ‘a’ and say the short vowel sound /a/. Have students repeat it. Read the word aloud with the students.
- Ask, “How many syllables does *cat* have?” (*one*)
- Point out that the vowel (‘a’) is followed by a consonant (‘t’). Remind students that this kind of syllable is a “closed” syllable because the vowel is “closed up” by the consonant.
- Write the word *rabbit* on the board.
- Circle the ‘a’ and ‘i’. Point out that the word has two short vowel sounds, /a/ and /i/.
- Point to the double ‘b’. Say, “I see a double consonant here. The letters work together to make a single /b/ sound.”
- Use a slash to mark the division between the syllables: rab•bit.
- Point to the first syllable. Ask, “What kind of syllable is this?” (*closed*)
- Point to the second syllable. Ask, “What kind of syllable is this?” (*closed*)
- Ask, “How many syllables does this word have?” (*two*)
- Read the word aloud with students.
- Repeat with the following words: *cotton, button, goblet, happen*.
- Direct students to Activity Page 3.1 and review the instructions.

### Activity Page 3.1



## Challenge

Have students generate a list of three root words.

Have them add the suffixes *-ed* and *-ing* to the words. Then ask them to write sentences with the six words they have created.

ENGLISH  
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Language

Learning How English Works

### Beginning

Ask students to raise their right hand if they hear a word about something happening in the past and their left hand if they hear a word about something happening now. Say aloud the following words from the lesson: *enjoyed*, *ended*, *calling*, *filled*, *fishing*.

### Intermediate

Have students practice using the words by providing sentence frames. For example, *Yesterday, he \_\_\_\_\_ the zoo. (enjoyed)*

### Advanced/

#### Advanced High

Ask volunteers to ask a question using one of the words. For example, *Has the movie ended yet?*

ELPS 1.C

- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



## Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two closed syllables: *laptop*." (*thumbs-up*)

## Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 1



# Morphology

**Primary Focus:** Students will add inflectional endings *-ed* and *-ing* to root words.

TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C

### ROOT WORDS AND INFLECTIONAL ENDINGS: -ED AND -ING (6 MIN.)

- Say, "A suffix is a word part that is added to the end of a word to change its meaning. Here are two common suffixes."
- Write *-ed* and *-ing* on the board.
- Review how to create words with inflectional endings. Write the root word *cook* on the board. Say, "Let's add *-ed* to *cook* to make the word *cooked*. When we add *-ed*, we show that *cook* happened in the past."
- Add *-ed* to *cook*. Say, "Yesterday, I cooked for my friends."
- Say, "Now, let's add *-ing* to *cook* to make the word *cooking*. When we add *-ing*, we show that *cook* is happening in the present."

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.2.B.vii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Add *-ing* to *cook*. Say, “Today, I am cooking for my family.”
- Write the word *jump* on the board. Ask, “What can we add to *jump* to show that it happened in the past?” (*-ed*)
- Add *-ed* to *jump*. Read the new word aloud with the students. Say, “Last week my cat jumped onto my friend’s head.”
- Ask, “What can we add to *jump* to show that it is happening now?”
- Add *-ing* to *jump*. Read the new word aloud with the students. Say, “I am happy that no one is jumping on their desk right now.”
- Repeat adding *-ed* and *-ing* to the following words: *fish*, *fill*, *end*, *call*. Note that *-ed* has a ‘t’ sound when it is added to *cook*, *jump*, and *fish*, but it has a ‘d’ sound when added to *fill*, *end*, and *call*.

**Note:** Students will categorize words that end in *-ed* by the sound they make in the next lesson.

- Direct students to Activity Page 3.2 and review the instructions. Have students work on the activity page independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 3.2

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## Reading

## Reading Closely

**Beginning**

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

**Intermediate**

Have a small group read the first paragraph together, taking turns.

**Advanced/  
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**

Activity Pages 3.3, 3.4

**Lesson 3: Basic Code: Words with Double-Letter Consonants,  
Part 2****Reading**

**Primary Focus:** Students will read “Jazz Music” fluently and answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

**READ “JAZZ MUSIC” (10 MIN.)**

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *impact, adapt, buzz*
  - phrases: “buzzes with life,” “smooth like velvet,” “in a nutshell,” “on the spot,” “dizzying beats”
- Have students follow along as you read “Jazz Music.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *communities* and *attracted*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.
- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



### Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

### Support

Before reading “Jazz Music,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Lesson 3: Basic Code: Words with Double-Letter Consonants, Part 2



# Phonics—Encoding

**Primary Focus:** Students will spell and write words with double-letter consonants.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH /F/ > ‘FF’, /L/ > ‘LL’, /S/ > ‘SS’, /Z/ > ‘ZZ’ (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words that have double consonants. Point out that these words contain closed syllables.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example *jazz*. Ask, “What sounds does it contain?” (/j/ /a/ /z/)
- Write *jazz* on the board.
- Say the word *less*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

### Support

Emphasize to students that each double-letter combination produces only a single sound and the letters are not pronounced twice.

- |         |          |            |
|---------|----------|------------|
| 1. less | 4. shell | 7. fizzy   |
| 2. pull | 5. whiff | 8. cuff    |
| 3. roll | 6. chess | 9. compass |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. The rabbit was on the hill.
2. I will miss you.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

### Lesson 3: Foundational Skills Remediation

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3 “Jazz Music.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write in complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.



## TRICKY WORDS REVIEW

- Write the following words on index cards: *want, many, even, together, these, find* and *world*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *want* and say, “This word is tricky because the ‘a’ is pronounced /aw/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /aw/ for this letter. We blend and say /n/ /t/ for these letters. Point to the letters as you blend the sounds: /w/ /aw/ /n/ /t/, *want*. Say, “*Want!* It’s a word we use all the time, like when we say ‘They want to keep jazz music going.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *want*. What’s the word?” Ask them to sound it out and then read it again.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.

- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Words with Double-Letter Consonants and the Suffixes *-ed, -ing*

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with double-letter consonants. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read words with double-letter consonants and the suffixes *-ed* and *-ing*. **TEKS 3.2.A.i; TEKS 3.2.A.vi**
- Students will identify and read multisyllabic words with closed syllables. **TEKS 3.2.A.ii**

## Morphology

- Students will read and define words with inflectional endings *-ed* and *-ing*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

- Students will reread “Jazz Music” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with double-letter consonants. **TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Observation

## “Jazz Music” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Blend Words with Double-Letter Consonants                                                      | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with Double-Letter Consonants and <i>-ed, -ing</i>                                  | 3 min.  | <input type="checkbox"/> Activity Page 4.1 |
| Read Closed Multisyllabic Words                                                                | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Inflectional Endings: <i>-ed, -ing</i>                                          | 6 min.  | <input type="checkbox"/> Activity Page 4.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread “Jazz Music”                                                                            | 10 min. | <input type="checkbox"/> Activity Page 3.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with Double-Letter Consonants and <i>-ed, -ing</i>                                 | 5 min.  | <input type="checkbox"/> dictation journal |

stable syllables; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping voices together to read the text.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *trumpet*, *piano*, *drums*, *velvet*. You may also want to show a map of the United States with New Orleans, Louisiana marked.

## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1

# Warm-Up



**Primary Focus:** Students will review words with double-letter consonants.

 **TEKS 3.2.A.i**

### BLEND WORDS WITH DOUBLE-LETTER CONSONANTS (3 MIN.)

- Tell students that today they will continue to blend words with double-letter consonants.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /d/ /i/ /l/. Ask students to blend the sounds and say the word. (*dill*)
- Repeat with the following words: *ball*, *cliff*, *jazz*, *kiss*, *shell*, *will*.
- Write the words on the board. Point out that the double-letter consonants make a single consonant sound.
- Ask, “When I see the word *jazz*, should I say /j/ /a/ /z/ /z/ (make two distinct /z/ sounds)?” (*no*)
- Say, “No, the letters ‘zz’ at the end of *jazz* make a single /z/ sound.”

## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 1

# Phonics—Decoding




### Primary Focus

Students will identify and read words with double-letter consonants and the suffixes *-ed* and *-ing*. **TEKS 3.2.A.i; TEKS 3.2.A.vi**

Students will identify and read multisyllabic words with closed syllables.

 **TEKS 3.2.A.ii**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## READ WORDS WITH DOUBLE-LETTER CONSONANTS AND *-ED*, *-ING* (3 MIN.)

- Tell students that they will review the suffixes *-ed* and *-ing* today.
- Write the following words on the board: *batted*, *jogged*, and *hopped*.
- Write the following sounds in columns on the board: /ed/, /d/, and /t/.
- Explain to students that the suffix *-ed* can make the /ed/, /d/, or /t/ sound depending on the consonant that comes before it.
- Have a volunteer read the word *batted* aloud and underline the root word. (*bat*)
- Ask students what sound the *-ed* makes at the end of the word. (/ed/)
- Write the word *batted* beneath the /ed/ heading on the board.
- Repeat the routine with the other words on the board. (*jogged*: /d/; *hopped*: /t/)
- Write the words *running* and *swimming* on the board.
- Have a volunteer read the word *running* aloud and underline the root word. (*run*) Point out that we don't say two /n/ sounds because there are two 'n's in the word. The doubled 'n's work together to make a single /n/ sound.
- Direct students to Activity Page 4.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Remind students of what they have learned about closed-syllable words. Write the word *tennis* on the board.
- Point out that each of the syllables has a short vowel sound. Circle the 'e' and 'i' and say the short vowel sounds. Have students repeat them.
- Point out that the vowels in each syllable are followed by a consonant. Remind students that this kind of syllable is a "closed" syllable because the vowel is "closed up" by the consonant.
- Read the word aloud with students.
- Write the word *muffin* on the board.
- Circle the 'u' and 'i'. Point out that the word has two short vowel sounds, /u/ and /i/.

### Challenge

Ask students to share the forms of verbs that have irregular forms for the past tense and regular forms with doubled consonants for the form with *-ing*: *run*, *win*, *sat*. (*ran/running*; *won/winning*; *sat/sitting*)

### Activity Page 4.1



## Support

Ask students to read and clap the words to figure out how to divide each word into syllables.

- Say the sounds and have students repeat them.
- Point to the double 'f'. Say: "I see a double consonant here. Where do I divide between the syllables?" (*between the double 'f's*)
- With a slash, mark the division between the syllables: *muf•fin*.
- Point to the first syllable. Ask, "What kind of syllable is this?" (*closed*)
- Point to the second syllable. Ask, "What kind of syllable is this?" (*closed*)
- Read the word aloud with students.
- Repeat with the following words: *blossom, classic, ribbon, and puppet*.

### Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed, -ing*, Part 1

# Morphology



**Primary Focus:** Students will read and define words with inflectional endings *-ed* and *-ing*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

#### ROOT WORDS AND INFLECTIONAL ENDINGS: *-ED, -ING* (6 MIN.)

- Remind students that they have learned about the suffixes *-ed* and *-ing*. Review that the suffix *-ed* shows that the action took place in the past and the suffix *-ing* can show that the action is taking place now.

**Note:** You may wish to point out to students that the *-ing* ending may also signify different parts of speech, such as nouns (e.g., *She looks at the painting.*) and adjectives (e.g., *That was a boring book.*). However, this and the following lessons on inflectional endings will focus on when the action is taking place (e.g., *She is swimming in the pool.*).

- Say, "We're going to take a look at how root words that end with a closed syllable change when we add the *-ed* and *-ing* suffixes. Some words stay the same, and for others, we double the last consonant."
- Explain that for most words in which the last three letters have a consonant-vowel-consonant (CVC) pattern (such as *hum*), we have to double the final consonant before adding a suffix like *-ed* or *-ing*.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Simplify the activity page by providing fewer word choices based on students' levels of proficiency.

#### Intermediate

Have students work with a proficient reader who acts as a mentor.

#### Advanced/ Advanced High

Students can work on the activity independently.

#### ELPS 1.F

- Write the word *hum* on the board, and read the word aloud with the students. Label the 'h' with a C. Label the 'u' with a V. Label the 'm' with a C.
- Write the words *hummed* and *humming* on the board and read them aloud with the students. Circle the second 'm' in both words.
- Then point to the word *hummed*. Ask, "What suffix do you see in this word?" (*-ed*) Circle the *-ed*.
- Ask, "If we use the suffix *-ed*, when did the action take place?" (*in the past*)
- Point to the word *humming*. Ask, "What suffix do you see in this word?" (*-ing*) Underline the *-ing*.
- Ask, "If we use the suffix *-ing*, when is the action taking place?" (*now*)
- Repeat the routine with the word *stop*, labeling the 't' with a C, the 'o' with a V, and the 'p' with a C.
- Write the words *stopped* and *stopping* on the board, and read the words aloud with the students. Then, have students identify the doubled consonant 'p'.
- Ask, "Which word would we use to describe an action happening now?" (*stopping*)
- Ask, "Which word would we use to describe an action that happened in the past?" (*stopped*)
- Repeat the routine with the following words: *plan*, *trim*, and *grab*.
- Say, "We've been working with one-syllable words with the CVC pattern, and adding the suffixes *-ed* and *-ing*. Let's take a look at adding the suffixes to two-syllable words that end with a closed syllable."
- Point out that words in which the first syllable is stressed (*listen*, *happen*) are an exception to the CVC rule for doubling consonants. In these cases, we do not double the final consonant before adding the ending: *listening/listened*; *happening/happened*.
- Say, "We have reviewed words that already have double-letter consonants before a suffix is added, such as *stuff*. Do you think we should add another 'f' to *stuff* when we add the suffix *-ing*?"
- Write *stuffing* (with 3 'f's) on the board.
- Say, "No, if a word already has two consonants, we don't need to add another one when we add a suffix."
- Point out that we also don't double the letters 'x', 'y', or 'z' before adding suffixes, e.g., *boxing*, *paying*.



- Direct students to Activity Page 4.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

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**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word describes an action taking place now: *looked*." (*thumbs-down*)

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## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 2

# Reading



**Primary Focus:** Students will reread “Jazz Music” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “JAZZ MUSIC” (10 MIN.)

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

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread “Jazz Music” with a partner.
- Take time to answer any questions that students may have about “Jazz Music.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline at least three words with double-letter consonants, such as *jazz*.
  - circle at least three words with the suffixes *-ed* and *-ing*, such as *connected*.
  - highlight at least three multisyllabic words in which all syllables are closed, such as *subject*.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Support

Have students first look for single-syllable words with short vowel sounds before they try to identify words with two closed syllables.

## Activity Page 3.3



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Reading Closely

#### Beginning

Work with student pairs to identify a few words with double-letter consonants.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



### Observation: “Jazz Music” Anecdotal Reading Record

As you listen to each student read “Jazz Music,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 4: Review: Words with Double-Letter Consonants and the Suffixes *-ed*, *-ing*, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with double-letter consonants.

**TEKS 3.2.B.vii**

### SPELL WORDS WITH DOUBLE-LETTER CONSONANTS AND *-ED*, *-ING* (5 MIN.)

- Direct students to take out their dictation journal.
- Tell students that they will be spelling words that have double-letter consonants. Point out that these words contain closed syllables.
- Remind students that the suffix *-ed* can make the /ed/, /d/, or /t/ sound.
- Give the example *batted*. Ask, “What sounds does *batted* contain?” (/b/ /a/ /t/ /ed/)
- Write *batted* on the board.
- Ask, “What is the root word in *batted*?” (*bat*)
- Remind them that most words that end in the CVC pattern (consonant-vowel-consonant) need to have the final consonant doubled before adding the suffix.
- Say, “So I know that since *bat* is a CVC word, I will double the ‘t’ to spell *batted*.”
- Say the word *shipped*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

**TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- |            |             |            |
|------------|-------------|------------|
| 1. shipped | 4. shopping | 7. getting |
| 2. rubbing | 5. plugging | 8. grinned |
| 3. spotted | 6. trapped  | 9. winning |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                      |
|----------------------|
| 1. I am skipping.    |
| 2. I spotted a ship. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

**Lesson 4: Foundational Skills**

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished, ask pairs to share and check their work.

**SHARING**

- Say, “Yesterday, you wrote a response to the prompt about ‘Jazz Music.’ The prompt asked you to identify the central idea of the text and to use at least two details from the passage that support this central idea. Today, you will share your writing. We will practice using another Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, uncovering the second Response Starter. Read the Response Starter aloud. Say, “As we listen to a response, we are going to be listening for a central idea of ‘Jazz Music’ and details from the passage to support this central idea.”
- Pair up students and have one person share the response they wrote about “Jazz Music” on **Activity Page TR 3.1**. Listeners should use either of the sentence starters to provide constructive feedback. Circulate and provide as much support as necessary to help the student who is responding to successfully use the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *want* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *wawnnt*. Write the letters to spell *want* on the board.
- Point to the word *want* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled with ‘a.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /aw/ for this letter. We blend and say /n/ /t/ for these letters.” Point to the letters as you blend the sounds: /w/ /aw/ /n/ /t/, *want*. Say, “*Want!* It’s a word we use all the time.”
- Repeat with the words *many*, *even*, *together*, *these*, *find* and *world*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with

each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

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### ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 5.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings they have recently learned.
- Direct students to the passage “The Preamble to the United States Constitution.” Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
  - underline three words with *ed*, such as *included*;
  - put a box around three words with *-s*, such as *rules*;
  - and highlight one word with double letter consonants, such as *follow*.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other’s responses with the following sentence starters:
  - I agree with \_\_\_\_\_ because. . .
  - I have an additional perspective about. . .
  - That is a great point because. . .
  - Another example is. . .



## REVIEW

# Mixed Review

## PRIMARY FOCUS OF LESSON

### Warm-Up

- Students will review identifying words with long and short vowels and consonant blends. **TEKS 3.2.A.i**

### Phonics—Decoding

- Students will identify and read words with long and short vowels, consonant blends, and double-letter consonants. **TEKS 3.2.A.i; TEKS 3.2.A.vi**
- Students will identify closed syllables in two-syllable words. **TEKS 3.2.A.ii**

### Morphology

- Students will add inflectional endings to root words. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

- Students will read and annotate “Baking Cupcakes” independently and answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

### Phonics—Encoding

- Students will review spelling and writing words with long and short vowels, consonant blends, and double-letter consonants. **TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

### Dictation Journal

### Phonics/Encoding Dictation

- TEKS 3.2.B.iv; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                        |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                  |
| <b>Warm-Up</b>                                                                                 |         |                                                  |
| Give Me a Word                                                                                 | 3 min.  |                                                  |
| <b>Phonics—Decoding</b>                                                                        |         |                                                  |
| Review: Vowel Sounds, Blends, and Consonant Sound Spellings                                    | 3 min.  | <input type="checkbox"/> Activity Pages 5.1, 5.2 |
| Read Closed Two-Syllable Words                                                                 | 3 min.  |                                                  |
| <b>Morphology</b>                                                                              |         |                                                  |
| Review Inflectional Endings                                                                    | 6 min.  | <input type="checkbox"/> Activity Page 5.3       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                  |
| <b>Reading</b>                                                                                 |         |                                                  |
| Read “Baking Cupcakes” Independently                                                           | 10 min. | <input type="checkbox"/> Activity Pages 5.4, 5.5 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                  |
| Encoding Review                                                                                | 5 min.  | <input type="checkbox"/> dictation journal       |

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## ADVANCE PREPARATION

### Phonics—Decoding

- Gather pennies (or other small objects) for each pair of students. Tear out Activity Page 5.1 and cut out one set of Shop for Spellings Word Cards for each pair of students.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *flour*, *sugar*, *butter*, *eggs*, *milk*, *whisk*, and *spatula*.

## Lesson 5: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying words with long and short vowels and consonant blends. **TEKS 3.2.A.i**

**GIVE ME A WORD (3 MIN.)**

- Tell students that they are going to review words with blends and vowel sounds they have learned about this week.
- Write *flag* on the board. Say the word. Underline and point out the *fl* blend.
- Ask, “What is another word that begins with this blend?” (*flow, flight, flock, flip*, and so on)
- Point to the word *flag* again. Repeat the word.
- Ask, “What vowel sound does this word have? Is it long or short?” (*/a/; short*)
- Ask, “What is another word with the short */a/* vowel sound?” (*map, trap, flap, sap*, and so on)
- Repeat the routine with *tray, splint*, and *stripe*.

## Lesson 5: Review: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

Students will identify and read words with long and short vowels, consonant blends, and double-letter consonants. **TEKS 3.2.A.i; TEKS 3.2.A.vi**

Students will identify closed syllables in two-syllable words. **TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough*, and *en*; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## REVIEW: VOWEL SOUNDS, BLENDS, AND CONSONANT SOUND SPELLINGS (3 MIN.)

- Organize students into pairs and distribute one set of pennies and Shop for Spellings Word Cards you have precut from Activity Page 5.1 for each pair of students. Then direct students to Activity Page 5.2.
- Review the instructions and game board for the Shop for Spellings game as a class. Answer questions.
- Circulate as students play the game.

## READ CLOSED TWO-SYLLABLE WORDS (3 MIN.)

- Write the following first syllable of a word on the board: *com-*. Say it aloud.
- Say, "A lot of words begin with this closed syllable. Let's solve some riddles to complete words that begin with *com-*."
- Say the first riddle and have students think of a second closed syllable to make a word that begins with *com-*. (*compass*)

|                                                   |                                                                              |
|---------------------------------------------------|------------------------------------------------------------------------------|
| a tool that always shows what direction North is  | a type of text that uses pictures and word bubbles to tell a story           |
| to force or pressure strongly                     | to carry out an action or to dedicate                                        |
| describes something that is made up of many parts | a bright object in space that develops a tail as it orbits closer to the sun |

- Add the second syllable to *com-* on the board. Ask a volunteer to read the complete word aloud. (*compass*)
- Repeat the routine with the remaining riddles. (e.g., *com•ic*, *com•pel*, *com•mit*, *com•plex*, *com•et*)



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two closed syllables: *bucket*." (*thumbs-up*)

## Activity Pages 5.1, 5.2



### Challenge

Have partners continue the Closed Two-Syllable Words activity by taking turns providing each other with a first syllable and having their partner complete the word with a closed syllable, for example: *gob-* (*goblet*), *cot-* (*cotton*), *din-* (*dinner*), *ten-* (*tennis*), *sud-* (*sudden*), *pil-* (*pilgrim*).

## Support

Write *Today he . . .* and *Yesterday he . . .* on the board, and work with students to categorize the following verbs correctly: *crushed*, *fetches*, *studies*, *talked* to complete each sentence.

ENGLISH  
LANGUAGE  
LEARNERS



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Use props to help students further understand the concepts of singular and plural. For example, point to a book and explain that *book* is singular. Then point to a stack of books and explain that *books* is plural.

#### Intermediate

Have students explain in their own words the difference between singular and plural.

#### Advanced/ Advanced High

Ask volunteers to generate a short list of singular nouns to make plurals both in English and in their home language.

**ELPS 1.C**

## Activity Page 5.3



## Lesson 5: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings to root words.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Tell students they are going to review the suffixes they learned about this week.
- Write *berry* on the board. Read the word. Demonstrate changing the *y* to *i* and adding *-es*.
- Ask, “What does this ending tell us about how many berries there are?” (*There are more than one.*) Read the new word aloud with the students.
- Write *walk* on the board. Read the word. Demonstrate adding *-ed*.
- Ask, “What does this ending tell us about when the action took place?” (*It took place in the past.*) Read the new word aloud with the students.
- Write *wrap* on the board. Read the word. Demonstrate adding *-ing* to *wrap*.
- Point out that because *wrap* ends in a CVC pattern, you will double the ‘p’ before adding the suffix. Read the new word aloud with the students.
- Ask, “What can this ending tell us about when the action took place?” (*It might change the meaning of the word to mean the action is happening right now.*)
- Direct students to Activity Page 5.3 and review the instructions. Have students work on the activity page in pairs. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Lesson 5: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read and annotate “Baking Cupcakes” independently and answer questions about key details in the

text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

### READ “BAKING CUPCAKES” INDEPENDENTLY (10 MIN.)

**Note:** “Baking Cupcakes” is a procedural text that is organized in steps and includes some domain-specific terminology, including *degrees* and its symbol.

Tell students that they will be reading “Baking Cupcakes” independently. Direct students to Activity Page 5.4.

- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *assist*, *rim*, *snazzy*
  - phrases: “like velvet”
  - domain-specific language:  $350^{\circ}$  (degrees); *whisk*, *spatula* (cooking tools); *cup*, *teaspoon* (units of measure);  $1/4$  cup,  $1/2$  cup,  $3/4$  cup (fractional units of measure)
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *adult* and *ingredients*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.

### Support

Before reading “Baking Cupcakes,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Support

Have students focus on one annotation at a time. For example, first have them read and underline words with double-letter spellings. On the next read, have them put a box around compound words, and so on.

### Activity Pages 5.4, 5.5



**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



## Reading

### Reading Closely

#### Beginning

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *Words with double-letter spellings; Compound words*).

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

**ELPS 4.A**

- Then have them read the text again and
  - underline at least three words with double-letter spellings, such as *butter*,
  - put a box around at least three compound words, such as *cupcakes*,
  - circle at least three words with *-ed* and *-ing*, such as *baking* and *filled*,
  - highlight at least three one-syllable words with closed syllables, such as *rim*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.5 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 5: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with long and short vowels, consonant blends, and double-letter consonants.

**TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

### ENCODING REVIEW (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with long and short vowels, consonant blends, and words with double consonants and suffixes.
- Remind them that they can segment sounds to figure out how to spell the words.
- Give the example of *clap*. Ask, "What sounds does it contain?" (/k/ /l/ /a/ /p/).

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.



- Write *clap* on the board.
- Say, I see the pattern CVC (consonant-vowel-consonant) in ***clap***.
- Ask, “When we see the pattern CVC at the end of the word, what do we usually need to do before adding a suffix like *-ing*?” (*double the consonant t*)
- Write *clapping* on the board. Point out the double consonant.
- Remind students that the suffix *-ed* can make the /ed/, /d/, and /t/ sounds.
- Say the word *bluff*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |             |             |
|--------------|-------------|-------------|
| 1. bluff     | 4. swimming | 7. flies    |
| 2. rubbed    | 5. crabs    | 8. clipping |
| 3. sandboxes | 6. filled   | 9. drops    |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                          |
|--------------------------|
| 1. The rabbit hopped.    |
| 2. He bangs on the drum. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

## Lesson 5: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students back to Activity Page 5.4.
- Have them reread “Baking Cupcakes.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- When students are done writing, display the Response Starters table below, showing only the first two Response Starters. Have a volunteer read the Response Starters aloud.
- Tell students that they will share their responses either in pairs or small groups.
- After sharing their response, a student should call on a listener to comment. Remind the student who is responding to use one of the Response Starters to provide constructive feedback. Circulate and provide feedback on how the listeners used the Response Starter.

**Response Starters for Writing About Text**

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 1 and 3 (*kind, also, thank, most, learn, begin, someone, want, many, even, together, these, find, world*). Write the following new words on index cards: *sure, ready, put, and done*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *sure* and say, "This word is tricky because the 's' is pronounced /sh/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /sh/ for this letter. We say /er/ for these letters, and we do not say this letter." Point to the letters as you blend the sounds: /sh/ /er/, *sure*. Say, "*Sure!* It's a word we use all the time, like when we say 'The cupcakes are sure to make them smile!'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *sure*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /sh/ sound spelled 's.'" Write *sugar* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 1 and 3. Say, "Now we're going to practice reading all the new words we learned this week. Let's play a game. We're going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let's see how fast we can go. My turn first."
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, "Do you think you can go faster than I did?"
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer,

and move on to the next card in the stack with the same small group until you go through all of the cards.

- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **1. Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

#### **2. Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

## 6

## REVIEW

# Silent Letter Combinations: 'wr' and 'kn'

## PRIMARY FOCUS OF LESSON

### Warm-Up

- Students will orally add final sounds to make new words. **TEKS 3.2.A.i**

### Phonics—Decoding

- Students will identify and read words with silent letter combinations. **TEKS 3.2.A.i**

Students will identify and read closed syllables in multisyllabic words.

- TEKS 3.2.A.ii**

### Morphology

Students will add inflectional endings *-ing* and *-ed* to root words.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

Students will read “Knoll the Knight” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key

- details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### Phonics—Encoding

Students will spell and write multisyllabic words with silent letter combinations

- /r/ > 'wr', /n/ > 'kn'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Activity Page 6.1    Review Silent Letter Combinations: 'wr' > /r/, 'kn' >

- /n/ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation    Discussion Questions Observation Record **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Add Ending Sounds to Create New Words                                                          | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Review Words with Silent Letter Combinations: 'wr' > /r/, 'kn' > /n/                           | 3 min.  | <input type="checkbox"/> Activity Page 6.1 |
| Read Closed Multisyllabic Words                                                                | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Inflected Endings: <i>-ed</i> , <i>-ing</i>                                     | 6 min.  | <input type="checkbox"/> Activity Page 6.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Read "Knoll the Knight" with Accuracy                                                          | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell multisyllabic words with silent letter combinations 'wr' > /r/ and 'kn' > /n/            | 5 min.  | <input type="checkbox"/> dictation journal |



**TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *knight*, *gem*, *tomb*, *forest*, and *reins*.

## Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 1

# Warm-Up



### Challenge

Have students identify how adding phonemes can change word meanings. For example, adding /z/ or /s/ to a noun creates a plural noun.

**Primary Focus:** Students will orally add final sounds to make new words.

**TEKS 3.2.A.i**

### ADD ENDING SOUNDS TO CREATE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say the word *bell*. Demonstrate how to make a new word by adding a sound to the end of the word.
- Say, "If I add /t/ to the end of *bell*, I can make the word *belt*. If I added the sound /z/ instead, I could make the word *bells*."
- Continue the routine with the remaining examples. Have students create new words by adding sounds to the end of each word.

| Example | Possible New Words    |
|---------|-----------------------|
| bell    | <i>bells, belt</i>    |
| hat     | <i>hats, hatch</i>    |
| write   | <i>writer, writes</i> |
| know    | <i>known, knows</i>   |

## Lesson 6: Review: Silent Letter Combinations: 'wr' and 'kn', Part 1

# Phonics—Decoding



### Primary Focus

**TEKS 3.2.A.i** Students will identify and read words with silent letter combinations.

Students will identify and read closed syllables in multisyllabic words.

**TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



## REVIEW WORDS WITH SILENT LETTER COMBINATIONS: 'WR' > /R/, 'KN' > /N/ (3 MIN.)

- Tell students that today you are going to focus on some tricky spellings for consonant sounds found mostly at the beginning of words.
- Write the spelling 'kn' on the board.
- Say, "Let's talk about this spelling in the word 'know.'"
- Write the word *know* on the board.
- Say, "We don't usually hear words that are said /k/ /n/, do we? The spelling 'kn' makes the sound /n/. The 'k' is silent."
- Write the spelling 'wr' on the board.
- Say, "Let's talk about this spelling in the word 'write.'"
- Write the word *write* on the board.
- Say, "We don't say this word /w/ /r/ /ie/ /t/, do we? The 'wr' makes the sound /r/ because the 'w' is silent."
- Say, "These are tricky spellings. When we read, we can remember not to say the /k/ in words with 'kn' and the /w/ in words with 'wr'. When we spell words with these silent letter combinations, we just have to learn the words and remember them."
- Write the following words on the board: *knock, knife, knot, knob, knitter, kneepad, wrap, wren, wrong, wrist, wrinkle, and wrapper*.
- Underline the silent letter in each word. Then read each word aloud, and ask students to read the word aloud.
- Direct students to Activity Page 6.1 and review the instructions. If time permits, divide students into groups to complete the activity page in class. If necessary, students may complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Say, "We have learned that syllables that have a vowel closed up by a consonant are called *closed syllables*. The vowel in a closed syllable makes a short vowel sound."



### Foundational Skills

#### Foundational Literacy Skills

##### Beginning

Ask students to pronounce the sounds made by the letters 'r' and 'n'. Then ask them to pronounce the sounds made by the letter combinations 'wr' and 'kn'.

##### Intermediate

Ask students to pronounce the sounds made by the letters 'r', 'n', 'k', and 'w'. Then ask them to pronounce the sounds made by the letter combinations 'wr' and 'kn'.

##### Advanced/ Advanced High

Ask students to pronounce the sounds made by the letter combinations 'wr' and 'kn' and identify one example of a word that uses each letter combination. Ask them whether they know of other examples of silent letters in English or their home language.

#### ELPS 3.A

### Activity Page 6.1



## Challenge

Challenge students to generate additional multisyllabic words with closed syllables and share them with a partner. Have the partner identify the closed syllables. Then have partners switch roles.

- Write the word *wristband* on the board.
- Underline the first syllable of *wristband*.
- Say, “This is a closed syllable because the vowel ‘i’ is closed up by the consonant blend ‘st’. The ‘i’ makes the short /i/ sound.” Read the word aloud with students.
- Write the word *kneepad* on the board.
- Underline the second syllable of *kneepad*.
- Say, “This is a closed syllable because the ‘a’ is closed up by the ‘d’. The ‘a’ makes the short /a/ sound.” Read the word aloud with students.
- Repeat the activity by having individual students underline the closed syllables in the following words before reading them aloud: *backpack*, *knitted*, *lesson*, *muffin*, *nutshell*, *written*, *sudden*, and *zigzag*. (All of the syllables are closed.)



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “The word *kneepad* has two closed syllables.” (*thumbs-down; the vowel sound in knee is not closed by a consonant and does not have a short vowel sound*)

## Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings *-ing* and *-ed* to root words.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND INFLECTED ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that they have learned about the suffixes *-ed* and *-ing*.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Say, “The suffix *-ed* shows that the action took place in the past, and the suffix *-ing* can show that an action is taking place now.”
- Tell students that the spelling of some words change when adding the suffixes *-ed* and *-ing*.
- Write the word *change* on the board and say it aloud.
- Say, “For words that end in ‘e’, we have to drop the final ‘e’ before we add *-ed* or *-ing*.”
- Then write the words *changed* and *changing*. Have students read each word aloud.
- Write the word *try* on the board.
- Say, “For words that end in ‘y’, we have to change the ‘y’ to ‘i’ before we add *-ed*. But we don’t have to make that change before we add *-ing*.”
- Write the words *tried* and *trying* on the board. Have students read each word aloud.
- Write the word *stop* on the board.
- Say, “Remember that most words that end in the CVC pattern (consonant-vowel-consonant) need to have the final consonant doubled before adding the suffix.”
- Annotate the word *stop* with ‘C’ above the ‘t’, ‘V’ above the ‘o’, and ‘C’ above the ‘p’.
- Then write the words *stopped* and *stopping*. Have students read each word aloud.
- Direct students to Activity Page 6.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 6.2



## Support

Before reading “Knoll the Knight,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 2

## Reading



**Primary Focus:** Students will read “Knoll the Knight” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral literal recall questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## READ “KNOLL THE KNIGHT” WITH ACCURACY

## Activity Page 6.3



- Direct students to Activity Page 6.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *rare, tomb, enchanted, numb, wreck*
  - phrases: “pride growing in his chest,” “in debt,” “in his honor”
- Have students follow along as you read “Knoll the Knight.”
- Read the story once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *traveling* and *protecting*).
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Wrap-Up

### Discussion Questions for “Knoll the Knight”

1. **Literal.** Where is the rare gem hidden?
  - » The rare gem is hidden in a tomb in the enchanted forest.
2. **Literal.** What did Knoll bring with him on his journey?
  - » He brought a bag, a map, a knife, and his horse.
3. **Literal.** How did Knoll defeat the dragon?
  - » Knoll swung his knife at the dragon. The dragon ran away.
4. **Literal.** How did finding the gem make Knoll feel?
  - » Knoll felt proud.
5. **Inferential.** Why did the king choose to write to Knoll about finding the rare gem?
  - » The king chose to write to Knoll because Knoll was known as a brave and trusted knight.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read this sentence at an appropriate rate, or speed.” Read the sentence too slowly: “He had never gone on such an adventure before.” (*thumbs-down*)



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board and say, “Talking with a partner is one way to bring more perspectives and information to our discussion. Let’s take a moment to think about how we would answer this question.”

- After providing some wait time, pair up students and have them take turns asking and answering the question. Remind students to ask any questions they may have about their partner’s answer and then repeat back to their partner what was shared. Circulate and give feedback as partners are sharing and responding.
- Remind students to signal when both partners have contributed to the conversation.
- Call on students and ask them to share one idea their partner shared with them. Ask the other partner if what was shared by the partner matches what they shared. Provide specific corrective feedback, or point out examples of how the response demonstrated how to do a Turn and Talk share.

## Lesson 6: Review: Silent Letter Combinations: ‘wr’ and ‘kn’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with silent letter combinations /r/ > ‘wr’, /n/ > ‘kn’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### Challenge

Challenge students to identify which of the spelling words are compound words. (*kneepad, wristband, knockout*)

### SPELL MULTISYLLABIC WORDS WITH SILENT LETTER COMBINATIONS ‘WR’ > /R/ AND ‘KN’ > /N/ (5 MIN.)

- Direct students to take out their dictation journal.
- Tell students that they will be spelling multisyllabic words with silent letter combinations ‘wr’ > /r/ and ‘kn’ > /n/ that you say aloud.
- Say, “Remember that the /r/ sound in *wrinkled* is spelled with the tricky silent letter combination ‘wr’.”
- Say the word *wrinkled*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |              |             |             |
|--------------|-------------|-------------|
| 1. wrinkled  | 4. knuckle  | 7. wrung    |
| 2. know      | 5. kneepad  | 8. wrapping |
| 3. wristband | 6. knockout | 9. written  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                |
|--------------------------------|
| 1. She writes about knitting.  |
| 2. He wrapped his cut knuckle. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 6: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3
- Have them reread “Knoll the Knight.”
- Review the writing prompt on **Activity Page TR 6.1**.
- Tell students that they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

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### TRICKY WORDS REVIEW

- Write the following words on index cards: *read, away, known, easy, almost, work* and *light*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *read* and say, “This word is tricky because the ‘ea’ can be pronounced /ee/ like in *read*, or the ‘ea’ can be pronounced /e/ like the word in today’s passage.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /e/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /r/ /e/ /d/, *read*. Say, “*Read!* It’s a word we use all the time, like when we say ‘Knoll read the note.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *read*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.



- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 7

## REVIEW

# Silent Letter Combinations: ‘mb’ and ‘bt’

## PRIMARY FOCUS OF LESSON

### Warm-Up

Students will orally create new words by adding phonemes to existing words.

✚ **TEKS 3.2.A.i**

### Phonics—Decoding

Students will identify and read multisyllabic words with the silent letter

✚ combinations ‘mb’ and ‘bt’. **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with closed syllables.

✚ **TEKS 3.2.A.ii**

### Morphology

Students will add the inflectional endings *-ing* and *-ed* to root words to change

✚ their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

Students will reread “Knoll the Knight” fluently with a partner.

✚ **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### Phonics—Encoding

Students will spell and write multisyllabic words with silent letter combinations

✚ /m/ > ‘mb’ and /t/ > ‘bt’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Observation

“Knoll the Knight” Anecdotal Reading Record

✚ **TEKS 3.4**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Add Sounds to Make New Words                                                                   | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Review Silent Letter Combinations: 'mb' and 'bt'                                               | 3 min.  |                                            |
| Read Closed Multisyllabic Words                                                                | 3 min.  | <input type="checkbox"/> Activity Page 7.1 |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Inflected Endings: <i>-ed</i> , <i>-ing</i>                                     | 6 min.  | <input type="checkbox"/> Activity Page 7.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread "Knoll the Knight"                                                                      | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with Silent Letter Combinations 'mb' and 'bt'                                      | 5 min.  | <input type="checkbox"/> dictation journal |

knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *knight*, *gem*, *tomb*, *forest*, and *reins*.

## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

## Warm-Up



**Primary Focus:** Students will orally create new words by adding phonemes to existing words. **TEKS 3.2.A.i**

### ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, "In the last lesson, we practiced adding a sound to the end of a word to make a new word. We can also add sounds to the beginning or middle of a word."
- Say the word *fee*.
- Say, "I can add the /r/ sound to the middle of *fee* to make the word *free*. I could add the sound /l/ to the end of the word *fee* instead to make *feel*."
- Say the word *out*.
- Say, "I can add the sound /sh/ to the beginning of *out* to make the word *shout*. I could add the sound /d/ to the beginning of the word *out* instead to make the word *doubt*."
- Continue the routine with the remaining words. Ask students to create new words for the rest of the examples.

| Example | Possible New Words |
|---------|--------------------|
| fee     | free, feel         |
| out     | shout, doubt       |
| new     | newt, news         |
| hum     | thumb, hump        |

### Support

If students have trouble thinking of sounds to add to the beginning of words, suggest that they go down the alphabet adding sounds until they find a letter sound that makes sense with the word provided (e.g., ~~æ~~*out*, *bout*, *eout*, *doubt*).

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.



## Foundational Skills

## Foundational Literacy Skills

**Beginning**

Ask students to pronounce the sound made by the letter 'b' (/b/). Then ask them to pronounce the sounds made by the letter combinations 'bt' and 'mb' (/t/ and /m/).

**Intermediate**

Ask students to pronounce the sounds made by the letters 'b', 'm', and 't' (/b/, /m/, /t/). Then ask them to pronounce the sounds made by the letter combinations 'bt' and 'mb' (/t/ and /m/).

**Advanced/  
Advanced High**

Ask students to pronounce the sounds made by the letter combinations 'bt' and 'mb' and identify one example of a word that uses each letter combination. (/t/ and /m/) Ask them whether they know of other examples of silent letters in English or in their home language.

**ELPS 3.A**

## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 1

# Phonics—Decoding

**Primary Focus**

Students will identify and read multisyllabic words with the silent letter combinations 'mb' and 'bt'. **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with closed syllables. **TEKS 3.2.A.ii**

**REVIEW SILENT LETTER COMBINATIONS: 'MB' AND 'BT' (3 MIN.)**

- Tell students that today you are going to focus on silent letter combinations found mostly in the middle and at the end of words.
- Write the words *knock* and *wring* on the board. Have students read the words aloud.
- Say, "In the previous lesson we studied words that have silent letters at the beginning of words, such as the 'k' in *knock* and the 'w' in *wring*." Underline the silent letters in each word as you point them out for students.
- Write the spelling 'mb' on the board.
- Say, "Let's look at this spelling in a word."
- Write the word *comb* on the board.
- Say, "We don't usually hear words that end in /m/ /b/, as in /k/ /oe/ /m/ /b/, do we? The spelling 'mb' makes the sound /m/. The letter 'b' is silent." Point to the word and have students read it aloud with you.
- Write the spelling 'bt' on the board.
- Say, "Now let's look at this spelling in a word."
- Write the word *doubt* on the board.
- Say, "We don't usually hear words with the sounds /b/ /t/ together, as in /d/ /ou/ /b/ /t/, do we? The spelling 'bt' makes the sound /t/. The letter 'b' is silent." Point to the word and have students read the word aloud with you.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “These are tricky spellings. When we read, we should remember not to say the /b/ in words with ‘mb’ or ‘bt’. When we read or spell words with these silent letter combinations, we just have to learn the words and remember them.”
- Write the following words on the board: *climb*, *debt*, *lamb*, *numb*, and *subtle*.
- Underline the silent letter in each word. Then read each word aloud and ask students to read it aloud.

### READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Say, “Syllables that have a vowel ‘closed up’ by a consonant are called *closed syllables*. The vowel in a closed syllable makes a short vowel sound.”
- Write the word *knapsack* on the board.
- Underline the first syllable of *knapsack*.
- Say, “This is a closed syllable because the vowel ‘a’ is closed up by the consonant ‘p’. The ‘a’ has a short vowel sound.”
- Underline the second syllable of *knapsack*.
- Say, “This is also a closed syllable because the ‘a’ is closed up by the consonant digraph ‘ck’. The ‘a’ has a short vowel sound.” Say the word aloud, emphasizing its syllables, *knap•sack*.
- Write the word *numbly* on the board.
- Underline the first syllable of *numbly*.
- Say, “This is a closed syllable with a short vowel sound. The vowel ‘u’ is closed up by the consonant digraph ‘mb’.”
- Point out that the second syllable in *numbly* is not a closed syllable. Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Direct students to Activity Page 7.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 7.1





## Check for Understanding

- **Turn and Talk:** Say, “Talking with a partner is one way to bring more information to our learning. We will take turns deciding whether a multisyllabic word contains any closed syllables. For example, I might say a multisyllabic word like *cabinet*. My partner would decide if the word contains any closed syllables and identify them.”
- Model the steps with a volunteer, including checking each other’s work before moving on, by explaining why each syllable identified is a closed syllable. (It is closed in by a consonant and makes the short vowel sound.) Wrap up by showing the signal that you are both done.
- Pair up students. Say, “Think of a multisyllabic word. Turn to your partner and share it with them. Then have your partner identify any closed syllables in the word.”
- Remind students to signal when both partners have contributed to the conversation.
- Call on students to share a word provided by their partner and identify the closed syllables, noting the word and closed syllables on the board. Provide corrective feedback as necessary.

## Lesson 7: Review: Silent Letter Combinations: ‘mb’ and ‘bt’, Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND INFLECTED ENDINGS: *-ED*, *-ING* (6 MIN.)

- Write the suffix *-ed* on the board.
- Say, “We have learned that adding *-ed* to the end of a verb changes its meaning to show that an action happened in the past.”

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Support

Circulate as students work on Activity Page 7.2 and help students decode the root words as needed. Students who struggle to identify the correct spelling may benefit from further instruction.



- Write the suffix *-ing* on the board.
- Say, “We have also learned that adding *-ing* to the end of a verb can change its meaning to show that an action is happening now.”
- Explain that students will practice adding these suffixes to root words. Write the word *decide* on the board. Read the word aloud with the students.
- Ask, “How would we say that this action happened in the past?” (*decided*)
- Write two spellings of the word on the board: *decideed* and *decided*.
- Ask, “Which is the correct spelling?” (*decided*)
- Ask, “How would we say that this action is happening now?” (*deciding*)
- Write two spellings of the word on the board: *deciding* and *decideing*.
- Ask, “Which is the correct spelling?” (*deciding*)
- Explain that for verbs that end in ‘e’, you must drop the final ‘e’ before adding *-ed* and *-ing*.
- Direct students to Activity Page 7.2. Read the root words aloud with the whole group, and then review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 7.2

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## Lesson 7: Review: Silent Letter Combinations: 'mb' and 'bt', Part 2

# Reading



**Primary Focus:** Students will reread “Knoll the Knight” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “KNOLL THE KNIGHT” (10 MIN.)

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

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “Knoll the Knight” with a partner.
- Take time to answer any questions that students may have about “Knoll the Knight.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
  - Remind students to listen carefully while their partner reads.
  - Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline three words with silent letter ‘mb’ and ‘bt’ spelling patterns, such as *tomb*;
  - circle three words with *-ing* and *-ed* endings, such as *finding* and *nodded*; and
  - highlight three multisyllabic words with closed syllables, such as *trusted*.

### Activity Page 6.3



ENGLISH  
LANGUAGE  
LEARNERS



Reading

Reading Closely

#### Beginning

Work with student pairs to identify a few words with silent letter combinations.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



### Observation: “Knoll the Knight” Anecdotal Reading Record

As you listen to each student read “Knoll the Knight,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 7: Review: Silent Letter Combinations: ‘mb’ and ‘bt’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with silent letter combinations /m/ > ‘mb’ and /t/ > ‘bt’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH SILENT LETTER COMBINATIONS ‘MB’ AND ‘BT’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words that use the ‘mb’ and ‘bt’ patterns.
- Remind them that these words have silent letters.
- Give the example *debt*. Ask, “What sounds does this word contain?” (/d/ /e/ /t/)
- Write *debt* on the board. Underline the letters ‘bt’ as you read the word.
- Say the word *climber*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |             |             |
|-------------|-------------|-------------|
| 1. climber  | 4. doubting | 7. doubtful |
| 2. plumbing | 5. debts    | 8. crumb    |
| 3. lambskin | 6. thumb    | 9. numbing  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. She was combing the lamb's fur.
2. He climbed on a limb.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

## Lesson 7: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

## SHARING

- Say, “Yesterday, you wrote a response to the prompt about ‘Knoll the Knight.’ The prompt reminded us that one theme, or central message, of the story is that Knoll has to work hard to achieve great things. Your writing prompt asked you to use details from your own life to describe when you have had to keep working hard at something that was difficult. Today, you will share your writing and practice using another Response Starter to give each other constructive, or helpful, feedback about the writing prompt response.”
- Display the Response Starters table below, uncovering the third Response Starter.
- Read the Response Starter aloud. Say, “As we listen to a response, we are going to be listening for an idea that stands out to us and thinking about why it stands out. Listen as I read a sample response.”
- Say, “I had to keep working hard when I learned to ride a bike. At first, I couldn’t make it go. My friend told me to push down on the front pedal. Then I had to learn how to use the brakes! I stopped too fast and fell down. My first few rides were very shaky because I didn’t know how to steer the bike very well. I fell down many times when I was learning to ride. I tried over and over. I finally learned to ride a bike because I kept trying! Now I fly down hills and along paved trails with my friends and don’t even have to think about the pedals, brakes, or handlebars.”
- Point to the Response Starter and say, “Let me use this Response Starter to provide feedback. ‘The idea that stood out to me was that you never gave up because you wrote that you fell down many times.’”

- Say, “Now it’s your turn to practice giving feedback using a Response Starter.” Pair up students and have one person share the response they wrote about “Knoll the Knight” on **Activity Page TR 6.1**. Listeners should try to use the third sentence starter to provide constructive feedback. Circulate and provide as much support as necessary to help the students who are responding to successfully use the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on one student to share their writing response with the group. Then have the student call on a listener to comment, using the Response Starter to provide constructive feedback. Provide as much support as necessary to help the student who is responding to successfully use the Response Starter. As time allows, call on two or three more volunteers to share their writing response and ask for feedback.
- Keep this table for all lessons that include writing about text. Response Starters should be used consistently to provide targeted feedback that helps the writer note a) where they used evidence correctly, b) where their word choice was impactful, and c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *read* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *rrred*. Write the letters to spell *read* on the board.
- Point to the word *read* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /e/ sound is spelled with ‘ea.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /e/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /r/ /e/ /d/, *read*. Say, “*Read!* It’s a word we use all the time.”
- Repeat with the words *away*, *known*, *easy*, *almost*, *work* and *light*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 8

## REVIEW

Spellings for /k/  
and /ch/

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with /ch/ and /k/ > 'ch'. **TEKS 3.2.A.i**

## Phonics—Decoding

Students will identify and read words with /ch/ > 'ch' and 'tch' and /k/ > 'ch'.

- TEKS 3.2.A.i**

Students will identify and read closed syllables in multisyllabic words.

- TEKS 3.2.A.ii**

## Morphology

Students will add the inflectional endings *-ing* and *-ed* to root words to change

- their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read "Lake Day" fluently and will answer questions about key details

- in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write multisyllabic words with 'ch' and 'tch' > /ch/ and

- 'ch' > /k/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 8.2

Inflectional Endings: *-ed*, *-ing*

- TEKS 3.2.A.vi**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                 |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                  |
| <b>Warm-Up</b>                                                                                 |             |                                                  |
| Review /ch/ and /k/                                                                            | 3 min.      |                                                  |
| <b>Phonics—Decoding</b>                                                                        |             |                                                  |
| Review /ch/ > 'ch' and 'tch', /k/ > 'ch'                                                       | 3 min.      |                                                  |
| Read Closed Multisyllabic Words                                                                | 3 min.      | <input type="checkbox"/> Activity Page 8.1       |
| <b>Morphology</b>                                                                              |             |                                                  |
| Root Words and Inflectional Endings: <i>-ed, -ing</i>                                          | 6 min.      | <input type="checkbox"/> Activity Page 8.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                  |
| <b>Reading</b>                                                                                 |             |                                                  |
| Read "Lake Day"                                                                                | 10 min.     | <input type="checkbox"/> Activity Pages 8.3, 8.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                  |
| Spell Words with 'ch' and 'tch' > /ch/, 'ch' > /k/                                             | 5 min.      | <input type="checkbox"/> dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds and Language Varieties' Influence on Decoding documents, available under the General English Learners resource in the program's digital components site.

### Reading

- Students will answer comprehension questions in groups. You may wish to assign groups according to students' levels in advance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *porch*, *shade*, *quilt*, *equipment*, *rushed*, *unique*, *chatted*, and *success*.

## Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

## Warm-Up



**Primary Focus:** Students will review words with /ch/ and /k/ > 'ch'. **TEKS 3.2.A.i**

**REVIEW /CH/ AND /K/ (3 MIN.)**

- Say the word *change* aloud.
- Ask a student to repeat the word.
- Write the word *change* on the board and underline the 'ch'.
- Say, "The letters 'ch' make the /ch/ sound in *change*."
- Explain that you can change the /n/ sound to /r/ to create *charge*. Have students pronounce the word *charge*. Write *charge* on the board.
- Continue this process with the remaining words.

1. charge > chart > char > charm
2. itch > ditch > pitch > patch

- Write the word *school* on the board and underline the 'ch'.
- Say, "Sometimes the spelling 'ch' makes the /k/ sound, as in *school*."
- Repeat the routine with the following words: *scheme*, *scholar*, and *schedule*.

## Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

## Phonics—Decoding


**Primary Focus**

Students will identify and read words with /ch/ > 'ch' and 'tch' and /k/ > 'ch'.

**TEKS 3.2.A.i**

**TEKS 3.2.A.ii** Students will identify and read closed syllables in multisyllabic words. **TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## REVIEW /CH/ > 'CH' AND 'TCH', /K/ > 'CH' (3 MIN.)

- Write *hip* on the board. Ask a student to read the word aloud.
- Add the letter 'c' to create *chip*.
- As you make this change, say, "If that word is *hip*, what is this word?" Have students read each new word aloud.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

1. chip > chop > chap > chaps > chats > chat > chant > can't > cat > cap
2. much > munch > lunch > bunch > bun > Ben > wren > wrench > bench

- Write on the board: ch /ch/, tch /ch/, ch /k/.
- Say, "The letter combination 'ch' usually spells the sound /ch/."
- Write *champ*, *rich*, and *bunch* on the board under the 'ch' /ch/. Underline the 'ch' as you read each word while pointing out where in the word the 'ch' spelling of /ch/ occurs, at the beginning of the word or at the end.
- Point to the 'tch'. Say, "This letter combination, 'tch', can also spell the sound /ch/. The 'tch' spelling of /ch/ happens only at the end of the word or base word."
- Write *catch*, *scratch*, and *sketch* on the board under the 'tch' /ch/.
- Say, "The /ch/ sound is spelled 'tch' when it is at the end of the word and comes after a single vowel. Let's read these words together."
- Circle the vowel and underline the 'tch' as the students read *catch*, *scratch*, and *sketch* aloud.
- Say, "Sometimes the spelling 'ch' makes the /k/ sound, as in *school*."
- Write *ache*, *anchor*, *stomach*, and *chorus* on the board under the 'ch' /k/.
- Say, "Let's read these words together." Underline the 'ch' spelling of /k/ as the class reads the words aloud. Note that the 'ch' of /k/ can be at the beginning, middle, or end of the word.
- Say, "Words with /ch/ spelled 'tch' and /k/ spelled 'ch' can be tricky. They must be learned and remembered. Let's read these words to practice."
- Write *rich*, *catch*, and *school* again and call on different students to read each word. Underline the 'ch' or 'tch' if a student has difficulty.

## READ CLOSED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that syllables that have a vowel “closed up” by a consonant are called *closed syllables*. Point out that the vowel in a closed syllable makes a short vowel sound.
- Write the word *sandwich* on the board.
- Underline the first syllable of *sandwich*.
- Say, “This is a closed syllable because the vowel ‘a’ is closed up by the consonant blend ‘nd’. The ‘a’ makes the short /a/ sound.”
- Underline the second syllable of *sandwich*.
- Explain that *this* is also a closed syllable because the ‘i’ is closed up by the ‘ch’ and makes the /i/ sound. Say the word aloud, emphasizing its syllables, *sand•wich*. Have students read it aloud.
- Write the word *backache* on the board.
- Underline the first syllable of *backache*.
- Explain that this is a closed syllable with a short vowel sound /a/. Emphasize that the second syllable is not a closed syllable. Say the word aloud, emphasizing its syllables, *back•ache*. Have students read it aloud.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree with the following statement, and give a thumbs-down if you disagree: ‘The word *public* has two closed syllables.’” (*thumbs-up*) As needed, explain that both vowels in the syllables *-pub* and *-lic* are “closed up” by consonants.



ENGLISH  
LANGUAGE  
LEARNERS

## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Have students say a word that begins with a /k/ such as *kit*. Then have them say *skit*. Explain that the ‘ch’ in *school* makes the /k/ sound. Have them say the word *school*.

#### Intermediate

Have students say the following words: *skate*, *score*, and *school*. Ask, “What sound does the ‘ch’ make in *school*?” (/k/)

#### Advanced/ Advanced High

Have students come up with examples of one word that uses ‘ch’ to make the /ch/ sound and one word that uses ‘ch’ to make the /k/ sound.

### ELPS 3.A

## Activity Page 8.1



Lesson 8: Review: Spellings for /k/ and /ch/, Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## ROOT WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

- Remind students that when we spell words that end in the CVC (consonant-vowel-consonant) pattern, we usually double the final consonant before adding *-ing* and *-ed*.
- Write the word *bat* on the board.
- Have students read the word aloud.
- Annotate the word with a C above 'b', V above 'a', and C above 't'. Explain that 'C' stands for *consonant* and 'V' stands for *vowel*.
- Then add the suffix *-ted* to create *batted*. Explain that the 't' needs to be doubled at the end of *bat* when the suffix *-ed* is added.
- Ask students to read the word with the suffix added aloud. Review briefly that the suffix *-ed* signals that something happened in the past.
- Repeat the routine by adding the *-ing* suffix to create *batting*. Review briefly that the suffix *-ing* can signal that something is happening now.
- Continue using the words in the table.
- When you reach the word *hope*, write the word on the board and annotate it with V above 'o', C above 'p', and V above 'e'.
- Say, "This word ends in an 'e'. In this case, we need to drop the final 'e' before adding a suffix."
- Model crossing out the 'e' and adding *-ed*. Rewrite the word beneath as *hoped*. Read the word aloud with students. Repeat the model with *hoping*.
- Remind students that the word *yell* already ends in double consonants, so no spelling changes need to be made when adding the suffixes.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

| Root Word | <b>-ed</b> | <b>-ing</b> |
|-----------|------------|-------------|
| bat       | batted     | batting     |
| dip       | dipped     | dipping     |
| hop       | hopped     | hopping     |
| hope      | hoped      | hoping      |
| hug       | hugged     | hugging     |
| swap      | swapped    | swapping    |
| trim      | trimmed    | trimming    |
| yell      | yelled     | yelling     |

- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Support

Explain to students that some irregular verbs do not use the suffix *-ed*, even if they fall into the CVC pattern. Use the example *run*. Explain that to say this action is happening now, we say *running*. However, to say the action happened in the past, we say *ran* (not *runned*).

## Activity Page 8.2



Read aloud the words in the table to make sure students can decode them.

## Support

Before reading “Lake Day,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages 8.3, 8.4



## Lesson 8: Review: Spellings for /k/ and /ch/, Part 2

## Reading



**Primary Focus:** Students will read “Lake Day” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## READ “LAKE DAY” (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *porch, unique, spotted, stash*
  - phrases: “taking in the fresh air,” “snagged a nice spot”
  - domain-specific language: *conch shell, catfish*
- Have students follow along as you read “Lake Day.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *equipment* and *umbrella*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



## Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.





**Beginning**

Provide options for individual reading. Pair students complete comprehension questions on the activity page, pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently. Have a strong reader work with a struggling reader to complete the comprehension questions.

**Intermediate**

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/  
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**



Lesson 8: Review: Spellings for /k/ and /ch/, Part 2

# Phonics—Encoding

**Primary Focus:** Students will spell and write multisyllabic words with 'ch' and 'tch'

> /ch/ and 'ch' > /k/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

**SPELL WORDS WITH 'CH' AND 'TCH' > /CH/, 'CH' > /K/ (5 MIN.)**

- Direct students to their dictation journal.
- Tell students that they will be spelling words with 'ch' and 'tch' that you say aloud. Note that both 'ch' and 'tch' can spell the /ch/ sound.
- Say, "Remember that 'ch' can sometimes make the /ch/ sound but can also make the /k/ sound."
- Say the word *chart*, emphasizing the /ch/, and write it on the board. Then say the word *anchor*, emphasizing the /k/, and write it on the board.
- Say the word *sandwich*. Repeat it. Have students write it on Activity Page 8.4.
- Repeat with the remaining words.

- |              |                 |               |
|--------------|-----------------|---------------|
| 1. sandwich  | 4. butterscotch | 7. watchtower |
| 2. character | 5. headache     | 8. chicken    |
| 3. echo      | 6. chasing      | 9. chipped    |

- Then tell students you will say two sentences aloud for them to write in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                           |
|-------------------------------------------|
| 1. The chatter gave me a headache.        |
| 2. Bring your lunchbox to the schoolyard. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 8: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student.
- Direct students to Activity Page 8.3
- Have them reread “Lake Day.”
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *ball*, *could*, *family*, *should*, *air* and *along*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *ball* and say, “This word is tricky because the ‘a’ is pronounced /aw/ and the ‘ll’ is pronounced /l/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /b/ for this letter. We say /aw/ for this letter. We say /l/ for these letters.” Point to the letters as you blend the sounds: /b/ /aw/ /l/, *ball*. Say, “*Ball!* It’s a word we use all the time, like when we say “Mom pitched the ball.””
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *ball*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 9

## REVIEW

Digraphs: 'sh'  
and 'qu'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with /sh/ and /qu/. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read words with 'sh' and 'qu'. **TEKS 3.2.A.i**
- Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

## Morphology

- Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Lake Day” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write multisyllabic words with digraphs 'sh' > /sh/,

- 'qu' > /qu/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## “Lake Day” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review /sh/ and /qu/                                                                           | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Review Digraphs: 'sh', 'qu'                                                                    | 3 min.  | <input type="checkbox"/> Activity Page 9.1 |
| Read Open One-Syllable Words                                                                   | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Inflectional Endings: <i>-ed</i> , <i>-ing</i>                                  | 6 min.  | <input type="checkbox"/> Activity Page 9.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread "Lake Day"                                                                              | 10 min. | <input type="checkbox"/> Activity Page 8.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with 'sh' > /sh/, 'qu' > /qu/                                                      | 5 min.  | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Morphology

- To learn more about how your students' language varieties may affect their oral reading fluency, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *porch, shade, quilt, equipment, rushed, unique, chatted, success*.

## Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

## Warm-Up



**Primary Focus:** Students will review words with /sh/ and /qu/. **TEKS 3.2.A.i**

**REVIEW /SH/ AND /QU/ (3 MIN.)**

**Note:** The sound /qu/ is really a sound combination consisting of /k/ + /w/.

- Tell students that they are going to review the /sh/ and /qu/ sounds.
- Say the word *sign* aloud. Have students repeat it. Then say the word *shine* aloud. Have students repeat the word *shine*.
- Say, "I can hear the difference between /s/ in *sign* and /sh/ in *shine*."
- Using the minimal pairs below, have students raise their right hand when they hear a word with /s/ or their left hand when they hear a word with /sh/.

|          |           |            |
|----------|-----------|------------|
| shy/sigh | Cass/cash | sock/shock |
| gush/Gus | sip/ship  | Russ/rush  |

- Say the word *kick* aloud. Have students repeat it. Then say the word *quick* aloud. Have students repeat the word *quick*.
- Say, "The sounds /k/ and /qu/ are very similar, but I can hear a difference between the /k/ at the beginning of the word *kick* and the /qu/ at the beginning of the word *quick*."
- Repeat the minimal pairs exercise with the following words.

|            |             |            |
|------------|-------------|------------|
| queen/keen | court/quart | quail/kale |
| kit/quit   | quake/cake  | kite/quite |

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 1

# Phonics—Decoding



## Primary Focus

- Students will identify and read words with 'sh' and 'qu'. **TEKS 3.2.A.i**
- Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

## Support

If students struggle to develop new words, begin with a simple chaining activity. For example, demonstrate how *fish* can become *dish* or *swish*, while *squid* can become *squish*, and so on.

### REVIEW DIGRAPHS: 'SH', 'QU' (3 MIN.)

- Recreate the chart below on the board. Add the words *shine* and *quick* from the Warm-Up to the chart, having students read each word aloud.
- Ask students for examples of other words that have the /sh/ sound (e.g., *fish*, *cash*, *shop*, *wishful*, *shy*, *cash*, *shock*, *gush*, *ship*, *rush*). Write three student examples in the left column. Have students read each word aloud.
- Ask students for examples of other words that have the /qu/ sound (e.g., *quack*, *queen*, *quest*, *squid*, *quick*, *quart*, *quit*, *quake*, *quite*). Write three student examples in the right column. Have students read each word aloud.

| /sh/  | /qu/  |
|-------|-------|
| shine | quick |
|       |       |
|       |       |
|       |       |

- Point out to students that some words with the spelling 'qu', such as *unique*, do not make the /qu/ sound. Explain that these words are rare and must be learned and remembered.
- Direct students to Activity Page 9.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Activity Page 9.1





## READ OPEN ONE-SYLLABLE WORDS (3 MIN.)

- Write the word *shy* on the board. Say the word and have students read it aloud.
- Ask, “How many syllables does this word have?” (*one*)
- Say, “We have learned that closed syllables have a short vowel sound that is ‘closed up’ by a consonant. Is the ‘y’ closed up by a consonant?” (*no*)
- Circle the ‘y’ at the end of *shy*.
- Say, “The vowel at the end of the word *shy* is not closed up by a consonant. It has been “left open,” so we call this kind of syllable an *open syllable*. Open syllables have long vowel sounds.”
- Read each of the following words aloud with the students. Then, have students raise their right hand when they hear a word with a closed syllable or their left hand when they hear a word with an open syllable.

|                       |                      |                       |
|-----------------------|----------------------|-----------------------|
| go ( <i>open</i> )    | we ( <i>open</i> )   | not ( <i>closed</i> ) |
| mat ( <i>closed</i> ) | so ( <i>open</i> )   | I ( <i>open</i> )     |
| cry ( <i>open</i> )   | it ( <i>closed</i> ) | yet ( <i>closed</i> ) |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Is *yes* an open syllable?” (*thumbs-down*) “Is *no* an open syllable?” (*thumbs-up*)

## Lesson 9: Review: Digraphs: ‘sh’ and ‘qu’, Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Support

Before beginning the activity page, help students recognize patterns in the use of the *-ing* suffix. Say, “When we want to describe something that is happening now, we use *am*, *is*, and *are* followed by a verb with the *-ing* ending.” Write the first sentence of the passage on the board: *Mo and his family are planning a party.* Circle the word *are* and underline the ending of *planning*. Tell students to look for instances of *am*, *is*, and *are* followed by a *-ing* word in the text. Have them circle *am*, *is*, and *are* when they encounter examples.

## ROOT WORDS AND INFLECTIONAL ENDINGS: *-ED*, *-ING* (6 MIN.)

### Activity Page 9.2



ENGLISH  
LANGUAGE  
LEARNERS



Language

#### Learning How English Works

##### Beginning

Identify for students whether each sentence is happening now or has already happened.

Ask, “Which ending is used when an action is happening now?” (*-ing*)

“Which ending is used when an action has already happened?” (*-ed*)

##### Intermediate

Identify whether each sentence is happening now or has already happened for students.

Ask, “Which ending is used for this sentence?”

##### Advanced/

##### Advanced High

Have students identify whether each sentence is happening now or has already happened. Ask, “Which ending is used for this tense?” Have students write a simple sentence using each ending.

**ELPS 3.C**

- Direct students to Activity Page 9.2.
- Read each sentence in the story aloud with your students. Ask, “Does this describe something happening now or something that already happened?”
- Ask a different volunteer to add *-ing* or *-ed* to each root word. Then discuss with the class whether you should drop the final ‘e’ or double the final consonant before adding the suffix.
- When students have completed the story together, ask one volunteer to read the completed paragraph aloud.

## Lesson 9: Review: Digraphs: 'sh' and 'qu', Part 2

## Reading



**Primary Focus:** Students will reread “Lake Day” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “LAKE DAY” (10 MIN.)

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

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Lake Day” with a partner.
- Take time to answer any questions that students may have about “Lake Day.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
  - Remind students to listen carefully while their partner reads.
  - Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline at least three words with the digraphs ‘sh’ and ‘qu’;
  - circle at least three words with *-ing* and *-ed* endings; and
  - highlight at least three one-syllable words with open syllables.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Before reading “Lake Day,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

### Activity Page 8.3



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with the digraphs ‘sh’ and ‘qu’.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

#### ELPS 4.A



### Observation: “Lake Day” Anecdotal Reading Record

As you listen to each student read “Lake Day,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 9: Review: Digraphs: ‘sh’ and ‘qu’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with digraphs

‘sh’ > /sh/, ‘qu’ > /qu/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH ‘SH’ > /SH/, ‘QU’ > /QU/ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘sh’ and ‘qu’ spelling patterns.
- Remind students that the ‘qu’ digraph makes the /qu/ (/k/ + /w/) sounds.
- Say the word *squeak*. Model segmenting the sounds in the word as you spell it on the board.
- Say the word *sunshine*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |             |             |
|-------------|-------------|-------------|
| 1. sunshine | 4. request  | 7. squinted |
| 2. wishful  | 5. quitting | 8. finish   |
| 3. quilted  | 6. shifted  | 9. quacking |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. She is shutting the sheep in the shed.
2. This quick quiz has a few questions.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 9: Foundational Skills

# Additional Support

### PHONICS EXTENSION

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- Instruct students to make a list of all the 'sh' > /sh/ words they can think of in two minutes.

- Have students compare to see who has the most words, the word with the most syllables, and unique words. Have students add words to their lists based on their peers' answers.
- Repeat the routine with 'qu' > /qu/ words.

## SHARING

- Pair up students and have one person share the response they wrote about "Lake Day" on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *ball* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *bawlll*. Write the letters to spell *ball* on the board.
- Point to the word *ball* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled with ‘a.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /b/ for this letter. We say /aw/ for this letter. We say /l/ for these letters.” Point to the letters as you blend the sounds: /b/ /aw/ /l/, *ball*. Say, “*Ball!* It’s a word we use all the time.”
- Repeat with the words *could*, *family*, *should*, *air* and *along*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.



## REVIEW

# Mixed Review

## PRIMARY FOCUS OF LESSON

### Warm-Up

Students will review identifying the sounds they have practiced this week.

✚ **TEKS 3.2.A.i**

### Phonics—Decoding

Students will review identifying and reading words with silent letter combinations.

✚ **TEKS 3.2.A.i**

Students will review identifying and reading words with open syllables.

✚ **TEKS 3.2.A.ii**

### Morphology

Students will review adding the inflectional endings *-ing* and *-ed* to root words to

✚ change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

Students will read and annotate “Fall Colors” independently and will answer

✚ questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5**

### Phonics—Encoding

Students will review spelling and writing multisyllabic words with silent letter

✚ combinations. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Dictation Journal    Phonics/Encoding Dictation

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Sound Review                                                                                   | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Give Me a Word                                                                                 | 3 min.  | <input type="checkbox"/> Activity Page 10.1        |
| Read Words with Open Syllables                                                                 | 3 min.  |                                                    |
| <b>Morphology</b>                                                                              |         |                                                    |
| Review Inflectional Endings                                                                    | 6 min.  | <input type="checkbox"/> Activity Page 10.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read “Fall Colors” Independently                                                               | 10 min. | <input type="checkbox"/> Activity Pages 10.3, 10.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Encoding Review                                                                                | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

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### Universal Access

- Gather pictures of fall leaves to represent the words in the Reading activity.

## Lesson 10: Review: Mixed Review

## Warm-Up



**Primary Focus:** Students will review identifying the sounds they have practiced this week. **TEKS 3.2.A.i**

**SOUND REVIEW (3 MIN.)**

- Tell students they are going to play a game.
- Say, “I will say a word, and you will decide whether the word contains /sh/ or /s/. If the word contains /sh/, you should point to the ceiling. If the word contains /s/, you should point to the floor.”
- Say *saw*. Then ask the students to point in the correct direction. (*floor*)
- Repeat with the following words: *show* (*ceiling*), *fist* (*floor*), *fished* (*ceiling*), *Sue* (*floor*), *shoe* (*ceiling*).
- Then repeat the routine with /qu/ and /k/ words, with students pointing to the ceiling for /qu/ and the floor for /k/: *scare* (*floor*), *square* (*ceiling*), *kid* (*floor*), *squid* (*ceiling*), *quirk* (*floor and ceiling*), *Kirk* (*floor*).
- If time permits, repeat with /k/ and /ch/ words: *chin*, *kin*, *cheese*, *keys*, *chop*, and *cop*.

## Lesson 10: Review: Mixed Review, Part 1

## Phonics—Decoding

**Primary Focus**

Students will review identifying and reading words with silent letter combinations. **TEKS 3.2.A.i**

Students will review identifying and reading words with open syllables. **TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## GIVE ME A WORD (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have a silent letter combination they studied this week.
- Say, “I turn this to open the door.” (*knob*)
- Write *knob* on the board and underline the silent letter combination ‘kn’. Have students read the word aloud.
- Repeat the routine with the following riddles.

This is the opposite of *right*. (*wrong*)  
If I owe money, I have this. (*debt*)  
I use this to cut food on my plate. (*knife*)  
I use this to get the tangles out of my hair. (*comb*)  
I use this to make a present pretty. (*wrapping*)  
If I am unsure, I have this. (*doubt*)  
I do this when I go up a steep mountain. (*climb*)

- Direct students to Activity Page 10.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud to a partner. If not, ask students to complete the activity at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

## READ WORDS WITH OPEN SYLLABLES (3 MIN.)

- Write the word *be* on the board. Say the word and have students read it aloud.
- Ask, “How many syllables does this word have?” (*one*)
- Ask, “Is the syllable open or closed? How do you know?” (*open; it ends with a long vowel*)
- Repeat the routine with the following words: *hi, he, see, no, so, try, and my*.

## Activity Page 10.1



## Challenge

On the board, write the silent letter combinations students have studied this week: ‘wr’, ‘kn’, ‘mb’, and ‘bt’. Then challenge students to come up with their own riddle for each combination. In pairs, have students share their riddles, and have partners say the answers.



Learning How English Works

**Beginning**

Review doubling the final consonant before adding *-ing* and *-ed*. Demonstrate with *stop* and *plan*, writing each version of the word on the board. Have volunteers approach the board and point out the double consonants.

**Intermediate**

Have students practice using *stopped* in a sentence, by asking questions such as, "Why did the car stop?" (*The car stopped because the light was red.*)

**Advanced/  
Advanced High**

Ask volunteers to share sentences with *stopped/stopping* or *planned/planning*.

**ELPS 1.C**

**Support**

If students struggle with the activity page, have them work in pairs. Encourage them to explain their work to each other.

Activity Page 10.2



Lesson 10: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review adding the inflectional endings *-ing* and *-ed* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**REVIEW INFLECTIONAL ENDINGS (6 MIN.)**

- Say, "We're going to review adding the endings *-ing* and *-ed* to root words."
- Direct students to Activity Page 10.2 and review the instructions. Circulate as students work.
- Have students explain their work to you.
- If students need more time, they may complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Check for Understanding



**Thumbs-Up/Thumbs-Down** On the board, write *trimmed* and say the word *trimmed*. If necessary, use the word in a sentence. Ask students to give a thumbs-up if they agree the word is spelled correctly and a thumbs-down if they disagree. (*thumbs-down; trimmed*)

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Lesson 10: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read and annotate “Fall Colors” independently and will answer questions about key details in the text.

**TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5**

### READ “FALL COLORS” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Fall Colors.”
- Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *lush, unique, succumb, impact*
  - phrases: “rich shades,” “equally unique and charming,” “subtle beauty”
  - domain-specific language: *pigments*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *temperature* and *opportunity*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline at least three words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’ such as *each, shade, quiz, climb, and doubt*;
  - circle at least three words that double the final consonant before *–ed* or *–ing*, such as *dropping*; and
  - choose
    - at least three words with open syllables, such as *we*, to highlight in yellow; and
    - at least three words with closed syllables, such as *red*, to highlight in blue.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## Support

Before reading “Fall Colors,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’. On the next read, have them annotate words that double the final consonant and so on.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Reading Closely

#### Beginning

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *Words with ‘ch’, ‘sh’, ‘qu’, ‘mb’, and ‘bt’*; *Words with closed syllables*).

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

**ELPS 4.A**



- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 10: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing multisyllabic words with silent letter combinations. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with silent letter combinations. Remind students about the silent letter combinations they have studied this week.
- Ask, “What sound does ‘mb’ make? (/m/) What is the silent letter in ‘mb’?” (‘b’)
- Ask, “What sound does ‘bt’ make? (/t/) What is the silent letter in ‘bt’?” (‘b’)
- Ask, “What sound does ‘kn’ make? (/n/) What is the silent letter in ‘kn’?” (‘k’)
- Ask, “What sound does wr make? (/r/) What is the silent letter in ‘wr’?” (‘w’)
- Say the word *debt*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |             |             |
|--------------|-------------|-------------|
| 1. debt      | 4. chipping | 7. echoes   |
| 2. wrapped   | 5. crumbs   | 8. shipping |
| 3. stretches | 6. knocked  | 9. squints  |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. His wrist and thumb hurt.
2. Do you know who wrote this?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

## Lesson 10: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.3.
- Have them reread “Fall Colors.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Students will use text evidence to write and draw for approximately 10 minutes in response to the text. Students should try to write 3–5 complete sentences.

- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Fall Colors” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 6 and 8 (*read, away, known, easy, work, almost, ball, could, family, should, air, along*). Write the following new words on index cards: *listen, while, become, fall, beautiful, another, and show*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *listen* and say, “This word is tricky because the ‘st’ is pronounced /s/ and the ‘e’ is pronounced /ə/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /l/ for this letter. We say /i/ for this letter. We say /s/ for these letters. We say /ə/ for this letter, and we say /n/ for this letter. Point to the letters as you blend the sounds: /l/ /i/ /s/ /ə/ /n/, *listen*. Say, “*Listen!* It’s a word we use all the time, like when we say ‘Listen up! There might be a quiz!’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *listen*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /s/ sound spelled ‘st.’” Write *fasten* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 6 and 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.

- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

#### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

## REVIEW

# Digraphs 'th' (Voiced and Unvoiced) and 'ng'

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /ng/ and distinguish between words with /th/ (unvoiced) and /th/ (voiced). **TEKS 3.2.A.i**

**Phonics—Decoding**

Students will identify and read words with the digraphs 'th' > /th/ and /th/ and

'ng' > /ng/. **TEKS 3.2.A.i**

Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

**Morphology**

Students will review adding inflectional endings to verbs.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**Reading**

Students will read "Topher Sings" orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in

the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

**Phonics—Encoding**

Students will spell and write multisyllabic words with digraphs 'th' > /th/,

'ng' > /ng/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Activity Page 11.1 **Open Two-Syllable Words** **TEKS 3.2.A.ii**

Observation **Discussion Questions Observation Record** **TEKS 3.4**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials            |
|------------------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                      |
| <b>Warm-Up</b>                                                                                 |         |                      |
| Review Digraphs: /th/, / <u>th</u> /, /ng/                                                     | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                        |         |                      |
| Read Words with ‘th’ > /th/ and / <u>th</u> / and ‘ng’ > /ng/                                  | 3 min.  |                      |
| Read Open Two-Syllable Words                                                                   | 3 min.  | ☐ Activity Page 11.1 |
| <b>Morphology</b>                                                                              |         |                      |
| Review Inflectional Endings: Verbs                                                             | 6 min.  | ☐ Activity Page 11.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                      |
| <b>Part 2 (15 min.)</b>                                                                        |         |                      |
| <b>Reading</b>                                                                                 |         |                      |
| Read “Topher Sings” with Accuracy                                                              | 10 min. | ☐ Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                      |
| Spell Words with ‘th’ and ‘ng’                                                                 | 5 min.  | ☐ dictation journal  |

knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *health clinic*, *vocal cords*, and *gargled*.

## Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 1

# Warm-Up



**Primary Focus:** Students will review words with /ng/ and distinguish between words with /th/ (unvoiced) and /th/ (voiced). **TEKS 3.2.A.i**

### REVIEW DIGRAPHS: /TH/, /TH/, /NG/ (3 MIN.)

- Remind students that when two letters are used to spell one sound, it is called a digraph.
- Explain that 'ng' is a digraph. Write 'ng' on the board.
- Say the following 'ng' words. Ask students to repeat each word.

| 'ng' |
|------|
| sing |
| sang |
| song |

- Say *sing*. Repeat the word, saying it slowly so that students can hear the /ng/ sound. Have students repeat the word.
- Repeat with *sang* and *song*.
- Explain that 'th' is a digraph. Write 'th' on the board.
- Say, "The spelling 'th' can make different sounds. When we say *them*, the 'th' makes a buzzing sound, which we call a *voiced* sound because our voices help make it."
- Say, "If I put my hand here on my throat, I can feel the buzzing of the /th/ sound." Demonstrate with *them*.
- Have students put a hand on their throat and make the voiced /th/. Do it together a couple of times. Ask students if they can feel the voiced /th/ sound. (yes)
- Say, "The other sound 'th' makes doesn't use our voices, so we call it the *unvoiced* /th/ sound. The word *thin* is an example of the unvoiced /th/ sound."

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.





## Foundational Skills

### Foundational Literacy Skills

Many English Language Learners struggle with creating the 'ng' sound. Help students by explaining that the sound is created at the back of the mouth, with the tongue touching the roof of the mouth. Demonstrate with the word *ring* and have students repeat.

**ELPS 2.E**

- Say, "If I put my hand here on my throat, I do not feel the buzzing of the /th/ sound. Demonstrate with *thin*."
- Have students put a hand on their throat and make the unvoiced /th/ sound. Do it together a couple of times. Ask students if they can feel the unvoiced /th/ sound. (*no*)
- Have students repeat the /th/ and /th/ sounds several times after you so they can feel the difference. Have them place their hand on their throat to feel the buzzing of the /th/ sound.
- Tell students that you are going to say words. Ask them to raise one hand if they hear /th/ (*thin*) or two hands if they hear /th/ (*them*).

| /th/ ( <i>thin</i> ) | / <u>th</u> / ( <i>them</i> ) |
|----------------------|-------------------------------|
| thank                | then                          |
| throng               | there                         |
| thread               | the                           |

## Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read words with the digraphs 'th' > /th/ and /th/ and

🗺️ 'ng' > /ng/. **TEKS 3.2.A.i**

🗺️ Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

### READ WORDS WITH 'TH' > /TH/ AND /TH/ AND 'NG' > /NG/ (3 MIN.)

- Write the word *song* on the board and point to the 'ng'.
- Explain that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ or /j/ sound, but the letters 'n' and 'g' written together stand for a completely different sound, /ng/.

🗺️ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

- Practice saying the sound with students by saying the following words and having students repeat them: *sing, sang, ring*.
- Say, “Now we’re going to learn more about ‘th.’” Write the word *them* on the board, and point to the ‘th’.
- Continue to help students distinguish between the voiced digraph ‘th’ > /th/ and the unvoiced digraph ‘th’ > /th/.
- Have students place a hand on their throat and say *them*. Ask, “Do you feel any vibration, or buzz, on your hand?” (yes)
- Explain that there is a buzz because in *them* the /th/ is a voiced sound.
- Next, have students repeat this process, but with *thin*.
- Help students understand there is no buzz because this ‘th’ sound is unvoiced. Air passes through the mouth, but there is no vibration in the throat, so it is an unvoiced sound.
- Write *the* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Insert ‘n’ to create *then*.
- As you make this change, say, “If that is *the*, what is this?”
- Continue this process with the remaining words.
- Complete the chaining for words with ‘ng’ and ‘th’. Remind students about the /ng/ sound before doing chain number two.

1. the > then > thin > think > thank > than > that
2. sling > sing > ring > rung > lung > flung > fling

### Challenge

Challenge pairs to create a list of ‘th’ words. Have them annotate the words as /th/ or /th/.

### READ OPEN TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that open syllables end in a vowel that is not “closed up” by a consonant. Open syllables make long vowel sounds.
- Write the word *prolong* on the board.
- Using a slash, divide the word into its syllables: *pro•long*.
- Say and underline the first syllable.

- Ask, “Is the first syllable open or closed? How do you know?” (*open; it ends with a long vowel sound that is not closed up by a consonant.*)
- Say the word emphasizing each syllable. Have students read it aloud after you.
- Repeat the routine with the following words: *menu, pony, total, solo, and baby.*
- Direct students to Activity Page 11.1 and review the instructions.
- Write *broken* on the board. Model underlining the open syllable: *bro-*.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree that the first syllable of the following word is an open syllable or give a thumbs-down if you disagree: *donut.*” (*thumbs-up*)

## Lesson 11: Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’, Part 1

# Morphology



**Primary Focus:** Students will review adding inflectional endings to verbs.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW INFLECTIONAL ENDINGS: VERBS (6 MIN.)

- Remind students that we often add suffixes to the end of verbs to show when the action is taking place and who is doing the action.
- Write *chase* on the board. Read the word aloud.
- Say, “This is a word for an action that is happening right now: *I chase the dog. We chase the dog. They chase the dog.*”

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Ask, “What suffix should I add to the end of the word to show that someone else is doing the action right now? For example, what suffix should I add to show that Sam is doing the action?” (–s)
- Add –s to make *chases*. Read the new word aloud with the students. Say, “Sam chases the dog.”
- Use the word in sentences, noting *he, she, my brother, and Jack*: *She chases the dog. He chases the dog. My brother chases the dog. Jack chases the dog.*
- Say, “Remember, when I change who is doing the action from *I, you, we, or they* to someone or something else, I may need to add the suffix –s or –es to the verb.”
- Remind students that words that end in –ss, –sh, –ch, –x, or –zz need the ‘e’ before the ‘s’. Examples include *dresses, washes, munches, taxes, and fizzes*.
- Write *stretch* on the board. Say the word. Point out that the word ends in ‘ch’.
- Model adding –es. Say the word *stretches* and have students read the word aloud.
- Use the word in a sentence: *Henry stretches*.
- Ask, “What ending could we add to show that this is something Henry did yesterday?” (–ed; *stretched*) Use the word in a sentence: *Henry stretched his legs yesterday*.
- Say, “Remember that when a verb ends with a ‘y’, we add a suffix. But first we change the ‘y’ to an ‘i.’”
- Write *cry* on the board.
- Say, “I cry. They cry. You cry.”
- Ask, “How do I write this word to show that a baby is doing the action?” (*cries*)
- Write the word. Read the word aloud with the students. Then say the following sentence: *The baby cries*.
- How do I write it to show that the baby did the action in the past?” (*cried*)
- Write the word. Then say the following sentence: *The baby cried*.
- Direct students to Activity Page 11.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 11.2



## Lesson 11: Review: Digraphs ‘th’ (Voiced and Unvoiced) and ‘ng’, Part 2

# Reading



**Primary Focus:** Students will read “Topher Sings” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about

key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### READ “TOPHER SINGS” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 11.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *throbbled/throbbing, restored, values, strain*
  - phrases: “belts his high-pitched songs,” “dashes in,” “from this day forth”
  - domain-specific language: *vocal cords, lungs*
- Have students follow along as you read “Topher Sings.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *medicine* and *activities*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

### Activity Page 11.3



### Support

Before reading “Topher Sings”, show the images you prepared in advance. Have students repeat the word after you as you show each image.

Encourage students to follow along as you read the story aloud, annotating words that are unfamiliar to them. Have students share unfamiliar words and discuss them as a group.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

**Beginning**

Ask students yes/no questions using simple phrases to summarize the story: Does Topher like to sing? Does Topher get sick? Is Topher unable to sing? Does Topher do what the doctor says? Is Topher able to sing again?

**Intermediate**

Provide students with a specific sentence frame for summarizing and use temporal words: After Topher gets \_\_\_\_\_, he \_\_\_\_\_.

**Advanced/  
Advanced High**

Encourage students to expand or build on other students' responses and learned phrases.

**ELPS 4.G; ELPS 4.I**

**Wrap-Up**

**Discussion Questions for "Topher Sings"**

1. **Literal.** What does Topher love to do?
  - » Topher loves to sing.
2. **Literal.** What happened a few days ago?
  - » Topher woke up sick and could not sing.
3. **Literal.** What does the doctor tell Topher?
  - » The doctor says that Topher should rest his vocal cords by not singing. She says to take cough drops.
4. **Literal.** What happens on the third day of Topher resting?
  - » Topher is able to sing again.
5. **Inferential.** Reread this sentence from the story: *He couldn't even laugh off the sadness.* What is the author suggesting?
  - » The author is saying that Topher was very sad about not being able to use his voice or sing, and he couldn't even laugh without it.



**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you think I read this sentence at the appropriate rate." Read a sentence much too slowly: "He belts his high-pitched songs, filling his home with music all day long." (*thumbs-down*)



**Observation: Discussion Questions Observation Record**

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** Write the inferential question on the board and say, "Remember that talking with a partner is one way to bring more perspectives and information to our discussion. Let's take a moment to think about how we would answer this question."

- After providing some wait time, pair up students and have them take turns asking and answering the question. Remind students to ask any questions they may have about their partner's answer and then repeat back to their partner what was shared. Circulate and give feedback as partners are sharing and responding.
- Remind students to signal when both partners have contributed to the conversation.
- Call on students and ask them to share one idea their partner shared with them. Ask the other partner if what was shared by the partner matches what they shared.

**Lesson 11: Review: Digraphs 'th' (Voiced and Unvoiced) and 'ng', Part 2**

# Phonics—Encoding




**Primary Focus:** Students will spell and write multisyllabic words with digraphs

 'th' > /th/, 'ng' > /ng/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## SPELL WORDS WITH 'TH' AND 'NG' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'th' and 'ng.'
- Remind students that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ or /j/ sound, but the letters *n* and *g* written together stand for a completely different sound, /ng/.
- Remind them that /th/ can be voiced (*then*) or unvoiced (*thin*) but is spelled the same way.
- Say the word *three*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |           |             |
|-------------|-----------|-------------|
| 1. three    | 4. rang   | 7. banged   |
| 2. them     | 5. thick  | 8. thrifty  |
| 3. thriving | 6. longer | 9. bringing |

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The string is long.
2. What do the kings think?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 11: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread “Topher Sings.”
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.



- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *again*, *too*, *couldn't*, *enough*, *follow*, *around*, and *laugh*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."
- Display and point to the word *again* and say, "This word is tricky because the first 'a' is pronounced /ə/ and the 'ai' is pronounced /e/ or /i/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /ə/ for this letter. We say /g/ for this letter. We say /e/ for these letters. And we say /n/ for this letter." Point to the letters as you blend the sounds: /ə/ /g/ /e/ /n/, *again*. Say, "*Again!* It's a word we use all the time, like when we say 'Topher is able to sing again.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *again*. What's the word?"
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, "Now we're going to practice reading all of the new words we just learned. Ready?" Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, "Remember, some words are tricky. You can sound them out, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Digraphs 'ph' and 'gh' > /f/

## PRIMARY FOCUS OF LESSON

**Warm-Up**

Students will review words with /f/ > 'ph' and 'gh' and digraphs from previous lessons. **TEKS 3.2.A.i**

**Phonics—Decoding**

Students will identify and read words with 'ph' and 'gh' that make the /f/ sound. **TEKS 3.2.A.i**

Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

**Morphology**

Students will add inflectional endings to nouns and verbs. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**Reading**

Students will read "Topher Sings" fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

**Phonics—Encoding**

Students will spell and write multisyllabic words with digraphs 'ph' or 'gh' > /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

"Topher Sings" Anecdotal Reading Record  
**TEKS 3.4**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials            |
|------------------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                      |
| <b>Warm-Up</b>                                                                                 |         |                      |
| Review: Digraphs 'ph' and 'gh' > /f/                                                           | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                        |         |                      |
| Read Words with 'ph' and 'gh' > /f/                                                            | 3 min.  |                      |
| Read Open Two-Syllable Words                                                                   | 3 min.  | ☐ Activity Page 12.1 |
| <b>Morphology</b>                                                                              |         |                      |
| Review Inflectional Endings                                                                    | 6 min.  | ☐ Activity Page 12.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                      |
| <b>Part 2 (15 min.)</b>                                                                        |         |                      |
| <b>Reading</b>                                                                                 |         |                      |
| Reread "Topher Sings"                                                                          | 10 min. | ☐ Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                      |
| Spell Words with 'ph' and 'gh'                                                                 | 5 min.  | ☐ dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *health clinic*, *vocal cords*, and *gargled*.

## Lesson 12: Review: Digraphs 'ph' and 'gh' &gt; /f/, Part 1

## Warm-Up



**Primary Focus:** Students will review words with /f/ > 'ph' and 'gh' and digraphs from previous lessons. **TEKS 3.2.A.i**

**REVIEW: DIGRAPHS 'PH' AND 'GH' > /F/ (3 MIN.)**

- Remind students that the /f/ sound is spelled three ways: 'f', 'ph', and 'gh'.
- Create a three-column chart on the board with the sound-spellings as column headings.
- Tell students they are going to review words spelled with 'ph' and 'gh'. Underline the spellings.
- Say the word *phone*, emphasizing the /f/ sound, and write it on the board in the 'ph' column. Have students read the word aloud.
- Repeat with the following words: *photo*, *graph*, and *trophy*. Write each word beneath the 'ph' heading.
- Say the word *cough*, emphasizing the /f/ sound. Have students read the word aloud.
- Repeat with the following words: *tough*, *rough*, *enough*, and *laugh*. Write each word in the 'gh' column.
- Circle the 'ou' in *cough*. Explain to students that there are many ways we say words with 'ough' in English, but in this case, the 'ou' makes the /aw/ sound. Have a volunteer circle the 'ou' in *tough*, *rough*, and *enough*.
- Ask, "What sound does the 'ou' in *tough*, *rough*, and *enough* make?" (/u/)
- Circle the 'au' in *laugh*. Explain to students that there are several ways we say words with 'augh' in English, but in this case, the 'au' makes the /a/ sound.
- Tell students that the spellings for /f/ sounds must be learned and remembered.

**Note:** Students will learn more sounds for the 'ough' and 'augh' quadgraphs in Unit 2.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

ENGLISH  
LANGUAGE  
LEARNERS


**Foundational Skills**
**Foundational Literacy Skills**

Emphasize that in English some letters work together to form new sounds. Explain that the 'p' and 'h' in 'ph' and the 'g' and 'h' in 'gh' work together to form a new sound: /f/. Write the word *photo* on the board and model saying the word incorrectly: /p/ /h/ /oe/ /t/ /oe/. Then demonstrate correcting your pronunciation: /f/ /oe/ /t/ /oe/.

**ELPS 2.E**

## Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 1

# Phonics—Decoding




## Support

Vowel digraphs for words with tricky spellings such as 'gh' and 'ph' often need to be learned and remembered because general rules for decoding don't apply. It may be helpful for students to keep a list in their notebook and add to it throughout the unit as they encounter new words with /f/ > 'gh' or 'ph'. You may also choose to keep a list of these words posted in the classroom for students to reference.

### Primary Focus

Students will identify and read words with 'ph' and 'gh' that make the /f/ sound.

 **TEKS 3.2.A.i**


 Students will identify and read words with open syllables. **TEKS 3.2.A.ii**

### READ WORDS WITH 'PH' AND 'GH' > /F/ (3 MIN.)

- Create a two-column chart on the board with the headings 'ph' and 'gh'.
- Say the word "tough" and have students repeat it.
- Write the word into the correct column.
- Ask a volunteer to approach the board and underline the spelling of the /f/ sound in the word. (*gh*) Have students read the word aloud.
- Repeat with the following words: *tough, rough, laugh, enough, phone, photo, graph, and trophy*.
- If time allows, have students generate their own 'ph' and 'gh' words and add those to the chart.

### READ OPEN TWO-SYLLABLE WORDS (3 MIN.)

- Ask, "What is an open syllable?" (*a syllable that ends with a vowel that makes a long vowel sound*)
- Write the word *photo* on the board. Point out the 'ph'.
- Using a slash, divide the word into its syllables: *pho•to*.
- Ask, "Is the first syllable open? How do you know?" (*open; It ends with a long vowel.*) Read the first syllable.
- Ask, "Is the second syllable open? How do you know?" (*open; It ends with a long vowel.*) Read the second syllable. Then read the word emphasizing each syllable and have students read the word aloud.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



- Repeat the routine with the following words: *phone, trophy, phobic, even, item, moment, and frequent*.
- Direct students to Activity Page 12.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete the activity at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree that the following word begins with a closed syllable, or give a thumbs-down if you disagree: *savor*." (*thumbs-down*)

## Lesson 12: Review: Digraphs 'ph' and 'gh' > /f/, Part 1

# Morphology



**Primary Focus:** Students will add inflectional endings to nouns and verbs.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Ask a volunteer to write a singular noun on the board, such as *truck*. Read the word aloud with the students.
- Ask, "How do we write this word if there is more than one truck?" (*trucks*)
- Add the word ending. Read the word aloud together.
- Ask a volunteer to write a verb on the board, such as *dance*. Read the word aloud with the students.
- Ask, "How do we write this word to show the action happened in the past?" (*danced*)

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



- Add the word ending. Read the word aloud together.
- Direct students to Activity Page 12.2 and review the instructions. Circulate as students work.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If students need more time, ask them to complete the activity page at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 12.2

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## Lesson 12: Review: Digraphs 'ph' and 'gh' &gt; /f/, Part 2

## Reading



**Primary Focus:** Students will read “Topher Sings” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

**REREAD “TOPHER SINGS” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Topher Sings” with a partner.
- Take time to answer any questions that students may have about “Topher Sings.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words with /f/ > ‘ph’ or ‘gh’, such as *Topher* and *rough*;

## Activity Page 11.3



**ENGLISH  
LANGUAGE  
LEARNERS**



**Reading**

Reading Closely

**Beginning**

Work with student pairs to identify a few words with /f/ > ‘ph’ or ‘gh’.

**Intermediate**

Have students share their annotations with another student.

**Advanced/**
**Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- circle three plural nouns, such as *classes*; and
- highlight three multisyllabic words with open syllables, such as *o•pen*, and put a box around the open syllable (*o*).



### Observation: Anecdotal Reading Record

As you listen to each student read “Topher Sings,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

### Challenge

Challenge students to create a chart of the words with inflectional endings, organizing the words by nouns and verbs.

## Lesson 12: Review: Digraphs ‘ph’ and ‘gh’ > /f/, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with digraphs ‘ph’ or ‘gh’ > /f/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH ‘PH’ AND ‘GH’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘ph’ and ‘gh’.
- Remind students that in some words the /f/ sound is spelled ‘ph’ or ‘gh’.
- Say the word *biography*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |           |              |
|--------------|-----------|--------------|
| 1. biography | 4. enough | 7. paragraph |
| 2. dolphin   | 5. phone  | 8. coughed   |
| 3. laughing  | 6. photo  | 9. phobic    |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. On the phone, I told Mom I got a trophy.
2. The elephant has rough skin.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



#### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Think about the way the word *nephew* is spelled. Give a thumbs-up if you think the /f/ sound is spelled with an 'f'" (*thumbs-down*)

## Lesson 12: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Read the following words, one at a time: *homophone, cough, push, orphan, tough, wrong, elephant, enough, saddle, alphabet, digraph, coconut, laugh,* and *nephew*.
- After each word, ask students to write it in the appropriate column of **Activity Page TR 12.1**. If the word does not contain the /f/ sound, students should not write it.
- When students are done writing, ask pairs to share and check their work.

## SHARING

- Pair up students and have one person share the response they wrote about “Topher Sings” on Activity Page **TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *again* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *æægen*. Write the letters to spell *again* on the board.
- Point to the word *again* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled with ‘a’ and the /e/ sound is spelled with ‘ai.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /ə/ for this letter. We say /g/ for this letter. We say /e/ for these letters. And we say /n/ for this letter.” Point to the letters as you blend the sounds: /ə/ /g/ /e/ /n/, *again*. Say, “*Again!* It’s a word we use all the time.”
- Repeat with the words *too*, *couldn’t*, *enough*, *follow*, *around*, and *laugh*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 13

## REVIEW

Digraphs 'ck' > /k/,  
'wh' > /w/, 'gh' > /g/

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will review words with /k/, /w/, and /g/ to prepare for review of digraphs

✦ 'ck', 'wh', and 'gh'. **TEKS 3.2.A.i**

## Phonics—Decoding

Students will identify and read words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'.

✦ **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

✦ **TEKS 3.2.A.ii**

## Morphology

Students will add the inflectional endings *-er* and *-est* to root words to change

✦ their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read "Serena Williams" fluently and will answer questions about key

✦ details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write multisyllabic words with digraphs /k/ > 'ck',

✦ /w/ > 'wh', /g/ > 'gh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 13.2 Comparative and Superlative Adjectives

✦ **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes,



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                   |
|------------------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                             |
| <b>Warm-Up</b>                                                                                 |         |                             |
| Review /k/, /w/, /g/                                                                           | 3 min.  |                             |
| <b>Phonics—Decoding</b>                                                                        |         |                             |
| Read Words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'                                             | 3 min.  |                             |
| Read Open Multisyllabic Words                                                                  | 3 min.  | ☐ Activity Page 13.1        |
| <b>Morphology</b>                                                                              |         |                             |
| Root Words and Inflected Endings: -er and -est                                                 | 6 min.  | ☐ Activity Page 13.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                             |
| <b>Reading</b>                                                                                 |         |                             |
| Read "Serena Williams"                                                                         | 10 min. | ☐ Activity Pages 13.3, 13.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                             |
| Spell Words with Digraphs 'ck', 'wh', and 'gh'                                                 | 5 min.  | ☐ dictation journal         |

including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

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**ADVANCE PREPARATION****Phonics—Encoding**

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

**Universal Access**

- Gather pictures of Serena and Venus Williams to support the Reading activity.

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,  
'gh' > /g/, Part 1**

# Warm-Up



**Primary Focus:** Students will review words with /k/, /w/, and /g/ to prepare for review of digraphs 'ck', 'wh', and 'gh'. **TEKS 3.2.A.i**

## REVIEW /K/, /W/, /G/ (3 MIN.)

- Say *kangaroo* and have students repeat it.
- Say, "Kangaroo begins with the /k/ sound."
- Write *kangaroo* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Say, "Wall begins with the /w/ sound."
- Write *wall* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Say, "Gate begins with the /g/ sound."
- Write *gate* on the board. Segment the sounds and then blend them. Have students repeat after you.
- Leave the words on the board to use later in the lesson.

**Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/,  
'gh' > /g/, Part 1**

# Phonics—Decoding



## Primary Focus

Students will identify and read words with /k/ > 'ck', /w/ > 'wh', /g/ > 'gh'.

**TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

**TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## READ WORDS WITH /K/ > 'CK', /W/ > 'WH', /G/ > 'GH' (3 MIN.)

### Support

If students struggle in sounding out any of the sample words, try this routine. On the board, write the word, such as *solo*. Cover the second syllable with your finger (-lo) and ask them to read just the first syllable (so-). Then cover the first syllable (so-) and ask them to read the second syllable (-lo). Reveal the entire word and ask them to blend and read both syllables.

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### Foundational Skills

#### Foundational Literacy Skills

Show students pictures or objects in the classroom that represent some of the words students hear during the lesson. For example, you might point out a black sign or a white paper. When generating your own sample words with the targeted sound spellings, focus on those that are familiar to students.

ELPS 2.E

- Point to the word *kangaroo* that you wrote on the board during the Warm-Up activity. Say the sound /k/ and have students repeat it.
- Say, “Here is another way to spell the /k/ sound.”
- Write ‘ck’ on the board. Then say the word *black*.
- Write *black* on the board beneath the ‘ck’ heading.
- Circle the ‘ck’ in *black* and the ‘k’ in *kangaroo*.
- Say, “Both of these words have the /k/ sound, but I see different spellings.”
- Say, “When a word ends in the /k/ sound, we usually write /k/ as ‘ck.’”
- Write additional words beneath the ‘ck’ heading and have students read them aloud: *tack*, *sick*, and *check*.
- Point to the word *wall* that you wrote on the board during the Warm-Up activity. Say the sound /w/ and have students repeat it.
- Say, “We usually spell the /w/ sound ‘w,’ but here is another way to spell it: ‘wh.’”
- Write ‘wh’ on the board. Then say the word *white*. Write *white* beneath the ‘wh’ heading, and have students read the word aloud.
- Circle the ‘wh’.
- Ask, “What sound does this make?” (/w/)
- Write *where* and *wheel* under *white*. Underline each instance of ‘wh’. Have students read each word aloud.
- Point out that /w/ > ‘wh’ usually appears at the beginning of a word.
- Repeat the routine for /g/ using the following words: *ghost*, *ghoul*, and *Ghana*.
- Point out that /g/ > ‘gh’ usually appears at the beginning of a word. Point out that they have also learned words in which ‘gh’ makes the /f/ sound, such as *elephant* and *laugh*.

## READ OPEN MULTISYLLABIC WORDS (3 MIN.)

- Remind students that an open syllable ends with a vowel and makes a long vowel sound.
- Write *silent* on the board.
- Using a slash, divide the words into its syllables: *si•lent*.
- Ask, “Which syllable is open?” (*the first; it ends with a long /ie/ sound*) Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Ask, “How many syllables are in silent?” (*two*)
- Repeat the routine with the following words: *zero, tempo, solo, minus, and robot*.
- Direct students to Activity Page 13.1 and review the instructions. Complete the first two items with students. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 13.1



## Lesson 13: Review: Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/, Part 1

# Morphology



**Primary Focus:** Students will add the inflectional endings *-er* and *-est* to root words to change their meanings. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## ROOT WORDS AND INFLECTED ENDINGS: -ER AND -EST (6 MIN.)

- Say, “An adjective is a part of speech describing a noun.”
- Write *long nap* and *short nap* on the board. Underline *long* and *short*. Ask, “Are these adjectives? Why?” (*yes; They are words that describe the noun nap.*)

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Challenge

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Have students create sentences using the superlative and comparative adjectives on the board. Ask them to share their sentences with a partner.

- Draw lines from the adjectives to the noun, emphasizing that the adjectives describe the noun.
- Write *shorter* on the board. Underline *-er*.
- Say, "Comparative adjectives describe how two things or groups of things are different. *Shorter* is a comparative adjective. Comparative adjectives usually end in *-er*."
- Write *longest* on the board. Underline *-est*.
- Say, "Superlative adjectives describe how one thing in a group of three or more things is different from all of the others. *Longest* is a superlative adjective. Superlative adjectives usually end in *-est*."
- Display three pencils of different sizes.
- Hold up the shortest pencil. Say, "This pencil is shorter than the other two."
- Point to the word *shorter* on the board.
- Hold up the longest pencil. Say, "This pencil is the longest."
- Point to the word *longest* on the board.
- Write *cool* on the board. Say, "*Cool* is an adjective."
- Demonstrate adding *-er* to *cool*. Say, "*Cooler* is a comparative adjective. It describes how two things are different."
- Write the following sentence on the board and read it aloud: *Tuesday was cooler than Monday.*
- Demonstrate adding *-est* to *cool*. Say, "*Coolest* is a superlative adjective. It describes how one thing in a group of three or more is different from all the others."
- Write the following sentence on the board and read it aloud: *Sunday was the coolest day of the week.*
- Direct students to Activity Page 13.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 13.2

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### Check for Understanding

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**Thumbs-Up/Thumbs-Down** Say, “Give a thumbs-up if you agree with the following statement or give a thumbs-down if you disagree: ‘The word *coldest* is a superlative adjective.’” (*thumbs-up*)

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## Support

Before reading “Serena Williams,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Challenge

Have students work in pairs. Each student should write a question about the text. Have students trade questions, and then write responses.

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## Reading

### Reading Closely

#### Beginning

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

#### Intermediate

Have a small group read the first paragraph together, taking turns. Encourage students to work together to annotate the text.

#### Advanced/

#### Advanced High

Have students read independently and then work with a partner to annotate the text.

ELPS 4.1

Part 2

## Lesson 13: Review: Digraphs ‘ck’ > /k/, ‘wh’ > /w/, ‘gh’ > /g/, Part 2

# Reading



**Primary Focus:** Students will read “Serena Williams” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### READ “SERENA WILLIAMS” (10 MIN.)

- Direct students to Activity Page 13.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *whopping, strive, drive, vital, splendid*
  - phrases: “split his time,” “no stranger to defeat,” “shrugs off”
  - domain-specific language: *serves, backhands, U.S. Open, matches, solo player, doubles player*
- Have students follow along as you read “Serena Williams.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *deny* and *admiration*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have students turn to Activity Page 13.4 and complete the comprehension questions. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.





### Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.



## Lesson 13: Review: Digraphs 'ck' > /k/, 'wh' > /w/, 'gh' > /g/, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write multisyllabic words with digraphs

/k/ > 'ck', /w/ > 'wh', /g/ > 'gh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH DIGRAPHS 'CK', 'WH', AND 'GH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'ph', 'ck', and 'gh'.
- Remind students that some words with the /k/ sound are spelled 'ck', especially when the sound is at the end of the word. Point out that some words with the /w/ sound are spelled 'wh', and some words with the /g/ sound are spelled 'gh'.
- Say the word *clock*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |           |              |          |
|-----------|--------------|----------|
| 1. clock  | 4. trickster | 7. which |
| 2. locker | 5. whisker   | 8. whiz  |
| 3. lucky  | 6. whistle   | 9. white |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables; and final syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. Some snacks are in my backpack.
2. Why are you whispering?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

### Lesson 13: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “Serena Williams.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *both*, *though*, *open*, *every*, *young*, *those*, and *old*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *though* and say, “This word is tricky because the ‘th’ is pronounced with the voiced /th/, and the ‘ough’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /th/ /oe/, *though*. Say, “*Though!* It’s a word we use all the time, like when we say ‘Even though Serena is faster and stronger than most players on the tennis court, she is no stranger to defeat.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *though*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Consonant Blends with Digraphs: 'thr', 'shr', 'str', 'spl'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally add sounds to words to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

Students will identify and read words with consonant blends with digraphs.

- TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

- TEKS 3.2.A.ii**

## Morphology

Students will identify words that use inflectional endings *-er* and *-est*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Serena Williams” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with consonant blends with digraphs.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

“Serena Williams” Anecdotal Reading Record  
**TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials            |
|------------------------------------------------------------------------------------------------|---------|----------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                      |
| <b>Warm-Up</b>                                                                                 |         |                      |
| Add Sounds to Create New Words                                                                 | 3 min.  |                      |
| <b>Phonics—Decoding</b>                                                                        |         |                      |
| Read Words with Consonant Blends and Digraphs                                                  | 3 min.  |                      |
| Read Open Multisyllabic Words                                                                  | 3 min.  | ☐ Activity Page 14.1 |
| <b>Morphology</b>                                                                              |         |                      |
| Root Words and Inflectional Endings: <i>-er</i> and <i>-est</i>                                | 6 min.  | ☐ Activity Page 14.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                      |
| <b>Part 2 (15 min.)</b>                                                                        |         |                      |
| <b>Reading</b>                                                                                 |         |                      |
| Reread “Serena Williams”                                                                       | 10 min. | ☐ Activity Page 13.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                      |
| Spell Words with Consonant Blends and Digraphs                                                 | 5 min.  | ☐ dictation journal  |

how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures of Serena and Venus Williams to support the Reading activity.

## Lesson 14: Review: Consonant Blends with Digraphs: 'thr', 'shr', 'str', 'spl', Part 1

# Warm-Up



**Primary Focus:** Students will orally add sounds to words to make new words.

✚ **TEKS 3.2.A.i**

### ADD SOUNDS TO CREATE NEW WORDS (3 MIN.)

- Tell students that first you will say a word and then they will repeat it.
- Say, "After we say the word, I will give you a clue to a new word. You will make the new word by adding a sound to the word we said. Raise your hand when you think you know the new word."
- Give an example: *pill*. Have students repeat the word. Say, "Here's a hint to a new word: It is something that happens when a glass of water is knocked over. Add a sound to *pill*. What is the new word?" (*spill*)
- Continue with the following words in the list.

|          | Hint                                                  |               |
|----------|-------------------------------------------------------|---------------|
| 1. spat  | the sound a water balloon makes when it hits concrete | <i>splat</i>  |
| 2. shed  | to tear up paper                                      | <i>shred</i>  |
| 3. sting | something you use to tie                              | <i>string</i> |

## Lesson 14: Review: Consonant Blends with Digraphs: 'thr', 'shr', 'str', 'spl', Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read words with consonant blends with digraphs.

✚ **TEKS 3.2.A.i**

Students will identify and read multisyllabic words with open syllables.

✚ **TEKS 3.2.A.ii**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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### Foundational Skills

#### Foundational Literacy Skills

Support students by using gestures to act out the meaning of the new words with added phonemes. For example, demonstrate shredding a piece of paper or tying a string.

**ELPS 2.E**



## READ WORDS WITH CONSONANT BLENDS AND DIGRAPHS (3 MIN.)

- Write *thrill*, *splat*, *shred*, and *string* on the board to begin columns.
- Point to *thrill*. Underline 'thr'. Have students read the word aloud.
- Say, "This is a blend of consonants. The 't' and 'h' work together to make the /th/ sound. Then the /r/ comes in." Have students repeat /th/ /r/.
- Say, "These sounds blended together say 'thr'!" Demonstrate saying *thr-ill* and *thrill*.
- Ask, "What other words start with this blend?" (examples: *three*, *throw*, *threw*)
- Write students' suggestions on the board under the word *thrill*. Correct any misconceptions. Read each word together and underline the *thr-*.
- Point to *splat*. Underline 'spl'. Have students read the word aloud.
- Say, "The 's' makes the /s/ sound, the 'p' makes the /p/ sound, and the 'l' makes the /l/ sound." Have students repeat /s/ /p/ /l/.
- Say, "These sounds blended together say 'spl'!" Demonstrate saying *spl-at* and *splat*.
- Ask, "What other words start with this blend?" (examples: *splatter*, *splint*, *splash*)
- Write students' suggestions on the board under *splat*. Correct any misconceptions. Read each word together and underline the *spl-*.
- Point to *shred*. Underline 'shr'. Have students read the word aloud.
- Say, "This is a blend of consonants. The 's' and 'h' work together to make the /sh/ sound. Then the /r/ comes in." Have students repeat /sh/ /r/.
- Say, "These sounds blended together say 'shr'!" Demonstrate saying *shr-ed* and *shred*.
- Ask, "What other words start with this blend?" (examples: *shrink*, *shrimp*, *shrug*)
- Write students' suggestions on the board under the word *shred*. Correct any misconceptions. Read each word together and underline the *shr-*.
- Point to *string*. Underline 'str'. Have students read the word aloud.
- Say, "This is a blend of the consonants 's', 't', and 'r': /s/ /t/ /r/. These sounds together say 'str'. *Str-ing*. *String*."

## Support

If students struggle with identifying the consonant blend in the sample words, create a chart to organize the words by consonant blend and write them on the board. Work with students to organize the words in the chart and say each word together again.

- Ask, “What other words start with this blend?” (examples: *street, strip, stripe*)
- Write students’ suggestions on the board under the word *string*. Correct any misconceptions. Read each word together and underline the *str*–.
- Explain that you are going to say some words. When students hear the ‘thr’ sound, they should raise their left hand. When they hear the ‘shr’ sound, they should raise their right hand.
- Say the following words: *thrive, throwback, shriek, shrine, threat, and shrivel*.
- Explain that you are going to say other words. When students hear the ‘spl’ sound, they should raise their left hand; and when they hear the ‘str’ sound, they should raise their right hand.
- Say the following words: *strict, splash, stray, strength, splint, and splendid*.

### READ OPEN MULTISYLLABIC WORDS (3 MIN.)

- Remind students that an open syllable ends with a vowel and makes a long vowel sound.
- Write *apron* on the board.
- Using a slash, divide the word into its syllables: *a•pron*.
- Ask, “How many syllables are in this word?” (*two*)
- Ask, “Which syllable is open?” (*the first; It ends with a vowel and has a long vowel sound.*) Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Repeat the routine with the following words: *open, relax, museum, sofa, and silent*.
- Direct students to Activity Page 14.1 and review the instructions. Read the list of words aloud as the students follow along. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

#### Activity Page 14.1



## Lesson 14: Review: Consonant Blends with Digraphs:

'thr', 'shr', 'str', 'spl', Part 1

# Morphology



**Primary Focus:** Students will identify words that use inflectional endings *-er* and *-est*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND INFLECTIONAL ENDINGS: -ER AND -EST (6 MIN.)

- Remind students that an adjective is a part of speech that describes a noun.
- Ask volunteers for examples of adjectives. (*nice, red, shiny*)
- Say, "Remember, a comparative adjective describes how two things or groups of things are different and usually ends in *-er*."
- Ask volunteers for examples of comparative adjectives. (*taller, smarter, harder*)
- Point out that when a word ends in 'y', we change the 'y' to 'i' before adding the ending *-er*. Write *shiny* on the board. Below it, write the word again and change the 'y' to 'i' to make the comparative adjective *shinier*. Remind students that they have learned this same rule for the endings *-ed* and *-es*.
- Say, "Remember, a superlative adjective describes how one thing in a group of three or more is different from all of the others and usually ends in *-est*."
- Write the adjective *old* on the board. Ask students to turn the adjective into a comparative and a superlative adjective. (*older, oldest*)
- Say, "Marc, Caleb, and Jonas are brothers."
- Then write the following sentence on the board: Marc is \_\_\_\_ than Caleb, but Jonas is the \_\_\_\_.
- Ask students to work with a partner to complete the sentence with the correct adjectives. Then have a volunteer pair approach the board and complete the sentence with the correct adjectives. (*Mark is older than Caleb, but Jonas is the oldest.*) Have students read the completed sentence aloud.

### Challenge

Provide students with three objects. Then ask them to write a couple of sentences about the objects that include at least one comparative and one superlative adjective.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Activity Page 14.2

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- Write the adjective *small* on the board. Ask students to turn the adjective into a comparative adjective and a superlative adjective. (*smaller, smallest*)
- Say, “There are three animals in the forest: a fox, a mouse, and a mountain lion.”
- Then write the following sentence on the board: The fox is \_\_\_\_ than the mountain lion, but the mouse is the \_\_\_\_.
- Have pairs complete the sentence with the correct adjectives. Then have a volunteer pair approach the board and complete the sentence with the correct adjectives. (*The fox is smaller than the mountain lion, but the mouse is the smallest.*) Have students read the completed sentence aloud.
- Point out that the same spelling rule for words that end in ‘y’ applies to the suffix *-est*. Below the words *shiny* and *shinier* on the board, write *shiniest*. Have students read all three words aloud.
- Direct students to Activity Page 14.2 and review the instructions. Read the words aloud, having students follow along.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

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**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree that the adjectives in the following sentence are used correctly, and give a thumbs-down if you disagree: ‘At the party, Ana was sillier than Avi, but Noa was the silliest.’” (*thumbs-up*)

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## Lesson 14: Review: Consonant Blends with Digraphs:

'thr', 'shr', 'str', 'spl', Part 2

# Reading



**Primary Focus:** Students will reread “Serena Williams” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “SERENA WILLIAMS” (10 MIN.)

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

- Direct students back to the passage on Activity Page 13.3. Tell students that today they will reread “Serena Williams” with a partner.
- Take time to answer any questions that students may have about “Serena Williams.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
  - underline three words with ‘thr’, ‘str’, ‘spl’, and ‘shr’, such as *thrilling* and *strive*, *splendid*, and *shriek*;
  - circle three comparative and superlative adjectives with *-er*, such as *stronger*, and *-est*, such as *quickest*; and
  - highlight three two-syllable words in which both syllables are open, such as *solo*.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Challenge

Have students first create a list of the ‘thr’, ‘shr’, ‘str’, and ‘spl’ words used in the passage. Then challenge them to write a short story that uses all of the words.

### Activity Page 13.3



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### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with consonant blends.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



### Check for Understanding

**Turn and Talk:** Say, “Turn and talk to a partner about the comparative and superlative adjectives used in the passage.” Ask the students to explain to each other why the writer chose to use these adjectives. Circulate as students talk, making sure they understand that the comparative adjectives compare two things and the superlative adjectives compare three or more things. Tell students to signal when both partners have contributed to the conversation. Call on students to share examples of comparative and superlative adjectives with the group.



### Observation: “Serena Williams” Anecdotal Reading Record

As you listen to each student read “Serena Williams,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 14: Review: Consonant Blends with Digraphs: ‘thr’, ‘shr’, ‘str’, ‘spl’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with consonant blends with digraphs. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH CONSONANT BLENDS AND DIGRAPHS (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with ‘thr’, ‘shr’, ‘str’, and ‘spl’.
- Remind students that these words have consonant blends and digraphs. Say, “For example, remember that in ‘thr’ words, the ‘t’ and ‘h’ work together to make the /th/ sound. Then the /r/ comes in.”

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the word *strongest*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |              |              |              |
|--------------|--------------|--------------|
| 1. strongest | 4. thriving  | 7. shrub     |
| 2. throwback | 5. shrugging | 8. splendid  |
| 3. splatter  | 6. stronger  | 9. splashing |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                                |
|------------------------------------------------|
| 1. Stress makes her head throb.                |
| 2. The pumpkin struck the ground with a splat. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Lesson 14: Foundational Skills

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 14.1** for each student.
- Review the directions. Read the words aloud, having students follow along. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

**SHARING**

- Pair up students and have one person share the response they wrote about “Serena Williams” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.



## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *though* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *thoe*. Write the letters to spell *though* on the board.
- Point to the word *though* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /th/ sound is spelled with ‘th’ and the /oe/ sound is spelled with ‘ough.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /th/ /oe/, *though*. Say, “*Though!* It’s a word we use all the time.”
- Repeat with the words *both*, *open*, *every*, *young*, *those*, and *old*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

# Mixed Review

## PRIMARY FOCUS OF LESSON

### Warm-Up

- Students will review the sounds for digraphs they studied this week. **TEKS 3.2.A.i**

### Phonics—Decoding

- Students will review identifying and reading words with the digraphs they practiced this week. **TEKS 3.2.A.i**
- Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

### Morphology

- Students will use adjectives with inflectional endings in sentences. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

- Students will read and annotate “Whopping Elephants vs. Tiny Tigers” independently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5**

### Phonics—Encoding

- Students will review spelling and writing multisyllabic words with consonant blends and digraphs. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Dictation Journal      Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>            |
|------------------------------------------------------------------------------------------------|-------------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                             |
| <b>Warm-Up</b>                                                                                 |             |                             |
| Sound Building                                                                                 | 3 min.      |                             |
| <b>Phonics—Decoding</b>                                                                        |             |                             |
| Review Digraphs                                                                                | 3 min.      |                             |
| Read Words with Closed and Open Syllables                                                      | 3 min.      | ☐ Activity Page 15.1        |
| <b>Morphology</b>                                                                              |             |                             |
| Review Inflectional Endings                                                                    | 6 min.      | ☐ Activity Page 15.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                             |
| <b>Reading</b>                                                                                 |             |                             |
| Read “Whopping Elephants vs. Tiny Tigers” Independently                                        | 10 min.     | ☐ Activity Pages 15.3, 15.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                             |
| Encoding Review                                                                                | 5 min.      | ☐ dictation journal         |

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## ADVANCE PREPARATION

### Warm-Up

- Gather blocks for the Sound Building game.

### Morphology

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *kickball*, *trophy*, *confidence*, and *stress*.

## Lesson 15: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review the sounds for digraphs they studied this week. **TEKS 3.2.A.i**

**SOUND BUILDING (3 MIN.)**

- Tell students they are going to play a game called “Sound Building.”
- Explain that you will say a word and they will say the consonant blend or digraph at the beginning or the end of the word.
- Ask, “What is the digraph at the beginning of *shrug*?” (/sh/)
- If students struggle to identify the digraph, repeat the word with the digraph drawn out: shhhhhhrug.
- Ask, “What sound blends with the digraph /sh/?” (/r/)
- As students provide correct digraphs and blends, give them a block. Students take turns placing the blocks to create a collective structure throughout the game.
- Repeat the routine with the following words:

/f/ > ‘ph’ and ‘gh’: *photo, cough, laugh*

/k/ > ‘ck’: *click, cluck, truck*

/w/ > ‘wh’: *while, when, whale*

/g/ > ‘gh’: *ghost, ghoul, ghastly*

‘thr’: *threw, thrown, threat*

‘shr’: *shriek, shrine, shred*

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

## Lesson 15: Review: Mixed Review, Part 1

# Phonics—Decoding



### Primary Focus

Students will review identifying and reading words with the digraphs they practiced this week. **TEKS 3.2.A.i**

Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

### REVIEW DIGRAPHS (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have a digraph or blend they studied this week ('ph' and 'gh' > /f/, 'ng' > /ng/, 'ck' > /k/, 'wh' > /w/, 'thr', 'shr', 'str', or 'spl').
- Say, "A team gets this for winning a big game." (*trophy*)
- Write *trophy* on the board and underline the digraph 'ph'. Have students say the word aloud.
- Repeat the routine with the following riddles.

I call my sister's son this. (*nephew*)

I look at this to tell the time. (*clock*)

In soccer, you do this to the ball. (*kick*)

Cats have these on their faces. (*whiskers*)

This is the opposite of weak. (*strong*)

This is what happens when you jump in a pool. (*splash*)

This number comes after two. (*three*)

### READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Write the following words on the board: *solo*, *relax*, *humankind*, *sunset*, *when*. Point to and read each word aloud.
- Explain that you are going to say a sound and syllable requirement. Then students will read aloud a word on the board that meets the requirement.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

### Challenge

For each sound and syllable requirement, challenge students to come up with additional words, not listed on the board. For example, for the first clue ("Give me a word with two open syllables"), students might say "ego."



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### Foundational Skills

#### Foundational Literacy Skills

Talk to students about the word *trophy*. Hold up a trophy or an image of a trophy. First segment the word, asking students to repeat. Blend the word, asking students to repeat.

Then write the word on the board, dividing it by syllables. Put your hand over the second syllable. Say the first syllable, pointing out that it is an open syllable because it ends in a long vowel sound. Put your hand over the first syllable and pronounce the second syllable. Point out that it is an open syllable because it ends in a long vowel sound. Then say the word again and have students read it aloud.

**ELPS 3.A; ELPS 3.E**

- Say, “Give me a word with two open syllables.” (*solo*)
- Repeat with the following sound and syllable requirements.

Give me a word with two closed syllables. (*sunset*)

Give me a word with one open syllable. (*relax*)

Give me a closed one syllable word. (*when*)

Give me a three syllable word with one open syllable. (*humankind*)

## Activity Page 15.1



- Direct students to Activity Page 15.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Lesson 15: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will use adjectives with inflectional endings in sentences.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Support

Identify adjectives on the activity page that students are struggling with and write the comparative and superlative versions on the board. Work with students to create sentences with each.

### REVIEW INFLECTIONAL ENDINGS (6 MIN.)

- Remind students that a comparative adjective compares or describes how two things or groups of things are different and usually ends in *-er*.
- Ask a volunteer to say a sentence with *quicker*. (*The train is quicker than the bus.*)
- Remind students that a superlative adjective describes how one thing in a group of three or more is different from all of the others and usually ends in *-est*.
- Remind students that for adjectives that end in ‘y’, they must change the ‘y’ to ‘i’ before adding *-er* or *-est*.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



- Ask a volunteer to say a sentence with *youngest*. (*I am the youngest of three sisters.*)
- Write the following sentences on the board: *Tina is funnier than the other actors. She is the \_\_\_\_\_ actor in the play.* Read the sentences aloud with the students.
- Ask a volunteer to circle the comparative adjective in the sentences. (*funnier*)
- Then ask a volunteer to complete the sentence with a superlative adjective. (*funniest*) Read the completed sentences aloud with the students.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 15.2



### Check for Understanding

**Turn and Talk:** Point to the adjective “funnier” on the board. Ask students to discuss the spelling of the adjective. Ask, “Is the correct spelling ‘funnier’ or ‘funnyer’?” Circulate as students discuss, making sure they recognize that the *y* is replaced with *i* before the suffix is added. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

## Support

Before reading “Whopping Elephants vs. Tiny Tigers,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time.

For example, first have them read and underline words with digraphs and consonant blends. On the next read, have them circle comparative adjectives, and so on.

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## Reading

### Reading Closely

#### Beginning

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *words with comparative adjectives*; *words with consonant blends*, *words with open syllables*).

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/

#### Advanced High

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A

Part 2

## Lesson 15: Review: Mixed Review, Part 2

# Reading



**Primary Focus:** Students will read and annotate “Whopping Elephants vs. Tiny Tigers” independently and will answer questions about key details in the text.

TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.5

### READ “WHOPPING ELEPHANTS VS. TINY TIGERS” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Whopping Elephants vs. Tiny Tigers.”
- Direct students to Activity Page 15.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *buzzing*, *climax*, *ghastly*, *whizzed*
  - phrases: “shrugged off any doubt,” “splendid triumph”
  - domain-specific language: *playoff game*, *inning*, *home plate*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *confidence* and *whispered*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and have them
  - underline three words with ‘ph’, ‘gh’, ‘ck’, and ‘wh’ they learned about this week, such as *elephants* and *ghost*;
  - put a box around three words with *shr-*, *thr-*, *str-*, and *spl-*, such as *Shri* and *thrilled*;

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.5 Self-select text and read independently for a sustained period of time.

- circle three comparative adjectives and superlative adjectives, such as *fastest* and *harder*; and
- highlight three multisyllabic words with open syllables, such as *final* and *tiny*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Pages  
15.3, 15.4



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 15: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing multisyllabic words with consonant blends and digraphs. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with 'thr', 'shr', 'str', and 'spl'.
- Remind students that these words have consonant blends. Say, "For example, remember that in 'shr' words, the 's' and 'h' work together to make the /sh/ sound. Then the /r/ comes in."
- Say 'shr', *shr-ed*, and *shred*, having students repeat after you.
- Tell students that they will also be spelling words with 'wh' and 'ck'.
- Say the /w/ sound. Remind students that the sound can be spelled 'wh'. Say the /k/ sound. Remind students that the sound can be spelled 'ck'.
- Tell students that they will also be spelling words with 'ph' and 'gh'.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the /f/ sound. Remind students that the sound can be spelled 'ph' and 'gh'.
- Tell students that they will also be spelling words with 'ng'.
- Remind students that the letter 'n' by itself stands for the /n/ sound, and the letter 'g' by itself stands for the /g/ sound, but the letters 'n' and 'g' written together stand for a completely different sound, /ng/.
- Say the word *whisks*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |              |             |
|-------------|--------------|-------------|
| 1. whisks   | 4. throbbing | 7. trophies |
| 2. clocked  | 5. shrinks   | 8. laughing |
| 3. thrashes | 6. quicker   | 9. longest  |

- Tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                       |
|---------------------------------------|
| 1. Dolphins swam along with the boat. |
| 2. Is the gum sticky enough?          |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Dictation Journals: Phonics/Encoding Dictation

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

## Lesson 15: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 15.1** for each student. Direct students to Activity Page 15.3.
- Have them reread “Whopping Elephants vs. Tiny Tigers.”
- Review the writing prompt on **Activity Page TR 15.1**. Answer any questions students have, and then ask students to respond to the prompt.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Whopping Elephants vs. Tiny Tigers” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 11 and 13 (*again, too, couldn't, enough, follow, around, laugh, both, though, open, every, young, those, old*). Write the following new words on index cards: *ghost, against, behind, great, were, would, and any*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *ghost* and say, "This word is tricky because the 'gh' is pronounced /g/ and the 'o' is pronounced /oe/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /g/ for these letters. We say /oe/ for this letter. We blend and say /s/ /t/ for these letters. Point to the letters as you blend the sounds: /g/ /oe/ /s/ /t/, *ghost*. Say, "*Ghost!* It's a word we use all the time, like when we say 'Whitney became as pale as a ghost.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *ghost*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /gh/ sound spelled 'g.'" Write *ghastly* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 11 and 13. Say, "Now we're going to practice reading all the new words we learned this week. Let's play a game. We're going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let's see how fast we can go. My turn first."
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, "Do you think you can go faster than I did?"
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.

- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

#### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

## 16

## REVIEW

# Abbreviations: Titles with Names

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally add sounds to words to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read abbreviations of titles with names. **TEKS 3.2.A.iii**

Students will identify and read multisyllabic words with open syllables.

- TEKS 3.2.A.ii**

## Morphology

Students will read, define, and spell words with the derivational ending *-y*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “A Letter for Mr. and Mrs. Lopez” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write abbreviations of titles with names. **TEKS 3.2.B.iii**

## FORMATIVE ASSESSMENT

Activity Page 16.1 **TEKS 3.2.A.iii**

Observation **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; *VCe* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.



**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Add Sounds to Make New Words                                                                   | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Abbreviations: Titles with Names                                                               | 3 min.      | <input type="checkbox"/> Activity Page 16.1 |
| Read Open Multisyllabic Words                                                                  | 3 min.      |                                             |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Derivational Endings: -y                                                        | 6 min.      | <input type="checkbox"/> Activity Page 16.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Read “A Letter for Mr. and Mrs. Lopez” with Accuracy                                           | 10 min.     | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Abbreviations of Titles with Names                                                       | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations of titles that come before or after names for today and future reference. You may also choose to write on the board during the lesson.

### Reading

- Ensure you have the Unit 1 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *letter*, *mailman*, *human*, *mailbox*, and *sunny*.

## Lesson 16: Review: Abbreviations: Titles with Names, Part 1

## Warm-Up



**Primary Focus:** Students will orally add sounds to words to make new words.

**TEKS 3.2.A.i**

### ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, “Sounds can be added to the beginning, middle, or end of a word.”
- Tell them they will practice adding phonemes to words to make new words.
- Say the word *fog*.
- Ask, “How could I add the sound /r/ to the word *fog* to create a new word?” (*frog*)
- Continue with the remaining words in the list. As students offer their responses, remember that changes in spelling are acceptable, because the focus of the activity is adding sounds to make new words.

| Example | Sound to add | New Word |
|---------|--------------|----------|
| fog     | /r/          | frog     |
| met     | /l/          | melt     |
| rain    | /b/          | brain    |
| see     | /l/          | seal     |
| tray    | /n/          | train    |

### Challenge

Have pairs brainstorm more examples and new words.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 16: Review: Abbreviations: Titles with Names, Part 1

# Phonics—Decoding



## Primary Focus

- Students will identify and read abbreviations of titles with names. **TEKS 3.2.A.iii**
- Students will identify and read multisyllabic words with open syllables.
- TEKS 3.2.A.ii**

### ABBREVIATIONS: TITLES WITH NAMES (3 MIN.)

- Explain that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that titles that come before names, such as *Doctor* and *Missus*, are often abbreviated.
- On the board, display a chart that lists full titles along with their abbreviations.

| Full Word | Abbreviation           |
|-----------|------------------------|
| Mister    | Mr.                    |
| Missus    | Mrs.                   |
| Miss      | Miss (not abbreviated) |
| Doctor    | Dr.                    |

## Challenge

Explain to students that there are other titles that come before names that are also abbreviated.

Have students identify the full title for the following abbreviations: “Prof.,” “Gov.,” and “Gen.” (*Professor, Governor, General*)

- Read each title aloud, and complete each example on the chart by adding a familiar name, such as *Dr. Chen*, *Mr. Jones*, or *Mrs. Patel* after the abbreviation. Have students repeat each example.
- Point out that the title *Miss* is not abbreviated and often appears in full before a name, such as *Miss Anderson*. This title is most often used to address girls or younger, unmarried women.
- Explain that titles that come after names, such as *Junior* or *Senior*, are also abbreviated.
- Add and complete two more rows of the chart.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

| Full Word | Abbreviation |
|-----------|--------------|
| Junior    | Jr.          |
| Senior    | Sr.          |

- Read each title aloud, and complete each example by adding a name, such as *Kyle Smith, Jr.* and *David Lee, Sr.* Have students repeat each example.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 16.1



### READ OPEN MULTISYLLABIC WORDS (3 MIN.)

**Note:** Students have learned about closed and open syllables. They may encounter an additional syllable type—the schwa—as they analyze vowel sounds in multisyllabic words.

- Say, “We have learned that open syllables have the long vowel sound; for example, in the word *go*, the ‘o’ is left “open.” In multisyllabic words, some vowel sounds that follow the rules for open syllables may actually be schwa sounds, depending on where the stress falls within the word. When there is less emphasis on a syllable, we say that it is unstressed. If the syllable is unstressed, the vowel sound in the open syllable may be pronounced as a schwa /ə/ sound. When we read multisyllabic words, we may need to adjust the vowel sound to the schwa sound.”
- Write the word *tomato* on the board. Explain that the word *tomato* is pronounced tə•mae•toe, not toe•mae•toe.
- As needed, provide other examples of common open and closed multisyllabic words with a schwa sound. For example
  - enemy: **en**•ə•mee, not en•ee•mee;
  - common: **com**•mən, not com•mon; and
  - telephone: **tel**•ə•foen, not tel•ee•foen.
- Students will continue to learn about the schwa in Unit 4.
- Remind students that an open syllable is one that ends in a vowel and makes a long vowel sound.

- Write the word *photograph* on the board. Mark the syllables: **pho**•to•graph and emphasize that the first syllable is stressed.
- Say the first syllable. Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*)
- Point out that the ‘o’ in the second syllable *to* looks like it should follow the rules for open syllables, but as an unstressed syllable it makes the schwa sound.
- Ask students to identify the syllable type of *graph* and explain how they know. (*closed; the ‘a’ is closed up by the consonant team ‘ph’ > /f/*) Read the word emphasizing each syllable. Have students read it aloud.
- Repeat the routine, focusing on the open syllables of the following words: *vi*•o•lin (*vi, o*), *re*•lax•ing (*re*), *si*•lent•ly (*si, ly*), and *so*•lo•ist (*so, lo*).



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has two open syllables: *polo*.” (*thumbs-up*)

## Lesson 16: Review: Abbreviations: Titles with Names, Part 1

# Morphology



**Primary Focus:** Students will read, define, and spell words with the derivational ending *-y*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Support

Review the rules of doubling a consonant or dropping an ‘e’ before adding a suffix, as needed.

### ROOT WORDS AND DERIVATIONAL ENDINGS: -Y (6 MIN.)

- Remind students that they have learned about suffixes that do not change the part of speech of the root word. These are called inflectional endings. Some examples include the word endings *-ed* and *-ing*. Ask, “What part of speech are the words *learn*, *learning*, and *learned*?” (*verbs*)

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Explain that students are now going to practice using suffixes that change the part of speech of the root word. These are called derivational endings.
- List examples on the board: *-y*, *-less*, and *-er*.
- Explain that *-y* and *-less* change nouns to adjectives, and *-er* changes verbs to nouns.
- Tell students that they will focus on the ending *-y* today.
- Write the example word *dirty* on the board. Read the word aloud and then have students read the word aloud. Ask a volunteer to define the word. (*not clean; filthy*) Then have another volunteer identify the root word. (*dirt*)
- Repeat with the words *cheery*, *lengthy*, *leaky*, *sunny*, and *noisy*.
- Direct students to Activity Page 16.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 16.2



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## Language

### Learning How English Works

#### Beginning

Remind students of the basic parts of speech in English. A noun is a person, place, thing, or idea. A verb is an action word. An adjective is a word that describes a noun. An adverb is a word that describes a verb, adjective, or other adverb.

#### Intermediate

Provide sample sentences and have students identify which word is a noun and which is an adjective.

#### Advanced/

#### Advanced High

Prompt students to give examples of nouns and adjectives to ensure mastery.

**ELPS 1.F**

## Lesson 16: Review: Abbreviations: Titles with Names, Part 2

## Reading



## Support

Before reading “A Letter for Mr. and Mrs. Lopez,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Activity Page 16.3



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## Reading

## Reading Closely

## Beginning

Review questions and ask them in a yes/no format rather than an open-ended format.

## Intermediate

Allow students to work with a partner to answer the discussion questions.

Advanced/  
Advanced High

Provide minimal support as students work independently to answer the discussion questions.

ELPS 4.G

**Primary Focus:** Students will read “A Letter for Mr. and Mrs. Lopez” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

**READ “A LETTER FOR MR. AND MRS. LOPEZ” WITH ACCURACY  
(10 MIN.)**

- Direct students to Activity Page 16.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *habit*, *cheery*
  - phrases: “bumpy day,” “speedy exit”
- Have students follow along as you read “A Letter for Mr. and Mrs. Lopez.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *attitude* and *carelessly*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Wrap-Up

### Discussion Questions for “A Letter for Mr. and Mrs. Lopez”

1. **Literal.** What are Mr. and Mrs. Lopez waiting for?
  - » Mr. and Mrs. Lopez are waiting for a letter from their son.
2. **Literal.** Who received Mr. and Mrs. Lopez's letter?
  - » Dr. Davis received the letter.
3. **Literal.** How do Mr. and Mrs. Lopez try to figure out what happened?
  - » They call Mr. Jacobs to ask if he knows where the letter might have gone.
4. **Evaluative.** Why does Mr. Jacobs think he might have left the letter at Dr. Davis's house?
  - » He has had trouble with similar addresses in the past.
5. **Inferential.** Why did Mr. Jacobs make a speedy exit after picking up the letter from Dr. Davis?
  - » Mr. Jacobs felt embarrassed about his mistake.



### Check for Understanding

- **Think-Pair-Share:** Say, “Sometimes we learn new information or think about things in a different way when we share with others. Today, we will practice how to use Think-Pair-Share by sharing our responses to the discussion questions about the passage we just read with a partner. Then we will share our answers with the whole group. Let me show you what I mean.”
- Choose a student to be your partner. Say, “The first question is ‘What are Mr. and Mrs. Lopez waiting for?’ First, we think about the answer. We might look back at the passage for help if we don’t remember.” Model thinking about the answer and maybe scanning the passage. Say, “Hmm. I remember now.”
- Model pairing and sharing. Say, “Then we pair up to share our answers. I will give the ready signal to my partner when I am ready, and I’ll wait for my partner to give me the signal so that I know that they are ready to share too.”
- When your partner gives you the signal, model sharing your answers with each other. Ask any clarifying questions you may have. Adjust your answer, if needed. Say, “Finally, if the teacher calls on me, I am ready to share my answer with the whole group.”

- Say, “Now it’s your turn. I will ask the question. You will answer the question in your head, and then you will give the ready signal to your partner to show that you are ready. When both partners give the signal, take turns answering the question. Ready for the next question? The next question is ‘Who received Mr. and Mrs. Lopez’s letter?’”
- Give students time to think about the answers, give the signal, and share their answers with their partner. Encourage students to ask clarifying questions and make changes to their answers if necessary. Remind students to signal when both partners have contributed to the conversation.
- As students conclude their conversations, call on a volunteer to share their answer. Ask the student if they made any changes to their answer after the partners shared with each other. If so, ask what changes were made and why.
- Continue with the rest of the questions, providing specific feedback regarding the Think-Pair-Share process.



#### Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

## Lesson 16: Review: Abbreviations: Titles with Names, Part 2

# Phonics—Encoding




**Primary Focus:** Students will spell and write abbreviations of titles with names.

 **TEKS 3.2.B.iii**

### SPELL ABBREVIATIONS OF TITLES WITH NAMES (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling titles. First they will write the full word, and then they will write the abbreviation.

 **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- Give the example *Missus*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered. Remind students that the title *Miss* is not abbreviated and is not followed by a period.
- Write *Missus* and the abbreviation *Mrs.* on the board.
- Say the word *Missus*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- |                 |                |
|-----------------|----------------|
| 1. Missus: Mrs. | 4. Senior: Sr. |
| 2. Doctor: Dr.  | 5. Mister: Mr. |
| 3. Junior: Jr.  | 6. Miss: Miss  |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will decide whether to spell the full word or to write the abbreviation in each sentence.
- Say the following sentences aloud, pausing to provide students time to write.

- |                             |
|-----------------------------|
| 1. Mrs. Green teaches art.  |
| 2. I went to see Dr. Smith. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Lesson 16: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “A Letter for Mr. and Mrs. Lopez.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

**TRICKY WORDS REVIEW**

- Write the following words on index cards: *call, been, meant, told, always, know, and sometimes*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *know* and say, “This word is tricky because the first ‘kn’ is pronounced /n/ and the ‘ow’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /n/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /n/ /oe/, *know*. Say, “*Know!* It’s a word we use all the time, like when we say ‘We know it was a mistake.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *know*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 17

## REVIEW

# Abbreviations: Streets in Addresses and States

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally add sounds to words to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

Students will identify and read abbreviations of streets in addresses and states.

- TEKS 3.2.A.iii**
- Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

## Morphology

Students will identify words with the derivational ending *-y*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “A Letter for Mr. and Mrs. Lopez” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write abbreviations of streets in addresses and states.

- TEKS 3.2.B.iii**

## FORMATIVE ASSESSMENT

Observation

“A Letter for Mr. and Mrs. Lopez” Anecdotal Reading

- Record **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Add Sounds to Make New Words                                                                   | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Abbreviations: Streets in Addresses and States                                            | 3 min.  | <input type="checkbox"/> Activity Page 17.1 |
| Read Words with Closed and Open Syllables                                                      | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Derivational Endings: -y                                                        | 6 min.  | <input type="checkbox"/> Activity Page 17.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread “A Letter for Mr. and Mrs. Lopez”                                                       | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Abbreviations of Streets in Addresses and States                                         | 5 min.  | <input type="checkbox"/> dictation journal  |

apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

## ADVANCE PREPARATION

### Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations used in addresses.

|                  |             |            |               |                 |
|------------------|-------------|------------|---------------|-----------------|
| Avenue: Ave.     | Street: St. | Lane: Ln.  | Circle: Cir.  | Place: Pl.      |
| Boulevard: Blvd. | Road: Rd.   | Drive: Dr. | Terrace: Ter. | Court: Ct.      |
| North: N.        | South: S.   | East: E.   | West: W.      | Apartment: Apt. |

- Prepare a list of postal abbreviations for all 50 states for students who need additional support.

|                   |                 |                    |                   |                    |
|-------------------|-----------------|--------------------|-------------------|--------------------|
| Alabama: AL       | Alaska: AK      | Arizona: AZ        | Arkansas: AR      | California: CA     |
| Colorado: CO      | Connecticut: CT | Delaware: DE       | Florida: FL       | Georgia: GA        |
| Hawaii: HI        | Idaho: ID       | Illinois: IL       | Indiana: IN       | Iowa: IA           |
| Kansas: KS        | Kentucky: KY    | Louisiana: LA      | Maine: ME         | Maryland: MD       |
| Massachusetts: MA | Michigan: MI    | Minnesota: MN      | Mississippi: MS   | Missouri: MO       |
| Montana: MT       | Nebraska: NE    | Nevada: NV         | New Hampshire: NH | New Jersey: NJ     |
| New Mexico: NM    | New York: NY    | North Carolina: NC | North Dakota: ND  | Ohio: OH           |
| Oklahoma: OK      | Oregon: OR      | Pennsylvania: PA   | Rhode Island: RI  | South Carolina: SC |
| South Dakota: SD  | Tennessee: TN   | Texas: TX          | Utah: UT          | Vermont: VT        |
| Virginia: VA      | Washington: WA  | West Virginia: WV  | Wisconsin: WI     | Wyoming: WY        |

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:



- Have students take turns reading the entire story.
- Have one student be the leader, reading a line at a time for the partner to echo.
- Have students read chorally, keeping their voices together to read the story.

### **Phonics—Encoding**

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### **Universal Access**

- Gather pictures to represent the words in the Reading activity, such as *letter*, *mailman*, *human*, *mailbox*, and *sunny*.

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1

# Warm-Up



**Primary Focus:** Students will orally add sounds to words to make new words.

 **TEKS 3.2.A.i**

### ADD SOUNDS TO MAKE NEW WORDS (3 MIN.)

**Note:** This activity should be done orally.

- Remind students that adding one sound to a word can change its meaning.
- Say, “Sounds can be added to the beginning, middle, or end of a word.”
- Tell them they will practice adding phonemes to words to make new words.
- Say the word *mill*.
- Ask, “How could I add the sound /k/ to the word *mill* to create a new word?” (*milk*)
- Continue with the remaining words in the list. As students offer their responses, remember that changes in spelling are acceptable, because the focus of the activity is adding sounds to make new words.

| Example | Sound to Add | New Word       |
|---------|--------------|----------------|
| mill    | /k/          | milk           |
| cram    | /s/          | scram or crams |
| sing    | /t/          | sting          |
| rain    | /b/          | brain          |
| ache    | /f/          | fake           |

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1

# Phonics—Decoding



## Primary Focus

Students will identify and read abbreviations of streets in addresses and states.

 **TEKS 3.2.A.iii**


 Students will identify and read words with closed and open syllables. **TEKS 3.2.A.ii**

### READ ABBREVIATIONS: STREETS IN ADDRESSES AND STATES (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word.
- Say, “Abbreviations usually begin with a capital letter and end with a period.”
- Tell students that certain words in addresses are usually abbreviated. Display the chart you prepared or write the following examples on the board: *Rd.* for *Road*, *St.* for *Street*, *Ave.* for *Avenue*, and *Ln.* for *Lane*.
- Explain that names of countries are also usually abbreviated in addresses. Display the following examples: *U.S.* for *United States* and *U.K.* for *United Kingdom*.
- Tell students that names of states are abbreviated in addresses as well, but they do not end in a period. Display a chart or write the following examples on the board: *TX* for *Texas*, *CA* for *California*, *FL* for *Florida*, and *NY* for *New York*.
- On the board, write example addresses using abbreviations.

|                                     |                                               |                                           |
|-------------------------------------|-----------------------------------------------|-------------------------------------------|
| 15243 Main St.<br>Houston, TX 77001 | 200 Bluebird Rd.<br>Orlando, FL 32804<br>U.S. | 641 Robin Ln.<br>London, WC1B 3DG<br>U.K. |
|-------------------------------------|-----------------------------------------------|-------------------------------------------|

- Read each example address aloud, and have students read each one aloud.
- Explain that the abbreviations *US* and *UK* sometimes appear without periods, especially when they are used in text. This is often a matter of preference.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



**Support**

Have students prepare a two-column table for the information provided above. Ask them to write the full names in the first column and the abbreviations in the second column. Students can use the table as a reference during the lesson.

- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)**

- Remind students that an open syllable is one that ends in a vowel and makes a long vowel sound, and a closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound.
- Write the word *volcano* on the board. Mark the syllables: *vol•ca•no*.
- Ask, “Is the first syllable open or closed? How do you know?” (*closed; It has a short vowel sound followed by a consonant.*) Read the first syllable.
- Ask, “Is the second syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*) Read the second syllable.
- Say the third syllable. Ask, “Is the third syllable open or closed? How do you know?” (*open; It ends with a long vowel sound.*) Read the third syllable. Then read the word, emphasizing each syllable. Have students read the word aloud.
- Repeat the routine with the following words: *sofa, deny, leafy, rodent, and razor*.

**Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 1**

**Morphology**



**Primary Focus:** Students will identify words with the derivational ending –y.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**ROOT WORDS AND DERIVATIONAL ENDINGS: –Y (6 MIN.)**

- Remind students that –y is a derivational ending that changes a word from one part of speech to another; for example, a noun into an adjective.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Sometimes additional spelling changes are needed, such as dropping the final 'e' to make *noisy* from *noise*.

- Write the noun *rain* on the board. Read the word aloud and have students read it aloud.
- Give students a sample sentence using the noun *rain*: *The rain made our shoes wet.*
- Model adding *-y* to create the adjective *rainy*. Read the word aloud and have students read it aloud. Use the word in a sentence: *We use umbrellas on rainy days.*
- Repeat with the words *wind/windy*, *cloud/cloudy*, and *mess/messy*.
- Direct students to Activity Page 17.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word is an adjective made by adding a *-y* to a noun: *bossy*." (*thumbs-up*)

### Challenge

Instead of providing students with example sentences using the root words and adjectives made by adding *-y*, have student pairs come up with examples.

### Activity Page 17.2



ENGLISH  
LANGUAGE  
LEARNERS

### Language

#### Learning How English Works

#### Beginning

Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency.

#### Intermediate

Have students work with a proficient reader who acts as a mentor.

#### Advanced/ Advanced High

Students can work on the activity independently.

**ELPS 1.F**

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 2

# Reading



**Primary Focus:** Students will reread “A Letter for Mr. and Mrs. Lopez” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “A LETTER FOR MR. AND MRS. LOPEZ” (10 MIN.)

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

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “A Letter for Mr. and Mrs. Lopez” with a partner.
- Take time to answer any questions that students may have about “A Letter for Mr. and Mrs. Lopez.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words that are abbreviations, such as *Mr.*;

### Activity Page 16.3



### Support

Have students first look for single-syllable words that end in long vowel sounds before they try to identify multisyllabic words with open syllables.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- circle three words with the derivational ending *-y*, such as *goofy*; and
- highlight three multisyllabic words with at least one open syllable, such as *Lopez*.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

**Interacting in Meaningful Ways**

### Beginning

Have students repeat and write the vocabulary words from the passage.

### Intermediate

Have students use the vocabulary words to create sentences orally.

### Advanced/ Advanced High

Have students create and write sentences using the vocabulary words.

**ELPS 3.J; ELPS 4.C**



### Check for Understanding

Circulate as partner pairs are working to review and monitor their annotations.



### Observation: “A Letter for Mr. and Mrs. Lopez” Anecdotal Reading Record

As you listen to each student read “A Letter for Mr. and Mrs. Lopez,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 17: Review: Abbreviations: Streets in Addresses and States, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write abbreviations of streets in addresses and states. **TEKS 3.2.B.iii**

### SPELL ABBREVIATIONS OF STREETS IN ADDRESSES AND STATES (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling abbreviations of streets in addresses and states. First they will write the full word, and then they will write the abbreviation.
- Give the example *Street*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.

**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- Write *Street* and the abbreviation *St.* on the board.
- Say the word *Road*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- |                        |                         |                   |
|------------------------|-------------------------|-------------------|
| 1. Road: Rd.           | 4. Florida: FL          | 7. New York: NY   |
| 2. Texas: TX           | 5. United Kingdom: U.K. | 8. California: CA |
| 3. United States: U.S. | 6. Avenue: Ave.         | 9. Lane: Ln.      |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence with the complete state or street name. Then they will write its abbreviation at the end of the sentence. Model for students by writing on the board: *I lived on Main Street. (St.)*
- Say the following sentences aloud, pausing to provide students time to write.

- |                                                        |
|--------------------------------------------------------|
| 1. Bob wants to go to Dallas, Texas. (TX)              |
| 2. The address of the school is 126 Spring Road. (Rd.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



## Lesson 17: Foundational Skills

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

**SHARING**

- Pair up students and have one person share the response they wrote about “A Letter for Mr. and Mrs. Lopez” on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *know* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *nnnoe*. Write the letters to spell *know* on the board.
- Point to the word *know* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /n/ sound is spelled with ‘kn’ and the /oe/ sound is spelled with ‘ow.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /n/ for these letters. We say /oe/ for these letters.” Point to the letters as you blend the sounds: /n/ /oe/, *know*. Say, “*Know!* It’s a word we use all the time.”
- Repeat with the words *call*, *been*, *meant*, *told*, *always*, and *sometimes*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 18

## REVIEW

# Abbreviations: Days of the Week and Months of the Year

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally review words with consonant blends. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read abbreviations of days of the week and months of the year. **TEKS 3.2.A.iii**
- Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

## Morphology

- Students will read words with the ending *-er* and identify their part of speech. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

- Students will read “Scientists” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

## Phonics—Encoding

- Students will spell and write abbreviations for the days of the week and months of the year. **TEKS 3.2.B.iii**

## FORMATIVE ASSESSMENT

- Activity Page 18.2 **Creating Nouns and Adjectives with the Ending *-er***  
**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Review Consonant Blends                                                                        | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Read Abbreviations: Days of the Week and Months of the Year                                    | 3 min.  | <input type="checkbox"/> Activity Page 18.1        |
| Read Words with Closed and Open Syllables                                                      | 3 min.  |                                                    |
| <b>Morphology</b>                                                                              |         |                                                    |
| Root Words and Derivational Endings: <i>-er</i>                                                | 6 min.  | <input type="checkbox"/> Activity Page 18.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read “Scientists”                                                                              | 10 min. | <input type="checkbox"/> Activity Pages 18.3, 18.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Spell Abbreviations of Days of the Week and Months of the Year                                 | 5 min.  | <input type="checkbox"/> dictation journal         |

apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

## ADVANCE PREPARATION

### Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations for days of the week and months of the year for today and later reference. You may also choose to write these on the board.

|                |                |                 |                  |
|----------------|----------------|-----------------|------------------|
| Monday: Mon.   | Tuesday: Tues. | Wednesday: Wed. | Thursday: Thurs. |
| Friday: Fri.   | Saturday: Sat. | Sunday: Sun.    | January: Jan.    |
| February: Feb. | March: Mar.    | April: Apr.     | May: May         |
| June: Jun.     | July: Jul.     | August: Aug.    | September: Sept. |
| October: Oct.  | November: Nov. | December: Dec.  |                  |

### Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *scientist*, *detective*, *schedule*, and *artifact*.
- Before the Warm-Up, provide English Language Learners with a list of common consonant clusters, such as *bl-*, *cl-*, *fl-*, *sl-*, *br-*, *st-*, *spr-*, *str-*, *-nt*, *-ft*, *-nk*, and *-ng*.

## Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

# Warm-Up



**Primary Focus:** Students will orally review words with consonant blends. **TEKS 3.2.A.i**

### REVIEW CONSONANT BLENDS (3 MIN.)

- Explain that today students will chain words with consonant blends. Remind students that a consonant blend is made of two or three consonants in a row in a word.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say the word *ring*, and have students repeat it.
- Ask students what sound you would need to add to create the word *bring*. (/b/)
- Say the word *bring*, and have students repeat it.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

bring > bling > cling > fling > sling > slink > stink > sting > spring > string > thing > think

### Support

As you complete the chain, remind students that consonant blends are made up of two or three letters, but since they stand for one sound, they will count as one change when chaining (for example, 'bl', 'dr', 'str').



**ENGLISH  
LANGUAGE  
LEARNERS**

### Foundational Skills

#### Foundational Literacy Skills

Provide students with a list of common consonant blends. Encourage them to listen for and note the consonant blends they hear in each word.

**ELPS 2.B; ELPS 2.E**

## Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

# Phonics—Decoding



### Primary Focus

Students will identify and read abbreviations of days of the week and months of the year. **TEKS 3.2.A.iii**

Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## READ ABBREVIATIONS: DAYS OF THE WEEK AND MONTHS OF THE YEAR (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that the months of the year that have four letters or more and the days of the week are often abbreviated when writing dates. Display a chart or write the full words and their abbreviations on the board.
- Read each abbreviation aloud. Have students read the abbreviation and say the full word for the day of the week or the month of the year.
- Direct students to Activity Page 18.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

### Activity Page 18.1



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write the abbreviation *Thurs.* on the board. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that *Thurs.* is the correct abbreviation for *Tuesday*. (*thumbs-down*)

## READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Remind students what they've learned about closed and open syllables.
- Say, "We've learned that an open syllable is one that ends in a vowel and has a long vowel sound. A closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound."
- Write the word *music* on the board. Mark the syllables like this: *mu•sic*.
- Ask, "Is the first syllable open or closed? How do you know?" (*open; It ends with a vowel and makes a long vowel sound.*)
- Read the first syllable.



- Ask, “Is the second syllable open or closed? How do you know?” (*closed; It is “closed up” by a consonant sound.*)
- Read the second syllable. Then read the word, emphasizing each syllable. Have students read it aloud.
- Say, “Remember, closed syllables usually have the short vowel sound. Most open syllables make the long vowel sound. But when we read multisyllabic words, we may need to adjust the vowel sound to the schwa sound based on which syllable is unstressed. Let’s try to read some of these words together.”
- Repeat the routine with the following words: *April, computer, dinosaur, July, October, open, and splendid.*

## Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 1

# Morphology



**Primary Focus:** Students will read words with the ending *-er* and identify their part of speech. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND DERIVATIONAL ENDINGS: *-ER* (6 MIN.)

- Remind students that they have already learned about adding *-er* to the end of a root word to make a comparative adjective, such as *shorter* and *happier*. In that case, *-er* is an inflectional ending that changes the meaning but not the part of speech of the root word (for example, *short* > *shorter*).
- Tell students that today they will be using *-er* as a derivational suffix. That is a suffix that changes the part of speech of the root word. In this case, adding *-er* turns a verb into a noun that means “a person who does something.”
- Write the verb *teach* on the board. Read the word aloud and then have students read it aloud.
- Model adding the ending *-er* to make the word *teacher*. Read the word aloud and have students read it aloud. Have a volunteer define the word. (*a person who teaches*)

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Activity Page 18.2

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### Challenge

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Tell students that the suffix *-or* also turns a verb into a noun that means “a person who does something.” Have small groups work together to come up with a short oral list of examples and their roots (e.g., *visit* > *visitor*, *govern* > *governor*, and *inspect* > *inspector*).

- Repeat with the words *work/worker*, *bake/baker*, and *win/winner*.
- Explain that the suffix *-ist* is like the suffix *-er*. Adding it to a root word also creates a word that means “a person who does something.” However, the suffix *-ist* is usually used with root words that are nouns.
- Write the word *artist* on the board. Read the word aloud and have students read it aloud.
- Say, “An artist is a person who makes art.”
- Direct students to Activity Page 18.2 and review the instructions. Model the activity by completing the first question in each section on the board as a class.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 2

# Reading



**Primary Focus:** Students will read “Scientists” fluently and will answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

### READ “SCIENTISTS” (10 MIN.)

**Note:** “Scientists” is a nonfiction text that includes a schedule formatted as a table and some domain-specific terminology, including *hypothesis*.

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, domain-specific language, and text features for students. You may want to include the following:
  - words: *observing, limitless, conduct, progress, record*
  - phrases: “critical thinkers”
  - domain-specific language and text features: *hypothesis, ounces (oz.), pounds (lb.), artifacts*
  - text features: daily schedule on the table
- Have students follow along as you read “Scientists.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *detectives* and *discoveries*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.”
- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don’t complete it, instruct them to work on it at home.

Activity Pages  
18.3, 18.4



### Support

Before reading “Scientists,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

As students answer the comprehension questions, remind them to scan the passage to look for details as needed.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



Reading

Reading Closely

**Beginning**

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

**Intermediate**

Have a small group read the first paragraph together, taking turns. Encourage students to work together to annotate the text.

**Advanced/  
Advanced High**

Have students read independently and then work with a partner to annotate the text.

**ELPS 4.1**

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

**Question-Pair-Share:** Have partners ask each other questions to summarize the content of the passage. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their question and their partner's answer with the group.

**Lesson 18: Review: Abbreviations: Days of the Week and Months of the Year, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will spell and write abbreviations for the days of the week and months of the year. **TEKS 3.2.B.iii**

**SPELL ABBREVIATIONS OF DAYS OF THE WEEK AND MONTHS OF THE YEAR (5 MIN.)**

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling days of the week and months of the year. First they will write the full word, and then they will write the abbreviation.
- Give the example *Friday*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.
- Write *Friday* and the abbreviation *Fri.* on the board.
- Say the word *March*. Repeat it. Have students write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- |                     |                     |                   |
|---------------------|---------------------|-------------------|
| 1. March: Mar.      | 4. Wednesday: Wed.  | 7. Monday: Mon.   |
| 2. Thursday: Thurs. | 5. September: Sept. | 8. February: Feb. |
| 3. Sunday: Sun.     | 6. April: Apr.      | 9. December: Dec. |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence. Then they will write an abbreviation for the day or month in each sentence. Model for students by writing on the board: *The test is on Friday. (Fri.)*
- As you read each sentence aloud, pause to provide students enough time to write.

- |                                             |
|---------------------------------------------|
| 1. The party will be on November 19. (Nov.) |
| 2. I have dance class on Tuesday. (Tues.)   |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 18: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students back to Activity Page 18.3. Have them reread “Scientists.”
- Review the writing prompt on **Activity Page TR 18.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

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### TRICKY WORDS REVIEW

- Write the following words on index cards: *use*, *answer*, *example*, *come*, *group*, *does*, and *idea*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *come* and say, “This word is tricky because the ‘o’ is pronounced /ə/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ə/ for this letter. We say /m/ for this letter, and we do not say anything for this letter.” Point to the letters as you blend the sounds: /k/ /ə/ /m/, *come*. Say, “*Come!* It’s a word we use all the time, like when we say ‘Please come up with an idea.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *come*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 19

## REVIEW

# Abbreviations: Measurements

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with consonant blends. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read abbreviations for measurements. **TEKS 3.2.A.iii**
- Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

## Morphology

Students will read and use words with the ending *-less*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Scientists” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write abbreviations for units of measure. **TEKS 3.2.B.iii**

## FORMATIVE ASSESSMENT

## Observation

## “Scientists” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding compound words, contractions, and abbreviations; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;



**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Consonant Blends                                                                        | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Abbreviations: Measurements                                                               | 3 min.      | <input type="checkbox"/> Activity Page 19.1 |
| Read Words with Closed and Open Syllables                                                      | 3 min.      |                                             |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Derivational Endings: <i>-less</i>                                              | 6 min.      | <input type="checkbox"/> Activity Page 19.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “Scientists”                                                                            | 10 min.     | <input type="checkbox"/> Activity Page 18.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Abbreviations of Measurements                                                            | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- If desired, prepare a chart that lists the full words and abbreviations for measurements. You may also choose to write on the board during the lesson.

### Reading

- Ensure you have the Unit 1 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *scientist*, *detective*, *schedule*, and *artifact*.

## Lesson 19: Review: Abbreviations: Measurements, Part 1

## Warm-Up



**Primary Focus:** Students will review words with consonant blends. **TEKS 3.2.A.i**

**REVIEW CONSONANT BLENDS (3 MIN.)**

- Tell students that they will chain words with consonant blends. Remind students that a consonant blend is made of two or three consonants in a row in a word.
- Tell students that you will say some segmented sounds, and that they will blend the sounds to say a word.
- Say the word *drink*, and have students repeat it.
- Ask students what change you would need to make to change the word to *brink*. (*change the /d/ to /b/*)
- Say the word *brink*, and have students repeat it.
- Continue this process with the remaining words.
- Complete the chaining for the various consonant blends.

brink > blink > clink > link > pink > rink > mink > milk > mill > mile > tile > trial

### Check for Understanding



**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that you can turn the word *slat* into the word *splat* by changing one sound.” (*thumbs-up*)

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 19: Review: Abbreviations: Measurements, Part 1

# Phonics—Decoding



## Primary Focus

- ✚ Students will identify and read abbreviations for measurements. **TEKS 3.2.A.iii**
- ✚ Students will identify and read closed and open syllables. **TEKS 3.2.A.ii**

### READ ABBREVIATIONS: MEASUREMENTS (3 MIN.)

- Remind students that an abbreviation is a short way to write a full word. Abbreviations usually begin with a capital letter and end with a period.
- Tell students that units of measure are often abbreviated when writing measurements. Display a chart or write the full words and their abbreviations on the board:

| Full Word | Abbreviation |
|-----------|--------------|
| foot      | ft.          |
| inch      | in.          |
| second    | sec.         |
| minute    | min.         |
| hour      | hr.          |
| ounce     | oz.          |
| pound     | lb.          |

- Read each unit of measure and abbreviation aloud. Have students repeat both.
- Clarify that these abbreviations are used for both the singular and the plural of each word. Write the example “The pool was 4 ft. deep.” on the board. Read the sentence aloud and underline the abbreviation. Point out that *ft.* stands for *feet*, the plural of *foot*.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Direct students to Activity Page 19.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 19.1



### READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Say, “We’ve learned that an open syllable is one that ends in a vowel and has a long vowel sound. A closed syllable is one in which one vowel is followed by one or more consonants. A closed syllable makes a short vowel sound.”
- Write the word *item* on the board. Mark the syllables: *i•tem*.
- Ask, “Is the first syllable open or closed? How do you know?” (*open; It ends with a long vowel.*) Read the first syllable.
- Ask, “Is the second syllable open or closed? How do you know?” (*closed; It has a consonant after a short vowel.*) Read the second syllable, making sure to change the short vowel sound to the schwa sound. Then read the word, emphasizing each syllable. Have students read it aloud.
- Repeat the routine with the following words: *moment, fifty, stopwatch, tiny, and volcano*.

### Support

If students are unfamiliar with the terms for units of measure, explain that *foot* and *inch* are units of distance, *minute* and *hour* are units of time, and *ounce* and *pound* are units of weight.

## Lesson 19: Review: Abbreviations: Measurements, Part 1

# Morphology



**Primary Focus:** Students will read and use words with the ending *-less*.

**TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND DERIVATIONAL ENDINGS: *-LESS* (6 MIN.)

- Write the suffix *-less* on the board.
- Tell students that today they will be using another derivational suffix: *-less*.
- Say, “Adding *-less* turns a noun into an adjective that means ‘without something.’”

### Support

If students complete the activity page in class, have them work in pairs or small groups. Circulate to provide additional support as needed.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## Challenge

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Have students extend the paragraph on the activity page by writing two more sentences that include words with the suffix *-less*.

## Activity Page 19.2

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## Foundational Skills

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### Foundational Literacy Skills

#### Beginning

Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency.

#### Intermediate

Have students work with a proficient reader who acts as a mentor.

#### Advanced/ Advanced High

Students can work with partners on the activity.

**ELPS 1.F**

- Write the noun *time* on the board. Read the word aloud and have students read it aloud.
- Model adding the ending *-less* to make the word *timeless*. Read the word aloud and have students read it aloud. Have a volunteer define the word. (*without a specific time*)
- Repeat with the words *help/helpless*, *limit/limitless*, *price/priceless*, *speech/speechless*, *self/selfless*, and *pain/painless*.
- Direct students to Activity Page 19.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 19: Review: Abbreviations: Measurements, Part 2

## Reading



**Primary Focus:** Students will reread “Scientists” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “SCIENTISTS” (10 MIN.)

**Note:** Students will read today’s passage with a partner. You may wish to review the partner reading routines before they read the text.

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Scientists” with a partner.
- Take time to answer any questions that students may have about “Scientists.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline three words that are abbreviations, such as *Mon.*;
  - circle three words with the suffix *-less*, such as *limitless*; and
  - highlight three multisyllabic words that have a mix of open and closed syllables, such as *scientists*.

Activity Page 18.3



**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Challenge

As students underline words that are abbreviations, have them write out the full term in the margin.

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## Reading

### Reading Closely

#### Beginning

Before students read the passage, show the images you prepared in advance. Have students repeat the word after you as you show each image.

#### Intermediate

Guide students to review the images you prepared in advance as needed to read any unfamiliar words.

#### Advanced/ Advanced High

Remind students to look for the new sound/spellings they have learned in this unit to help them read any unfamiliar words.

**ELPS 1.D; ELPS 4.A**

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Turn and Talk:** Have students choose one word with the suffix *-less* that they circled and have pairs share their ideas of how the word choice in the passage helps build their understanding of the content. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



### Observation: "Scientists" Anecdotal Reading Record

As you listen to each student read "Scientists," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 19: Review: Abbreviations: Measurements, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write abbreviations for units of measure.

**TEKS 3.2.B.iii**

### SPELL ABBREVIATIONS OF MEASUREMENTS (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling units of measure and their abbreviations. First they will write the full word, and then they will write the abbreviation.
- Give the example *ounce*.
- Remind them that the spellings for abbreviations are usually similar to the full words, but abbreviations should be learned and remembered.

**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.



- Write *ounce* and the abbreviation *oz.* on the board.
- Say the word *foot*. Repeat it. Tell students to write both the full word and the abbreviation in their journal.
- Repeat with the remaining full words and abbreviations.

- |                |              |
|----------------|--------------|
| 1. foot/ft.    | 4. hour/hr.  |
| 2. minute/min. | 5. pound/lb. |
| 3. second/sec. | 6. inch/in.  |

- Then tell students you will say two sentences aloud for them to write in their dictation journal. Students will write each sentence. Then they will write an abbreviation for the unit of measure in each sentence. Model for students by writing on the board: *The cup holds 12 ounces of water. (oz.)*
- As you read each sentence aloud, pause to provide students enough time to write.

- |                                               |
|-----------------------------------------------|
| 1. We bought one pound of butter. (lb.)       |
| 2. The beetle measured two inches long. (in.) |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Lesson 19: Foundational Skills

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity. As needed, pair students with a proficient reader who acts as a mentor. Circulate to provide additional support.
- When students are done, ask pairs to share and check their work.

**SHARING**

- Pair up students and have one person share the response they wrote about “Scientists” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *come* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kəəmmm*. Write the letters to spell *come* on the board.
- Point to the word *come* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled ‘o.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ə/ for this letter. We say /m/ for this letter, and we do not say this letter.” Point to the letters as you blend the sounds: /k/ /ə/ /m/, *come*. Say, “Come! It’s a word we use all the time.”
- Repeat with the words *use*, *answer*, *example*, *group*, *does*, and *idea*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

# Mixed Review

## PRIMARY FOCUS OF LESSON

### Warm-Up

- Students will review the sound-spellings from this unit. **TEKS 3.2.A.i**

### Phonics—Decoding

- Students will replace words with abbreviations. **TEKS 3.2.A.iii**
- Students will identify and read closed and open syllables in words with different sound-spelling patterns. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

### Morphology

Students will review adding inflectional and derivational endings to words.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

Students will read and annotate “Blanket Detective” independently and will answer questions about key details in the text.

- TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

### Phonics—Encoding

Students will complete the dictation posttest for Unit 1.

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

### Activity Page 20.5 Unit 1 Dictation Posttest

- TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                   |
|------------------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                             |
| <b>Warm-Up</b>                                                                                 |         |                             |
| Sound Review                                                                                   | 3 min.  |                             |
| <b>Phonics—Decoding</b>                                                                        |         |                             |
| Review Abbreviations                                                                           | 3 min.  | ☐ Activity Page 20.1        |
| Read Words with Closed and Open Syllables                                                      | 3 min.  |                             |
| <b>Morphology</b>                                                                              |         |                             |
| Review Root Words and Suffixes                                                                 | 6 min.  | ☐ Activity Page 20.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                             |
| <b>Reading</b>                                                                                 |         |                             |
| Read “Blanket Detective” Independently                                                         | 10 min. | ☐ Activity Pages 20.3, 20.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                             |
| Unit 1 Dictation Posttest                                                                      | 5 min.  | ☐ Activity Page 20.5        |

## ADVANCE PREPARATION

### Warm-Up

- Prepare word cards for the phonics charades games. Make sure to include words that use the sound-spellings taught in this unit and are easy for students to act out. You may choose to use the examples from the lesson or create your own.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *detective*, *foggy*, *blanket*, *attic*, and *laundromat*.

## Lesson 20: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review the sound-spellings from this unit. **TEKS 3.2.A.i**

**SOUND REVIEW (3 MIN.)**

- Tell students that today they will be playing phonics charades to review the sound-spellings they have learned in this unit.
- Review the rules of charades. Explain that volunteers will take turns acting out a word while the rest of the class guesses what it is.
- Gather the cards you prepared before the lesson. Preview one and write the target sound-spelling on the board.
- Point to the sound-spelling. Say, “The word you are trying to guess has this sound-spelling.”
- Show the card to a volunteer to act out, and have the other students guess the word.
- Repeat with the other cards.

|                            |                                    |                          |
|----------------------------|------------------------------------|--------------------------|
| 1. /sh/ as ‘sh’<br>shop    | 4. /d/ as ‘dd’<br>add              | 7. /ng/ as ‘ng’<br>sing  |
| 2. /r/ as ‘wr’<br>write    | 5. consonant blend ‘shr’<br>shrink | 8. /f/ as ‘ph’<br>phone  |
| 3. /ch/ as ‘ch’<br>chicken | 6. /w/ as ‘wh’<br>whisper          | 9. /qu/ as ‘qu’<br>queen |

## Lesson 20: Review: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

**Primary Focus:** Students will replace words with abbreviations. **TEKS 3.2.A.iii**

Students will identify and read closed and open syllables in words with different

sound-spelling patterns. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iii) decoding compound words, contractions, and abbreviations; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



## REVIEW ABBREVIATIONS (3 MIN.)

- Direct students to Activity Page 20.1 and review the instructions.
- Read aloud the party invitation, and have volunteers identify the words that should be replaced with abbreviations.
- Write the abbreviations on the board as students record them on the activity page.

|          |        |         |
|----------|--------|---------|
| 1. Sat.  | 3. St. | 5. min. |
| 2. Sept. | 4. TX  | 6. Mrs. |

- If students do not finish the activity page in class, have them complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## READ WORDS WITH CLOSED AND OPEN SYLLABLES (3 MIN.)

- Tell students that they will be reviewing words with open and closed syllables.
- Write the following list of words on the board. Read each word aloud and then have students read it aloud.
- Say, "Remember that we may need to adjust the vowel sound to the schwa sound when we read unstressed syllables in multisyllabic words." (e.g., photograph)

|             |               |             |              |
|-------------|---------------|-------------|--------------|
| 1. quiet    | 3. photograph | 5. doubtful | 7. messy     |
| 2. knapsack | 4. ghostly    | 6. watchful | 8. shredding |

- Give students a sound-spelling and syllable requirement, and have them choose the correct option from the list.
- Ask, "Which of these words has an open first syllable that has the sound /f/ with the spelling 'ph'?" (*photograph*)
- Repeat with the rest of the words.

## Activity Page 20.1



## Challenge

Give students a sound-spelling and syllable requirement, and have them come up with an example word.



Foundational Skills

Foundational Literacy Skills

Review, or reteach, any sound-spellings from the unit, such as digraph /qu/ > 'qu' or silent letter combination 'kn,' as needed.

**ELPS 1.F, ELPS 2.B**

Support

Remind students that the suffix *-er* has two meanings. It can be used to form a comparative adjective, or it can be used to turn a verb into a noun meaning "a person who does something."

Activity Page 20.2



Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a closed first syllable that uses the consonant cluster *spl-*: *splashy*." (*thumbs-up*)

Lesson 20: Review: Mixed Review, Part 1

Morphology



**Primary Focus:** Students will review adding inflectional and derivational endings to words. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

REVIEW ROOT WORDS AND SUFFIXES (6 MIN.)

- Assigns groups for each of the following suffixes: *-er*, *-est*, *-y*, and *-less*.
- Write the following root words on the board:

|          |          |          |         |
|----------|----------|----------|---------|
| 1. cloud | 3. teach | 5. clean | 7. mess |
| 2. near  | 4. frost | 6. fear  | 8. run  |

- Read the first word aloud, and then have students read it aloud.
- Ask the student groups to raise their hands if their suffix can be added to the root word to form a new word. Have volunteers say the new word or words. (*cloudy*, *cloudless*)
- Have the whole class identify the part of speech for each new word. (*adjective*)
- Direct students to Activity Page 20.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## Lesson 20: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read and annotate “Blanket Detective” independently and will answer questions about key details in the text.

**TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.vi; TEKS 3.5**

### READ “BLANKET DETECTIVE” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Blanket Detective” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *priceless, lengthy, laundromat, speechless, selfless*
  - phrases: “tone was shaky,” “endless thanks”
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *weighs* and *responded*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline three words that are abbreviations, such as *Mr.*;
  - circle three words with the suffix *-er* or *-less*, such as *listener*;
  - put a box around three words with the derivational suffix *-y*, such as *windy*; and
  - highlight three multisyllabic words with only closed syllables, such as *blanket*.

Activity Pages  
20.3, 20.4



### Support

Before reading “Blanket Detective,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words that are abbreviations. On the next read, have them circle the words with the suffixes *-er* or *-less*, and so on.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



Reading

Reading Closely

**Beginning**

Have students write short phrases or draw their answers to the comprehension questions.

**Intermediate**

Encourage students to reread the passage as needed when answering the comprehension questions.

**Advanced/  
Advanced High**

Encourage students to use new vocabulary and details from the passage when answering the comprehension questions.

**ELPS 4.G**

Activity Page 20.5



- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 independently. If they don't complete it in class, have them work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



**Check for Understanding**

Circulate as students are working, asking them to explain their annotation decisions.

**Lesson 20: Review: Mixed Review, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will complete the dictation posttest for Unit 1.

**TEKS 3.2.B.i; TEKS 3.2.B.iii; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

**UNIT 1 DICTATION POSTTEST (5 MIN.)**

- Direct students to Activity Page 20.5. Review the instructions together.
- Tell students that they will be spelling words with different sound-spellings that they learned about in Unit 1.
- Say the word *blast*. Repeat it. Have students write it on Activity Page 20.5.
- Repeat with the remaining words.

- |             |             |             |
|-------------|-------------|-------------|
| 1. blast    | 4. shipping | 7. trophies |
| 2. clipped  | 5. crumbs   | 8. selfless |
| 3. wrenches | 6. quicker  | 9. funny    |

- Then tell students you will say two sentences aloud for them to spell on the activity page.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Say the following sentences aloud, pausing to provide students time to write.

1. Mr. Smith uses a stopwatch.
2. My stomach aches.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 20: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students back to Activity Page 20.3.
- Have them reread “Blanket Detective.”
- Review the writing prompt on **Activity Page TR 20.1**. Answer any questions students have, and then ask students to respond to the prompt.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.

- Then, pair up students and have one person share the response they wrote about “Blanket Detective” on **Activity Page TR 20.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 16 and 18 (*call, been, meant, told, always, know, sometimes, use, answer, example, come, group, does, idea*). Write the following new words on index cards: *please, anywhere, describe, don't, and probably*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *please* and say, “This word is tricky because the ‘ea’ is pronounced /ee/ and the ‘s’ is pronounced /z/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we blend and say /p/ /l/ for these letters. We say /ee/ for these letters. We say /z/ for this letter, and we do not say anything for this letter.” Point to the letters as you blend

the sounds: /p/ /l/ /ee/ /z/, *please*. Say, “*Please!* It’s a word we use all the time, like when we say ‘Can you please help me?’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *please*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /z/ sound spelled ‘s.’” Write *easy* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 16 and 18. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the year.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.



# Teacher Resources

|         |          |
|---------|----------|
| Grade 3 | Skills 1 |
|---------|----------|

**Teacher Guide**

# Teacher Resources

|                                                          |     |
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## SAMPLE ANECDOTAL READING RECORD

Below is an example of a completed Anecdotal Reading Record. A blank Anecdotal Reading Record is found on the next page. You will need to make a copy of the blank Anecdotal Reading Record for each student. As you listen to each student read, make notes about his or her reading ability in his or her respective Reading Record.

### Name: T. Ellis

#### Lesson 2: (Pat's Bike)

T. said "sank" for "snack." T. said "sank" for "snack" again further down the page but paused to correct himself.

#### Lesson 4: (Jazz Music)

T. said an extra /z/ at the end of "jazz" in the first few instances of the word. By paragraph 3, he paused on the word and recognized that it sounded incorrect to his ears. He correctly blended the double 'zz' as a single /z/ sound.

#### Lesson 7: (Knoll the Knight)

T. struggled with the 'kn' spelling in most cases. He read words with -ed as making the /ed/ sound in every case, including incorrectly in "grabbed."

Recommendation: Reteach the 'kn' spelling of the /n/ sound.

#### Lesson 9: (Lake Day)

T. dropped the 'ed' in "snagged" and "planned." He read "cash" for "catch." He self-corrected when he misread the 'ed' in "escaped."

Recommendation: Encourage T. to systematically finger track all text from left to right and take his time reading.

#### Lesson 12: (Topher Sings)

T. said "Toper" for "Topher." He transposed words in the second sentence. He omitted a few words, including "so" in the next-to-last paragraph. He seemed to be racing through the text. He did not acknowledge the exclamation point after "doctor."

Recommendation: Encourage T. to take his time reading. Additional practice reading sentences with varied punctuation may be helpful.

**ANECDOTAL READING RECORD—UNIT 1**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

## SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in is found on the next page. Throughout the unit, as you ask students comprehension questions after reading, record each student's response using the legend below. Be sure to note whether or not the student answered in a complete sentence and whether or not he/she answered the question correctly. Also denote what type of question (literal, inferential, evaluative) the student was answering. At the end of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of questions that may be problematic for certain students.

### Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

CS ✗ - Did not answer in a complete sentence

L ✓ - Answered a literal question correctly

L ✗ - Answered a literal question incorrectly

I ✓ - Answered an inferential question correctly

I ✗ - Answered an inferential question incorrectly

E ✓ - Answered an evaluative question correctly

E ✗ - Answered an evaluative question incorrectly

| Student    | Lesson: 1   | Lesson: 6   | Lesson: 11  | Lesson: 16  | Subtotal      |
|------------|-------------|-------------|-------------|-------------|---------------|
| B. Allen   | CS ✓<br>L ✓ |             |             | CS ✓<br>E ✗ | CS 2/2<br>1/2 |
| S. Bishop  | CS ✓<br>L ✓ |             | CS ✓<br>L ✓ |             | CS 2/2<br>2/2 |
| L. Bronson |             | CS ✓<br>L ✓ |             | CS ✗<br>I ✗ | CS 1/2<br>1/2 |
| J. Chen    |             |             | CS ✓<br>I ✗ | CS ✓<br>L ✓ | CS 2/2<br>1/2 |
| T. Ellis   | CS ✓<br>L ✗ | CS ✓<br>L ✓ |             |             | CS 2/2<br>1/2 |
| B. Finn    |             | CS ✗<br>L ✗ |             | CS ✓<br>I ✗ | CS 1/2<br>0/2 |
| J. Joyce   | CS ✓<br>L ✓ |             |             | CS ✓<br>E ✗ | CS 2/2<br>1/2 |
| R. Little  | CS ✓<br>L ✓ |             |             | CS ✗<br>E ✓ | CS 1/2<br>2/2 |
| K. Miller  | CS ✓<br>I ✗ | CS ✓<br>L ✓ |             |             | CS 2/2<br>1/2 |
| M. Moore   |             | CS ✗<br>I ✗ | CS ✓<br>L ✓ |             | CS 1/2<br>1/2 |
| P. Nuñez   | CS ✓<br>L ✓ |             |             | CS ✓<br>E ✓ | CS 2/2<br>2/2 |
| G. O'Neill |             | CS ✓<br>I ✗ | CS ✗<br>L ✓ |             | CS 1/2<br>1/2 |
| K. Powell  |             |             | CS ✓<br>I ✗ | CS ✓<br>L ✓ | CS 2/2<br>1/2 |
| T. Smith   |             | CS ✗<br>I ✗ | CS ✓<br>L ✓ |             | CS 1/2<br>1/2 |
| W. Stein   | CS ✗<br>L ✓ |             |             | CS ✓<br>E ✗ | CS 1/2<br>2/2 |

**DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 1**

- CS✓ - Answered in a complete sentence
- CS✗ - Did not answer in a complete sentence
- L✓ - Answered a literal question correctly
- L✗ - Answered a literal question incorrectly
- I✓ - Answered an inferential question correctly
- I✗ - Answered an inferential question incorrectly
- E✓ - Answered an evaluative question correctly
- E✗ - Answered an evaluative question incorrectly

| <b>Student</b> | <b>Lesson:</b> | <b>Lesson:</b> | <b>Lesson:</b> | <b>Lesson:</b> | <b>Subtotal</b> |
|----------------|----------------|----------------|----------------|----------------|-----------------|
|                |                |                |                |                |                 |
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# Additional Support Activity Pages

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|         |          |
|---------|----------|
| Grade 3 | Skills 1 |
|---------|----------|

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**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Reread "Pat's Bike." Think about a time when you helped a friend or a time when a friend helped you. Tell about what happened on the lines below.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 2.1

## Word Sort

Read each of the words in the box. Then sort them by consonant blend.

|        |       |       |      |
|--------|-------|-------|------|
| spruce | flat  | sprig | bent |
| flip   | stamp | flag  | step |
| spree  | stand | lent  | sent |

| <b><i>fl-</i></b> | <b><i>spr-</i></b> | <b><i>st-</i></b> | <b><i>-nt</i></b> |
|-------------------|--------------------|-------------------|-------------------|
|                   |                    |                   |                   |
|                   |                    |                   |                   |
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.1

Reread “Jazz Music.” Identify the central idea of the text. Use at least two details from the passage that support this central idea.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Root Words and Inflectional Endings: *-ed*, *-ing*

### Word Bank

|       |        |      |        |
|-------|--------|------|--------|
| smell | drum   | chop | mop    |
| jet   | spritz | grin | listen |

### Part I

Read each word in the word bank. Add the *-ed* ending to each word in the word bank. Read the new words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Part II

Add the *-ing* ending to each word in the word bank. Read the new words.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Reread "Baking Cupcakes." Using evidence from the passage, summarize how to make cupcakes. Remember, when you summarize, you tell only the most important points.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

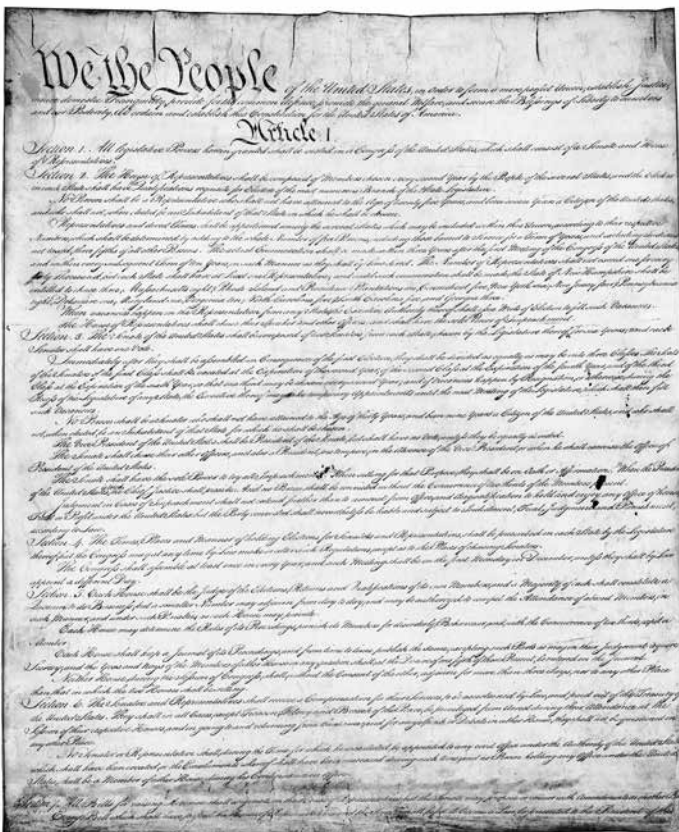
# TR 5.2

Read the passage. Underline three words with ed (as in included). Put a box around three words with -s (as in rules). Highlight one word with double letter consonants.

## The Preamble to the United States Constitution

When the United States of America became a country, it was important to establish rules and laws for citizens and leaders to follow. The document that included those rules and laws became known as the Constitution, which was written in 1787. It includes information on how the government should be set up, what laws should be followed, and rules about how everyone in the country should be treated fairly.

The Constitution begins with some important words, and those words are known as the Preamble. A preamble is a statement that introduces something. So the Preamble to the Constitution is the introduction to the Constitution.



The words to the Preamble are: “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Comprehension Questions:

1. Who does the Preamble say is speaking? What part of the Preamble tells you so?

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2. What are some things the writers of the Preamble say they are writing the Constitution to do? If you need help, look at some of the words that are capitalized.

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3. The word domestic means “of the home,” and tranquility means “peace.” What do you think “domestic tranquility” means?

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4. The word posterity means people in the future, or descendants of someone. If the writers of the Constitution say that each of the things they are listing are for their posterity, what does that mean?

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5. Why do you think it was important for the writers of the Constitution to include the Preamble?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Reread “Knoll the Knight.” One theme, or central message, of the story is that Knoll has to work hard to achieve great things. Use details from your own life to describe when you have had to keep working hard at something that was difficult.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

## Silent Letters: b

Read each sentence. Then, circle the silent b's in the sentences.

1. The climbers doubted their ropes would hold.
2. Bees store their honey in a honeycomb.
3. The crumbs were from the banana bread.
4. He broke out into a subtle smile.
5. The tomb was covered in cobwebs.
6. The plumber worked to pay off her debts.
7. Our limbs went numb with fear.
8. The subject of this reading is lambs.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Reread “Lake Day.” The setting is where and when a story happens. The plot is what happens in the story. Use details from the passage to describe how the setting influences the plot of the “Lake Day.”

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

### Digraphs: 'sh,' 'qu'

List as many words with /sh/ > 'sh' as you can in the allotted time.

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List as many words with /qu/ > 'qu' as you can in the allotted time.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.1

Reread “Fall Colors” focusing on the final paragraph of the text. Then answer the question, explaining why the color you have chosen is your favorite fall color. Draw a picture using your favorite fall color.

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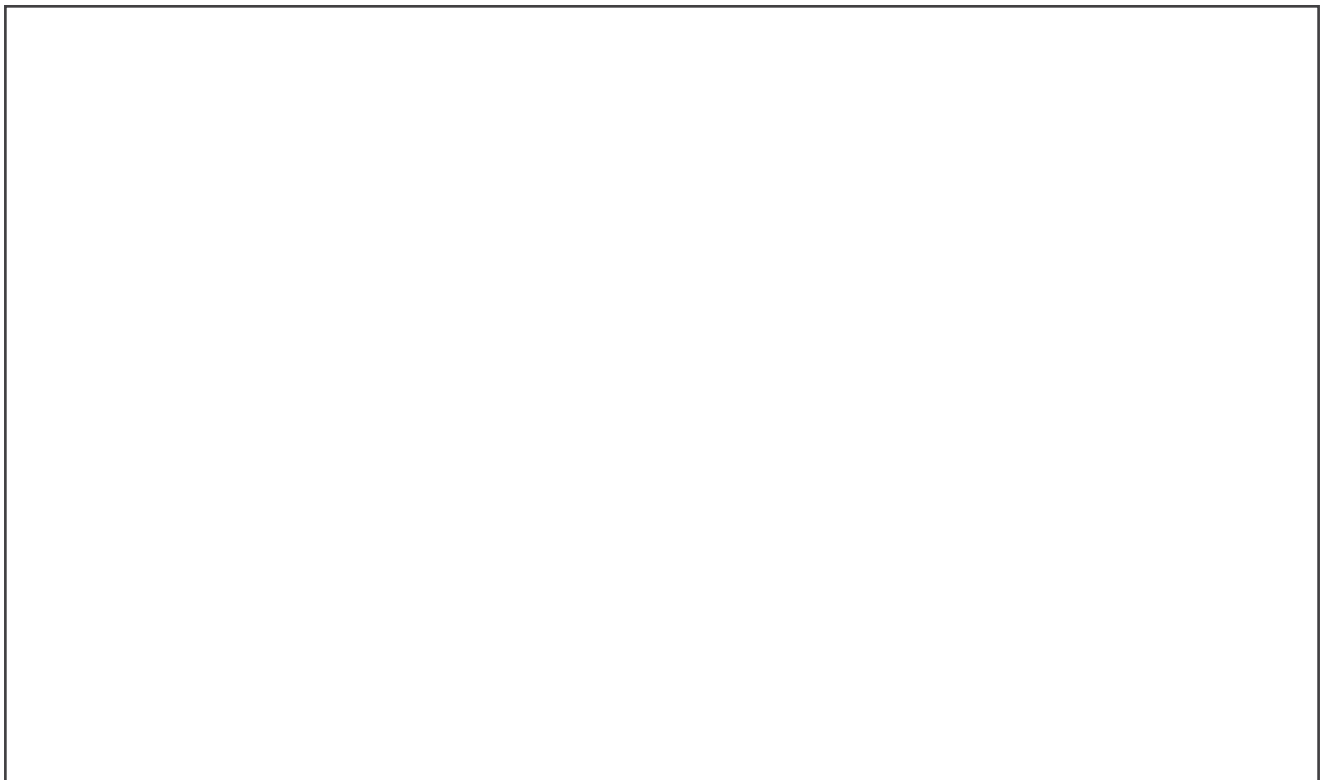
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NAME: \_\_\_\_\_

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# TR 11.1

Reread “Topher Sings.” What is one message from the story? Use details from the passage to explain your thinking.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1

## Digraphs 'ph' and 'gh' > /f/

Words with 'ph'

Words with 'gh'

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NAME: \_\_\_\_\_

# TR 13.1

DATE: \_\_\_\_\_

Reread “Serena Williams.” What is the central idea of the passage? Use details from the passage to support your answer.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

## Sort Words with Consonant Blends

Read each word in the word bank. Sort the words from the word bank into the correct column of the chart. Read each column of the sorted words.

### Word Bank

|         |          |          |           |
|---------|----------|----------|-----------|
| stripe  | straight | shroud   | stripped  |
| through | shriek   | split    | thrifty   |
| shrinks | shrill   | throat   | splashed  |
| thrown  | splice   | splatter | structure |

| 'thr' | 'shr' | 'str' | 'spl' |
|-------|-------|-------|-------|
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Reread "Whopping Elephants vs. Tiny Tigers." Think of a time when you tried hard to compete in a sport or game. Use details from your life to describe how your experience compared to the players in the passage.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.1

Reread "A Letter for Mr. and Mrs. Lopez." Use details from the passage to retell what happens in the passage. Make sure to present events in the same order as they appear in the story.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Abbreviations in Addresses

### Word Bank

|             |            |             |             |           |
|-------------|------------|-------------|-------------|-----------|
| <b>Ln.</b>  | <b>TX</b>  | <b>U.S.</b> | <b>St.</b>  | <b>CA</b> |
| <b>Ave.</b> | <b>Rd.</b> | <b>FL</b>   | <b>U.K.</b> | <b>NY</b> |

Use the word bank to complete each address by adding the abbreviation for the word in parentheses.

- 400 Lincoln \_\_\_\_\_  
Bismark, ND 58507 (Road)
- 8829 Cardinal Ln.  
Jacksonville, \_\_\_\_\_ 32201 (Florida)
- 998 Great Lakes Rd.  
Lansing, MI 48864  
\_\_\_\_\_ (United States)
- 521 Second \_\_\_\_\_  
Atlanta, GA 30306 (Street)
- 42 Green Ave.  
Fresno, \_\_\_\_\_ 93701 (California)
- 1255 Sunny \_\_\_\_\_  
Boston, MA 02115 (Lane)
- 400 Foster St.  
Austin, \_\_\_\_\_ 78701 (Texas)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1  
CONTINUED

8. 1200 Danbury Ln.  
London, W8 6AG  
\_\_\_\_\_ (United Kingdom)
9. 900 S. Finch \_\_\_\_\_  
Chicago, IL 60608 (Avenue)
10. 8 W. Winter St.  
Albany, \_\_\_\_\_ 12084 (New York)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 19.1

## Using Abbreviations for Measurements

Complete the paragraph by writing the correct abbreviation for each unit of measurement.

Kendra liked helping her grandmother bake. They made gingersnap cookies. Kendra gathered the ingredients. She began with one \_\_\_\_\_ of butter. (pound) Next, she needed the dry ingredients. They were in the back of the cabinet. She used a step stool to reach. Kendra was just under 4 \_\_\_\_\_ tall. (feet) Last, she grabbed a glass measuring cup. She carefully poured 8 \_\_\_\_\_ of molasses into it. (ounces) Finally, Kendra and her grandmother mixed the ingredients together. They rolled the sticky dough into 1-\_\_\_\_\_ balls. (inch) They baked the cookies for 12 \_\_\_\_\_. (minutes)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 20.1

Reread “Blanket Detective.” Describe what happens at the end of the story. Using details from the passage, describe how Mr. Chen and Dr. Jackson feel at the end of the story and why they feel the way that they do.

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## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 ACTIVITY PAGE

### Compound Words

Read each of the compound words below. Then draw a slash to separate each compound word into two words. Write each new word on the lines below. Read the new words.

1. cupcake cup/cake

cup \_\_\_\_\_  
cake \_\_\_\_\_

2. pigpen pig/pen

pig \_\_\_\_\_  
pen \_\_\_\_\_

3. footprint foot/print

foot \_\_\_\_\_  
print \_\_\_\_\_

4. doorbell door/bell

door \_\_\_\_\_  
bell \_\_\_\_\_

5. starfish star/fish

star \_\_\_\_\_  
fish \_\_\_\_\_

6. sunlight sun/light

sun \_\_\_\_\_  
light \_\_\_\_\_

7. popcorn pop/corn

pop \_\_\_\_\_  
corn \_\_\_\_\_

8. snowball snow/ball

snow \_\_\_\_\_  
ball \_\_\_\_\_

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1.2 ACTIVITY PAGE

### Verbs with -s and -es

Read each word and sentence. Add the suffix -s or -es to the verb to complete the sentence. Change the word's spelling as needed. Read the new sentence.

Example: watch. Joanna watches.

1. eat

She eats oatmeal every day.

2. mix

Jon mixes green and then yellow paint to make blue.

3. draw

Emma draws a rainbow in art class.

4. reach

Allison reaches for the top shelf.

5. flap; take

The bird flaps its wings once and takes off.

6. jump

Becky jumps higher than her brothers.

7. wish

Luke wishes for a bike.

8. fish

He fishes for trout every year with his grandpa.

9. smile

The baby smiles at his mother.

10. catch; throw

The baseball player catches the ball and throws it to the pitcher.



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**1.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with consonant blends.
- Circle words with the endings *-s* and *-es*.
- Highlight one-syllable words with closed syllables.

**Pat's Bike**

Pat loves to ride her bike. It is one of her favorite hobbies. She likes to feel the wind on her skin as she zips past backyards, ballparks, and bookstores. Her bike is her most loved item. It is red with a cute bell and a big basket.

One afternoon, Pat decides to take a sunset ride to the lake with her classmate Felix. She grabs her backpack and packs a mat and cupcakes to snack on. They strap on their helmets, hop on their bikes, and begin to pedal.

Not long into the ride, Pat's bike begins to shake. She hits the brakes to stop and scans the bike. "Oh, no! The tire is flat, and the rim is bent," says Pat.

Pat twists, pulls, and pushes on the bike. She cannot fix it. Sad and upset, Pat sits by a sandbox and wishes she knew how to fix the bike herself.

Felix asks Pat if she needs help. "Yes, my bike is in bad shape," says Pat. "Can you help?"

Felix studies the bike. "Yes, I can help. I will be back in no time," he says. Soon, Felix is back with a pump and a toolbox. He inflates the tire and sets the rim back into place with a tool.

"Thank you!" Pat says and hops back on her bike. They ride to the lake and set out the mat and snacks. Pat gazes at the sunset and decides that she wants to learn to fix bikes. She also thanks her kind classmate, Felix. She decides to be more like him—someone who likes to help.

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**1.4** ACTIVITY PAGE

**Unit 1 Dictation Pretest**

Write each word that your teacher dictates.

1. blast
2. clipped
3. wrenches
4. shipping
5. crumbs
6. quicker
7. trophies
8. selfless
9. funny

Write the entire sentence that your teacher dictates.

1. Mr. Smith uses a stopwatch.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. My stomach aches.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**2.1** ACTIVITY PAGE

### Short Vowel Sounds

Read each word. Circle the words that have short vowel sounds.

1. let
2. feet
3. glad
4. rot
5. plate
6. cute
7. hope
8. cup
9. snap
10. tape
11. trip
12. kite

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**2.2** ACTIVITY PAGE

### Plural Nouns with -s and -es

Read each word. Make each word plural by adding a suffix. Change the word's spelling as needed. Read the new word.

1. baby babies
2. fence fences
3. bench benches
4. berry berries
5. whale whales
6. party parties
7. wish wishes
8. cake cakes
9. story stories
10. dog dogs

NAME: \_\_\_\_\_  
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**3.1** ACTIVITY PAGE

### Closed Two-Syllable Words

Read each of the words below. Circle the words that have two short vowel sounds.

1. summit
2. puppet
3. mistake
4. plastic
5. tablet
6. pony
7. sunset
8. tennis
9. mascot
10. pancake

NAME: \_\_\_\_\_  
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**3.2** ACTIVITY PAGE

### Root Words and Inflectional Endings: -ed, -ing

#### Word Bank

|       |      |       |      |
|-------|------|-------|------|
| relax | call | paint | sail |
| play  | land | stuff | wait |

#### Part I

Read each word in the word bank. Add the suffix *-ed* to make a verb that shows that the action happened in the past. Read the new word.

1. relaxed
2. called
3. painted
4. sailed
5. played
6. landed
7. stuffed
8. waited

### Part II

Read each word in the word bank. Add the suffix *-ing* to make a verb that shows that the action is happening now. Read the new word.

1. relaxing
2. calling
3. painting
4. sailing
5. playing
6. landing
7. stuffing
8. waiting

NAME: \_\_\_\_\_  
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**3.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Circle words with the endings *-ed* and *-ing*.
- Highlight multisyllable words with closed syllables.

### Jazz Music

Have you ever listened to jazz music? Let's discuss the subject. Jazz is a fun kind of music that buzzes with life. In jazz, the trumpet, piano, and drums often play big roles. These instruments can mix together to make stunning music that is smooth like velvet.

One fun fact about jazz is that the musicians often make up parts of the songs on the spot. It's all about being playful and expressing yourself in the moment. Jazz has also helped shape many other types of music, like rock and roll and pop.

Jazz began in the 1900s in New Orleans, Louisiana. Black Americans, like Louis Armstrong, helped give life to this lively style of music. Jazz music was one of the ways Black communities were able to share their experiences and tell their stories. Like a magnet, jazz music connected music lovers from all over the world. Starting in the 1920s, the jazz sound filled music halls and attracted the public with its dizzying beats. No one wanted to miss the buzz!

Today, jazz music is still going strong. Jazz artists are finding ways to adapt the sound and make it even better. They want to keep pushing the limits on what jazz can be. They want to keep jazz music going.

In a nutshell, jazz has had a lasting impact. It has shifted the way people all over the world listen to and think about music. So the next time you want to listen to music, try some jazz! Sit back, press play, and relax. You may just find yourself tapping your feet, nodding your head, and moving to the beat.

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**3.4** ACTIVITY PAGE

### "Jazz Music" Comprehension Questions

1. What are two words or phrases that the passage uses to describe jazz music?  
Accept any two of the following: fun, buzzes with life, stunning, smooth, like a magnet, dizzying beats, has had a lasting impact
2. What are some musical instruments that are important in jazz?  
The trumpet, piano, and drums often play a big role in jazz.
3. How did jazz influence the Black community?  
It has given Black people a way to tell stories and share parts of their lives.

4. Why do you think music lovers all over the world are connected by jazz music? Use evidence from the text in your answer.

Sample Response: People like to talk about jazz because it is fun, it has dizzying beats, and the musicians express themselves.

5. What are jazz artists today trying to do?

Accept any of the following: They are trying to make jazz better; they are pushing the limits of jazz; they are trying to keep jazz going.

6. Does this passage make you more interested or less interested in listening to jazz? Explain why by using a detail from the text.

Sample Response: I am more interested in hearing jazz because I want to hear people make up music as they go along.

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**4.1** ACTIVITY PAGE

### Words with Double Letters and *-ed*, *-ing*

#### Part I

Read each of the words with suffixes below. Underline each root word.

- grinned
- dropping
- battting
- clipping
- hugged
- plugging
- flapped
- pattted
- rubbbed
- trapped

#### Part II

Read each word in the table. Sort these words that show that something happened in the past into categories based on whether the suffix makes the /ed/, /d/, or /t/ sound. Read the words you sorted.

|         |         |         |
|---------|---------|---------|
| pinned  | batted  | blocked |
| skipped | grilled | melted  |
| asked   | landed  | saved   |

| /ed/   | /d/     | /t/     |
|--------|---------|---------|
| batted | pinned  | skipped |
| landed | saved   | blocked |
| melted | grilled | asked   |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

### Root Words and Inflectional Endings: *-ed*, *-ing*

#### Word Bank

|         |          |           |          |         |
|---------|----------|-----------|----------|---------|
| grabbed | admitted | stopping  | hugged   | dripped |
| stopped | dripping | admitting | grabbing | hugging |

#### Part I

Read each word in the word bank. Write each word from the word bank that shows the action is happening now. Read each word again.

- grabbing
- admitting
- stopping
- hugging
- dripping

### Part II

Read each word in the word bank. Write each word from the word bank that shows the action happened in the past. Read each word again.

1. grabbed
2. admitted
3. stopped
4. hugged
5. dripped

### Part III

Read each word. Add the suffixes *-ed* and *-ing* to each of the following words. Double the final consonants if needed. Read the new words.

|        | <i>-ed</i> | <i>-ing</i> |
|--------|------------|-------------|
| slip   | slipped    | slipping    |
| happen | happened   | happening   |
| regret | regretted  | regretting  |
| blink  | blinked    | blinking    |

Read the sentences. Circle the correct word to correctly complete each sentence. Read the new sentences.

10. Lee is (walking/walked) her dog.
11. Last night, I (called/call) him.
12. The rain (gushes/gushes) down the street.

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5.3 ACTIVITY PAGE

### Inflectional Ending Review

Read each word. Add *-s* or *-es* to make each word plural. Change the word's spelling as needed. Read the new word.

1. baby babies
2. brush brushes
3. fly flies

Read each word. Add *-ed* to each word to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

4. skip skipped
5. want wanted
6. jump jumped

Read each word. Add *-ing* to each word to show that the action is happening now. Change the word's spelling as needed. Read the new word.

7. plan planning
8. miss missing
9. chop chopping

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.4 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with double consonants.
- Draw a box around compound words.
- Circle words with the endings *-ed* and *-ing*.
- Highlight one-syllable words with closed syllables.

### Baking Cupcakes

Baking is a fun task that anyone can do. You can bake all kinds of pastries, like cakes, cupcakes, and muffins. Plus, it fills your home with a yummy smell. Let's bake some homemade cupcakes!

Step 1: Ask an adult to assist you.

Set the oven to 350°.

Step 2: Grab all the ingredients.

You will need 1 cup of flour,  $\frac{3}{4}$  cup of sugar,  $\frac{1}{4}$  cup of butter, 2 eggs,  $\frac{1}{2}$  cup of milk, 2 teaspoons of vanilla extract, 1 teaspoon of baking powder, and a bit of salt. Make sure to also grab frosting, a whisk, a spatula, baking cups, a cupcake pan, and a cooling rack.

Step 3: Make the batter.

As the oven gets hot, mix the flour, sugar, butter, eggs, milk, vanilla, baking powder, and salt. Mix them well with the whisk until you have made a batter that is soft and fluffy, like velvet.

Step 4: Line the cupcake pan with baking cups.

Fill the baking cups with the batter. Make sure the cups are not filled to the rim. A little more than halfway full is fine.

Step 5: Bake the cupcakes.

With the help of an adult, put the pan in the hot oven, and let the cupcakes bake for 15 to 20 minutes. When the tops have browned, do a test to see if they are ready. Slide a toothpick in and out of the cupcake. If the toothpick comes out with no batter on it, your cupcakes have fully baked and are now done.

With the help of an adult, take the cupcakes out of the oven. Remove the cupcakes from the pan, and let them chill on a cooling rack for a bit.

Step 6: Add frosting.

When your cupcakes have chilled, add frosting to the tops of the cupcakes with the spatula. Make them fun! You can frost each cupcake however you like! You can even add snazzy toppings, like sprinkles.

Step 7: Taste your cupcakes.

Now it's time to dig in and taste the cupcakes you created! Share your cupcakes with others. The cupcakes are sure to make them smile.

NAME: \_\_\_\_\_ 5.5 ACTIVITY PAGE  
DATE: \_\_\_\_\_

**“Baking Cupcakes” Comprehension Questions**

- Why do you think turning on the oven is the first step?  
It is the first step because the oven may take a while to heat up.
- What are three ingredients in the batter?  
Accept any combination of the following: Flour, sugar, butter, eggs, milk, vanilla, baking powder.
- Why should you not fill the baking cups to the rim?  
If they are filled to the rim, they may spill over.
- How do you test if the cupcakes are ready to come out of the oven?  
You slide a toothpick in and out of the cupcake. If the toothpick has no batter on it, the cupcakes are ready.
- What tool should you use to put frosting on the tops of the cupcakes?  
You should use a spatula.
- Which step of baking cupcakes do you think you would enjoy the most? Why?  
I would enjoy Step 6 the most because I like to decorate things.

NAME: \_\_\_\_\_ 6.1 ACTIVITY PAGE  
DATE: \_\_\_\_\_

**Review Silent Letter Combinations: ‘wr’ > /r/, ‘kn’ > /n/**

Read each sentence. Complete each sentence by circling the letters that spell the missing word. Read each sentence with the correct word.

- She used an iron to get the \_\_\_\_\_ out of her shirt.  

|      |      |
|------|------|
| wrin | kles |
| rin  |      |
- The students put their books in a \_\_\_\_\_.  

|      |      |
|------|------|
| nap  | sack |
| knap |      |
- Someone is \_\_\_\_\_ at the door.  

|       |     |
|-------|-----|
| nock  | ing |
| knock |     |
- The worm \_\_\_\_\_ on the ground.  

|      |      |
|------|------|
| wrig | gles |
| rig  |      |
- I hope your weekend was \_\_\_\_\_.  

|       |     |
|-------|-----|
| wrest | ful |
| rest  |     |

- My hands have \_\_\_\_\_.  

|       |     |
|-------|-----|
| nuck  | les |
| knuck |     |
- \_\_\_\_\_ how to spell is an important skill.  

|      |     |
|------|-----|
| Now  | ing |
| Know |     |
- What \_\_\_\_\_ are you taking?  

|     |     |
|-----|-----|
| no  | tes |
| kno |     |
- Skateboarders should wear \_\_\_\_\_.  

|      |      |
|------|------|
| knee | pads |
| nee  |      |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.2 ACTIVITY PAGE

### Root Words and Inflectional Endings: *-ed, -ing*

Read each word. Write the root word next to each word with an *-ed* or *-ing* ending. Read each root word.

1. biked bike
2. called call
3. giving give
4. hiding hide
5. hopped hop
6. knotting knot
7. mined mine
8. jumped jump
9. trimmed trim
10. wrinkling wrinkle

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'mb' and 'bt' spellings.
- Circle words with the endings *-ed* and *-ing*.
- Highlight words with closed syllables.

### Knoll the Knight

Knoll was known as the bravest and most trusted knight in the kingdom.

One day, the king wrote to Knoll, "I need your help finding a rare gem. It is hidden in a tomb deep in the enchanted forest."

Knoll read the note and nodded, feeling a mix of excitement and doubt. He had never gone on such an adventure before. He packed his bag and map, grabbed his knife, and set off on his horse.

The ride into the enchanted forest was not easy. Knoll had to climb steep hills and cross flowing rivers. His knees became sore and his legs went numb from riding. His wrists and thumbs hurt from holding on to the horse's reins. Knoll was a wreck. But he kept going, set on completing his task.

After days of traveling, Knoll finally arrived at the tomb. There, Knoll found a huge dragon protecting the entrance. Letting go of his fear and doubt, Knoll grabbed his knife and prepared to take on the dragon. He swung the knife, almost hitting the dragon. Then, the dragon pulled back and ran away.

With the dragon gone, Knoll entered the tomb. There, glowing in the dim light, was the gem. It was dazzling! Knoll wrapped the gem in a cloth, tucked it safely in his bag, and returned to the kingdom.

He had found the gem, and the king was thrilled! "I am in debt to you for your hard work," the king said to Knoll. The kingdom celebrated Knoll by singing and dancing in his honor. Knoll felt pride growing in his chest. As he looked at the sparkling gem, he grinned. He was ready for his next adventure.

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7.1 ACTIVITY PAGE

### Read Closed Multisyllabic Words

Read each word. Underline the closed syllable or syllables in each word. Circle the words that have at least two closed syllables. Read each word again.

1. wristband
2. hotdog
3. kneepad
4. numbed
5. puppet
6. lesson
7. rodent
8. radio
9. debtfree
10. suffix

NAME: \_\_\_\_\_ 7.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

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

**Word Bank**

|         |         |         |        |
|---------|---------|---------|--------|
| compare | refuse  | decide  | admire |
| invite  | deglaze | compete | accuse |

**Part I**

Read each word in the word bank. Add the suffix *-ed* to each word in the word bank to show that the action happened in the past. Change the word's spelling as needed. Read the new word.

1. compared
2. refused
3. decided
4. admired
5. invited
6. deglazed
7. competed
8. accused

**Part II**

Read each word in the word bank. Add the suffix *-ing* to each word in the word bank to show that the action is happening now. Change the word's spelling as needed. Read the new word.

1. comparing
2. refusing
3. deciding
4. admiring
5. inviting
6. deglazing
7. competing
8. accusing

NAME: \_\_\_\_\_ 8.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Read Closed Multisyllabic Words**

Read each word. Underline the closed syllable or syllables in each word. Read each word again.

1. wit•ness
2. sketch•y
3. back•lash
4. ech•o
5. sun•fish
6. jam•packed
7. hop•scotch
8. watch•ful
9. sun•tan
10. fan•tas•tic

NAME: \_\_\_\_\_ 8.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Inflectional Endings -ed and -ing**

|     |      |         |        |      |
|-----|------|---------|--------|------|
| fan | swap | inspire | charge | pat  |
| zip | plan | hike    | chime  | joke |

**Part I**

Read each word in the word bank. Sort the words in the word bank according to whether they double their final consonant or drop the final 'e' when adding the suffix *-ed* or *-ing*.

| Double Final Consonant | Drop e  |
|------------------------|---------|
| fan                    | inspire |
| plan                   | charge  |
| pat                    | joke    |
| swap                   | chime   |
| zip                    | hike    |



### Part II

Read the root words. Add *-ed* and *-ing* to each root word to create a new word. Change the spelling of the word as needed. Read the new words.

| Root Word | -ed      | -ing      |
|-----------|----------|-----------|
| fan       | fanned   | fanning   |
| swap      | swapped  | swapping  |
| inspire   | inspired | inspiring |
| charge    | charged  | charging  |
| pat       | patted   | patting   |
| zip       | zipped   | zipping   |
| plan      | planned  | planning  |
| hike      | hiked    | hiking    |
| chime     | chimed   | chiming   |
| joke      | joked    | joking    |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'sh' and 'qu'.
- Circle words with the endings *-ed* and *-ing*.
- Highlight words with one open syllable.

### Lake Day

The Jones family was all set for an exciting day at the lake. They sat on the porch, chatting about what they should bring. "We need an umbrella for shade, a big quilt to sit on, and a bunch of snacks for lunch," said Mom. Dad added, "And let's not forget the fishing equipment. I want to catch a big fish!"

The next day, they woke up, packed their bags, and drove off. The sun was shining as they reached the lake. They snagged a nice spot by the water and laid out their quilt and umbrella. The kids, Shane and Rachel, rushed to the water, splashing and giggling. Mom and Dad watched from the quilt, taking in the fresh air.

A bit later, Shane spotted a shell along the shore. This shell was quite unique. It was a shiny conch shell. He picked it up and put it in his backpack. He planned to stash it with his other shells at home.

Dad left the quilt and shade to go fish for a bit. But he did not have much luck, as a few catfish escaped. He gave up just in time for lunch.

After lunch, Rachel and Mom played a quick game of catch. Mom pitched the ball and Rachel did her best to catch it. The ball often landed in the sand, but they just kept grinning, joking, and having the best time.

As the sun was setting, they began to pack up. They had so much fun at the lake. Driving home, the family chatted about the best parts of the day. The lake trip was a success. The Jones family could not wait for their next lake day.

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DATE: \_\_\_\_\_

8.4 ACTIVITY PAGE

### "Lake Day" Comprehension Questions

1. What did the Jones family talk about when they were on the porch?

The family members talked about what they would bring to the lake.

2. What did the family members lay out by the lake?

They laid out a quilt and an umbrella.

3. How many fish did Dad catch?

Dad did not catch any fish.

4. What would you do if you went with the Jones family to the lake? Choose one of their activities, and explain why you chose it.  
Answers will vary. Students should choose one of the activities mentioned in the text and explain why it appeals to them.  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What did Rachel and her mom play?  
They played a game of catch.  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Why do you think the Jones family's trip to the lake is called "a success"?  
Sample answer: The trip was a success because the family members enjoyed it.  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ 91 ACTIVITY PAGE  
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**Review Digraphs: 'sh,' 'qu'**

Read each word. Circle the 'sh' or 'qu' digraph in each of the following words. Read each word again.

- freshen
- quaint
- quitting
- refresh
- quicken
- shiny
- squished
- sunshine
- dishes

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

Read the story. Then, complete the story by adding the inflectional ending -ed or -ing to the root word to fill in each blank. Read the story again.

Mo and his family are (plan) planning a party. Many people are (come) coming, and the family has to get ready. Yesterday, Mo trim trimmed the lawn. He (notice) noticed the steps were dirty, so Mo (brush) brushed them off. Mo's sister is in charge of (put) putting balloons by the door. Mo's brother is (write) writing the invitations. Earlier this morning, Mo (swap) swapped out the decorations. He (pin) pinned streamers to the ceiling. It is (take) taking the whole day to prepare! Suddenly, Mo realizes that he is (forget) forgetting something. "Papa," he asks, "what is this party for?"

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 DATE: \_\_\_\_\_

**Sort Words by Digraph**

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

**Word Bank**

|        |       |       |
|--------|-------|-------|
| shy    | shock | catch |
| brunch | ache  | quick |
| quite  | quiet | ship  |

|       |       |        |
|-------|-------|--------|
| 'sh'  | 'qu'  | 'ch'   |
| shy   | quick | brunch |
| shock | quiet | ache   |
| ship  | quite | catch  |

**Review: Root Words and Inflectional Endings: -ed, -ing**

Read each sentence. Complete the sentences by adding the inflectional ending -ed or -ing to the root word to fill in each blank. Read each sentence again.

- I invited (invite) Kai to my house.
- The dog is chasing (chase) the cat out of the yard.
- She zipped (zip) her bag and slipped (slip) on her shoes.
- He is humming (hum) a sad song.
- Mom and Dad are joking (joke) and smiling (smile).
- I swapped (swap) books with Celia.
- Who is winning (win) the game?
- She saved (save) the bug by putting (put) it outside.

Read "Fall Colors" once. Then reread the passage and mark up the text as follows:

- Underline words with 'ch', 'sh', 'qu', 'mb', and 'bt'.
- Circle words that have a double consonant before the ending -ed or -ing.
- Highlight at least three words with open syllables in yellow.
- Highlight at least three words with closed syllables in blue.

**Fall Colors**

Each fall we watch the leaves switch from lush, green colors to rich shades of red, orange, and yellow. This color switch makes the fall season equally unique and charming! Observing the colors change from one color to another is, without a doubt, a beautiful sight. Have you ever questioned why the change in colors happens? Although not all places experience a fall season in which the leaves change colors, the science is fascinating. I'll teach you all about it! Listen up. There might be a quiz at the end.

This color switch happens because of what's inside the leaves. It's quite interesting! Plants catch sunlight and turn it into energy. This energy gives leaves their lush, green shade. During the fall, the days get shorter. This means there is less sunlight for the leaves to catch. As they succumb to this change, the leaves quit making their green color. The other colors, or pigments, hidden inside the leaves quickly start to show.

The colors we see in the fall depend on the pigments inside the leaves. Some leaves switch to a golden yellow shade, while others turn cherry red or burnt orange. The temperature can also impact the leaves' colors. Chilly nights and sunny days can make sharper red and orange shades.

As fall ends, the trees begin to prepare for the winter. They do this by quietly dropping, or shedding, their leaves. The fallen leaves break down and help the ground become better for growing other plants.

So the next time you see leaves switching color in the fall, think about all that is happening on the inside. Also think about stopping to sketch or climb a tree, jumping into a pile of crunchy leaves, or just taking in the charming colors and chilly breeze. It's an opportunity to appreciate the subtle beauty of nature.

Now here's the quiz question: What's your favorite fall color?

**"Fall Colors" Comprehension Questions**

- With less sunlight, what do leaves stop doing?  
They stop making their green color.
- What do the colors we see in the fall depend on?  
They depend on the pigments inside of the leaves.
- How does the temperature impact the leaves' colors?  
Chilly nights and sunny days can make sharper red and orange shades.

4. How do trees prepare for winter?

They drop, or shed, their leaves.

5. How does the writer likely feel about the fall season? How do you know?

The writer likes the fall season very much because they describe it as unique and charming.

6. Describe one interesting thing you learned from the passage.

It is interesting that fallen leaves break down to help the ground become better for growing other plants.

NAME: \_\_\_\_\_

11.1 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Open Two-Syllable Words

Read each word. Underline the open syllable of each word. If both syllables are open, underline the entire word. Read each word again.

1. broken
2. cargo
3. human
4. humid
5. zebra
6. total
7. lazy
8. bonus
9. hero
10. ivy

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.2 ACTIVITY PAGE

### Verbs with Inflectional Endings

Read each sentence. Underline the correct verb to complete each sentence. Read each sentence again.

1. Max (flies/flys) the kite.
2. Serena (washes/washes) the car.
3. Last night, I (joke/joked) with Mom.
4. Today, David (helps/help) his dad.
5. Yesterday, he (tried/tries) to do his work.
6. She (flashes/flashs) the light.
7. He (works/workes) until noon.
8. The bird (sings/singes).

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ph' and 'gh'.
- Circle words with the endings -es and -s.
- Highlight words with open syllables and draw a box around the open syllable.

### Topher Sings

Topher loves to sing. He takes singing classes with voice coaches. Topher has a habit of singing while doing just about anything. He belts his high-pitched songs, filling his home with music all day long. There is never a quiet moment around Topher.

A few days ago, Topher woke up with a fever and a rough cough. His throat also throbbled. He tried to sing, but not even a tiny hum came out. He sat there silent for the first time in a long time.

He tried everything to help his rough cough and throbbing throat. He sipped warm broth, gargled salt water, and tried to relax. But nothing helped. He missed singing his songs. He couldn't even laugh off the sadness.

But this morning, Topher has had enough of his rough cough and throbbing throat. Plus, his home has become too quiet. He misses the way his songs ring out.

"That's it! Today I will see the doctor!" he cries out.

Topher's nephew Phillip rushes Topher to the health clinic.

The doctor on **duty** dashes in and checks his throat and lungs. "You need to rest your **vocal cords**" she advises. "No singing or talking for three more **days**. And go get some **cough** drops from the **pharmacy**."

"That's too long!" **Topher** cries. "This is going to be so **tough**."

Finally, **Topher** agrees to follow the doctor's **orders**. He takes his medicine and tries to rest his **vocal cords**. He eats his **lunches** in silence and washes the **dishes**. He spends the next three **days** doing **silent activities**, like reading in **libraries** and taking **photos** of **nature**. He also spends time catching **butterflies** and picking **strawberries**.

On the third day, with his **vocal cords** **restored**, **Topher** is able to sing again. He can now sing as he wishes! He **opens** his mouth and sings. His voice rings out **stronger** than ever. **Music** and **songs** fill his home once more.

**Topher** values his health and voice more than ever. From this day forth, he promises to take **better** care of himself and not strain his voice by singing too much.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.1 ACTIVITY PAGE

### Sort 'ph' and 'gh' Words

Read each word in the word bank. Write each word on the chart below to show which digraph is in the word. Read the words in each column.

#### Word Bank

|        |        |          |       |
|--------|--------|----------|-------|
| orphan | tough  | elephant | laugh |
| cough  | enough | alphabet | graph |

| 'ph'     | 'gh'   |
|----------|--------|
| orphan   | cough  |
| elephant | tough  |
| alphabet | enough |
| graph    | laugh  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.2 ACTIVITY PAGE

### Review Inflectional Endings

Read each word. Complete the charts below by adding an inflectional ending to each noun or verb. Change the spelling of the word as needed. Read the new words.

#### Nouns with Inflectional Endings

| Singular | Plural  |
|----------|---------|
| class    | classes |
| city     | cities  |
| story    | stories |
| wish     | wishes  |

#### Verbs with Inflectional Endings

|       | Present tense<br>(-s/-es) | Present tense<br>(-ing with is) | Past tense<br>(-ed) |
|-------|---------------------------|---------------------------------|---------------------|
| buzz  | buzzes                    | buzzing                         | buzzed              |
| erase | erases                    | erasing                         | erased              |
| reply | replies                   | replying                        | replied             |
| tap   | taps                      | tapping                         | tapped              |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.1 ACTIVITY PAGE

### Complete Words

Add 'gh', 'wh', or 'ck' to complete the following words. Read each completed word.

- \_\_\_\_\_ **gh** \_\_\_\_\_ ost
- lo \_\_\_\_\_ **ck** \_\_\_\_\_
- \_\_\_\_\_ **wh** \_\_\_\_\_ ip
- pa \_\_\_\_\_ **ck** \_\_\_\_\_
- \_\_\_\_\_ **gh** \_\_\_\_\_ oul
- qui \_\_\_\_\_ **ck** \_\_\_\_\_
- \_\_\_\_\_ **wh** \_\_\_\_\_ ile
- \_\_\_\_\_ **wh** \_\_\_\_\_ iz

**Comparative and Superlative Adjectives**

Read each sentence. Circle the correct adjective in each sentence. Read each new sentence.

1. In the group, Anne is the (louder/loudest) singer.
2. The black rock is (smoother/smoothest) than the white one.
3. He is the (shorter/shortest) kid in the third grade.
4. The (colder/coldest) day of the year was the first of December.
5. In the fairy tale, the witch is (wiser/wisest) than the troll.
6. The forest is (quieter/quietest) at night than at dawn.
7. Emi is the (faster/fastest) player on the team.
8. Mr. Chang is the (older/oldest) teacher at the school.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'thr', 'str', 'spl', and 'shr'.
- Circle words with the endings *-er* and *-est*.
- Highlight words with two syllables in which both syllables are open.

**Serena Williams**

Serena Williams is a Black American woman and tennis player. She is one of the strongest and best athletes of our time. With a whopping number of wins, she is truly a major leader in her sport. She has one of the quickest serves and the strongest backhands. Serena is also a role model. Many young players strive to be like her.

Serena has an older sister, Venus, who is also a top tennis player. Serena and Venus' father split his time training both of them. While he trained them, he helped both Venus and Serena to become stronger and better players. In order to be the best, Serena began to push herself to work harder every day. She never quit, even when she was hurt or stressed.

Serena has had an impressive career because of her talent and drive. Her first big win was at the 1999 U.S. Open. At just 17 years old, she was the youngest player to ever win this title. This vital win is where her success began. With more strong whacks of the tennis ball, Serena went on to win many more matches and titles. She almost made it look easy!

Serena is not just a talented solo player, she is also a strong doubles player. She and Venus make an amazing team and unit. Together, they have whacked the tennis ball to victory in 22 matches!

Even though Serena is faster and stronger than most players on the tennis court, she is no stranger to defeat. When she has lost, she never lets it get her down for too long. She shrugs off the disappointment and grows from her mistakes.

Off the tennis court, Serena is a mother and wife. Serena also has other interests. She is a lover of fashion and gives back to help those in need.

No one can deny that watching Serena Williams play is a splendid and thrilling experience! Many tennis fans watch her with admiration while letting out shrieks of excitement. She is surely one of the greatest tennis players of all time and a very interesting human being.

**“Serena Williams” Comprehension Questions**

1. Who is Serena Williams?  
Serena Williams is one of the best professional tennis players of her time.
2. Who was her first coach?  
Her first coach was her father.
3. Why was winning the 1999 U.S. Open a special achievement?  
She became the youngest player to win the U.S. Open.

4. What are Serena Williams's personal interests?

She loves fashion and gives to people in need.

\_\_\_\_\_

\_\_\_\_\_

5. Based on the information in the passage, what type of person is Serena Williams?

Serena Williams is dedicated, hard-working, and generous.

\_\_\_\_\_

\_\_\_\_\_

6. What is special about her career as a doubles player?

She plays doubles with her sister, Venus.

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

14.1 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Words with Open Syllables

Read each word. Divide each word into syllables. Circle the words with at least one open syllable. For each word with an open syllable, underline the open syllable or syllables. Read each word again.

1. r a n d o m

2. h o r i z o n

3. m i n u s

4. s p l a s h y

5. w e t t e s t

6. t i n y

7. c a n d l e

8. o l d e r

9. s o f a

10. a c o r n

NAME: \_\_\_\_\_

14.2 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Words that end in *-er* and *-est*

Read each word. Underline the words that are adjectives. Then put a "C" by the comparative adjectives and an "S" by the superlative adjectives. Read each of the adjectives again.

1. crest \_\_\_\_\_

2. tastiest S

3. unrest \_\_\_\_\_

4. shower \_\_\_\_\_

5. lonelier C

6. poster \_\_\_\_\_

7. prettiest S

8. healthiest S

9. cozier C

10. spookiest S

NAME: \_\_\_\_\_

15.1 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Complete Words

Read each sentence. Add 'wh', 'ck', 'thr', or 'shr' to complete the words so that the sentence makes sense. Read each sentence again.

1. I wear boots \_\_\_\_\_ wh \_\_\_\_\_ en it rains.

2. Please cli \_\_\_\_\_ ck \_\_\_\_\_ this button.

3. \_\_\_\_\_ wh \_\_\_\_\_ ere are the cups?

4. I love to eat \_\_\_\_\_ shr \_\_\_\_\_ imp.

5. That shirt will \_\_\_\_\_ shr \_\_\_\_\_ ink if it gets wet.

6. The ro \_\_\_\_\_ ck \_\_\_\_\_ is smooth and flat.

7. Bea tied the \_\_\_\_\_ thr \_\_\_\_\_ ee ribbons.

8. Let's go \_\_\_\_\_ thr \_\_\_\_\_ ough the tunnel.

**Use Superlative Adjectives to Complete Sentences**

Read each sentence. Complete the sentences with a superlative adjective. Read each sentence again.

- Tuesday was hotter than Monday and Sunday. It was the hottest day of the week.
- The green dress is fancier than the blue one and the white one. It is the fanciest dress in the store.
- Blake's backpack is larger than Ronen's backpack and Cybil's backpack. It is the largest backpack in the class.
- The cactus is healthier than the fern and the fig tree. It is the healthiest plant in the yard.
- The black bunny is fuzzier than the white bunny and the brown bunny. It is the fuzziest bunny in the cage.
- The red bird is louder than the black bird and the blue bird. It is the loudest bird in the garden.
- The gray blanket is softer than the brown blanket and the blue blanket. It is the softest blanket in the pile.
- The green sauce is spicier than the red sauce and the brown sauce. It is the spiciest sauce on the table.

Read "Whopping Elephants vs. Tiny Tigers" once. Reread the passage and mark up the text as follows:

- Underline words with 'ph,' 'th,' 'ck,' and 'wh'.
- Draw a box around words with 'shr,' 'thr,' 'str,' and 'spl'.
- Circle comparative and superlative adjectives.
- Highlight words with one or more open syllables.

**Whopping Elephants vs. Tiny Tigers**

Shri loved to play kickball with her team, the Whopping Elephants. She was the fastest runner on her team and had one of the strongest kicks.

The Whopping Elephants had made it to the final playoff game of the season. "I'm so thrilled about our last game against the Tiny Tigers on Saturday!" Shri said to her teammates Whitney and Seng.

"We are for sure winning that trophy!" Whitney responded.

"I hope so," said Seng. "The Tiny Tigers are a tough team to beat. They won't make it easy!" Shri and Whitney agreed. But they shrugged off any doubt.

On the day of the game, the players and coaches were buzzing and eager to begin. This game was going to be the climax of their kickball season. Which team would win it all?

The game began, and Shri's team was doing well. The Whopping Elephants were in the lead and running faster, kicking harder, and playing better than they had all season. But the Tiny Tigers quickly started to catch

up. Theo, the Tiny Tigers's toughest player, seemed unstoppable. He played a bit too rough. He was also a braver and smarter player than anyone had expected.

As they watched the Tiny Tigers score time after time, Shri, Whitney, and Seng went silent. Whitney became as pale as a ghost. Had they made a ghastly mistake about how well the Tiny Tigers could play? The Whopping Elephants began to feel a bit of stress. Their confidence was shrinking.

It was the last inning, and the score was tied six to six. It was Shri's last chance to kick. "This is it. We have no more tries left," she whispered to herself. She walked behind home plate and got ready to kick. She took three deep breaths and ran up to the ball. Whoosh! With her strongest kick ever, she sent the ball flying past all the shrubs and bushes!

Shri whizzed past all three bases as fast as she could. It was the fastest she had ever run. She made it back to home plate just in time. The final score was now seven to six. The Whopping Elephants had won the game! What a splendid triumph! The team let out cries of happiness. "We won!" shrieked a thrilled Whitney.

Theo and the Tiny Tigers accepted the loss. "You guys were the hardest team we've played in a while! Keep it up," Seng said.

The Whopping Elephants named Shri their kickball hero and handed her the playoff trophy. The Whopping Elephants celebrated their win over spaghetti and french fries! What a great day!

**"Whopping Elephants vs. Tiny Tigers" Comprehension Questions**

- What team do Shri, Whitney, and Seng play for?  
They play for the Whopping Elephants.
- How do the Tiny Tigers feel at the beginning of the game?  
They feel confident that they will win the game.
- Who is Theo?  
Theo is the Tiny Tigers' toughest player.



4. Does the game unfold as the Whopping Elephants expect it to?

The game is harder than they expected. The Tiny Tigers are a very good team.

\_\_\_\_\_

5. What happens in the last inning?

Shri kicks the winning run.

\_\_\_\_\_

6. How does the winning team celebrate?

They get a trophy and eat spaghetti and fries.

\_\_\_\_\_

NAME: \_\_\_\_\_

16.1 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Abbreviations: Titles with Names

#### Word Bank

|      |     |      |
|------|-----|------|
| Mr.  | Jr. | Mrs. |
| Miss | Dr. | Sr.  |

Read each abbreviation and title in the word bank. Then, read each sentence. Complete each sentence by adding the correct word or abbreviation for the title in parentheses. Remember, not all titles with names are abbreviated. Read each sentence again.

- \_\_\_\_\_ Miss \_\_\_\_\_ Diaz helped the students. (Miss)
- \_\_\_\_\_ Dr. \_\_\_\_\_ Brown put a cast on the patient's broken arm. (Doctor)
- My favorite baseball player is Jackson Smith, \_\_\_\_\_ Jr. \_\_\_\_\_ (Junior)
- The new principal is \_\_\_\_\_ Mrs. \_\_\_\_\_ Johnson. (Missus)
- Sam Davis, \_\_\_\_\_ Sr. \_\_\_\_\_, wrote the article. (Senior)
- \_\_\_\_\_ Mr. \_\_\_\_\_ Wilson made sandwiches for the class. (Mister)

NAME: \_\_\_\_\_

16.2 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Root Words and Derivational Endings: -y

Read each word. Make each of these nouns into an adjective by adding the ending -y. Remember to change the root word's spelling as needed, such as by dropping the final 'e' or doubling the final consonant, before adding the ending. Read the new words.

- bump \_\_\_\_\_ bumpy
- mess \_\_\_\_\_ messy
- scare \_\_\_\_\_ scary
- sleep \_\_\_\_\_ sleepy
- crunch \_\_\_\_\_ crunchy
- spice \_\_\_\_\_ spicy
- wind \_\_\_\_\_ windy
- dust \_\_\_\_\_ dusty
- gloom \_\_\_\_\_ gloomy
- fun \_\_\_\_\_ funny

NAME: \_\_\_\_\_

16.3 ACTIVITY PAGE

DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline abbreviated words.
- Circle words with the ending -y.
- Highlight words with at least one open syllable.

### A Letter for Mr. and Mrs. Lopez

Carlos Lopez Sr. and his wife had been waiting for a letter from their son, Carlos Lopez Jr. Mr. and Mrs. Lopez were excited to read his funny stories.

The mailman, Mr. Jacobs, was a goofy and sometimes clumsy human. He had a bad habit of mixing up the mail. Last week on a sunny day, Mr. Jacobs delivered the mail with his usual cheery attitude. He picked up the letter meant for Mr. and Mrs. Lopez and read the address written on the envelope. It was addressed to "456 Pine St." But, since Mr. Jacobs was in a bit of a hurry, he carelessly placed it in the mailbox labeled "654 Pine Ln." That was Dr. Davis's house.

Dr. Davis, who was a busy lady, did not see the mix-up right away. She placed the letter from Carlos Lopez Jr. on her dusty table and went on with her day.

A few days later, Mr. and Mrs. Lopez began to worry. Why had the letter from Carlos Lopez Jr. not arrived? They gave Mr. Jacobs a call. Mr. Jacobs wondered if he had placed it in Dr. Davis's mailbox. He always struggled with the addresses that are similar. "This is a tricky mess. I will fix this right away," said Mr. Jacobs.

Mr. Jacobs went to see Dr. Davis and told her the story over some tasty tea. Dr. Davis, who was known to be a bit cranky, was not fussy at all. She said, "I am sorry. I did not see the mix-up. Here is the letter." Mr. Jacobs felt sorry when he realized he had made a mistake.

"Thank you, Dr. Davis," Mr. Jacobs said as he took the letter and made a speedy exit.

Then, Mr. Jacobs went back and handed the letter to Mr. and Mrs. Lopez. They were so happy. "Thank you, Mr. Jacobs! We know it was a mistake," they told the mailman.

"I will try to be more careful. I do not want to make anyone else worry again," he swore.

With that, Mr. Jacobs went on his way. Mr. and Mrs. Lopez sat down to read their letter. They read the funny stories from their son. It was a happy end to a bumpy day.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

17.1 ACTIVITY PAGE

### Abbreviations: Streets in Addresses and States

#### Word Bank

|      |     |      |      |    |
|------|-----|------|------|----|
| Ln.  | TX  | U.S. | St.  | CA |
| Ave. | Rd. | FL   | U.K. | NY |

Read each abbreviation in the word bank. Then read each word in the list below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation again.

- Avenue Ave.
- Texas TX
- United States U.S.
- New York NY
- California CA
- Street St.
- Lane Ln.
- United Kingdom U.K.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

17.2 ACTIVITY PAGE

### Root Words and Derivational Endings: -y

Read each sentence. Circle the **bold** words that are nouns and underline the **bold** words that are adjectives. Read the sentences again.

- Mari found a piece of **fuzz**. It came off the **fuzzy** teddy bear.
- The chef used a lot of **spices**. The pasta tastes **spicy**.
- Ice covered the **frosty** window. Then the sun melted the **frost**.
- Lee bit into a **juicy** apple. **Juice** got on his hands.
- The bookshelf was **dusty**. The librarian wiped the **dust** off with a rag.
- A **leak** dripped into a bucket. A plumber came to fix the **leaky** pipe.
- Roses are a **thorny** flower. The florist trimmed the **thorns**.
- Sam added extra **cheese** to the pizza. She likes **cheesy** pizza.
- Stepping on leaves makes a loud **crunch**. Paul loves stepping on **crunchy** leaves.
- It is **noisy** in the gym. The basketball players make a lot of **noise** when they practice.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.1 ACTIVITY PAGE

### Abbreviations: Days of the Week and Months

#### Word Bank

|      |      |       |      |      |
|------|------|-------|------|------|
| Wed. | Aug. | Sat.  | Nov. | Fri. |
| Jan. | Sun. | Tues. | Oct. | Mar. |

Read each abbreviation in the word bank. Then, read each word below. Use the word bank to match each term with its abbreviation. Read each word and its abbreviation.

- Friday Fri.
- January Jan.
- November Nov.
- Wednesday Wed.
- March Mar.
- Sunday Sun.
- Saturday Sat.
- August Aug.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Creating Nouns and Adjectives with the Ending -er**

Read each word. Add *-er* to each root word and write the new word on the first line. Change the word's spelling as needed. Then identify the part of speech of the new word by writing *N* for *noun* or *A* for adjective on the second line. Read each new word.

Inflectional and Derivational Ending -er

1. tall taller A
2. work worker N
3. cheap cheaper A
4. sing singer N
5. plain plainer A
6. think thinker N
7. help helper N
8. kind kinder A

9. ride rider N
10. wide wider A
11. make maker N
12. young younger A

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

- Follow along as your teacher reads the passage.  
When you reread the passage with a partner, mark up the text as follows:
- Underline abbreviated words.
  - Circle words with the ending *-less*.
  - Highlight words that have both closed and open syllables.

**Scientists**

Scientists are critical thinkers and problem solvers who work to learn more about the world. They are like detectives. They make discoveries by asking countless questions, observing, and testing. A scientist's week is full of limitless work. Here is a typical weekly schedule that a scientist might make for themselves:

| Week of Jan.15: |                                                                                                       |
|-----------------|-------------------------------------------------------------------------------------------------------|
| Mon.            | Think of a question. Ask "Why is the sky blue?" or "How can we <u>protect</u> people from new germs?" |
| Tues.           | Come up with an idea, or <u>hypothesis</u> , to answer this question. Plan a way to test it.          |
| Wed.            | Try not to feel <u>helpless</u> if the test does not go as planned. Keep at it!                       |
| Thurs.          | Find a new way to solve the problem and test a new <u>hypothesis</u> .                                |
| Fri.            | Hopefully see some progress.                                                                          |
| Sat. and Sun.   | Rest to start fresh on <u>Mon.</u>                                                                    |

In their work, scientists use a lot of words to describe size. When taking notes, they often use abbreviations. For example, they may use "5 ft." or "10 in." to record how many feet or inches a plant has grown. They may use "20 oz." or "15 lb." to record how many ounces or pounds their artifacts or samples weigh. They also use "5 min." or "2 hr." to record how many minutes or hours a test takes.

Scientists become smarter and wiser with each test they conduct. They are tireless in their attempts to learn more in order to solve a problem. At times, they may feel puzzled or even hopeless. But they are fearless. They are not quitters and do not give up. They keep trying until they find the answer.

The work of a scientist never stops as they work to make discoveries. These discoveries are often priceless because they can improve our world. The list of things to learn and improve is endless.

So, if you are an explorer who likes to ask "why" or "how", think about being a scientist. You can be part of the tireless and selfless group of thinkers who work to make the world a bit better every day.

NAME: \_\_\_\_\_ 18.4 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**“Scientists” Comprehension Questions**

- What are two words or phrases that the passage uses to describe scientists?  
Accept any two of the following: critical thinkers, problem solvers, tireless, fearless
- What kind of information might a scientist record?  
Accept any of the following: how many feet or inches a plant has grown, how many ounces or pounds their artifacts or samples weigh, how many minutes or hours a test takes
- How might scientists feel if their tests do not go as planned?  
Scientists may feel helpless, puzzled, or hopeless.

- How does conducting tests help scientists?  
Conducting tests make scientists smarter and wiser.
- Why don't scientists give up?  
They want to find the answer to problems to improve our world.
- Based on the passage, what do you think is the most important trait scientists have? Explain your choice using a detail from the text.  
Sample answer: I think that being tireless is the most important trait scientists have because they keep trying to make helpful discoveries.

NAME: \_\_\_\_\_ 19.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Abbreviations: Measurements**

**Word Bank**

|       |      |        |
|-------|------|--------|
| hr.   | lb.  | in.    |
| ounce | foot | minute |

Read each abbreviation in the word bank. Use the word bank to complete the chart below. Read each full word and its abbreviation.

| Full Word | Abbreviation |
|-----------|--------------|
| foot      | ft.          |
| inch      | in.          |
| minute    | min.         |
| hour      | hr.          |
| ounce     | oz.          |
| pound     | lb.          |

NAME: \_\_\_\_\_ 19.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Adjectives with the Ending -less**

**Word Bank**

|            |          |           |
|------------|----------|-----------|
| flawless   | hopeless | soundless |
| weightless | tireless | endless   |

Read each word in the word bank. Then, read the paragraph below. Use words from the word bank to complete the paragraph. Read the paragraph again.

It was the bottom of the ninth inning. Alex's baseball team was losing by two runs. The players felt hopeless. They had two outs already. It was Alex's turn to bat. The pitcher threw a flawless fastball right down the middle. Alex swung with all his might. A loud crack echoed across the soundless ballfield. The baseball soared like it was weightless. The ball flew over the fence for a home run. The tireless runners sprinted around the bases. Alex's foot hit home plate for the winning run. The team broke into endless cheers.

NAME: \_\_\_\_\_ 20.1 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Review Abbreviations

Read the party invitation below. Revise the party invitation by replacing words with abbreviations. Write the abbreviations below the words that could be shortened. Read the party invitation again.

What: Lisa Garcia's 8th Birthday

When: Saturday **Sat.**, September **Sept.** 15, 12:00 p.m.

Where: The Community Aquatic Center

204 Maple Street **St.**

Dallas, Texas **TX** 75001

Note: We can use the pool for 90 minutes. **min.**

Reply to: Missus **Mrs.** Garcia (123) 456-7890

NAME: \_\_\_\_\_ 20.2 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Review Suffixes -er, -est, -y, and -less

Read the paragraph below. Complete the paragraph by adding the suffixes -er, -est, -y, or -less to the words in parentheses. Change the word's spelling if needed. Read the completed paragraph.

Ben needed new shoes. He grew a bit (tall) **taller** over the summer. His feet grew (big) **bigger** than they were last year. He wanted some (flash) **flashy** boots. A character on a (trend) **trendy** TV show wore them. Instead, his mom bought him a (plain) **plainer** pair of sneakers. They were much (cheap) **cheaper**. Plus, she was a (plan) **planner**. She said that a (time) **timeless** style would be better in the long run. The TV show was canceled the next week. Now, everyone thought the boots were (taste) **tasteless**. Ben was glad he listened to his mom. He thought she was the (smart) **smartest** adult he knew.

NAME: \_\_\_\_\_ 20.3 ACTIVITY PAGE  
DATE: \_\_\_\_\_

Read "Blanket Detective" once. Read the passage again and mark up the text as follows:

- Underline abbreviated words.
- Circle words with the endings -er and -less.
- Draw a box around words that end in -y.
- Highlight multisyllabic words that only have closed syllables.

### Blanket Detective

Mr. Chen is a **funny** man and a good **listener**. He is also a detective and a **writer**. One **windy** and **foggy** morning, he was busy in his cozy home when he got a call from **Dr. Jackson**. Her tone was **shaky**. "I lost the **priceless** **blanket** that my grandmother made for me when I was a kid," she said with a **helpless** cry. "Can you please help me?"

"Sure, can you please describe the missing **blanket**?" asked the **fearless** detective.

"It's **fluffy** and red. It's about 6 **ft.** long and 4 **ft.** wide. It probably weighs about 2 **lb.**" responded **Dr. Jackson**.

"Don't worry, **Dr. Jackson**. I will find your lovely **blanket**," said Mr. Chen after taking lengthy notes.

The next day, Mr. Chen began his hunt for the red, **fluffy** **blanket**. He went to **Dr. Jackson's** home and checked under the bed, behind the sofa, and even in the **shadowy** **attic**. But he was **unlucky**. He did not find it anywhere.

The next day was a **sunny** day, so Mr. Chen hung up posters for the missing **blanket** all over town. The poster read:

"MISSING **BLANKET**, **FLUFFY** AND RED.

6 **FT.** LONG AND 4 **FT.** WIDE.

WEIGHS 2 **LB.**

LAST SEEN ON **TUES. OCT. 27TH**, NEAR 43 **WALNUT ST.**"

He left his phone number on the poster and waited for someone to call or text. Just as Mr. Chen was starting to feel **hopeless**, his phone buzzed with a text. The text read:

"Hi, I'm Mrs. **Sanchez**, a laundromat **worker** on **Franklin Ave.** I found a red, **fluffy** **blanket** last **Fri.** in a **washer**. It matches the **blanket** from the poster."

"I'll be right there," Mr. Chen responded. The missing **blanket** had been left behind as a **harmless** mistake.

Mr. Chen picked up the **blanket** from Mrs. **Sanchez** at the laundromat. He returned to **Dr. Jackson's** home and gave her the **blanket**. She was **speechless**. Her most loved **blanket** was back! She gave Mr. Chen **endless** thanks. Mr. Chen left feeling tired but happy. He knew he was not just a detective, but also a **selfless** **helper**.

NAME: \_\_\_\_\_ 20.4 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### “Blanket Detective” Comprehension Questions

1. What did Dr. Jackson lose?  
Dr. Jackson lost her blanket.  
\_\_\_\_\_  
\_\_\_\_\_
2. Why does Dr. Jackson call Mr. Chen for help?  
Dr. Jackson calls Mr. Chen because he is a detective.  
\_\_\_\_\_  
\_\_\_\_\_
3. Where does Mr. Chen look first?  
Mr. Chen looks at Dr. Jackson’s home first.  
\_\_\_\_\_  
\_\_\_\_\_

4. How does Mr. Chen find the missing item?  
Mr. Chen puts up posters in the town, and a laundromat worker recognizes the blanket.  
\_\_\_\_\_
5. How did Dr. Jackson lose her item?  
She left it behind at the laundromat by mistake.  
\_\_\_\_\_
6. Would you like to be a detective? Use a detail from the story to explain why or why not?  
Sample answer: Yes, I would like to be a detective. I would like to help people like Mr. Chen helped Dr. Jackson.  
\_\_\_\_\_

NAME: \_\_\_\_\_ 20.5 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Unit 1 Dictation Posttest

Write each word that your teacher dictates.

1. blast
2. clipped
3. wrenches
4. shipping
5. crumbs
6. quicker
7. trophies
8. selfless
9. funny

Write the entire sentence that your teacher dictates.

1. Mr. Smith uses a stopwatch.  
\_\_\_\_\_  
\_\_\_\_\_
2. My stomach aches.  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: \_\_\_\_\_ TR 1.1  
 DATE: \_\_\_\_\_

Reread "Pat's Bike." Think about a time when you helped a friend or a time when a friend helped you. Tell about what happened on the lines below.

One time, my friend Sam lost his book. He was very upset. I helped him look for it. We found Sam's book under his desk. He thanked me for helping him find it.

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Skills 1

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NAME: \_\_\_\_\_ TR 2.1  
 DATE: \_\_\_\_\_

### Word Sort

Read each of the words in the box. Then sort them by consonant blend.

|        |       |       |      |
|--------|-------|-------|------|
| spruce | flat  | sprig | bent |
| flip   | stamp | flag  | step |
| spree  | stand | lent  | sent |

|            |             |            |            |
|------------|-------------|------------|------------|
| <b>fl-</b> | <b>spr-</b> | <b>st-</b> | <b>-nt</b> |
| flag       | sprig       | stamp      | lent       |
| flip       | spree       | stand      | bent       |
| flat       | spruce      | step       | sent       |

Teacher Resources

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NAME: \_\_\_\_\_ TR 3.1  
 DATE: \_\_\_\_\_

Reread "Jazz Music." Identify the central idea of the text. Use at least two details from the passage that support this central idea.

Sample response: Jazz is a lively kind of music. It has an important history. The text says that jazz "buzzes with life" and "It has shifted the way people all over the world listen to and think about music."

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\_\_\_\_\_

Skills 1

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NAME: \_\_\_\_\_ TR 4.1  
 DATE: \_\_\_\_\_

### Root Words and Inflectional Endings: -ed, -ing

#### Word Bank

|       |        |      |        |
|-------|--------|------|--------|
| smell | drum   | chop | mop    |
| jet   | spritz | grin | listen |

#### Part I

Read each word in the word bank. Add the -ed ending to each word in the word bank. Read the new words.

1. smelled
2. drummed
3. chopped
4. mopped
5. jettted
6. spritzed
7. grinned
8. listened

Teacher Resources

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## TR 4.1 CONTINUED

### Part II

Add the *-ing* ending to each word in the word bank. Read the new words.

1. smelling
2. drumming
3. chopping
4. mopping
5. jetting
6. spritzing
7. grinning
8. listening

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Skills 1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## TR 5.1

Reread "Baking Cupcakes." Using evidence from the passage, summarize how to make cupcakes. Remember, when you summarize, you tell only the most important points.

Sample response: First, you turn on the oven and get the ingredients. Then you make the batter. Next you put the batter in the cupcake pan, and then you bake the cupcakes. After they are cool, you add frosting. Finally, it is time to eat them.

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Teacher Resources

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## TR 5.2

Read the passage. Underline three words with *ed* (as in included). Put a box around three words with *-s* (as in rules). Highlight one word with double letter consonants.

The Preamble to the United States Constitution

When the United States of America became a country, it was important to establish rules and laws for citizens and leaders to follow. The document that included those rules and laws became known as the Constitution, which was written in 1787. It includes information on how the government should be set up, what laws should be followed, and rules about how everyone in the country should be treated fairly.

The Constitution begins with some important words, and those words are known as the Preamble. A preamble is a statement that introduces something. So the Preamble to the Constitution is the introduction to the Constitution.



The words to the Preamble are: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

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Skills 1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## TR 5.2 CONTINUED

Comprehension Questions:

1. Who does the Preamble say is speaking? What part of the Preamble tells you so?  
It says that the people of the United States are speaking. The first sentence of the Preamble tells us that the people are speaking.
2. What are some things the writers of the Preamble say they are writing the Constitution to do? If you need help, look at some of the words that are capitalized.  
Students may say that the people want to form a better union, establish justice, ensure domestic tranquility or peace at home, defend the country, help people's well-being or welfare, or keep freedom.
3. The word domestic means "of the home," and tranquility means "peace." What do you think "domestic tranquility" means?  
"Domestic tranquility" means peace at home or in the country.
4. The word posterity means people in the future, or descendants of someone. If the writers of the Constitution say that each of the things they are listing are for their posterity, what does that mean?  
It means they want these same things for future generations, like their children and grandchildren.
5. Why do you think it was important for the writers of the Constitution to include the Preamble?  
The Preamble is important because it explains why the authors wrote the Constitution and what they hoped it would do for the country.

Teacher Resources

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 6.1

Reread "Knoll the Knight." One theme, or central message, of the story is that Knoll has to work hard to achieve great things. Use details from your own life to describe when you have had to keep working hard at something that was difficult.

Sample response: I had to keep working hard at something that was difficult when I learned to ride a bike. I kept falling off over and over again, but I kept trying. Eventually, I succeeded.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 7.1

**Silent Letters: b**

Read each sentence. Then, circle the silent b's in the sentences.

1. The clim**b**ers dou**b**ted their ropes would hold.
2. Bees store their honey in a honeycom**b**.
3. The crum**b**s were from the banana bread.
4. He broke out into a sub**b**tle smile.
5. The tom**b** was covered in cobwebs.
6. The plum**b**er worked to pay off her deb**b**ts.
7. Our lim**b**s went num**b** with fear.
8. The subject of this reading is lam**b**s.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 8.1

Reread "Lake Day." The setting is where and when a story happens. The plot is what happens in the story. Use details from the passage to describe how the setting influences the plot of the "Lake Day."

Sample response: The setting is a sunny day at the lake. The plot is about what the Jones family does at the lake. In this setting, the family members can do activities like relax on a quilt, fish, and play catch.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 9.1

**Digraphs: 'sh,' 'qu'**

List as many words with /sh/ > 'sh' as you can in the allotted time.

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List as many words with /qu/ > 'qu' as you can in the allotted time.

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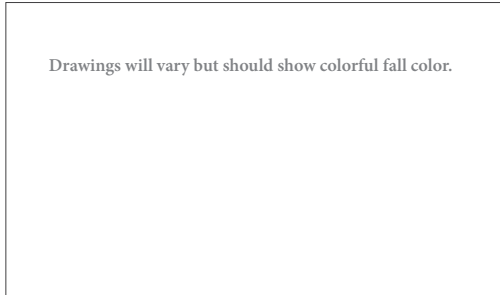
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NAME: \_\_\_\_\_ TR 10.1  
 DATE: \_\_\_\_\_

Reread "Fall Colors" focusing on the final paragraph of the text. Then answer the question, explaining why the color you have chosen is your favorite fall color. Draw a picture using your favorite fall color.

Sample response: Gold is my favorite fall color. When I walk to school, I pass by a tree with big, beautiful golden leaves. The sun shines through the leaves, making the tree look like it is lit up.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Drawings will vary but should show colorful fall color.

NAME: \_\_\_\_\_ TR 11.1  
 DATE: \_\_\_\_\_

Reread "Topher Sings." What is one message from the story? Use details from the passage to explain your thinking.

Sample response: One message from the story is that it is important to take care of the things that matter to you. Topher loves singing more than anything else. If he wants to keep singing, he needs to take care of his vocal cords. He can sing, but he should not sing too much. At the end of the story, Topher decides to take better care of himself so that he can continue to sing.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ TR 12.1  
 DATE: \_\_\_\_\_

**Digraphs 'ph' and 'gh' > /f/**

Words with 'ph'

Words with 'gh'

|                  |               |
|------------------|---------------|
| <u>homophone</u> | <u>cough</u>  |
| <u>orphan</u>    | <u>tough</u>  |
| <u>elephant</u>  | <u>enough</u> |
| <u>alphabet</u>  | <u>laugh</u>  |
| <u>nephew</u>    | _____         |
| <u>digraph</u>   | _____         |

NAME: \_\_\_\_\_ TR 13.1  
 DATE: \_\_\_\_\_

Reread "Serena Williams." What is the central idea of the passage? Use details from the passage to support your answer.

The central idea of "Serena Williams" is that she has achieved many great things. The passage outlines her accomplishments as a professional single and doubles tennis player. It is also about her personal life and interests.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ TR 14.1  
 DATE: \_\_\_\_\_

### Sort Words with Consonant Blends

Read each word in the word bank. Sort the words from the word bank into the correct column of the chart. Read each column of the sorted words.

#### Word Bank

|         |          |          |           |
|---------|----------|----------|-----------|
| stripe  | straight | shroud   | stripped  |
| through | shriek   | split    | thrifty   |
| shrinks | shrill   | throat   | splashed  |
| thrown  | splice   | splatter | structure |

| 'thr'   | 'shr'   | 'str'     | 'spl'    |
|---------|---------|-----------|----------|
| through | shriek  | stripped  | split    |
| thrown  | shroud  | stripe    | splashed |
| thrifty | shrill  | straight  | splatter |
| throat  | shrinks | structure | splice   |

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Skills 1

NAME: \_\_\_\_\_ TR 15.1  
 DATE: \_\_\_\_\_

Reread "Whopping Elephants vs. Tiny Tigers." Think of a time when you tried hard to compete in a sport or game. Use details from your life to describe how your experience compared to the players in the passage.

Sample response: When I played on a soccer team last year, I had to work really hard to pay attention to where my teammates were on the field. I also had to remember to share the ball and not try to score every goal myself. It was hard work, but it felt so great when we won a game.

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Teacher Resources

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NAME: \_\_\_\_\_ TR 16.1  
 DATE: \_\_\_\_\_

Reread "A Letter for Mr. and Mrs. Lopez." Use details from the passage to retell what happens in the passage. Make sure to present events in the same order as they appear in the story.

Mr. and Mrs. Lopez are waiting for a letter from their son. The mailman, Mr. Jacobs, delivers the letter to Dr. Davis by mistake.

After a few days, Mr. and Mrs. Lopez call Mr. Jacobs to find out what happened to the letter. He realizes his mistake. Mr. Jacobs gets the letter back from Dr. Davis. He brings it to Mr. and Mrs.

Lopez. Mr. and Mrs. Lopez read the letter.

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Skills 1

NAME: \_\_\_\_\_ TR 17.1  
 DATE: \_\_\_\_\_

### Abbreviations in Addresses

#### Word Bank

|      |     |      |      |    |
|------|-----|------|------|----|
| Ln.  | TX  | U.S. | St.  | CA |
| Ave. | Rd. | FL   | U.K. | NY |

Use the word bank to complete each address by adding the abbreviation for the word in parentheses.

- 400 Lincoln \_\_\_\_\_ Rd. \_\_\_\_\_  
Bismark, ND 58507 (Road)
- 8829 Cardinal Ln.  
Jacksonville, \_\_\_\_\_ FL \_\_\_\_\_ 32201 (Florida)
- 998 Great Lakes Rd.  
Lansing, MI 48864  
\_\_\_\_\_ U.S. \_\_\_\_\_ (United States)
- 521 Second \_\_\_\_\_ St. \_\_\_\_\_  
Atlanta, GA 30306 (Street)
- 42 Green Ave.  
Fresno, \_\_\_\_\_ CA \_\_\_\_\_ 93701 (California)
- 1255 Sunny \_\_\_\_\_ Ln. \_\_\_\_\_  
Boston, MA 02115 (Lane)
- 400 Foster St.  
Austin, \_\_\_\_\_ TX \_\_\_\_\_ 78701 (Texas)

Teacher Resources

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 17.1  
CONTINUED

8. 1200 Danbury Ln.  
London, W8 6AG  
\_\_\_\_\_ U.K. \_\_\_\_\_ (United Kingdom)
9. 900 S. Finch \_\_\_\_\_ Ave. \_\_\_\_\_  
Chicago, IL 60608 (Avenue)
10. 8 W. Winter St.  
Albany, \_\_\_\_\_ NY \_\_\_\_\_ 12084 (New York)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 18.1

Reread "Scientists." Identify the central idea of the text. Use details from the passage to identify two details from the text that support the central idea.

Sample response: The central idea of the text is that scientists are hardworking problem solvers. The text says they "are not quitters and do not give up." It also says that they make "priceless" discoveries that "improve our world."

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 19.1

**Using Abbreviations for Measurements**

Complete the paragraph by writing the correct abbreviation for each unit of measurement.

Kendra liked helping her grandmother bake. They made gingersnap cookies. Kendra gathered the ingredients. She began with one \_\_\_\_\_ lb. \_\_\_\_\_ of butter. (pound) Next, she needed the dry ingredients. They were in the back of the cabinet. She used a step stool to reach. Kendra was just under 4 \_\_\_\_\_ ft. \_\_\_\_\_ tall. (feet) Last, she grabbed a glass measuring cup. She carefully poured 8 \_\_\_\_\_ oz. \_\_\_\_\_ of molasses into it. (ounces) Finally, Kendra and her grandmother mixed the ingredients together. They rolled the sticky dough into 1- \_\_\_\_\_ in. \_\_\_\_\_ balls. (inch) They baked the cookies for 12 \_\_\_\_\_ min. \_\_\_\_\_ (minutes)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 20.1

Reread "Blanket Detective." Describe what happens at the end of the story. Using details from the passage, describe how Mr. Chen and Dr. Jackson feel at the end of the story and why they feel the way that they do.

Sample response: At the end of the story, Mr. Chen returns the lost blanket to Dr. Jackson. Dr. Jackson feels thankful because the blanket means a lot to her. She is glad to have it back. Mr. Chen feels tired but happy. He feels tired because finding the blanket was hard work. He feels happy because he helped Dr. Jackson.

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## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 1

### 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 3.1.A                                                                                                                                                                                                                                                                                                                          | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                           | U1: p. 13, U1: p. 20, U1: p. 77, U1: p. 84, U1: p. 141, U1: p. 149, U1: p. 208, U1: p. 216                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| TEKS 3.1.C                                                                                                                                                                                                                                                                                                                          | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| TEKS 3.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                                 | U1: p. 26, U1: p. 33, U1: p. 51, U1: p. 59, U1: p. 90, U1: p. 98, U1: p. 116, U1: p. 123, U1: p. 155, U1: p. 162, U1: p. 181, U1: p. 189, U1: p. 222, U1: p. 230, U1: p. 248, U1: p. 255                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| TEKS 3.1.E                                                                                                                                                                                                                                                                                                                          | develop social communication such as conversing politely in all situations                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| (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 and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| TEKS 3.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en                                                                                         | U1: p. 13, U1: p. 16, U1: p. 26, U1: p. 29, U1: p. 39, U1: p. 42, U1: p. 51, U1: p. 54, U1: p. 65, U1: p. 68, U1: p. 77, U1: p. 80, U1: p. 90, U1: p. 93, U1: p. 94, U1: p. 104, U1: p. 107, U1: p. 116, U1: p. 119, U1: p. 120, U1: p. 129, U1: p. 132, U1: p. 141, U1: p. 144, U1: p. 145, U1: p. 155, U1: p. 158, U1: p. 159, U1: p. 168, U1: p. 171, U1: p. 181, U1: p. 184, U1: p. 195, U1: p. 198, U1: p. 199, U1: p. 208, U1: p. 211, U1: p. 222, U1: p. 226, U1: p. 236, U1: p. 239, U1: p. 248, U1: p. 251, U1: p. 261, U1: p. 264                                                                                                                                              |
| TEKS 3.2.A.ii                                                                                                                                                                                                                                                                                                                       | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U1: p. 26, U1: p. 29, U1: p. 33, U1: p. 39, U1: p. 42, U1: p. 46, U1: p. 51, U1: p. 54, U1: p. 59, U1: p. 65, U1: p. 68, U1: p. 71, U1: p. 77, U1: p. 80, U1: p. 84, U1: p. 90, U1: p. 94, U1: p. 98, U1: p. 104, U1: p. 107, U1: p. 112, U1: p. 116, U1: p. 120, U1: p. 123, U1: p. 129, U1: p. 132, U1: p. 135, U1: p. 141, U1: p. 145, U1: p. 149, U1: p. 155, U1: p. 159, U1: p. 162, U1: p. 168, U1: p. 171, U1: p. 176, U1: p. 181, U1: p. 184, U1: p. 189, U1: p. 195, U1: p. 199, U1: p. 202, U1: p. 208, U1: p. 212, U1: p. 216, U1: p. 222, U1: p. 227, U1: p. 230, U1: p. 236, U1: p. 239, U1: p. 243, U1: p. 248, U1: p. 252, U1: p. 255, U1: p. 261, U1: p. 264, U1: p. 267 |
| TEKS 3.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding compound words, contractions, and abbreviations                                                                                                                              | U1: p. 13, U1: p. 16, U1: p. 20, U1: p. 65, U1: p. 71, U1: p. 208, U1: p. 212, U1: p. 216, U1: p. 222, U1: p. 227, U1: p. 230, U1: p. 236, U1: p. 239, U1: p. 243, U1: p. 248, U1: p. 252, U1: p. 255, U1: p. 261, U1: p. 264, U1: p. 267                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| TEKS 3.2.A.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of prefixes                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 1

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.vi                                                                                                                                                                                                    | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U1: p. 13, U1: p. 18, U1: p. 26, U1: p. 31, U1: p. 33, U1: p. 39, U1: p. 44, U1: p. 46, U1: p. 51, U1: p. 54, U1: p. 56, U1: p. 59, U1: p. 65, U1: p. 68, U1: p. 70, U1: p. 71, U1: p. 77, U1: p. 82, U1: p. 84, U1: p. 90, U1: p. 96, U1: p. 98, U1: p. 104, U1: p. 110, U1: p. 112, U1: p. 116, U1: p. 121, U1: p. 123, U1: p. 129, U1: p. 134, U1: p. 135, U1: p. 141, U1: p. 147, U1: p. 149, U1: p. 155, U1: p. 160, U1: p. 162, U1: p. 168, U1: p. 173, U1: p. 176, U1: p. 181, U1: p. 187, U1: p. 189, U1: p. 195, U1: p. 200, U1: p. 202, U1: p. 208, U1: p. 214, U1: p. 216, U1: p. 222, U1: p. 228, U1: p. 230, U1: p. 236, U1: p. 241, U1: p. 243, U1: p. 248, U1: p. 253, U1: p. 255, U1: p. 261, U1: p. 266, U1: p. 267 |
| TEKS 3.2.A.vii                                                                                                                                                                                                   | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                 |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| TEKS 3.2.B.i                                                                                                                                                                                                     | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U1: p. 13, U1: p. 22, U1: p. 39, U1: p. 47, U1: p. 65, U1: p. 72, U1: p. 77, U1: p. 86, U1: p. 90, U1: p. 99, U1: p. 104, U1: p. 113, U1: p. 116, U1: p. 124, U1: p. 129, U1: p. 136, U1: p. 141, U1: p. 151, U1: p. 155, U1: p. 163, U1: p. 168, U1: p. 177, U1: p. 181, U1: p. 190, U1: p. 195, U1: p. 203, U1: p. 261, U1: p. 268                                                                                                                                                                                                                                                                                                                                                                                                 |
| TEKS 3.2.B.ii                                                                                                                                                                                                    | spelling homophones                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| TEKS 3.2.B.iii                                                                                                                                                                                                   | spelling compound words, contractions, and abbreviations                                                                                                                              | U1: p. 13, U1: p. 22, U1: p. 65, U1: p. 72, U1: p. 208, U1: p. 218, U1: p. 222, U1: p. 231, U1: p. 236, U1: p. 244, U1: p. 248, U1: p. 256, U1: p. 261, U1: p. 268                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| TEKS 3.2.B.iv                                                                                                                                                                                                    | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U1: p. 13, U1: p. 22, U1: p. 26, U1: p. 34, U1: p. 39, U1: p. 47, U1: p. 65, U1: p. 72, U1: p. 77, U1: p. 86, U1: p. 90, U1: p. 99, U1: p. 104, U1: p. 113, U1: p. 116, U1: p. 124, U1: p. 129, U1: p. 136, U1: p. 141, U1: p. 151, U1: p. 155, U1: p. 163, U1: p. 168, U1: p. 177, U1: p. 181, U1: p. 190, U1: p. 195, U1: p. 203, U1: p. 261, U1: p. 268                                                                                                                                                                                                                                                                                                                                                                           |
| TEKS 3.2.B.v                                                                                                                                                                                                     | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| TEKS 3.2.B.vi                                                                                                                                                                                                    | spelling words using knowledge of prefixes                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| TEKS 3.2.B.vii                                                                                                                                                                                                   | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U1: p. 13, U1: p. 18, U1: p. 22, U1: p. 26, U1: p. 31, U1: p. 39, U1: p. 44, U1: p. 51, U1: p. 56, U1: p. 60, U1: p. 65, U1: p. 70, U1: p. 72, U1: p. 77, U1: p. 82, U1: p. 90, U1: p. 96, U1: p. 104, U1: p. 110, U1: p. 116, U1: p. 121, U1: p. 129, U1: p. 134, U1: p. 141, U1: p. 147, U1: p. 155, U1: p. 160, U1: p. 168, U1: p. 173, U1: p. 181, U1: p. 187, U1: p. 195, U1: p. 200, U1: p. 208, U1: p. 214, U1: p. 222, U1: p. 228, U1: p. 236, U1: p. 241, U1: p. 248, U1: p. 253, U1: p. 261, U1: p. 266, U1: p. 268                                                                                                                                                                                                        |
| TEKS 3.2.C                                                                                                                                                                                                       | alphabetize a series of words to the third letter                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| TEKS 3.2.D                                                                                                                                                                                                       | write complete words, thoughts, and answers legibly in cursive 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 3.3.A                                                                                                                                                                                                       | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 1</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                           | <b>Correlation—Teacher’s Guide</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.3.B                                                                                                                                                                                                                                                                                                  | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U1: p. 13, U1: p. 18, U1: p. 26, U1: p. 31, U1: p. 39, U1: p. 44, U1: p. 51, U1: p. 56, U1: p. 65, U1: p. 70, U1: p. 77, U1: p. 82, U1: p. 90, U1: p. 96, U1: p. 104, U1: p. 110, U1: p. 116, U1: p. 121, U1: p. 129, U1: p. 134, U1: p. 141, U1: p. 147, U1: p. 155, U1: p. 160, U1: p. 168, U1: p. 173, U1: p. 181, U1: p. 187, U1: p. 195, U1: p. 200, U1: p. 208, U1: p. 214, U1: p. 222, U1: p. 228, U1: p. 236, U1: p. 241, U1: p. 248, U1: p. 253, U1: p. 261, U1: p. 266 |
| TEKS 3.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| (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 3.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                       | U1: p. 13, U1: p. 20, U1: p. 26, U1: p. 33, U1: p. 39, U1: p. 46, U1: p. 51, U1: p. 59, U1: p. 77, U1: p. 84, U1: p. 90, U1: p. 98, U1: p. 104, U1: p. 112, U1: p. 116, U1: p. 123, U1: p. 141, U1: p. 149, U1: p. 155, U1: p. 162, U1: p. 168, U1: p. 176, U1: p. 181, U1: p. 189, U1: p. 208, U1: p. 216, U1: p. 222, U1: p. 230, U1: p. 248, U1: p. 255                                                                                                                       |
| (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 read independently for a sustained period of time.         |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.5                                                                                                                                                                                                                                                                                                    | self-select text and read independently for a sustained period of time                                                                                                                    | U1: p. 65, U1: p. 71, U1: p. 129, U1: p. 135, U1: p. 195, U1: p. 202, U1: p. 236, U1: p. 243, U1: p. 261, U1: p. 267                                                                                                                                                                                                                                                                                                                                                             |
| (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 3.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.C                                                                                                                                                                                                                                                                                                  | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.D                                                                                                                                                                                                                                                                                                  | create mental images to deepen understanding                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.E                                                                                                                                                                                                                                                                                                  | make connections to personal experiences, ideas in other texts, and society                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.F                                                                                                                                                                                                                                                                                                  | make inferences and use evidence to support understanding                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.G                                                                                                                                                                                                                                                                                                  | evaluate details read to determine key ideas                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.H                                                                                                                                                                                                                                                                                                  | synthesize information to create new understanding                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                  | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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 3.7.A                                                                                                                                                                                                                                                                                                  | describe personal connections to a variety of sources including self-selected texts                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                        | <b>Correlation—Teacher’s Guide</b> |
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| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                                                                                                    | write a response to a literary or informational text that demonstrates an understanding of a text                                                      |                                    |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                                                                                                    | use text evidence to support an appropriate response                                                                                                   |                                    |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                                                                                                    | retell and paraphrase texts in ways that maintain meaning and logical order                                                                            |                                    |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                                                                                                    | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                  |                                    |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                                                                                                    | respond using newly acquired vocabulary as appropriate                                                                                                 |                                    |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                                                                                                    | discuss specific ideas in the text that are important to the meaning                                                                                   |                                    |
| (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 3.8.A                                                                                                                                                                                                                                                                                                                                                                                                    | infer the theme of a work, distinguishing theme from topic                                                                                             |                                    |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                                                                                                    | explain the relationships among the major and minor characters                                                                                         |                                    |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                                                                                                    | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                              |                                    |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                                                                                                    | explain the influence of the setting on the plot                                                                                                       |                                    |
| (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 3.9.A                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths |                                    |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                                                                                                    | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                     |                                    |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                                                                                                    | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                          |                                    |
| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                        |                                    |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                                                                                                  | the central idea with supporting evidence                                                                                                              |                                    |
| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                                                                                                 | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                              |                                    |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                                                                                                | organizational patterns such as cause and effect and problem and solution                                                                              |                                    |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                        |                                    |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                  | identifying the claim                                                                                                                                  |                                    |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | distinguishing facts from opinion                                                                                                                      |                                    |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                | identifying the intended audience or reader                                                                                                            |                                    |
| TEKS 3.9.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: |                                                                                                                                                        |                                    |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| <b>Unit 1</b>                                                                                                                                                                                                                                                         |                                                                                                                                                                   | <b>Correlation—Teacher’s Guide</b> |
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| TEKS 3.10.A                                                                                                                                                                                                                                                           | explain the author's purpose and message within a text                                                                                                            |                                    |
| TEKS 3.10.B                                                                                                                                                                                                                                                           | explain how the use of text structure contributes to the author's purpose                                                                                         |                                    |
| TEKS 3.10.C                                                                                                                                                                                                                                                           | explain the author's use of print and graphic features to achieve specific purposes                                                                               |                                    |
| TEKS 3.10.D                                                                                                                                                                                                                                                           | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes       |                                    |
| TEKS 3.10.E                                                                                                                                                                                                                                                           | identify the use of literary devices, including first- or third-person point of view                                                                              |                                    |
| TEKS 3.10.F                                                                                                                                                                                                                                                           | discuss how the author's use of language contributes to voice                                                                                                     |                                    |
| TEKS 3.10.G                                                                                                                                                                                                                                                           | identify and explain the use of hyperbole                                                                                                                         |                                    |
| (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 3.11.A                                                                                                                                                                                                                                                           | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |                                    |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                      |                                                                                                                                                                   |                                    |
| TEKS 3.11.B.i                                                                                                                                                                                                                                                         | organizing with purposeful structure including an introduction and conclusion                                                                                     |                                    |
| TEKS 3.11.B.ii                                                                                                                                                                                                                                                        | developing an engaging idea with relevant details                                                                                                                 |                                    |
| TEKS 3.11.C                                                                                                                                                                                                                                                           | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       |                                    |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                        |                                                                                                                                                                   |                                    |
| TEKS 3.11.D                                                                                                                                                                                                                                                           | edit drafts using standard English conventions                                                                                                                    |                                    |
| TEKS 3.11.D.i                                                                                                                                                                                                                                                         | complete simple and compound sentences with subject-verb agreement                                                                                                |                                    |
| TEKS 3.11.D.ii                                                                                                                                                                                                                                                        | past, present, and future verb tense                                                                                                                              |                                    |
| TEKS 3.11.D.iii                                                                                                                                                                                                                                                       | singular, plural, common, and proper nouns                                                                                                                        |                                    |
| TEKS 3.11.D.iv                                                                                                                                                                                                                                                        | adjectives, including their comparative and superlative forms                                                                                                     |                                    |
| TEKS 3.11.D.v                                                                                                                                                                                                                                                         | adverbs that convey time and adverbs that convey manner                                                                                                           |                                    |
| TEKS 3.11.D.vi                                                                                                                                                                                                                                                        | prepositions and prepositional phrases                                                                                                                            |                                    |
| TEKS 3.11.D.vii                                                                                                                                                                                                                                                       | pronouns, including subjective, objective, and possessive cases                                                                                                   |                                    |
| TEKS 3.11.D.viii                                                                                                                                                                                                                                                      | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                    |                                    |
| TEKS 3.11.D.ix                                                                                                                                                                                                                                                        | capitalization of official titles of people, holidays, and geographical names and places                                                                          |                                    |
| TEKS 3.11.D.x                                                                                                                                                                                                                                                         | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                    |                                    |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 1

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                              |                                                                                                                                                                 |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 3.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |  |
| TEKS 3.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |  |
| (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 3.12.A                                                                                                                                                                                                                                  | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                         |  |
| TEKS 3.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |  |
| TEKS 3.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |  |
| TEKS 3.12.D                                                                                                                                                                                                                                  | compose correspondence such as thank you notes or letters                                                                                                       |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |  |
| TEKS 3.13.A                                                                                                                                                                                                                                  | generate questions on a topic for formal and informal inquiry                                                                                                   |  |
| TEKS 3.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |  |
| TEKS 3.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |  |
| TEKS 3.13.D                                                                                                                                                                                                                                  | identify primary and secondary sources                                                                                                                          |  |
| TEKS 3.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |  |
| TEKS 3.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |  |
| TEKS 3.13.G                                                                                                                                                                                                                                  | create a works cited page                                                                                                                                       |  |
| TEKS 3.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 1

### Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |                                                                   |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          |                                                                   |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          |                                                                   |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U1: p. 16, U1: p. 18, U1: p. 31, U1: p. 44, U1: p. 70, U1: p. 134 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             | U1: p. 256                                                        |
| 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                                                                                                                                                    | U1: p. 57, U1: p. 215, U1: p. 229, U1: p. 254, U1: p. 266         |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |                                                                   |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |                                                                   |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |                        |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        |                        |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | U1: p. 239, U1: p. 266 |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 |                        |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           |                        |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| <b>Unit 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                  | <b>Correlation—Teacher’s Guide</b>                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language                                                                                                                                                                                                       | U1: p. 145, U1: p. 158, U1: p. 172, U1: p. 184, U1: p. 239 |
| 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                                                                                                                                          | U1: p. 81, U1: p. 94, U1: p. 109, U1: p. 199               |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |                                                            |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            | U1: p. 122                                                 |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              |                                                            |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |                                                            |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       |                                                            |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                  | 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 grade-appropriate academic topics                                                                                            |                                                                                                                    |
| 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                                                                                                                                   | U1: p. 231                                                                                                         |
| <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                                                        | U1: p. 33, U1: p. 59, U1: p. 72, U1: p. 98, U1: p. 123, U1: p. 135, U1: p. 162, U1: p. 189, U1: p. 202, U1: p. 256 |
| 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                                                                                                                   | U1: p. 231                                                                                                         |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               |                                                                                                                    |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           |                                                                                                                    |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      |                                                                                                                    |
| 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                                                                  | U1: p. 21, U1: p. 150, U1: p. 216, U1: p. 268                                                                      |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                          |                                                                                                                    |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U1: p. 21, U1: p. 46, U1: p. 113, U1: p. 150, U1: p. 176, U1: p. 244                                               |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 1

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        |  |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |  |
| <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                                                                                                                                                                                   |  |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 |  |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |  |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |  |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |  |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     |  |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              |  |

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**Grade 3** | **Skills 1** | Teacher Guide

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# 2

Grade 3

**Skills 2** | Teacher Guide

Grade 3

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# **Skills 2**

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**Teacher Guide**

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|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ae/ › ‘a_e’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ae/ › ‘a_e’</li> <li>Read One-Syllable VCe Words: /ae/ › ‘a_e’</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Derivational Endings: <i>-or</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Fame on Stage” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Unit 2 Dictation Pretest</li> </ul> |

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| Part 1 (15 min.)                                                                                            |                                                                                                                                                                       |                                                                                                                               | Part 2 (15 min.)                                                                                  |                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ie/ › ‘i_e’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ie/ › ‘i_e’</li> <li>Read One-Syllable VCe Words: /ie/ › ‘i_e’</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Derivational Endings: <i>-ful</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Fame on Stage”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ie/ › ‘i_e’</li> </ul> |

**Lesson 3 Review: Words with /oe/ › ‘o\_e’** 32

| Part 1 (15 min.)                                                                                            |                                                                                                                                                                       |                                                                                                                  | Part 2 (15 min.)                                                                                   |                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /oe/ › ‘o_e’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /oe/ › ‘o_e’</li> <li>Read Two-Syllable VCe Words: /oe/ › ‘o_e’</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>un-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “The Role of Code”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /oe/ › ‘o_e’</li> </ul> |

**Lesson 4 Review: Words with /ue/ › ‘u\_e’** 44

| Part 1 (15 min.)                                                                                            |                                                                                                                                                                       |                                                                                                                  | Part 2 (15 min.)                                                                                     |                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ue/ › ‘u_e’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ue/ › ‘u_e’</li> <li>Read Two-Syllable VCe Words: /ue/ › ‘u_e’</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>re-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “The Role of Code”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ue/ › ‘u_e’</li> </ul> |

## Lesson 5 Review: Mixed Review

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| Part 1 (15 min.)                                                                              |                                                                                                                                                                                 |                                                                                                                        | Part 2 (15 min.)                                                                                                    |                                                                                                      |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Give Me A Word</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Review Words with VCe Spelling Patterns</li> <li>• Read One- and Two-Syllable VCe Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Review Derivational Endings and Affixes</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Hope the Sculptor” Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Encoding Review</li> </ul> |

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| Part 1 (15 min.)                                                                                        |                                                                                                                                                                  |                                                                                                                                | Part 2 (15 min.)                                                                                                          |                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Review Hard and Soft ‘c’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Read Words with Hard and Soft ‘c’</li> <li>• Read Two-Syllable VCe Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Prefixes: <i>un-</i>, <i>re-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “How to Sketch a Giraffe” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Words with /k/ &gt; ‘c’ and /s/ &gt; ‘ce,’ ‘ci’</li> </ul> |

## Lesson 7 Review: Words with Hard and Soft ‘g’

80

| Part 1 (15 min.)                                                                                        |                                                                                                                                                                   |                                                                                                                     | Part 2 (15 min.)                                                                                              |                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Review Hard and Soft ‘g’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Read Words with Hard and Soft ‘g’</li> <li>• Read Multisyllabic VCe Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Prefixes: <i>dis-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Reread “How to Sketch a Giraffe”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Words with /g/ &gt; ‘g’ and /j/ &gt; ‘ge,’ ‘gi’</li> </ul> |

## Lesson 8 Review: Words That End in /v/ and /j/

92

| Part 1 (15 min.)                                                                                                    |                                                                                                                                                                    |                                                                                                                     | Part 2 (15 min.)                                                                              |                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>• Review Words That End in /v/ and /j/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>• Read Words That End in /v/ and /j/</li> <li>• Read Multisyllabic VCe Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>• Root Words and Prefixes: <i>pre-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>• Read “Dinosaurs”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>• Spell Words That End in /v/ and /j/</li> </ul> |

## Lesson 9 Review: Long Vowel Teams

104

| Part 1 (15 min.)                                                                                                             |                                                                                                                                                                                                  |                                                                                                                                | Part 2 (15 min.)                                                                              |                                                                                                                          |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Common Vowel Teams: /ae/ &gt; 'ai', 'ay'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Common Vowel Teams: /ae/ &gt; 'ai', 'ay'</li> <li>Read One-Syllable Words with Vowel Teams</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>dis-</i>, <i>pre-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Dinosaurs"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ae/ &gt; 'ai', 'ay'</li> </ul> |

## Lesson 10 Review: Mixed Review

116

| Part 1 (15 min.)                                                                          |                                                                                                                                                |                                                                                              | Part 2 (15 min.)                                                                                           |                                                                                                    |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Let's Listen</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review</li> <li>Read One-Syllable Words with Vowel Teams</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes</li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Eve's Race" Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 11 Review: Long Vowel Teams for /ee/

131

| Part 1 (15 min.)                                                                                                                        |                                                                                                                                                                                                                      |                                                                                                                   | Part 2 (15 min.)                                                                                                |                                                                                                                                |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Common Long Vowel Teams: /ee/ &gt; 'ee', 'ea', 'ie'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Common Long Vowel Teams: /ee/ &gt; 'ee', 'ea', 'ie'</li> <li>Read Two-Syllable Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>non-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Kailanie's Bees" with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ee/ &gt; 'ee', 'ea', 'ie'</li> </ul> |

## Lesson 12 Review: Long Vowel Teams for /ie/

142

| Part 1 (15 min.)                                                                                                                   |                                                                                                                                                                                                            |                                                                                                                   | Part 2 (15 min.)                                                                                    |                                                                                                                           |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Common Long Vowel Teams: /ie/ &gt; 'igh', 'ie'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Common Long Vowel Teams: /ie/ &gt; 'igh', 'ie'</li> <li>Two-Syllable Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>mis-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Kailanie's Bees"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ie/ &gt; 'igh', 'ie'</li> </ul> |

## Lesson 13 Review: Long Vowel Teams for /oe/

153

| Part 1 (15 min.)                                                                                                                           |                                                                                                                                                                                                                    |                                                                                                                              | Part 2 (15 min.)                                                                                               |                                                                                                                                            |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Common Vowel Teams: /oe/ &gt; 'oa', 'oe', 'ow', 'ough'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Common Vowel Teams: /oe/ &gt; 'oa', 'oe', 'ow', 'ough'</li> <li>Two-Syllable Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>im-</i>, <i>in-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Boat Races: Fun on the Water"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /oe/ &gt; 'oa', 'oe', 'ow', and 'ough'</li> </ul> |

## Lesson 14 Review: Long Vowel Teams for /ue/

163

| Part 1 (15 min.)                                                                                                                  |                                                                                                                                                                                                           |                                                                                                                    | Part 2 (15 min.)                                                                                                 |                                                                                                                          |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Common Long Vowel Teams: /ue/ &gt; 'ew', 'ue'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with Common Long Vowel Teams: /ue/ &gt; 'ew', 'ue'</li> <li>Two-Syllable Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Suffixes: <i>-ness</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Boat Races: Fun on the Water"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ue/ &gt; 'ew', 'ue'</li> </ul> |

## Lesson 15 Review: Mixed Review

175

| Part 1 (15 min.)                                                                          |                                                                                                                                                                     |                                                                                                                                                                           | Part 2 (15 min.)                                                                                         |                                                                                                    |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Four Corners</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Long Vowel Teams</li> <li>Two-Syllable Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes and Suffixes: <i>non-</i>, <i>mis-</i>, <i>im-</i>, <i>in-</i>, <i>-ness</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Snow Day" Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 16 Review: Vowel Teams for /aw/

188

| Part 1 (15 min.)                                                                                   |                                                                                                                                                                                                   |                                                                                                                   | Part 2 (15 min.)                                                                                          |                                                                                                                                |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Blend Words with /aw/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review the Vowel Team /aw/ &gt; 'au', 'aw', and 'al'</li> <li>Multisyllabic Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>sub-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Chalk Art" with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /aw/ &gt; 'au', 'aw', 'al'</li> </ul> |

## Lesson 17 Review: Vowel Teams for /aw/

201

| Part 1 (15 min.)                                                                                                        |                                                                                                                                                                                       |                                                                                                                  | Part 2 (15 min.)                                                                              |                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /aw/ &gt; 'ough', 'augh'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /aw/ &gt; 'ough', 'augh'</li> <li>Multisyllabic Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Suffixes: <i>-ly</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Chalk Art"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /aw/ &gt; 'ough', 'augh'</li> </ul> |

## Lesson 18 Review: Vowel Teams for /oo/

213

| Part 1 (15 min.)                                                                                    |                                                                                                                                                                                                          |                                                                                                                             | Part 2 (15 min.)                                                                                               |                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /oo/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Vowel Teams /oo/ &gt; 'oo', 'ue', 'u_e', 'ough'</li> <li>Read Multisyllabic Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Prefixes and Suffixes: <i>sub-</i>, <i>-ly</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Brooklyn and the Baby Baboon"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /oo/ &gt; 'oo', 'ue', 'u_e', and 'ough'</li> </ul> |

## Lesson 19 Review: Vowel Team /oo/

225

| Part 1 (15 min.)                                                                                    |                                                                                                                                                                               |                                                                                                                             | Part 2 (15 min.)                                                                                                 |                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /oo/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Vowel Team /oo/ &gt; 'oo'</li> <li>Read Compound Words with Vowel Team Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Prefixes and Suffixes: <i>sub-</i>, <i>-ly</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Brooklyn and the Baby Baboon"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /oo/ &gt; 'oo'</li> </ul> |

## Lesson 20 Review: Mixed Review

238

| Part 1 (15 min.)                                                                        |                                                                                                                                                                           |                                                                                                                                    | Part 2 (15 min.)                                                                                            |                                                                                                    |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Sound Race</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Vowel Teams</li> <li>Review Closed, Open, VCe, and Vowel Team Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes and Suffixes: <i>sub-</i>, <i>-ly</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "To the Moon" Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |



## Lesson 21 Review: Diphthongs

251

| Part 1 (15 min.)                                                                                    |                                                                                                                                                                                           |                                                                                                                      | Part 2 (15 min.)                                                                                      |                                                                                                                          |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /oi/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /oi/ &gt; 'oi', 'oy'</li> <li>Read Closed, Open, VCe, and Vowel Team Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Identify and Use the Suffix <i>-ous</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Coins" with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /oi/ &gt; 'oi', 'oy'</li> </ul> |

## Lesson 22 Review: Words with /ou/ 'ou', 'ow', and 'ough'

263

| Part 1 (15 min.)                                                                                    |                                                                                                                                                                                                   |                                                                                                                      | Part 2 (15 min.)                                                                          |                                                                                                                                  |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ou/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ou/ &gt; 'ou', 'ow', 'ough'</li> <li>Read Closed, Open, VCe, and Vowel Team Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Identify and Use the Suffix <i>-ous</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Coins"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ou/ &gt; 'ow', 'ou', 'ough'</li> </ul> |

## Lesson 23 Review: Words with /ae/ > 'eigh'

275

| Part 1 (15 min.)                                                                                    |                                                                                                                                                                                       |                                                                                                                      | Part 2 (15 min.)                                                                                 |                                                                                                                      |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ae/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ae/ &gt; 'eigh'</li> <li>Read Closed, Open, VCe, and Vowel Team Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Identify and Use the Suffix <i>-ous</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Zoila's Sleigh"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /ae/ &gt; 'eigh'</li> </ul> |

## Lesson 24 Review: Mixed Review

284

| Part 1 (15 min.)                                                                                                                    |                                                                                                                                                                                                             |                                                                                                                      | Part 2 (15 min.)                                                                                   |                                                                                                    |
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| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /oi/, /ou/, and /ae/ Sound Spellings</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Words with /oi/, /ou/, and /ae/ Sound Spellings</li> <li>Read Closed, Open, VCe, and Vowel Team Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Identify and Use the Suffix <i>-ous</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Zoila's Sleigh"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 25 Review: Foundational Skills Review

297

| Part 1 (15 min.)                                                                                                                                                 |                                                                                                           | Part 2 (15 min.)                                                                                                         |                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Phonics—Decoding</b> (9 min.) <ul style="list-style-type: none"><li>• Word Baseball</li><li>• Read Closed, Open, VCe, and Vowel Team Syllable Words</li></ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"><li>• Review Prefixes and Suffixes</li></ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"><li>• Read “Giovanni’s Safety Lesson” Independently</li></ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"><li>• Unit 2 Dictation Posttest</li></ul> |

Teacher Resources

309



# Introduction

## UNIT 2 CONTENT

In Unit 2, students will review: (1) a number of spellings from Grade 2 with an emphasis on separated digraphs, vowel teams, and alternative sound-spellings; (2) words with VCe and vowel team syllables; and (3) words with common derivational endings, prefixes, and suffixes.

## VOWEL SPELLINGS

In Unit 2, students are introduced to multiple-letter spellings for vowel sounds. They review separated digraphs and vowel teams.

The two-letter separated digraph spellings:

- /ae/ > 'a\_e' (*cape*)
- /ie/ > 'i\_e' (*kite*)
- /oe/ > 'o\_e' (*note*)
- /ue/ > 'u\_e' (*cube*)

The multiple-letter spellings for vowel teams:

- /ae/ > 'ai' (*aim*) and 'ay' (*away*) and 'eigh' (*eight*)
- /ee/ > 'ee' (*bee*), 'ea' (*beach*), and 'ie' (*brief*)
- /ie/ > 'igh' (*night*) and 'ie' (*pie*)
- /oe/ > 'oa' (*coach*), 'oe' (*doe*), 'ow' (*crow*), and 'ough' (*dough*)
- /ue/ > 'ew' (*few*) and 'ue' (*cue*)
- /aw/ > 'au' (*pause*), 'aw' (*dawn*), 'al' (*small*), 'augh' (*taught*), and 'ough' (*bought*)
- /oo/ > 'oo' (*moon*), 'ue' (*clue*), 'u\_e' (*tune*), and 'ough' (*through*)
- /oo/ > 'oo' (*book*)
- /oy/ > 'oi' (*join*) and 'oy' (*enjoy*)
- /ou/ > 'ow' (*crown*), 'ou' (*round*), and 'ough' (*bough*)

The vowel sound-spelling list for Unit 2 includes digraphs, trigraphs, and quadgraphs. The terms *digraph*, *trigraph*, and *quadgraph* can be used to emphasize that groups of two, three, and four letters can stand together to make a single vowel sound. The term *separated digraph* refers to a digraph in which a consonant appears between two vowels that make one sound (i.e., VCe). The unit also uses the term *vowel team*, where two or more letters work together to stand for one vowel sound. Whatever terms you use, it is extremely important for students to understand that a letter can stand for a single sound all by itself, or it can work with other letters to stand for a single sound. For example, when discussing the word *haunt*, you are encouraged to talk about how the 'a' and the 'u' work together as a vowel team to stand for the /aw/ sound.

The vowel sound-spelling list for Unit 2 extends students' understanding of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. For example, the tricky spelling 'oo' can stand for /oo/ as in *moon* or /oo/ as in *book*. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with an 'oo' in it, they may need to try pronouncing the 'oo' as /oo/ and then as /oo/ in order to correctly identify the word.

In this unit, students are not asked to read and spell words with r-controlled sound-spellings such as 'ar', 'eer', and 'our'. They also are not asked to cope with tricky spellings for vowels that make the schwa sound (*about*, *equal*). Instruction on alternative vowel sounds will continue in the remaining units.

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## CONSONANT SPELLINGS

In Unit 2, the following spellings for consonant sounds are quickly reviewed:

- 'c' > /k/ (*camp*)
- 'c' > /s/ (*race*)
- 'g' > /g/ (*flag*)
- 'g' > /j/ (*page*)
- 've' > /v/ (*brave*)
- 'ge' > /j/ (*age*)
- 'dge' > /j/ (*bridge*)

In Unit 2, students review both the hard and soft 'c' with words such as *cake* (/k/) and *cent* (/s/). They also review both the hard and soft 'g' with words such as *cage* (/j/) and *glass* (/g/). They review words that end in /v/ and /j/, such as *love*, *huge*, and *ridge*.

The consonant list for Unit 2 also deepens students' knowledge of tricky spellings. For example, notice the tricky spelling 'c' can stand for /s/ as in *race* or /k/ as in *camp*. When students come upon an unfamiliar printed word with an 'c' in it, they may need to try pronouncing the 'c' as /s/ and then as /k/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings: (1) 've' as a spelling for /v/ in *have*; (2) 'ge' as a spelling for /j/ in *large*; (3) 'dge' as a spelling for /j/ in *budge*.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Students often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

For more information on the program's approach to how phonics is taught with the basic and advanced code, please visit the program's digital components site.

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## SYLLABICATION

One-, two-, and multisyllabic words are reviewed in Unit 2 lessons. Students identify two of six major syllable types: VCe and vowel team. VCe syllables have one vowel followed by a consonant and then a silent 'e', such as in the words *shine* and *grapevine*. Vowel team syllables have one vowel followed by one or more vowels or consonants that work together to make a single vowel sound, such as in the words *through* and *layout*.

For more information on the program's approach to using chunking to decode multisyllabic words, please visit the program's digital components site and look for Appendix C in the Teacher Resources.

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## MORPHOLOGY

Unit 2 focuses on the derivational endings *-or*, *-ful*; the prefixes *un-*, *re-*, *dis-*, *pre-*, *non-*, *mis-*, *im-*, *in-*, *sub-*; and the suffixes *-ness*, *-ly*, and *-ous*. Students review how the endings change the meaning and/or part of speech of the root word. They practice reading the words and using them in sentences. Students will identify spelling changes such as dropping 'e' before adding the suffixes *-or* or *-ous*, or dropping 'y' before adding *-ious*.

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## WRITING

### Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 2. Dictation words include separated digraphs and vowel teams, soft and hard 'c' and 'g', and various /j/ spellings. In addition, students practice spelling multisyllabic words with the derivational endings *-or* and *-ful*; the prefixes *un-*, *re-*, *dis-*, *pre-*, *non-*, *mis-*, *im-*, *in-*, and *sub-*; and the suffixes *-ness*, *-ly*, and *-ous*.

### Reading Comprehension Questions and Writing Extension

All fifteen reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their activity book. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

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## HIGH-FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

Appendix D of the Grade 3 Skills Teacher Resources on the digital components site includes a list of high-frequency irregular words used in the Unit 2 passages. The list also indicates each word's correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes one to seven words from this list. Additional words from the Unit 2 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words. Note that some lessons may not include any Tricky Word instruction.

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## ASSESSMENT

### Dictation Pretest and Posttest

Unit 2 has an encoding pretest and a posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

### Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. 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 you 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.

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## **TEACHER RESOURCES**

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

- Anecdotal Reading Record—Unit 2
- Discussion Questions Observation Record—Unit 2
- Additional Support Activity Pages
- Activity Book Answer Key
- Additional Support Activity Page Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart





## REVIEW

# Words with /ae/ > 'a\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will blend and identify words with /ae/ > 'a\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read VCe words with /ae/ > 'a\_e'. **TEKS 3.2.A.ii**
- Students will read one-syllable words with /ae/ > 'a\_e'. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the suffix *-or*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Fame on Stage” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in

- the text. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.4**

## Phonics—Encoding

- Students will take the dictation pretest for Unit 2. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 1.1

## Words with /ae/ &gt; 'a\_e'

- TEKS 3.2.A.ii**

## Observation

## Discussion Questions Observation Record

- TEKS 3.4**

## Activity Page 1.4


## Unit 2 Dictation Pretest

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review Words with /ae/ > 'a_e'                                                                 | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with /ae/ > 'a_e'                                                                   | 3 min.  | <input type="checkbox"/> Activity Page 1.1 |
| Read One-Syllable VCe Words: /ae/ > 'a_e'                                                      | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Derivational Endings: <i>-or</i>                                                | 6 min.  | <input type="checkbox"/> Activity Page 1.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Read "Fame on Stage" with Accuracy                                                             | 10 min. | <input type="checkbox"/> Activity Page 1.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Unit 2 Dictation Pretest                                                                       | 5 min.  | <input type="checkbox"/> Activity Page 1.4 |

 y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Reading

- Prepare the Unit 2 Discussion Questions Observation Record found in the program's digital components site for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer questions about the characters, setting, and main event and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 2 pretest. Students will spell words with sound-spellings that are reviewed in this unit to provide a snapshot of their mastery of individual phonics skills. In Lesson 20, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 2.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *audition*, *performance*, and *spectators*.

## Lesson 1: Review: Words with /ae/ &gt; 'a\_e', Part 1

## Warm-Up



**Primary Focus:** Students will blend and identify words with /ae/ > 'a\_e'.

 **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /AE/ > 'A\_E' (3 MIN.)**

- Explain that today students will blend words with /ae/ > 'a\_e'.
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /r/ /ae/ /t/. Ask students to blend the sounds and say the word. (*rate*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *bake, lane, gaze, mistake, grape, shake, plate, gave.*

## Lesson 1: Review: Words with /ae/ &gt; 'a\_e', Part 1

## Phonics—Decoding



**Primary Focus**

 Students will read VCe words with /ae/ > 'a\_e'. **TEKS 3.2.A.ii**

 Students will read one-syllable words with /ae/ > 'a\_e'. **TEKS 3.2.A.ii**

**READ WORDS WITH /AE/ > 'A\_E' (3 MIN.)**

- Say, "You've learned that digraphs are two letters that work together to make one sound. Sometimes digraphs are separated from each other. In the word *cake*, the 'a' and the 'e' are actually a digraph. We call this a separated digraph because they are separated by the 'k'. Separated digraphs usually make a long vowel sound, like the /ae/ sound in *cake*."
- Write 'a\_e' on the board.

 **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Ask, “What are some words that have this spelling?” Record two or three ‘a\_e’ words on the board.
- Write *bake* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *brake* on the board next to *bake*.
- As you write the new word on the board, point to the ‘r’ and ask, “If that is *bake*, what is this?”
- Continue this process with the remaining words.

1. bake > brake > rake > fake > flake > flame > lame > lake > late > slate > state
2. paper > caper > taper > tape > cape > ape > Abe > able > fable > table

- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Monitor students’ performance as they move from one word to the next, especially with regard to the /a/ and /ae/ sounds.

### READ ONE-SYLLABLE VCE WORDS: /AE/ > ‘A\_E’ (3 MIN.)

- Point to *bake* again. Read it aloud and then have students read it aloud. Underline ‘a’ and ‘e’, and draw a V shape under the word to connect the underlined letters.
- Remind students that the separated digraph ‘a\_e’ makes the /ae/ sound.
- Ask, “How many syllables does *bake* have?” (*one*)
- Emphasize the long /ae/ vowel sound.

### Activity Page 1.1



### Challenge

Challenge students in pairs to create their own chain starting with the target spelling pattern, such as *crate*. Remind students that when they chain they change, add, or take away a letter with each new word.

## Support

Remind students that an open syllable ends with a vowel and makes the long vowel sound. Say words with long and short vowel sounds (*go, got, hip, hi, we, web*), and have students raise a hand when they hear a long vowel sound.

- Tell students that it is a VCe syllable. Say, “VCe stands for Vowel + Consonant + silent ‘e.’ In the word *bake*, the vowel ‘a’ is followed by the consonant ‘k,’ which is followed by the silent ‘e.’”
- Repeat the routine with other one-syllable words from the Warm-Up, such as *rake, fake, lame, and lake*.

### Lesson 1: Review: Words with /ae/ > ‘a\_e’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the suffix *-or*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## ROOT WORDS AND DERIVATIONAL ENDINGS: *-OR* (6 MIN.)

- Remind students that some suffixes change the part of speech of the root word. Remind them that these suffixes are called derived or derivational endings.
- List examples on the board: *-y, -less, and -er*.
- Remind students that the suffixes *-y* and *-less* change nouns to adjectives; for example, *cloud* can become *cloudy* or *cloudless*. The suffix *-er* can change verbs to nouns; for example, *run* can become *runner*.
- Introduce *-or*. Explain that *-or* is another example of a suffix that changes the part of speech of the root word.
- Write *inventor* on the board. Read the word aloud, and then have students read it aloud.
- Ask, “What is the root word?” (*invent*)
- Ask, “What is the suffix?” (*-or*)
- Explain that *-or* means “someone who.” Say, “An inventor is someone who invents.”

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Write *actor* on the board. Mark the suffix. Ask a student to identify the root word. (*act*)
- Ask, “What is an actor?” (*someone who acts*)
- Repeat with *protector*, *governor*, and *decorator*. Point out the spelling change in *decorator*.
- Say, “When a word ends in ‘e’, we drop the ‘e’ before adding the suffix *-or*.”
- Direct students to Activity Page 1.2. Review the instructions and the first item.
- Have students work with a partner to discuss how the affix *-or* changed the meaning of the word *sculpt*. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



## Language

### Learning How English Works

#### Beginning

Remind students, or reteach, the basic parts of speech in English.

- A noun is a person, place, thing, or idea.
- A verb is an action word.
- An adjective is a word that describes a noun.
- An adverb is a word that describes a verb, adjective, or other adverb.

#### Intermediate

Provide sample sentences and have students identify which word is a noun and which is a verb.

#### Advanced/ Advanced High

Prompt students to give examples of nouns and verbs.

#### ELPS 1.F



## Lesson 1: Review: Words with /ae/ &gt; 'a\_e', Part 2

## Reading



**Primary Focus:** Students will read “Fame on Stage” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.4**

**READ “FAME ON STAGE” WITH ACCURACY (10 MIN.)**

**Note:** This passage contains many idioms, phrases that have a meaning that is very different from the individual words in the phrase.

- Direct students to Activity Page 1.3.
- Ask, “Have you ever heard the expression ‘It’s raining cats and dogs’? That’s an idiom. Cats and dogs cannot actually rain down from the clouds. It means that it’s raining a lot! This kind of expression is called an idiom.”
- Point out the idiom “land the part” in the passage.
- Say, “This story has many idioms. For example, ‘to land the part’ means to get a part in a play after trying out for it. We will review some of these idioms before we begin reading.”
- Define unfamiliar words and phrases for students. Point out that the phrases are idioms. You may want to include the following:
  - words: *audition* (as verb and noun), *advisor*
  - phrases: “make a name for himself” (become known for doing something well), “performance of a lifetime” (a performance that is so good that it is memorable), “made each line come to life” (made the words he was saying seem like they were really happening), “wave of happiness” (suddenly very happy), “on cloud nine” (extremely happy and excited), “long ride ahead of him.”
- Have students follow along as you read “Fame on Stage.”

## Activity Page 1.3



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *confidence* and *spectators*).
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

## Wrap-Up

### Discussion Questions for “Fame on Stage”

1. **Literal.** What is Mike’s dream in life?
  - » Mike wants to become a famous actor.
2. **Literal.** Who is Mrs. Tate?
  - » Mrs. Tate is a play director who asks Mike to audition for a play.
3. **Literal.** Why did Mike want to impress the director?
  - » Mike wanted to land a part in the director’s play. He wanted to become a famous actor.
4. **Literal.** How did the director react to Mike’s audition?
  - » The director applauded Mike and offered him a role in the play.
5. **Inferential.** Based on the story, what do you think the phrase “he was on cloud nine” means?
  - » When a person is “on cloud nine,” they are very happy.

## Challenge

Ask volunteers to read some or part of the story aloud. After they read, point out any adjustments the student made to read with accuracy.

## Support

Before reading “Fame on Stage,” show the images you prepared in advance. Have students repeat the word after you show each image.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read this sentence with appropriate expression, and give a thumbs-down if you think I didn’t read it with appropriate expression.” Read the sentence in a monotone voice: “Mike felt a wave of happiness wash over him.” (*thumbs-down*)



Reading

Reading Closely

**Beginning**

Ask students yes/no questions using simple phrases to summarize the story: Is Mike a famous actor? Does Mike want to become a famous actor? Does Jade help Mike before the audition? Is Mike happy after the audition? Does Mike become a famous actor after the audition?

**Intermediate**

Provide students with a specific sentence frame for summarizing and use temporal words: Before Mike goes to his audition, he prepares by \_\_\_\_\_.

**Advanced/  
Advanced High**

Encourage students to expand/or build on other students' responses and learned phrases.

**ELPS 4.G; ELPS 4.I**

Activity Page 1.4



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 1: Review: Words with /ae/ > 'a\_e', Part 2

Phonics—Encoding



**Primary Focus:** Students will take the dictation pretest for Unit 2.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**UNIT 2 DICTATION PRETEST (5 MIN.)**

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will be spelling words with different sound spellings that they will learn about in Unit 2.
- Say the word *cautious*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

- |               |                |                |
|---------------|----------------|----------------|
| 1. cautious   | 4. undoubtedly | 7. preannounce |
| 2. invaluable | 5. rejoin      | 8. joyfully    |
| 3. powerful   | 6. disengage   | 9. weightless  |

- Then tell students you will say two sentences aloud for them to spell.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. Her daughter and niece might be at the poolside.
2. May I borrow some large gloves?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~ End Lesson ~

## Lesson 1: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.
- Have them reread "Fame on Stage."
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following word on an index card: *audition*. Gather five or six Tricky Word cards from Unit 1 to include in this review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *audition* and say, “This word is tricky because the ‘au’ is pronounced /aw/, and the ‘tion’ is pronounced /shən/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /aw/ for these letters. We say /d/ for this letter. We say /i/ for this letter. We say /shən/ for these letters.” Point to the letters as you blend the sounds: /aw/ /d/ /i/ /shən/, *audition*. Say, “*Audition!* It’s a word we use all the time, like when we say, ‘We would like for you to audition for a part in our next play.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *audition*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

## **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 2

## REVIEW

Words with  
/ie/ > 'i\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will blend and identify words with /ie/ > 'i\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read VCe words with /ie/ > 'i\_e'. **TEKS 3.2.A.ii**
- Students will read one-syllable words with /ie/ > 'i\_e'. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the suffix *-ful*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Fame on Stage” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /ie/ > 'i\_e'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Observation

## “Fame on Stage” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review Words with /ie/ > 'i_e'                                                                 | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with /ie/ > 'i_e'                                                                   | 3 min.      | <input type="checkbox"/> Activity Page 2.1 |
| Read One-Syllable VCe Words: /ie/ > 'i_e'                                                      | 3 min.      |                                            |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Derivational Endings: <i>-ful</i>                                               | 6 min.      | <input type="checkbox"/> Activity Page 2.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread "Fame on Stage"                                                                         | 10 min.     | <input type="checkbox"/> Activity Page 1.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with /ie/ > 'i_e'                                                                  | 5 min.      | <input type="checkbox"/> dictation journal |



## ADVANCE PREPARATION

### Reading

- Prepare one copy of the blank Unit 2 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all of these records in alphabetical order on a dedicated clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *audition*, *performance*, and *spectators*.

## Lesson 2: Review: Words with /ie/ &gt; 'i\_e', Part 1

## Warm-Up



**Primary Focus:** Students will blend and identify words with /ie/ > 'i\_e'. **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /IE/ > 'I\_E' (3 MIN.)**

- Explain that today students will blend words with /ie/ > 'i\_e'.
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /f/ /ie/ /v/. Ask students to blend the sounds and say the word. (*five*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *dine, bite, fine, hide, kite, shine, slide, unlike,* and *inside*.

**Support**

Use rhyming to help students who struggle with long vowel sounds. Have students work with partners to say words that rhyme with *pie*.

## Lesson 2: Review: Words with /ie/ &gt; 'i\_e', Part 1

## Phonics—Decoding


**Primary Focus**

- Students will read VCe words with /ie/ > 'i\_e'. **TEKS 3.2.A.ii****
- Students will read one-syllable words with /ie/ > 'i\_e'. **TEKS 3.2.A.ii****

**READ WORDS WITH /IE/ > 'I\_E' (3 MIN.)**

- Say, "Remember that a vowel digraph is when two letters work together to make one sound, like 'ie' in the word *pie*."
- Write *pine* on the board. Read it aloud and then have students read it aloud.
- Underline 'i' and 'e'.

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “This word has two letters, ‘i’ and ‘e’, that work together to make one sound, /ie/. The vowels ‘i’ and ‘e’ are separated by the consonant, ‘n’. Remember that we sometimes call this a separated digraph because the vowels are separated by a consonant.”
- Point to the vowels and the consonant. Draw a V shape under the word to connect the underlined letters ‘i\_e’ on the board.
- Write ‘i\_e’ on the board.
- Ask, “What vowel sound would you make if you saw this spelling?” (/ie/ as in pie)
- Ask, “What are some words that have this spelling?” Record two or three ‘i\_e’ words on the board.
- Write *dime* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *time* on the board next to *dime*.
- As you write the new word on the board, underline the ‘t’ and ask, “If that is *dime*, what is this?”
- Continue this process with the remaining words.

1. dime > time > tire > fire > fine > five > file > pile > mile > smile
2. fried > cried > tried > tries > ties > lies > pies > spies > spied

## Activity Page 2.1



- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### READ ONE-SYLLABLE VCE WORDS: /IE/ > ‘I\_E’ (3 MIN.)

- Point to *dime* again. Read it aloud and then have students read it aloud. Underline ‘i’ and ‘e’, and draw a V shape under the word to connect the underlined letters.
- Remind students that the separated digraph ‘i\_e’ makes the /ie/ sound.
- Ask, “How many syllables does *dime* have?” (*one*)

- Remind students that it is a VCe (Vowel + Consonant + 'e') syllable. Say, "The vowel 'i' is followed by the consonant 'm' that is followed by the silent 'e.'"
- Repeat the routine with other one-syllable words from the Warm-Up, such as *dine*, *bite*, *fine*, and *hide*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has one syllable: *inside*." (*thumbs-down*)

## Lesson 2: Review: Words with /ie/ > 'i\_e', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the suffix *-ful*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND DERIVATIONAL ENDINGS: *-FUL* (6 MIN.)

- Introduce *-ful*. Explain that *-ful* is another example of a suffix that changes the part of speech of the root word.
- Write *hopeful* on the board. Read it aloud, and then have students read it aloud.
- Ask, "What is the root word?" (*hope*)
- Mark the root word.
- Ask, "What is the suffix?" (*-ful*)
- Mark the suffix.
- Explain that *-ful* means "full of." Say, "If you are hopeful, you are full of hope."
- Point out that adding *-ful* creates an adjective.

### Challenge

Challenge students to write a short paragraph using at least three adjectives with *-ful*. Students may wish to work with partners.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Activity Page 2.2

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### Language

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#### Learning How English Works

##### Beginning

Review the definition and function of an adjective in English. Remind students that an adjective is a word that describes a noun. Point to objects in the classroom, and have students say words that describe them. Examples: *sharp pencil, black computer, and clean desk.*

##### Intermediate

Provide sentence frames and have students use adjectives to complete them. Examples: *The dog is \_\_\_\_\_. The food is \_\_\_\_\_.*

##### Advanced/

##### Advanced High

Have students say sentences about people they know, using adjectives. Examples: *My coach is kind. My brother is silly.*

**ELPS 1.F**

- Ask students to use *hopeful* in a sentence. (Example: *Ahmed is hopeful the team will win.*)
- Repeat the routine with *playful, restful, and thankful.*
- Write *beauty* on the board. Read it aloud, and then have students read it aloud.
- Say, “Let’s change this word to an adjective. Let’s add *-ful*.”
- Demonstrate crossing out the ‘y’ and replacing it with an ‘i’. Add *-ful*.
- Ask, “In your own words, what does *beautiful* mean? (*full of beauty*)”
- Direct students to Activity Page 2.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 2: Review: Words with /ie/ &gt; 'i\_e', Part 2

## Reading



**Primary Focus:** Students will reread “Fame on Stage” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “FAME ON STAGE” (10 MIN.)

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

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Fame on Stage” with a partner.
- Take time to answer any questions that students may have about “Fame on Stage.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline three words with ‘i\_e’, such as *like*.
  - circle three words that end in *-ful*, such as *fearful*.

### Activity Page 1.3



**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Challenge

Have students identify other sound spellings they learned about in Unit 1 in the text, such as *quite*, and mark them in the text.

ENGLISH  
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## Reading

### Reading Closely

#### Beginning

Work with student pairs to identify a few words with 'i\_e'.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



## Observation: "Fame on Stage" Anecdotal Reading Record

As you listen to each student read "Fame on Stage," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 2: Review: Words with /ie/ > 'i\_e', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ie/ > 'i\_e'.

**TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

### SPELL WORDS WITH /IE/ > 'I\_E' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ie/ > 'i\_e'.
- Remind them that sometimes the /ie/ sound is spelled with the separated digraph 'i\_e'.
- Write *inside* on the board.
- Say the word *inside*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

|             |             |           |
|-------------|-------------|-----------|
| 1. inside   | 4. sunshine | 7. dine   |
| 2. lifelike | 5. wife     | 8. spine  |
| 3. spiteful | 6. driveway | 9. unlike |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Say the following sentences aloud, pausing to provide students time to write.

1. This is quite a long ride.
2. You can glide on the slide.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 2: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 2.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check their work.

### SHARING

- Pair up students and have one person share the response they wrote about “Fame on Stage” on **Activity Page TR 1.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.



- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *audition* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *awdiishən*. Write the letters to spell *audition* on the board.
- Point to the word *audition* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled with ‘au’, and the /shən/ sound is spelled with ‘tion.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /aw/ for these letters. We say /d/ for this letter. We say /i/ for this letter. We say /shən/ for these letters.” Point to the letters as you blend the sounds: /aw/ /d/ /i/ /shən/, *audition*. Say, “*Audition!* It’s a word we use all the time.”
- Repeat with the Tricky Words from Unit 1 that you reviewed in Lesson 1. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 3

## REVIEW

Words with  
/oe/ > 'o\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✚ Students will blend and identify words with /oe/ > 'o\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- ✚ Students will read words with /oe/ > 'o\_e'. **TEKS 3.2.A.ii**
- ✚ Students will read words with the VCe syllable pattern. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefix *un-*.

- ✚ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “The Role of Code” fluently and answer questions about key

- ✚ details in the text. **TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

- ✚ Students will spell and write words with /oe/ > 'o\_e'. **TEKS 3.2.B.i**

## FORMATIVE ASSESSMENT

## Activity Page 3.2

Words with *un-* and *-ful*

- ✚ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- ✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                 |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                  |
| <b>Warm-Up</b>                                                                                 |             |                                                  |
| Review Words with /oe/ > 'o_e'                                                                 | 3 min.      |                                                  |
| <b>Phonics—Decoding</b>                                                                        |             |                                                  |
| Read Words with /oe/ > 'o_e'                                                                   | 3 min.      | <input type="checkbox"/> Activity Page 3.1       |
| Read Two-Syllable VCe Words: /oe/ > 'o_e'                                                      | 3 min.      |                                                  |
| <b>Morphology</b>                                                                              |             |                                                  |
| Root Words and Prefixes: <i>un-</i>                                                            | 6 min.      | <input type="checkbox"/> Activity Page 3.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                  |
| <b>Reading</b>                                                                                 |             |                                                  |
| Read "The Role of Code"                                                                        | 10 min.     | <input type="checkbox"/> Activity Pages 3.3, 3.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                  |
| Spell Words with /oe/ > 'o_e'                                                                  | 5 min.      | <input type="checkbox"/> dictation journal       |

## ADVANCE PREPARATION

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### Universal Access

- Gather pictures to represent the words in the Reading activity: *coder*, *game console*, and *apps*.

## Lesson 3: Review: Words with /oe/ &gt; 'o\_e', Part 1

## Warm-Up



**Primary Focus:** Students will blend and identify words with /oe/ > 'o\_e'. **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /OE/ > 'O\_E' (3 MIN.)**

- Explain that today students will blend words with /oe/ > 'o\_e'.
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /d/ /oe/ /t/. Ask students to blend the sounds and say the word. (*dote*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *code, globe, hope, mope, robe, rode,* and *slope*.

## Lesson 3: Review: Words with /oe/ &gt; 'o\_e', Part 1

## Phonics—Decoding


**Primary Focus**

- Students will read words with /oe/ > 'o\_e'. **TEKS 3.2.A.ii****
- Students will read words with the VCe syllable pattern. **TEKS 3.2.A.ii****

**READ WORDS WITH /OE/ > 'O\_E' (3 MIN.)**

- Point out that students may remember one spelling for the /oe/ sound, the separated digraph 'o\_e'. Write 'o\_e' on the board.
- Ask, "What sound would you say if you saw this spelling?" (/oe/ as in *close*)
- Ask, "What are some words that have this spelling at the end?" Record two or three 'o\_e' words on the board.

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Write *close* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *clone* on the board next to *close*.
- As you write the new word on the board, underline the 'n' and ask, "If that is *close*, what is this?"
- Continue this process with the remaining words.

1. close > clone > lone > cone > tone > stone > stove > stole
2. toe > foe > woe > roe > rose > pose > hose > hole

### Activity Page 3.1



- Direct students to Activity Page 3.1 and review the instructions. If time allows, have students work on the activity page in class and have them read the words aloud with a partner. If not, ask students to complete the page at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### READ TWO-SYLLABLE VCE WORDS: /OE/ > 'O\_E' (3 MIN.)

- Review one-syllable VCe words. Point to *close* again. Read it aloud and then have students read it aloud. Underline 'o' and 'e', and draw a V shape under the word to connect the underlined letters.
- Remind students that the separated digraph 'o\_e' makes the /oe/ sound.
- Ask, "How many syllables does this word have?" (*one*)
- Remind students that it is a VCe (Vowel + Consonant + 'e') syllable. Say, "The vowel 'o' is followed by the consonant 's' that is followed by the silent 'e'."
- Write *decode* on the board and mark the syllables in *de•code* with a slash.
- Underline the 'e' in the first syllable. Say, "This vowel is part of an open syllable." Pronounce the syllable /dee/.
- Underline the 'o' and the 'e' and draw a V shape under the second syllable to connect the vowels. Point to the syllable and say, "This is a VCe syllable." Pronounce the syllable /koed/.

- Point to each syllable as you read the word aloud: first, syllable by syllable, and then, as a whole word. /dee/ /koed/. Then have students read the word aloud.
- Ask, “How many syllables are in *decode*?” (*two*)
- Ask, “Is the first syllable a closed or open syllable? How do you know?” (*open; It ends with a vowel and makes the long vowel sound.*)
- Ask, “What kind of syllable is the second syllable?” (VCe)
- Repeat the routine with the following two-syllable words: *behave*, *backbone*, *daytime*, *hometown*, and *hopeful*.

## Support

Encourage students to clap to highlight the syllables. Demonstrate with *de•code*. Have students clap the syllables in the other words.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two syllables: *hometown*.” (*thumbs-up*)

## Lesson 3: Review: Words with /oe/ > ‘o\_e’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefix *un-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: UN- (6 MIN.)

- Explain to students that a prefix is a word part added to the beginning of a root word to change the meaning of the word.
- Write the following words on the board: *redo*, *disagree*, and *unhappy*. Mark the prefixes.
- Say, “Common prefixes include *re-*, *dis-*, and *un-*. Let’s focus on the prefix *un-*.”
- Point to *unhappy* on the board.

## Challenge

Ask students to scan a page in a text they recently read. Have them identify and record words with prefixes in the text. Then have them write the meanings of the words.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.





## Language

### Learning How English Works

#### Beginning

Review the difference between prefixes and suffixes. Ask students to give a thumbs-up or thumbs-down as you read the following statements: "Both prefixes and suffixes change the meaning of words (*thumbs-up*); a prefix goes at the beginning of a word (*thumbs-up*); a suffix goes at the end of the word (*thumbs-up*)."

#### Intermediate

Ask students to complete the following sentence frame: *A prefix goes at the \_\_\_\_\_ of a word (beginning); a suffix goes at the \_\_\_\_\_ of a word (end).*

#### Advanced/

#### Advanced High

Have students say in their own words how prefixes and suffixes are different.

#### ELPS 1.F

### Activity Page 3.2



- Emphasize that a prefix changes the meaning of the word.
- Say, "The prefix *un-* means 'not', 'opposite of', or 'to do the opposite of'. So, *unhappy* means 'not happy.'"
- Explain that for words with prefixes, the spelling of the root word does not change when the prefix is added.
- Write *untrue* on the board.
- Say, "Let's figure out the meaning of this word by breaking it into its parts. I'm going to draw a line between the prefix and the base word. Where should I draw the line?" (*after the prefix un-*)
- Ask, "What is the base word?" (*true*) "What does *true* mean?" (*something that is a fact*)
- Ask, "What does *untrue* mean?" (*something that is not a fact*)
- Repeat the routine with the following words: *unwind*, *unwell*, *unlucky*, and *unlock*.
- Write *truthful* on the board and underline the suffix *-ful*.
- Say, "We have learned that we can add the suffix *-ful* to a word to make an adjective. *Truthful* is an adjective that means full of truth, or tells the truth.
- Add the prefix *un-* to *truthful* on the board.
- Say, "We can add the prefix *un-* to the adjective *truthful*. This makes the new adjective mean 'not' full of truth, or does not tell the truth. You will notice that the spelling of the base word *truth* did not change when we added either *-ful* or *-un* to it."
- Direct students to Activity Page 3.2 and review the instructions. Have students work on the activity page independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Lesson 3: Review: Words with /oe/ &gt; 'o\_e', Part 2

## Reading



**Primary Focus:** Students will read “The Role of Code” fluently and answer questions about key details in the text. **TEKS 3.2.A.ii; TEKS 3.4**

### READ “THE ROLE OF CODE” (10 MIN.)

- Direct students to Activity Page 3.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - Words: *compose, decode, dispute, debate*
  - phrases: “our huge globe”
  - domain-specific language: *execute, reset, programmer, game console*
- Have students follow along as you read “The Role of Code.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *device* and *accomplish*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

### Activity Pages 3.3, 3.4



### Challenge

Have students write a brief summary of the text. Remind them that a summary should only include the main points.

### Support

Before reading “The Role of Code,” show the images you prepared in advance. Have students repeat the word after you show each image.

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;  
**TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading Closely

**Beginning**

Have a strong reader work with a struggling reader to complete the comprehension questions.

**Intermediate**

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/  
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**

Lesson 3: Review: Words with /oe/ > 'o\_e', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /oe/ > 'o\_e'. **TEKS 3.2.B.i**

**SPELL WORDS WITH /OE/ > 'O\_E' (5 MIN.)**

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oe/ > 'o\_e'.
- Remind them that sometimes the /oe/ sound is spelled with the separated digraph 'o\_e'.
- Write *alone* on the board.
- Say the word *alone*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |             |            |              |
|-------------|------------|--------------|
| 1. alone    | 4. hopeful | 7. unbroken  |
| 2. ringtone | 5. pole    | 8. postpone  |
| 3. backbone | 6. spoke   | 9. sandstone |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                            |
|----------------------------|
| 1. He rode down the slope. |
| 2. Are you close to home?  |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

---

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

**Lesson 3: Review: Foundational Skills**

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3.
- Have them reread “The Role of Code.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

**TRICKY WORDS REVIEW**

- Write the following words on index cards: *through*, *language*, *different*, *door*, and *something*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *through* and say, “This word is tricky because the ‘ough’ is pronounced /oo/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we blend and say /th/ /r/ for these letters. We say /oo/ for these letters.” Point to the letters as you blend the sounds: /th/ /r/ /oo/, *through*. Say, “*Through!* It’s a word we hear all the time, like when we say ‘Through code we can unlock a door without a key.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *through*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 4

## REVIEW

Words with  
/ue/ > 'u\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will blend and identify words with /ue/ > 'u\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read VCe words with /ue/ > 'u\_e'. **TEKS 3.2.A.ii**
- Students will read two-syllable words with /ue/ > 'u\_e'. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefix *re-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “The Role of Code” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /ue/ > 'u\_e'. **TEKS 3.2.B.i**

## FORMATIVE ASSESSMENT

## Observation

## “The Role of Code” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review Words with /ue/ > 'u_e'                                                                 | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with /ue/ > 'u_e'                                                                   | 3 min.      |                                            |
| Read Two-Syllable VCe Words: /ue/ > 'u_e'                                                      | 3 min.      | <input type="checkbox"/> Activity Page 4.1 |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Prefixes: <i>re-</i>                                                            | 6 min.      | <input type="checkbox"/> Activity Page 4.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread "The Role of Code"                                                                      | 10 min.     | <input type="checkbox"/> Activity Page 3.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with /ue/ > 'u_e'                                                                  | 5 min.      | <input type="checkbox"/> dictation journal |



## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire passage.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the passage.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *coder*, *game console*, and *apps*.

## Lesson 4: Review: Words with /ue/ &gt; 'u\_e', Part 1

## Warm-Up



**Primary Focus:** Students will blend and identify words with /ue/ > 'u\_e'. **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /UE/ > 'U\_E' (3 MIN.)**

- Say, "Today we will blend words with /ue/ > 'u\_e'."
- Tell students that you will say some segmented sounds, and they will blend the sounds to say a word.
- Say the following sounds as students listen: /f/ /ue/ /m/. Ask students to blend the sounds and say the word. (*fume*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *fuse*, *huge*, *muse*, *mule*, *cube*, *cute*, *defuse*, and *dispute*.

## Lesson 4: Review: Words with /ue/ &gt; 'u\_e', Part 1

## Phonics—Decoding


**Primary Focus**

- TEKS 3.2.A.ii** Students will read VCe words with /ue/ > 'u\_e'. **TEKS 3.2.A.ii**
- TEKS 3.2.A.ii** Students will read two-syllable words with /ue/ > 'u\_e'. **TEKS 3.2.A.ii**

**READ WORDS WITH /UE/ > 'U\_E' (3 MIN.)**

- Point out that students may remember one spelling for the /ue/ sound, the separated digraph 'u\_e'.
- Write 'u\_e' on the board.
- Ask, "If you saw this spelling, what sound would you make?" (/oo/ as in *tune* or /ue/ as in *fuse*)

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Support

If students struggle with the /ue/ sound, have them use rhyming to generate words with the sound.

- Say, “The ‘u\_e’ spelling sometimes makes the /ue/ sound as in *cube* or *huge* and sometimes makes an /oo/ sound as in *June* or *flute*.”
- Say, “Today, we are going to focus on words that have the /ue/ sound.”
- Ask students to provide two or three words that have the ‘u\_e’ spelling and make the /ue/ sound, correcting any examples that make the /oo/ sound. Record correct answers on the board.
- Write *use* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Write *fuse* on the board next to *use*.
- As you write the new word on the board, underline the ‘f’ and ask, “If that is *use*, what is this?”
- Continue this process with the remaining words.

use > fuse > muse > amuse > accuse > acute > cute > mute > mule

## READ TWO-SYLLABLE VCE WORDS: /UE/ > ‘U\_E’ (3 MIN.)

- Write *volume* on the board.
- Ask a volunteer to approach the board to underline the ‘o’, ‘u’, and ‘e’, and draw a V shape under the word, connecting the ‘u’ and ‘e’.
- Ask, “How many syllables does this word have?” (*two*)
- Mark the syllables in *vol•ume* with a slash.
- Cover the second syllable.
- Ask, “What kind of syllable is this?” (*closed*) Ask students to read it (*vol-*).
- Cover the first syllable.
- Ask, “What kind of syllable is this?” (*VCE*)
- Say, “Yes, it is a VCE, or Vowel (‘u’) + Consonant (‘m’) + ‘e’ syllable.” Ask students to read it (*ume-*).
- Have students read the word aloud with you: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the following two-syllable words: *compute*, *defuse*, *excuse*, *immune*, and *useful*.



- Direct students to Activity Page 4.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree and a thumbs-down if you disagree that the following word has two syllables: *fortune*." (*thumbs-up*)

## Lesson 4: Review: Words with /ue/ > 'u\_e', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefix *re-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *RE-* (6 MIN.)

- Say, "Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word."
- Say, "Let's focus on the prefix *re-*."
- Write *do* on the board. Then add the prefix *re-*.
- Say, "The prefix *re-* means 'again' or 'back.' So, *redo* means 'to do again.'"
- Point out that the spelling of *do* did not change when you added the prefix.
- Write *remake* on the board.
- Say, "Let's figure out the meaning of this word by breaking it into its parts. I'm going to draw a line between the prefix and the base word. Where should I draw the line?" (*after the prefix re-*)

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



## Language

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### Learning How English Works

#### Beginning

Demonstrate the meaning of the prefix *re-*. Write a word in sloppy print on the board. Erase it. Say, "I'm going to *redo* this. I'm going to *rewrite* the word." Then neatly rewrite the word.

#### Intermediate

Ask students to act out a word with the prefix *re-*. For example, a student may open a box, close it, and then *reopen* it, or open it again.

#### Advanced/

#### Advanced High

Have students say a sentence using a word with *re-*.

**ELPS 1.E**

## Challenge

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Have students work in pairs to generate a list of verbs. Then have them determine whether they can use the prefix *re-* to form new words.

- Ask, "What is the base word?" (*make*) "What does *make* mean?" (*to create*)
- Ask, "What does *remake* mean?" (*to create again*)
- Repeat the routine with the following words: *repaint*, *rename*, *repay*, *replay*, and *rethink*.
- Direct students to Activity Page 4.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 4: Review: Words with /ue/ &gt; 'u\_e', Part 2

## Reading



**Primary Focus:** Students will reread “The Role of Code” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### REREAD “THE ROLE OF CODE” (10 MIN.)

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

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread “The Role of Code” with a partner.
- Take time to answer any questions that students may have about “The Role of Code.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to:
  - underline three words with the spelling pattern ‘u\_e’, such as *computer*.
  - circle three words with the prefix *re-*, such as *remind*.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Support

Have students work on one annotation at a time. For example, first have them look for ‘u\_e’ spellings. Then have them look for words with prefixes.

## Activity Page 3.3



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Reading Closely

#### Beginning

Work with student pairs to identify a few words with separated digraphs.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



### Observation: “The Role of Code” Anecdotal Reading Record

As you listen to each student read “The Role of Code,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

### Lesson 4: Review: Words with /ue/ > ‘u\_e’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ue/ > ‘u\_e’. **TEKS 3.2.B.i**

### SPELL WORDS WITH /UE/ > ‘U\_E’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ue/ > ‘u\_e’.
- Remind them that sometimes the /ue/ sound is spelled with the separated digraph ‘u\_e’.
- Write *perfume* on the board.
- Say the word *perfume*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |            |            |            |
|------------|------------|------------|
| 1. perfume | 4. volume  | 7. defuse  |
| 2. unmute  | 5. useful  | 8. dispute |
| 3. reused  | 6. compute | 9. excuse  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                 |
|---------------------------------|
| 1. The mule refuses to move.    |
| 2. There is a cube in the game. |

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 4: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check their work.

### SHARING

- Pair up students and have one person share the response they wrote about “The Role of Code” on **Activity Page TR 3.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.



- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *through* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *throoooo*. Write the letters to spell *through* on the board.
- Point to the word *through* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled with ‘ough!’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we blend and say /th/ /r/ for these letters. We say /oo/ for these letters.” Point to the letters as you blend the sounds: /th/ /r/ /oo/, *through*. Say, “*Through!* It’s a word we use all the time.”
- Repeat with the words *language*, *different*, *door*, and *something*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

## Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 5

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON


## Warm-Up

Students will review identifying and blending words with VCe sound-spellings.

 **TEKS 3.2.A.ii**

## Phonics—Decoding

 Students will review reading words with VCe sound-spellings. **TEKS 3.2.A.ii**

 Students will review one- and two-syllable words with VCe syllables. **TEKS 3.2.A.ii**

## Morphology

Students will review identifying and using words with prefixes and suffixes.

 **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read and annotate “Hope the Sculptor” independently and answer questions about key details in the text.

 **TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

## Phonics—Encoding

Students will spell and write words with VCe spellings: ‘a\_e’, ‘i\_e’, ‘o\_e’, ‘u\_e’.


 **TEKS 3.2.B.i**

## FORMATIVE ASSESSMENT

## Dictation Journal

## Phonics/Encoding Dictation

 **TEKS 3.2.B.i**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                        |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                  |
| <b>Warm-Up</b>                                                                                 |         |                                                  |
| Give Me a Word                                                                                 | 3 min.  |                                                  |
| <b>Phonics—Decoding</b>                                                                        |         |                                                  |
| Review Words with VCe Spelling Patterns                                                        | 3 min.  |                                                  |
| Read One- and Two-Syllable VCe Words                                                           | 3 min.  |                                                  |
| <b>Morphology</b>                                                                              |         |                                                  |
| Review Derivational Endings and Affixes                                                        | 6 min.  | <input type="checkbox"/> Activity Pages 5.1, 5.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                  |
| <b>Reading</b>                                                                                 |         |                                                  |
| Read “Hope the Sculptor” Independently                                                         | 10 min. | <input type="checkbox"/> Activity Pages 5.3, 5.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                  |
| Encoding Review                                                                                | 5 min.  | <input type="checkbox"/> dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

- Create a VCe sound-spelling chart on the board prior to beginning the activity.

| /ae/ > 'a_e' | /ie/ > 'i_e' | /oe/ > 'o_e' | /ue/ > 'u_e' |
|--------------|--------------|--------------|--------------|
|              |              |              |              |
|              |              |              |              |

### Morphology

- Consider having students cut out the Word Cards on Activity Page 5.1 prior to beginning the activity.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *sculpture*, *chisel*, and *mallet*.

## Lesson 5: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying and blending words with VCe sound-spellings. **TEKS 3.2.A.ii**

**GIVE ME A WORD (3 MIN.)**

- Say, “Let’s talk about the VCe spelling patterns that we have been reviewing.”
- Write ‘a\_e’ on the board.
- Ask, “What is a word with this spelling?” (*cake, made, tame*)
- Record correct responses in a list on the board. Students may provide a word with another spelling that makes the /ae/ sound, such as *eight* or *steak*. Write such words on another part of the board, underline the spelling that makes the /ae/ sound, and explain why they do not belong on the ‘a\_e’ list. If students provide a word with a different vowel sound, such as *moon* or *fight*, help students identify the vowel sound to understand why that word does not belong on the board.

## Lesson 5: Review: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

- ✚ Students will review reading words with VCe sound-spellings. **TEKS 3.2.A.ii**
- ✚ Students will review one- and two-syllable words with VCe syllables. **TEKS 3.2.A.ii**

**REVIEW WORDS WITH VCe SPELLING PATTERNS**

- Display the four-column VCe sound-spelling chart you made in advance.
- Say, “I’m going to say words that use the VCe spelling pattern.”
- Say the word *inside*.

✚ **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Support

If students struggle to identify the VCe spelling pattern of a word, write the word on the board. Then underline the VCe vowels and draw a V shape under the word.

- Have students repeat the word.
- Ask, “Which column should I write this word in?” (/ie/ > ‘i\_e’) Write the word in the correct column and read the word aloud with the students.
- Repeat the routine with the following words: *grape, globe, mute, dote, twine, hometown, shade, bite, smile, upgrade, huge, and reuse.*

## READ ONE- AND TWO-SYLLABLE VCE WORDS (3 MIN.)

- Say, “Let’s review one- and two-syllable words we learned this week. I’m going to give you a sound and a number of syllables. You’re going to give me a word.”
- Say, “Give me a one syllable word with /ue/ as in ‘u\_e.’” (*cute, use, cube, fume*)
- Record correct examples on the board. Read the words aloud with students. For two syllable words, mark the syllables with a slash.
- Repeat with the following requirements:
  - “Give me a one syllable word with /ie/ as in ‘i\_e.’” (*fine, kite, pine, ride*)
  - “Give me a two syllable word with /ae/ as in ‘a\_e.’” (*pancake, became, landscape, upgrade*)
  - “Give me a two syllable word with /oe/ as in ‘o\_e.’” (*lonely, decode, limestone, ringtone*)

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## Language

### Learning How English Works

#### Beginning

Review the meaning of the prefix *un-* with a demonstration. Begin drawing a picture of a smiling face, but do not complete it. Say, “This drawing is *unfinished*. It is not done.”

#### Intermediate

Ask students to act out a word with the prefix *un-*. For example, a student may make an unhappy face.

#### Advanced/ Advanced High

Have students say a sentence using a word with *un-*.

**ELPS 1.E**

## Lesson 5: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying and using words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## REVIEW DERIVATIONAL ENDINGS AND AFFIXES (6 MIN.)

- Say, “Let’s review the prefixes and suffixes we learned this week.”
- Write *retell* on the board.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Underline *re-*.
- Ask, “Is this a prefix or a suffix?” (*prefix*)
- Ask, “What does it mean?” (*again or back*)
- Ask, “What does the word *retell* mean?” (*to tell again*)
- Repeat with the following words: *unexplored* (*prefix; not; not explored*); *fearful* (*suffix; full of; full of fear*); *creator* (*suffix; someone who; someone who creates*).
- Direct students to Activity Pages 5.1 and 5.2 and review the instructions. Allow students time to cut out the word cards on Activity Page 5.1. Then have them work independently to use the cards to create new words and complete Activity Page 5.2. If they don’t complete the work in class, instruct them to work on it at home. Note students will need to take their word cards home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree and a thumbs-down if you disagree that a prefix goes at the beginning of a base word to form a new word.” (*thumbs-up*)

### Challenge

Have students create their own additional word cards with affixes and base words. Students should trade cards with a partner to create new words.

### Activity Pages 5.1, 5.2



### Support

Pair students and have them work together to complete the activity pages as needed.



## Lesson 5: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read and annotate “Hope the Sculptor” independently and answer questions about key details in the text.


 **TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

**READ “HOPE THE SCULPTOR” INDEPENDENTLY (10 MIN.)**

Activity Pages  
5.3, 5.4



- Tell students they will be reading “Hope the Sculptor” independently. Direct students to Activity Page 5.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *limestone, unfit, lone*
  - phrases: “works of art,” “haze of panic,” “smile began to grow on her face”
  - domain-specific language: *chisel, mallet*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *masterful, unusual*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and:
  - underline three words with VCe spellings, such as *stone*.
  - circle three words with the prefixes *un-* and *re-*, such as *unwise* and *reshape*.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- draw a box around three words with the suffixes *-ful* and *-or*, such as *skillful* and *sculptor*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

### Support

Before reading "Hope the Sculptor," show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with VCe spellings. On the next read, have them circle words with prefixes, and so on.



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### Reading

#### Reading Closely

#### Beginning

Assist students in creating columns on their own paper for each category (e.g., *Words with VCe*, *Words with Prefixes*, and *Words with Suffixes*). Provide them with or help them identify one example word from the passage for each category. Then have them find one additional example on their own or with a partner by focusing on one paragraph at a time.

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

#### ELPS 4.A

## Lesson 5: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with VCe spellings: 'a\_e', 'i\_e', 'o\_e', 'u\_e'. **TEKS 3.2.B.i**

### ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling some words with VCe spellings.
- Remind students that sometimes the /ae/, /ie/, /oe/, and /ue/ sound is spelled with a separated digraph.
- Write *became* on the board.
- Say the word *became*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- |               |              |             |
|---------------|--------------|-------------|
| 1. became     | 4. unlike    | 7. grateful |
| 2. instructor | 5. rewrite   | 8. unopened |
| 3. hopeful    | 6. unexcused | 9. reuse    |

**TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. I am grateful for this useful globe.
2. Draw a cube in your notes.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

## Lesson 5: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students to Activity Page 5.3.
- Have them reread “Hope the Sculptor.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
  - use evidence from the text or from their lives to describe and support that moment, idea, or claim and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Hope the Sculptor” on **Activity Page TR 5.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 1 and 3 (*weather, Palais Garnier, crepe, Eiffel, Louvre, croissant, whose, center, measure, area, quiche*) and any other Tricky Words reviewed this week. Write the following new words on index cards: *didn't, thought, and months*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *thought* and say, “This word is tricky because the ‘ough’ is pronounced /aw/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /th/ for these letters. We say /aw/ for these letters. We say /t/ for this letter.” Point to the letters as you blend the sounds: /th/ /aw/ /t/, *thought*. Say, “*Thought!* It’s a word we use all the time, like when we say ‘Hope thought about her advisor’s words for awhile.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *thought*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /aw/ sound spelled ‘ough.’” Write *bought* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 1 and 3. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1–10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

## 6

## REVIEW

# Words with Hard and Soft 'c'

## PRIMARY FOCUS OF LESSON

### Warm-Up

- Students will orally review words with hard and soft 'c'. **TEKS 3.2.A.i**

### Phonics—Decoding

- Students will read words with hard and soft 'c'. **TEKS 3.2.A.i**
- Students will read two-syllable words with the VCe syllable pattern.
- TEKS 3.2.A.i; TEKS 3.2.A.ii**

### Morphology

- Students will read and identify the meaning of words with the prefixes *un-* and *re-*.
- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### Reading

- Students will read "How to Sketch a Giraffe" orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.
- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### Phonics—Encoding

- Students will spell and write words with /k/ > 'c' and /s/ > 'ce', 'ci'.
- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Activity Page 6.1

### Words with Hard and Soft 'c'

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

### Observation


### Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes. **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments;

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review Hard and Soft 'c'                                                                       | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with Hard and Soft 'c'                                                              | 3 min.  | <input type="checkbox"/> Activity Page 6.1 |
| Read Two-Syllable VCe Words                                                                    | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Prefixes: <i>un-</i> , <i>re-</i>                                               | 6 min.  | <input type="checkbox"/> Activity Page 6.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Read "How to Sketch a Giraffe" with Accuracy                                                   | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with /k/ > 'c' and /s/ > 'ce', 'ci'                                                | 5 min.  | <input type="checkbox"/> dictation journal |

 **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *giraffe*, *pencil*, *circle*, *ossicones*, and *landscape*.



## Language

## Learning How English Works

Remind students that using the letter 'c' alone is not the only way the sounds /k/ and /s/ are spelled in English. The sound /k/ can be spelled 'ck', 'cc', and 'ch'. Give students the example *rock*. The sound /s/ can be spelled 'ss', 'c', 'sc', 'st', 'ce', and 'se'. Give students the example of *science*. Students will continue to practice these tricky spellings in future units.

## ELPS 4.A

## Lesson 6: Review: Words with Hard and Soft 'c', Part 1

## Warm-Up



**Primary Focus:** Students will orally review words with hard and soft 'c'. **TEKS 3.2.A.i**

## REVIEW HARD AND SOFT 'C' (3 MIN.)

- Explain that you are going to say some words. When students hear the hard 'c' sound /k/, they should raise their left hand, and when they hear the soft 'c' sound /s/, they should raise their right hand.
- Say the word *can*. (*hard 'c'*)
- Write the word on the board. Have students read the word aloud.
- Say the word *face*. (*soft 'c'*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *corn*, *twice*, *placemat*, and *copy*.



## Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a hard 'c': *coral*." (*thumbs-up*)

## Lesson 6: Review: Words with Hard and Soft 'c', Part 1

## Phonics—Decoding



## Primary Focus

Students will read words with hard and soft 'c'. **TEKS 3.2.A.i**

Students will read two-syllable words with the VCe syllable pattern.

**TEKS 3.2.A.i; TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## READ WORDS WITH HARD AND SOFT 'C' (3 MIN.)

- Write the following sentence on the board: *Put the cake in the center of the counter, by the fancy plate.* Read the sentence aloud.
- Point out that there are two /s/ sounds in the sentence. Circle 'ce' in *center* and 'cy' in *fancy*.
- Remind students that when an 'i', 'y', or 'e' follows a 'c', it is soft and makes the sound /s/. Write 'i', 'y', and 'e' on the board.
- Point to *center*. Say, "The 'c' at the beginning of this word makes the /s/ sound."
- Have students read the word aloud: first, sound by sound, and then, as a whole word.
- Ask, "How does the spelling show that the 'c' makes a /s/ sound, not a /k/ sound?" (*The 'e' that follows the 'c' means the 'c' will make the /s/ sound.*)
- Repeat with the word *fancy*.
- Point out that there are two /k/ sounds in the sentence. Underline 'ca' in *cake* and 'co' in *counter*.
- Remind students that when many other letters follow a 'c', including the vowels 'a', 'o', and 'u', it is hard and makes the sound /k/. Write 'a', 'o', and 'u' on the board.
- Point to *cake*. Say, "The 'c' at the beginning of this word makes a /k/ sound."
- Have students read the word aloud: first, sound by sound, and then, as a whole word.
- Ask, "How does the spelling show that the 'c' makes a /k/ sound, not a /s/ sound?" (*The 'a' means the 'c' will make the /k/ sound.*)
- Repeat with the word *counter*.
- Write and read aloud the following sentence: "This piece of coal is circular."
- Have student volunteers identify the /k/ and /s/ sounds and explain how the spelling shows the sound the 'c' should make in each word.
- Direct students to Activity Page 6.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 6.1



## READ TWO-SYLLABLE VCE WORDS (3 MIN.)

- Write the following words on the board: *advice*, *pancake*, *campsite*, *excite*, *costume*, *city*, *decode*, and *recite*.
- Point to *advice*.
- Ask, “How many syllables does this word have?” (*two*)
- Have students identify the syllables. (*ad•vice*) Mark the syllables with a slash.
- Ask, “Is the first syllable open or closed? How do you know?” (closed; It has a vowel followed by a consonant.)
- Point to the second syllable. Underline ‘i’ and ‘e’, and draw a V shape under the word.
- Say, “This is a VCe syllable. The vowel ‘i’ is followed by the consonant ‘c’ and that is followed by the vowel ‘e’; the ‘i\_e’ makes the /ie/ sound.” Have students read the word aloud with you: first, syllable by syllable, and then, as a whole word.
- Point to *pancake*.
- Ask, “How many syllables does this word have?” (*two*)
- Have students identify the syllables. (*pan•cake*) Mark the syllables with a slash.
- Ask, “Is the first syllable open or closed? How do you know?” (*closed; It has a vowel followed by a consonant.*)
- Ask, “What kind of syllable is the second syllable?” (VCe)
- Have students read the word aloud with you.
- Repeat the routine with the other two-syllable VCe words.

### Lesson 6: Review: Words with Hard and Soft ‘c’, Part 1

# Morphology



**Primary Focus:** Students will read and identify the meaning of words with the prefixes *un-* and *re-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## Support

Remind students that not all words that begin with *un-* and *re-* have prefixes.

Give the examples *uncle* and *rely*.

## Challenge

Have students turn to a partner and brainstorm one additional word that uses the prefix *un-* and one that uses the prefix *re-*. Then call on volunteers to share their words with the class.

## Activity Page 6.2



### ROOT WORDS AND PREFIXES: UN-, RE- (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Explain to students that we can read words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write and read aloud the word *refill*. Have students repeat the word.
- Say, “I see the prefix *re-* /r/ /ee/. I am going to segment the rest of the word: /f/ /i/ /l/. Now I can blend the entire word: re•fill.”
- Tell students the prefix *re-* means “again” or “back,” so the word *refill* means “to fill again.”
- Remind students that when we add a prefix to a root word, we do not have to change the root word’s spelling.
- Repeat with the words *retell* and *reopen*, having students define each word.
- Say, “Now we are going to read words with another prefix: *un-*.”
- Write and read aloud the word *unclear*. Have students read the word aloud. Model segmenting and blending the word.
- Explain that the prefix *un-* means “not” or “opposite of,” so the word *unclear* means “not clear.”
- Repeat with the words *unreal* and *unable*, having students define each word.
- Explain that some words have multiple prefixes.
- Write and read aloud the word *unreviewed*. Have students repeat the word.
- Ask, “Which prefixes does this word have?” (*un-* and *re-*).
- Say, “Based on the meanings of the prefixes *un-* and *re-* the word *unreviewed* means “not looked at again.”
- Direct students to Activity Page 6.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 6: Review: Words with Hard and Soft 'c', Part 2

## Reading



**Primary Focus:** Students will read “How to Sketch a Giraffe” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**READ “HOW TO SKETCH A GIRAFFE” WITH ACCURACY (10 MIN.)**

**Note:** “How to Sketch a Giraffe” is a procedural text that is organized in steps.

- Direct students to Activity Page 6.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *rearrange, defined, landscape, discard, harsh*
  - phrases: “spruce up and refine”
  - domain-specific language: *ossicones*
- Have students follow along as you read “How to Sketch a Giraffe”.
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the text again, modeling how to sound out unfamiliar words, such as *prevent* and *necessary*.
- Have students practice pronouncing the words with you.
- Read the text once more with the whole class as a choral read.

**Activity Page 6.3**

**Support**

Remind students to use the sound-spelling skills they reviewed in this lesson to help them sound out any unfamiliar words.

Before reading “How to Sketch a Giraffe,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

Review questions and ask them in a yes/no format rather than an open-ended format.

#### Intermediate

Allow students to work with a partner to answer the discussion questions.

#### Advanced/ Advanced High

Provide minimal support as students work independently to answer the discussion questions.

**ELPS 4.G**

## Wrap-Up

### Discussion Questions for “How to Sketch a Giraffe”

1. **Literal.** What supplies do you need to sketch a giraffe?
  - » You need a pencil, an eraser, and a piece of paper to sketch a giraffe.
2. **Literal.** What shapes should you draw to make the different parts of a giraffe’s head?
  - » You should draw a circle to make a giraffe’s head, two smaller circles for the eyes, a curved line for a mouth, and two short lines for its hornlike bones.
3. **Literal.** What shapes should you draw to make the different parts of a giraffe’s body?
  - » You should draw a large oval to make the main part of the body. You should add a line for the neck and four lines to make the giraffe’s legs.
4. **Literal.** What should you do if you make a mistake while sketching?
  - » You should use your eraser to undo mistakes and redraw any parts you want to fix.
5. **Inferential.** Why might you choose to add a landscape to your sketch of a giraffe?
  - » Adding a landscape makes the sketch more complete or more realistic.



### Check for Understanding

**Think-Pair-Share:** Give students time to think about their answers. Then, have students turn and talk to a partner to share their responses to the discussion questions. Remind them to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.



### Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Lesson 6: Review: Words with Hard and Soft 'c', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /k/ > 'c' and /s/ > 'ce', 'ci'.

 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## SPELL WORDS WITH /K/ > 'C' AND /S/ > 'CE', 'CI' (5 MIN.)


- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /k/ > 'c' and /s/ > 'ce', 'ci' that you say aloud.
- Say the word *cart*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |              |         |             |
|--------------|---------|-------------|
| 1. cart      | 4. cake | 7. placemat |
| 2. cell      | 5. city | 8. replace  |
| 3. uncertain | 6. face | 9. copy     |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                              |
|------------------------------|
| 1. They set up the campsite. |
| 2. He blinked twice.         |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

## Lesson 6: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3.
- Have them reread “How to Sketch a Giraffe.”
- Review the writing prompt on **Activity Page TR 6.1**.
- Tell students they will draw and write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *surface*, *live*, *certain*, *piece*, *eyes*, and *close*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”

- Display and point to the word *piece* and say, “This word is tricky because the ‘ie’ is pronounced /ee/ and the ‘c’ is pronounced /s/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /p/ for this letter. We say /ee/ for these letters. We say /s/ for this letter. And we do not say anything for this letter.” Point to the letters as you blend the sounds: /p/ /ee/ /s/, *piece*. Say, “*Piece!* It’s a word we hear all the time, like when we say ‘Grab a pencil and a piece of paper.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *piece*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 7

## REVIEW

# Words with Hard and Soft ‘g’

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally review words with hard and soft ‘g’. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words with hard and soft ‘g’. **TEKS 3.2.A.i**
- Students will read multisyllabic words with the VCe syllable pattern.
- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

- Students will identify the meaning of and use words with the prefix *dis-*.
- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

- Students will reread “How to Sketch a Giraffe” fluently with a partner.
- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /g/ > ‘g’ and /j/ > ‘ge’, ‘gi’.
- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

- Observation** “How to Sketch a Giraffe” Anecdotal Reading Record
- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review Hard and Soft 'g'                                                                       | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with Hard and Soft 'g'                                                              | 3 min.      |                                            |
| Read Multisyllabic VCe Words                                                                   | 3 min.      | <input type="checkbox"/> Activity Page 7.1 |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Prefixes: <i>dis-</i>                                                           | 6 min.      | <input type="checkbox"/> Activity Page 7.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread "How to Sketch a Giraffe"                                                               | 10 min.     | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with /g/ > 'g' and /j/ > 'ge', 'gi'                                                | 5 min.      | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire passage.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the passage.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity, such as *giraffe*, *pencil*, *circle*, *ossicones*, and *landscape*.

## Lesson 7: Review: Words with Hard and Soft 'g', Part 1

## Warm-Up



**Primary Focus:** Students will orally review words with hard and soft 'g'. **TEKS 3.2.A.i**

**REVIEW HARD AND SOFT 'G' (3 MIN.)**

- Explain that you are going to say some words. When students hear the hard 'g' sound /g/, they should raise their left hand, and when they hear the soft 'g' sound /j/, they should raise their right hand.
- Say the word *gap*. (*hard 'g'*)
- Write the word on the board. Have students read the word aloud.
- Say the word *forge*. (*soft 'g'*)
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *cage*, *goodbye*, *glasses*, and *hugeness*


**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has a hard 'g': *huge*." (*thumbs-down*)

## Lesson 7: Review: Words with Hard and Soft 'g', Part 1

## Phonics—Decoding


**Primary Focus**

**Primary Focus:** Students will read words with hard and soft 'g'. **TEKS 3.2.A.i**

Students will read multisyllabic words with the VCe syllable pattern.

**TEKS 3.2.A.i; TEKS 3.2.A.ii**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



**ENGLISH  
LANGUAGE  
LEARNERS**

**Language**
**Learning How English Works**

Remind students that using the letter 'g' alone is not the only way the sounds /g/ and /j/ are spelled in English. The sound /g/ can be spelled 'gg', 'gu', 'gh', and 'gue'. Give students the example *league*. The sound /j/ can be spelled 'g', 'dge', 'dg', 'ge', and 'd'. Give students the example *lodge*. Students will continue to practice these tricky spellings in future units.

**ELPS 4.A**

### READ WORDS WITH HARD AND SOFT 'G' (3 MIN.)

- Write the following sentence on the board: *We glimpsed gentle giraffes and big gorillas at the zoo.* Read the sentence aloud.
- Point out that there are three /g/ sounds in the sentence. Circle 'g' in *big*, *gorillas* and 'gl' in *glimpsed*.
- Remind students that a 'g' often makes the /g/ sound, including in the initial position (*golf*, *gift*), final position (*bag*, *nutmeg*), and in the initial consonant clusters *gl-* and *gr-* (*glow*, *grandma*). Write *golf*, *gift*, *bag*, *nutmeg*, *glow*, and *grandma* on the board.
- Point to *glimpsed*. Say, "The 'g' at the beginning of this word makes the /g/ sound."
- Have students read the word aloud in a segmented fashion, then blended.
- Ask, "How does the spelling show that the 'g' makes the /g/ sound, not the /j/ sound?" (*The 'g' is part of the initial consonant cluster gl-, which means the 'g' will make the /g/ sound.*)
- Repeat with the words *gorilla* and *big*.
- Point out that there are two /j/ sounds in the sentence. Underline 'ge' in *gentle* and 'gi' in *giraffes*.
- Remind students that 'g' in the initial position can make the /j/ sound in words that begin with *ge-*, *gi-*, and *gy-* (*gem*, *ginger*, *gym*). The letter 'g' also sounds like /j/ in words with separated vowel digraphs (*postage*, *cage*). Write *gem*, *ginger*, *gym*, *postage*, and *cage* on the board.
- Point to *gentle*. Say, "The 'g' at the beginning of this word makes a /j/ sound." Have students read the word aloud in a segmented fashion, then blended.
- Ask, "How does the spelling show that the 'g' makes a /j/ sound, not a /g/ sound?" (*The 'e' following the 'g' means the 'g' will make the /j/ sound.*)
- Repeat with the word *giraffes*.
- Write and read aloud the following sentence: "The gerbil gathers grain in its cage."
- Have student volunteers identify the /g/ and /j/ sounds and explain how the spelling shows the sound the 'g' should make in each word.

## READ MULTISYLLABIC VCE WORDS (3 MIN.)

- Write the following words on the board: *gemstone*, *migrate*, *precise*, *unlace*, *pinecone*, *gravestone*, *consume*, and *generate*.
- Point to *gemstone*.
- Ask, “How many syllables does this word have?” (*two*)
- Have students identify the syllables. (*gem•stone*) Mark the syllables with a slash.
- Point to the first syllable.
- Ask, “Is the first syllable open or closed? How do you know?” (*closed; The vowel is followed by a consonant.*)
- Cover the first syllable.
- Point to the second syllable. Ask, “What kind of syllable is the second syllable?” (VCe)
- Underline ‘o’ and ‘e’, and draw a V shape under the word. Remind students that the separated digraph ‘o\_e’ makes the /oe/ sound.
- Have students read the word aloud with you: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the other multisyllabic VCe words.
- Direct students to Activity Page 7.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Support

Remind students that they can underline the vowels to help determine how many syllables there are (i.e., each syllable has one vowel sound).

### Activity Page 7.1



## Lesson 7: Review: Words with Hard and Soft ‘g’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefix *dis-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



## ROOT WORDS AND PREFIXES: *DIS-* (6 MIN.)

### Challenge

Have students or small groups use words with the prefix *dis-* in sentences.

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Tell students that they have already learned about the prefix *un-*, which means “not” or “opposite of.” Explain that today they will focus on another prefix that has the same meaning: *dis-*.
- Remind students that we can read words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write and read aloud the word *dislike*. Have students read the word aloud.
- Say, “I see the prefix *dis-* /d/ /i/ /s/. I am going to segment the rest of the word: /l/ /ie/ /k/. Now I can blend the entire word: dis•like.”
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix dis-*).
- Ask, “What is the root word?” (*like*) “What does the word *like* mean?” (*to enjoy*)
- Say, “If we add the prefix *dis-* at the beginning of *like*, how does the meaning of the word change? (*Its meaning changes to “to not enjoy.”*)
- Ask, “If we add the prefix *dis-* to the word *like*, how does the spelling of *like* change?” (*The spelling does not change when we add the prefix.*)
- Repeat with the words *disobey*, *disappear*, *disagree*, *disloyal*, and *disrespect*, having students read and define each word. Define root words for students when needed.
- Direct students to Activity Page 7.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 7.2



## Lesson 7: Review: Words with Hard and Soft 'g', Part 2

## Reading



**Primary Focus:** Students will reread “How to Sketch a Giraffe” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**REREAD “HOW TO SKETCH A GIRAFFE” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “How to Sketch a Giraffe” with a partner.
- Take time to answer any questions that students may have about “How to Sketch a Giraffe.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together on the following:
  - Underline three words that have a hard ‘g’, such as *grab*.
  - Draw a box around three words that have a soft ‘g’, such as *image*.
  - Circle three words that use the prefix *dis-*, such as *disappear*.
  - Highlight three multisyllabic words that have VCe syllables, such as *unwise*.

## Activity Page 6.3



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

## Reading Closely

**Beginning**

Work with student pairs to identify a few words with the prefix *dis-*.

**Intermediate**

Have students share their annotations with another student.

**Advanced/  
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



### Check for Understanding

Circulate as students are working or collect their annotations to review and monitor their choices.



### Observation: “How to Sketch a Giraffe” Anecdotal Reading Record

As you listen to each student read “How to Sketch a Giraffe,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 7: Review: Words with Hard and Soft ‘g’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /g/ > ‘g’ and /j/ > ‘ge’, ‘gi’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH /G/ > ‘G’ AND /J/ > ‘GE’, ‘GI’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /g/ > ‘g’ and /j/ > ‘ge’, ‘gi’ that you say aloud.
- Say the word *gap*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |         |              |             |
|---------|--------------|-------------|
| 1. gap  | 4. age       | 7. giraffe  |
| 2. wage | 5. disengage | 8. gentle   |
| 3. huge | 6. glasses   | 9. disagree |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The campers watched a giant bear go into the water.
2. Greg used a small shovel to dislodge the gemstone.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 7: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share their responses with a partner and check each other’s work.

### SHARING

- Pair up students and have one person share the response they wrote about “How to Sketch a Giraffe” on **Activity Page TR 6.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *piece* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *peeesss*. Write the letters to spell *piece* on the board.
- Point to the word *piece* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ee/ sound is spelled ‘ie’ and the /s/ sound is spelled ‘c.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /p/ for this letter. We say /ee/ for these letters. We say /s/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /p/ /ee/ /s/, *piece*. Say, “*Piece!* It’s a word we use all the time.”
- Repeat with the words *surface*, *live*, *certain*, *eyes*, and *close*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 8

## REVIEW

# Words That End in /v/ and /j/

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally review words that end with /v/ and /j/. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words that end with /v/ > 've' and /j/ > 'ge' and 'dge'. **TEKS 3.2.A.i**

Students will read multisyllabic words with the VCe syllable pattern.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will read and identify the meaning of words with the prefix *pre-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read "Dinosaurs" fluently and will answer questions about key details

- in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words that end in /v/ and /j/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 8.2

Root Words and Prefixes: *pre-*

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                 |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                  |
| <b>Warm-Up</b>                                                                                 |             |                                                  |
| Review Words That End in /v/ and /j/                                                           | 3 min.      |                                                  |
| <b>Phonics—Decoding</b>                                                                        |             |                                                  |
| Read Words That End in /v/ and /j/                                                             | 3 min.      |                                                  |
| Read Multisyllabic VCe Words                                                                   | 3 min.      | <input type="checkbox"/> Activity Page 8.1       |
| <b>Morphology</b>                                                                              |             |                                                  |
| Root Words and Prefixes: <i>pre-</i>                                                           | 6 min.      | <input type="checkbox"/> Activity Page 8.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                  |
| <b>Reading</b>                                                                                 |             |                                                  |
| Read “Dinosaurs”                                                                               | 10 min.     | <input type="checkbox"/> Activity Pages 8.3, 8.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                  |
| Spell Words That End in /v/ and /j/                                                            | 5 min.      | <input type="checkbox"/> dictation journal       |



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## ADVANCE PREPARATION

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *dinosaur*, *mountain ridge*, *bay*, and *fossil*.

## Lesson 8: Review: Words That End in /v/ and /j/, Part 1

## Warm-Up



**Primary Focus:** Students will orally review words that end with /v/ and /j/.

**TEKS 3.2.A.i**

**REVIEW WORDS THAT END IN /V/ AND /J/ (3 MIN.)**

- Tell students that first you will say a word and then they will repeat it.
- Say, “After we say the word, I will give you a clue to a new word. You will make the new word by replacing a sound in the first word with a different sound. Raise your hand when you think you know the new word.”
- Give an example: *dive*. Have students repeat the word.
- Say, “Here’s a hint to a new word: a white bird. Replace a sound in *dive* with a different sound. What is the new word?” (*dove*)
- Continue with the words in the list.

**Hint**

|          |                            |              |
|----------|----------------------------|--------------|
| 1. dove  | to feel affection          | <i>love</i>  |
| 2. age   | a sheet of paper in a book | <i>page</i>  |
| 3. brave | to want something          | <i>crave</i> |
| 4. live  | to offer as a present      | <i>give</i>  |
| 5. wedge | a type of trimmed bush     | <i>hedge</i> |
| 6. pave  | a hand motion of greeting  | <i>wave</i>  |
| 7. badge | to move an object a little | <i>budge</i> |
| 8. shove | to remove hair             | <i>shave</i> |

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 8: Review: Words That End in /v/ and /j/, Part 1

# Phonics—Decoding



## Primary Focus

- Students will read words that end with /v/ > 've' and /j/ > 'ge' and 'dge'. **TEKS 3.2.A.i**
- Students will read multisyllabic words with the VCe syllable pattern.
- TEKS 3.2.A.i; TEKS 3.2.A.ii**

### READ WORDS THAT END IN /V/ AND /J/ (3 MIN.)

- Explain that some letters can be pronounced more than one way. Remind students that the letter 'g' is one example. It can be pronounced /g/ or /j/.
- Write *stag* on the board. Have students read it aloud.
- Say, "Stag is a name for a male deer." Ask, "What sound does the 'g' make in *stag*?" (/g/)
- Write an e at the end of *stag*, making the word *stage*. Have students read it aloud.
- Ask, "What sound does the 'g' make in *stage*?" (/j/) "Is that the same sound as the 'g' in *stag*?" (no)
- Circle the 'e'. Say, "The letter 'g' usually makes the /j/ sound when it is followed by an 'e'"
- Repeat with the words *hug* and *huge*.
- Explain that sometimes a sound can be made by various spellings. For example, /j/ can also be spelled 'dge', 'dg', 'ge', and 'd'. Write the examples *lodge*, *barge*, and *educate* on the board. Read each word aloud and circle the spellings that make the /j/ sound.
- Tell students that other sound-spellings are more straightforward. Explain that /v/ can be spelled 'v' or 've'. The spelling 've' is often found at the end of words.
- Write *drive* on the board. Have students read it aloud.
- Ask, "What sound does the 'v' make in *drive*?" (/v/)

- **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Point to the 'e'. Ask, "Does the letter 'e' make a sound when it follows a 'v' at the end of a word? (*no*) Circle the 've'.
- Repeat with the word *hive* and *valve*.

### READ MULTISYLLABIC VCE WORDS (3 MIN.)

- Write the following words on the board: *microwave*, *upstage*, *revive*, *crocodile*, *became*, *beehive*, *bathrobe*, *campsite*, *teenage*.
- Point to *microwave*.
- Ask, "How many syllables does this word have?" (*three*)
- Have students identify the syllables. (*mi•cro•wave*) Mark the syllables with a slash.
- Point to the first syllable.
- Ask, "Is the first syllable open or closed? How do you know?" (*open; It ends with a vowel and has a long vowel sound.*) Have students read it aloud.
- Point to the second syllable.
- Ask, "Is the second syllable open or closed? How do you know?" (*open; It ends with a vowel and has a long vowel sound.*) Have students read it aloud.
- Cover the first two syllables.
- Point to the third syllable. Underline 'a' and 'e', and draw a V shape under the word. Remind students that the separated digraph 'a\_e' makes the /ae/ sound. Ask, "What kind of syllable is this?" (VCe) Have students read it aloud.
- Point to each syllable as you read the word aloud with students.
- Repeat the routine with other multisyllabic VCe words.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Support

As needed, review other spelling clues that indicate the letter 'g' is pronounced /j/, such as in words with separated vowel digraphs, such as *cage*.

### Activity Page 8.1





### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has two VCe syllables: *beehive*.” (*thumbs-down*)

## Lesson 8: Review: Words That End in /v/ and /j/, Part 1

# Morphology



**Primary Focus:** Students will read and identify the meaning of words with the prefix *pre-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *PRE-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Write and read aloud the word *preplan*. Then have students read the word aloud.
- Say, “I see the prefix *pre-* /p/ /r/ /ee/. I am going to segment the rest of the word: /p/ /l/ /a/ /n/. Now I can blend the entire word: *pre•plan*.”
- Tell students the prefix *pre-* means “before,” so the word *preplan* means “to plan before.”
- Ask, “How does the spelling of a root word change when we add the prefix *pre-*?” (*The spelling does not change when we add the prefix.*)
- Repeat with the words *preview*, *preschool*, and *preorder*, having students read and define each word.
- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the word bank on the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.

### Challenge

Have students pairs or small groups brainstorm more words that use the prefix *pre-*.

### Activity Page 8.2



**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



**ENGLISH  
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## Foundational Skills

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### Foundational Literacy Skills

#### **Beginning**

Simplify the activity page by providing shorter definitions or images based on students' level of proficiency.

#### **Intermediate**

Have students work with a proficient reader who acts as a mentor.

#### **Advanced/**

#### **Advanced High**

Have students work on the activity independently.

**ELPS 1.F**

## Lesson 8: Review: Words That End in /v/ and /j/, Part 2

## Reading



**Primary Focus:** Students will read “Dinosaurs” fluently and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**READ “DINOSAURS” (10 MIN.)**

**Note:** “Dinosaurs” is a nonfiction text and includes some domain-specific vocabulary such as *Ice Age*.

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *maintain* (to state a belief), *massive*, *decayed*, *preserve*
  - phrases: “array of trees and grasses,” “take a dive into books”
  - domain-specific language: *herbivores*, *carnivores*, *extinct*, *environment*, *fossils*
- Have students follow along as you read “Dinosaurs.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *disappearance* and *asteroid*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages  
8.3, 8.4


**Support**

Before reading “Dinosaurs,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

**Beginning**

Have a strong reader work with a struggling reader to complete the comprehension questions.

**Intermediate**

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/  
Advanced High**

Have students read independently, and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Lesson 8: Review: Words That End in /v/ and /j/, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that end in /v/ and /j/.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**SPELL WORDS THAT END IN /V/ AND /J/ (5 MIN.)**

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words that end in /v/ and /j/ that you say aloud.
- Say the word *brave*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |              |               |               |
|--------------|---------------|---------------|
| 1. brave     | 4. resolve    | 7. bandage    |
| 2. crave     | 5. beehive    | 8. prepackage |
| 3. prejudice | 6. prearrange | 9. revive     |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                      |
|--------------------------------------|
| 1. Dad has large gloves.             |
| 2. The kids will behave at the park. |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



## Support

Remind students that words that end with /v/ or /j/ very rarely end with 'v' or 'j' alone.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

### Lesson 8: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student. Direct students to Activity Page 8.3.
- Have them reread "Dinosaurs."
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *answers*, *earth*, *move*, and *mountain*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."

- Display and point to the word *move* and say, “This word is tricky because the ‘o’ is pronounced /oo/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /oo/ for this letter. We say /v/ for this letter. And we do not say anything for this letter.” Point to the letters as you blend the sounds: /m/ /oo/ /v/, *move*. Say, “*Move!* It’s a word we hear all the time, like when we say ‘How did dinosaurs live and move?’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *move*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 9

## REVIEW

# Long Vowel Teams

## PRIMARY FOCUS OF LESSON

### Warm-Up

Students will orally review /ae/ words spelled with vowel teams 'ai' and 'ay'.

📌 **TEKS 3.2.A.i**

### Phonics—Decoding

📌 Students will read /ae/ words spelled with vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

Students will read one-syllable words with vowel teams 'ai' and 'ay'.

📌 **TEKS 3.2.A.i; TEKS 3.2.A.ii**

### Morphology

Students will identify the meaning of and use words with the prefixes *dis-* and

📌 *pre-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### Reading

Students will reread “Dinosaurs” fluently with a partner.

📌 **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### Phonics—Encoding

Students will spell and write words with /ae/ > 'ai' and 'ay'.

📌 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Observation

### “Dinosaurs” Anecdotal Reading Record

📌 **TEKS 3.4**

- 📌 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review Common Vowel Teams: /ae/ > 'ai', 'ay'                                                   | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with Common Vowel Teams: /ae/ > 'ai', 'ay'                                          | 3 min.      | <input type="checkbox"/> Activity Page 9.1 |
| Read One-Syllable Words with Vowel Teams                                                       | 3 min.      |                                            |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Prefixes: <i>dis-</i> , <i>pre-</i>                                             | 6 min.      | <input type="checkbox"/> Activity Page 9.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread "Dinosaurs"                                                                             | 10 min.     | <input type="checkbox"/> Activity Page 8.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with /ae/ > 'ai', 'ay'                                                             | 5 min.      | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire passage.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the passage.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *dinosaur*, *mountain ridge*, *bay*, and *fossil*.

## Lesson 9: Review: Long Vowel Teams, Part 1

## Warm-Up



**Primary Focus:** Students will orally review /ae/ words spelled with vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

**REVIEW COMMON VOWEL TEAMS: /AE/ > 'AI', 'AY' (3 MIN.)**

- Tell students that first you will say a word with the /ae/ sound and then they will repeat it.
- Say, "After we say the /ae/ word, you will make a new /ae/ word by either changing a sound in the word or by adding a sound to the word. Raise your hand when you think of a new word."
- Give an example: *stay*. Have students repeat the word.
- Ask, "What new /ae/ word can you create by changing one sound in *stay*?" (*stray*)
- Continue with the words in the list.

| Words | Possible New Words |
|-------|--------------------|
| stray | <i>spray</i>       |
| pain  | <i>paint</i>       |
| gray  | <i>grain</i>       |
| rain  | <i>train</i>       |
| way   | <i>wait</i>        |
| may   | <i>mail</i>        |
| clay  | <i>claim</i>       |
| paid  | <i>played</i>      |

### Check for Understanding



**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word has the long vowel sound /ae/: *brake*." (*thumbs-up*)

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 9: Review: Long Vowel Teams, Part 1

# Phonics—Decoding



## Primary Focus

- ✦ Students will read /ae/ words spelled with vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**
- ✦ Students will read one-syllable words with vowel teams 'ai' and 'ay'.  
**TEKS 3.2.A.i; TEKS 3.2.A.ii**

### READ WORDS WITH COMMON VOWEL TEAMS: /AE/ > 'AI', 'AY' (3 MIN.)

- Write the vowel team 'ai' on the board. Say, "A vowel team is made when two vowels work together to make one sound. For example, when vowels 'a' and 'i' appear next to each other as 'ai', they make the sound /ae/."
- Write the vowel team 'ay' on the board. Explain that the vowel team 'ay' also makes the sound /ae/.
- Write *bay* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Insert 'r' to create *bray*.
- As you make this change, say, "If that is *bay*, what is this?"
- Continue this process with the remaining words.
- Complete the chaining for the 'ai' and 'ay' spellings of /ae/.

1. bay > bray > brain > grain > train > trail > frail > rail > raid > maid > laid
2. raise > praise > pray > say > stay > stray > tray > ray > lay > play > plain

- Direct students to Activity Page 9.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Support

Acknowledge that /ae/ is also spelled as the separated digraph 'a\_e', but tell students that this activity does not use words with that spelling.

## Activity Page 9.1



## READ ONE-SYLLABLE WORDS WITH VOWEL TEAMS (3 MIN.)

- Write the following words on the board: *aim*, *way*, *nail*, *bait*, *tray*, *clay*, *wait*, and *play*.
- Point to *aim*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *aim* have?” (*one*)
- Circle ‘ai’ and have students repeat the sound /ae/.
- Say, “In the word *aim*, the sound /ae/ is made by the letters ‘ai’. This is a vowel team syllable because the letters work together to make a single vowel sound.”
- Point to the word *way*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *way* have?” (*one*)
- Circle ‘ay’ and have students repeat the sound /ae/.
- Ask, “Since the letters ‘ay’ work together to make a single vowel sound, what kind of syllable is this?” (*vowel team syllable*)
- Repeat the routine with other words that use the vowel teams ‘ai’ or ‘ay’.

### Challenge

Ask students to come up with different one-syllable words with the ‘ai’ and ‘ay’ vowel teams to add to the list.

## Lesson 9: Review: Long Vowel Teams, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *dis-* and *pre-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## ROOT WORDS AND PREFIXES: *DIS-*, *PRE-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Review that the prefix *dis-* means “not” or “opposite of” and the prefix *pre-* means “before.”

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.





## Foundational Skills

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### Foundational Literacy Skills

Students may struggle with choosing the correct vowel team while completing the activity page. Pair students with a mentor to check and self-correct their work.

#### ELPS 1.B

## Activity Page 9.2

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- Say, “Often several prefixes can be added to a root word to form a new word. We need to think about the meaning we want to create when choosing the right prefix to add.”
- Write the root word *order* on the board.
- Ask, “What part of speech is the word *order*? (*noun or verb*)”
- Ask, “Which prefix should we add to make a word that means “to order before?” (*pre-*)”
- Add the prefix *pre-* to form the word *preorder*. Read the word aloud with the students.
- Ask, “What part of speech is the word *preorder*? (*verb*)”
- Write the root word *order* on the board again.
- Ask, “Now which prefix should we add to make a word that means “without order?” (*dis-*)”
- Add the prefix *dis-* to form the word *disorder*. Read the word aloud with the students.
- Ask, “What part of speech is the word *disorder*? (*noun*)”
- Ask, “How did we change the spelling of the root word *order* when we added prefixes?” (*We did not have to change the spelling of the root word.*)
- Direct students to Activity Page 9.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 9: Review: Long Vowel Teams, Part 2

## Reading



**Primary Focus:** Students will reread “Dinosaurs” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### REREAD “DINOSAURS” (10 MIN.)

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

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Dinosaurs” with a partner.
- Take time to answer any questions that students may have about “Dinosaurs.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- Tell students that after they finish reading, they should work together to:
  - draw a box around at least three words with syllables that have the vowel team ‘ai’, such as *claimed*;
  - underline at least three words with syllables that have the vowel team ‘ay’, such as *today*
  - circle at least three words with the prefixes *dis-* and *pre-*, such as *disappear* and *prework*.

### Activity Page 8.3



### Support

Have students first look for words with the vowel team ‘ai’ before they identify words with the vowel team ‘ay’.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few words with the prefixes *dis-* and *pre-*.

**Intermediate**

Have students share their annotations with another student.

**Advanced/  
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



Check for Understanding

**Think-Pair-Share:** Give students one minute to think about the passage annotations they made and why they made them. Then have partners explain their annotations to each other. Tell students to signal when both partners have contributed to the conversation. Call on students to share one of their partner's annotations and their thinking with the group.



Observation: "Dinosaurs" Anecdotal Reading Record

As you listen to each student read "Dinosaurs," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 9: Review: Long Vowel Teams, Part 2

Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ae/ > 'ai' and 'ay'.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**SPELL WORDS WITH /AE/ > 'AI', 'AY' (5 MIN.)**

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ae/ > 'ai', 'ay' that you say aloud.
- Say the word *spray*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |            |            |
|------------|------------|------------|
| 1. spray   | 4. prepaid | 7. relay   |
| 2. rain    | 5. sprain  | 8. essay   |
| 3. display | 6. doorway | 9. claimed |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. He waited a long time to play.
2. I hoped the spider would go away.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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

Lesson 9: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Dinosaurs” on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.

- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *move* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *moooooov*. Write the letters to spell *move* on the board.
- Point to the word *move* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled ‘o.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /oo/ for this letter. We say /v/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /m/ /oo/ /v/, *move*. Say, “*Move!* It’s a word we use all the time.”
- Repeat with the words *answers*, *earth*, and *mountain*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

10

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

Students will orally review words with hard and soft 'c' and 'g,' words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

Phonics—Decoding

Students will review reading words with hard and soft 'c' and 'g,' words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'. **TEKS 3.2.A.i**

Students will review reading one-syllable words with vowel teams 'ai' and 'ay'.
TEKS 3.2.A.i; TEKS 3.2.A.ii

Morphology

Students will review identifying the meaning of and using words with prefixes.
TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

Reading

Students will independently read "Eve's Race" and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5**

Phonics—Encoding

Students will spell and write words with spelling patterns they learned this week.
TEKS 3.2.B.i; TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

TEKS 3.2.B.i; TEKS 3.2.B.iv

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Let's Listen | 3 min. | |
| Phonics—Decoding | | |
| Review | 3 min. | |
| Read One-Syllable Words with Vowel Teams | 3 min. | |
| Morphology | | |
| Review Prefixes | 6 min. | <input type="checkbox"/> Activity Page 10.1 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Eve's Race" Independently | 10 min. | <input type="checkbox"/> Activity Pages 10.2, 10.3 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- Before the lesson, display signs or cards around the classroom with the following categories:
 - hard 'c'
 - soft 'c'
 - hard 'g'
 - soft 'g'/words that end in /j/
 - words that end in /v/
 - vowel teams 'ai' and 'ay'

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *race*, *subway*, *traffic*, and *sideline*.

Lesson 10: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will orally review words with hard and soft 'c' and 'g', words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A.i**

LET'S LISTEN (3 MIN.)

- Divide students into four groups: vowel teams 'ai' or 'ay', words that end in /v/ or /j/, words with soft 'c' or 'g', words with hard 'c' or 'g'.
- Say, "I am going to say some words. Raise your hand when you hear a word in your category. Some words may fit more than one category."
- Say the word *sway*. (vowel teams 'ai' or 'ay')
- Write the word on the board. Have students read the word aloud.
- Repeat with the following words: *frail*, *dissolve*, *package*, *imagine*, *decide*, *garage*, and *costume*.

Challenge

Extend the game by having student volunteers come up with more words that fit one or more of the categories.

Lesson 10: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review reading words with hard and soft 'c' and 'g', words that end in /v/ and /j/, and words with the vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A.i**

Students will review reading one-syllable words with vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW (3 MIN.)

- Direct students' attention to the signs or cards you placed around the classroom before the lesson began. Review the following sound-spellings that students have practiced: hard 'c', soft 'c', hard 'g', soft 'g' /words that end in /j/, words that end in /v/, and vowel teams 'ai' and 'ay'.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “I am going to display some words. We will read a word together. Then you will walk calmly to the part of the classroom that matches the word.”
- Write the word *page* on the board, and read it aloud. Then have students read the word aloud.
- Ask, “What sound can you identify in this word? (soft ‘g’/words that end in /j/)
- Have students move to the “soft ‘g’/words that end in /j/” part of the classroom.
- Repeat with the following words: *mailbox*, *fancy*, *above*, *coconut*, *gemstone*, *stage*, and *play*.

READ ONE-SYLLABLE WORDS WITH VOWEL TEAMS (3 MIN.)

- Write the following words on the board: *brain*, *ray*, *fail*, *mail*, *gray*, *stain*, *sway*, and *pay*.
- Point to *brain*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *brain* have?” (*one*)
- Circle ‘ai’ and have students repeat the sound /ae/.
- Say, “In the word *brain*, the sound /ae/ is made by the letters ‘ai’. This is a vowel team syllable because the letters work together to make a single vowel sound.
- Point to *ray*. Read it aloud and then have students read it aloud.
- Emphasize the long /ae/ vowel sound.
- Ask, “How many syllables does *ray* have?” (*one*)
- Circle ‘ay’ and have students repeat the sound /ae/.
- Ask, “Since the letters ‘ay’ work together to make a single vowel sound, what kind of syllable is this?” (*vowel team syllable*)
- Repeat the routine with the other words that use the vowel teams ‘ai’ or ‘ay’.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the following word is a one-syllable word that has the vowel team ‘ay’: *relay*.” (*thumbs-down; It has two syllables.*)

Lesson 10: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review identifying the meaning of and using words with prefixes. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

REVIEW PREFIXES (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Also remind students that adding prefixes to root words does not change the spelling of the root word.
- Say, “This week we learned about the prefixes *un-*, *re-*, *dis-*, *pre-*.”
- Have a student volunteer identify the meaning of the prefix *pre-*. (*before*)
- Ask, “If the prefix *pre-* means ‘before,’ then what does the word *pretest* mean?” (*to test before*)
- Have a student volunteer identify the meaning of the prefix *re-*. (*again or back*)
- Ask, “If the prefix *re-* means ‘again’ or ‘back,’ then what does the word *replay* mean?” (*to play again*)
- Have a student volunteer identify the meaning of the prefix *un-*. (*not or opposite of*)
- Ask, “If the prefix *un-* means ‘not’ or ‘opposite of,’ then what does the word *unsure* mean?” (*not sure*)

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by giving students just the root words and appropriate prefix and having them form the new word.

Intermediate

Have students work on the activity page with a proficient reader who acts as a mentor.

Advanced/ Advanced High

Have students work on the activity page independently.

ELPS 1.F

Support

Remind students to consider the context of each sentence when choosing prefixes to add to root words on the activity page.

Activity Page 10.1



- Have a student volunteer identify the meaning of the prefix *dis-*. (*not*)
- Ask, “If the prefix *dis-* means ‘not,’ then what does the word *disloyal* mean?” (*not loyal*)
- Direct students to Activity Page 10.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 10: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will independently read “Eve’s Race” and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5

READ “EVE’S RACE” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Eve’s Race.”
- Direct students to Activity Page 10.2.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *giddy, pace, incident, priceless, vowed*
 - phrases: “dodge traffic,” “brave the hot sun”
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *City Circuit, managed*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with soft ‘c’ or ‘g’, such as *huge*;
 - put a box around three words that end in /v/ or /j/, such as *Eve*;
 - circle three words with prefixes, such as *preset*;
 - highlight three words with vowel team syllables, such as *aim*.

Activity Pages
10.2, 10.3



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Challenge

Have students use a different color to highlight words with vowel team syllables that have different spellings.

Support

Before reading “Eve’s Race,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Have students write the words from the passage on their own paper. Create columns for students to categorize the skills (e.g., *Words with Hard ‘c’ or ‘g’*, *Words That End in /v/ or /j/*, *Words with Prefixes*, and *Words with Vowel Team Syllables*).

Intermediate

Have students work with a partner to annotate the text.

Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

ELPS 4.A

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.3 independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 10: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with spelling patterns they learned this week. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with spelling patterns they learned this week.
- Say, “I will say each word aloud. Then you will write it in your dictation journal.”
- Say the word *drove*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|--------------|-----------------|---------------|
| 1. drove | 4. unreflective | 7. prepay |
| 2. priceless | 5. revive | 8. unafraid |
| 3. playful | 6. disengage | 9. recyclable |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The package will arrive on Friday.
2. Sage always aims to have her phone prepaid.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

Lesson 10: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.2.
- Have them reread “Eve’s Race.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.

- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Eve’s Race” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 6 and 8 (*surface, live, certain, piece, eyes, close, answers, earth, move, mountain*). Write the following new words on index cards: *giddy, circuit, whistle, toward, walk* and *distance*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *walk* and say, “This word is tricky because the ‘al’ is pronounced /aw/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /aw/ for these letters. We say /k/ for this letter.” Point to the letters as you blend the sounds: /w/ /aw/ /k/, *walk*. Say, “*Walk!* It’s a word we use all the time, like when we say ‘You should be able to walk the rest of the race today.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *walk*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /aw/ sound spelled ‘al’.” Write *chalk* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 6 and 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.

- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1–10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 10.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings they have recently learned.
- Direct students to the short passage “The Pledge of Allegiance.” Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
 - underline three words with soft ‘c’ or ‘g’, such as *allegiance*;
 - put a box around three words with hard ‘c’ or ‘g’, such as *flag*;
 - and highlight one word with the *ay* or *ai* vowel team.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other’s responses with the following sentence starters:
 - I agree with _____ because. . .
 - I have an additional perspective about. . .
 - That is a great point because. . .
 - Another example is. . .

REVIEW

Long Vowel Teams for /ee/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /ee/ > 'ee', 'ea', and 'ie'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /ee/ > 'ee', 'ea', and 'ie'. **TEKS 3.2.A.i**
- Students will identify and read two-syllable words with vowel team syllables.
- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *non-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “Kailanie’s Bees” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text.

- TEKS 3.1.A; TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /ee/ > 'ee', 'ea', and 'ie'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 11.1

Vowel Team Syllables: two-syllable words

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments;

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|----------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Common Long Vowel Teams: /ee/ > 'ee', 'ea', 'ie' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with Common Long Vowel Teams: /ee/ > 'ee', 'ea', 'ie' | 3 min. | |
| Read Two-Syllable Words with Vowel Team Syllables | 3 min. | ☐ Activity Page 11.1 |
| Morphology | | |
| Root Words and Prefixes: <i>non-</i> | 6 min. | ☐ Activity Page 11.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Kailanie’s Bees” with Accuracy | 10 min. | ☐ Activity Page 11.3 |
| Phonics—Encoding | | |
| Spell Words with /ee/ > 'ee', 'ea', 'ie' | 5 min. | ☐ dictation journal |

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *beekeeper*, *bees*, *hive*, *creek*, and *season*.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ee/ > 'ee', 'ea', and 'ie'.

 **TEKS 3.2.A.i**

**REVIEW COMMON LONG VOWEL
TEAMS: /EE/ > 'EE', 'EA', 'IE' (3 MIN.)**

- Say, "Today we will blend more words with long vowel sounds, including some long vowel teams."
- Tell students that you will say some segmented sounds and they will blend the sounds to say a word.
- Say the following sounds as students listen: /f/ /ee/ /t/. Ask students to blend the sounds and say the word. (*feet*)
- Write the spelling 'ee' on the board.
- Write the word *feet* on the board beneath the 'ee' heading.
- Underline the vowel team 'ee' in *feet*. Remind students that this vowel team makes a long /ee/ sound.
- Add headings for 'ie' and 'ea'. Explain that these spellings can also make the /ee/ sound.
- Write *field* and *bean* on the board under their heading, and say the words aloud. Point out the 'ie' and 'ea' spellings.
- Repeat with the following words: *creek*, *meet*, *seed*, *bead*, *appear*, *shield*, and *brief*.
- Keep the 'ee', 'ie', and 'ea' headings on the board for the next activity.

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /ee/ > 'ee', 'ea', and 'ie'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

READ WORDS WITH COMMON LONG VOWEL TEAMS: /EE/ > 'EE', 'EA', 'IE' (3 MIN.)

- Say the word *season*, emphasizing the /ee/ sound.
- Write *season* on the board beneath the 'ea' heading. Underline the 'ea' spelling. Have students read the word aloud.
- Say the word *fifteen*, emphasizing the /ee/ sound.
- Write *fifteen* on the board beneath the 'ee' heading. Underline the 'ee' spelling. Have students read the word aloud.
- Continue the routine with *agree*, *achieve*, *freedom*, and *reason*.
- Remind students that the long vowel sound in these words is /ee/.

Note: You may wish to point out to students that the spellings 'ea' and 'ie' sometimes makes the short /e/ sound (as in *bread* and *friend*). Students will become more familiar with vowel teams that don't make the expected sounds as they practice decoding words.

READ TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Point to the word *achieve* on the board and read it aloud again, separating its syllables: "a•chieve." Point out each syllable in the word.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 11.1



ENGLISH
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Foundational Skills

Foundational Literacy Skills

Beginning

Have students do a simple chaining activity to learn how to pronounce 'ee'. Write the word *bet* and have them say it aloud. Then add the one letter to form the word *beat*. Help students to correctly pronounce the new word.

Intermediate

Emphasize that 'ie' does not always make the /ee/ sound. Ask them to pronounce the word *quiet*. Then have them say the word *brief*. Ask, "Which word makes the /ee/ sound?" (*brief*)

Advanced/

Advanced High

Emphasize that 'ea' does not always make the /ee/ sound. Ask them to pronounce the word *deaf* and help students pronounce it. Then write the word *beat*. Ask, "Which word makes the /ee/ sound?" (*beat*)

ELPS 3.A

- Point to the underlined letters in the second syllable of *achieve*. Say, "The letters 'ie' in *achieve* are a vowel team that make the /ee/ sound." Read the word aloud with the students.
- Repeat with the remaining two-syllable words on the board.
- Direct students to Activity Page 11.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *non-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: NON- (6 MIN.)

- Remind students that adding prefixes to words can change their meaning. Review the prefixes *un-* and *dis-*. Both of these prefixes have negative meanings. The prefixes *un-* and *dis-* mean "not" or "the opposite of."
- Say, "Another negative prefix with this meaning is *non-*."
- Write the word *fiction* on the board.
- Ask, "What does this word mean?" (*A story that is made up. Something that is not true.*)
- Add *non-* to the word to create *nonfiction*.
- Say, "This word means something that is not fiction. It is something that is true and not made up."
- Point out that adding the prefix does not change the spelling of the root word *fiction*.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Direct students to Activity Page 11.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Ask students to indicate whether the following prefixes are negative, or mean “not” or “the opposite of”: *un-* (*thumbs-up*), *re-* (*thumbs-down*), *pre-* (*thumbs-down*), *dis-* (*thumbs-up*), *non-* (*thumbs-up*).

Activity Page 11.2



Challenge

Before they complete the activity page, ask students to name other words that begin with *non-*.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 2

Reading



Primary Focus: Students will read “Kailanie’s Bees” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text. **TEKS 3.1.A; TEKS 3.1.D; TEKS 3.2.A.i; 3.2.A.ii; TEKS 3.4**

READ “KAILANIE’S BEES” WITH ACCURACY (10 MIN.)

Activity Page 11.3



Support

Before reading “Kailanie’s Bees,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 11.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *grief*, *achieve*, *nectar*, *mismatched*
 - phrases: “feels at peace,” “shield the bees,” “take flight”
- Have students follow along as you read: “Kailanie’s Bees.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *react* and *flightless*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Kailanie’s Bees”

1. **Literal.** Where do Kailanie’s bees live?
 - » Kailanie’s bees live in creekside hives.
2. **Literal.** What problem does Kailanie face one morning?
 - » Kailanie’s bees were not flying around.
3. **Inferential.** What caused the problem?
 - » Bees need flowers for food. There were no blooming flowers in the fall, so the bees did not have enough food.
4. **Literal.** What steps did Kailanie take to solve the problem?
 - » Kailanie read books about bees, asked an expert for help, and planted more flowers in pots.
5. **Literal.** How did Kailanie feel at the end of the story?
 - » Kailanie felt relieved and hopeful.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read these sentences at an appropriate rate or a thumbs-down if you think the rate is not appropriate.” Read the sentences too fast or too slow: “Kailanie wakes from her nightly dreams with high hopes for another delightful day with her bees.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Lesson 11: Review: Long Vowel Teams for /ee/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ee/ > 'ee', 'ea', and 'ie'.

 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /EE/ > 'EE', 'EA', 'IE' (5 MIN.)

- Tell students that they will be spelling words with vowel teams that make the /ee/ sound that you say aloud.
- Say the word *beneath*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.


- | | | |
|-------------|------------|--------------|
| 1. beneath | 4. relief | 7. disappear |
| 2. disagree | 5. fifteen | 8. retrieve |
| 3. unreal | 6. reason | 9. increase |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. The beach is empty between seasons. |
| 2. I am working to achieve my dreams. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 11: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread “Kailanie’s Bees.”
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

12

REVIEW

Long Vowel Teams for /ie/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /ie/ > 'igh' and 'ie'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /ie/ > 'igh' and 'ie'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *mis-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “Kailanie’s Bees” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /ie/ > 'igh' and 'ie'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Kailanie’s Bees” Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllable; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Common Long Vowel Teams: /ie/ > 'igh', 'ie' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with Common Long Vowel Teams: /ie/ > 'igh', 'ie' | 3 min. | |
| Two-Syllable Words with Vowel Team Syllables | 3 min. | <input type="checkbox"/> Activity Page 12.1 |
| Morphology | | |
| Root Words and Prefixes: <i>mis-</i> | 6 min. | <input type="checkbox"/> Activity Page 12.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Kailanie's Bees" | 10 min. | <input type="checkbox"/> Activity Page 11.3 |
| Phonics—Encoding | | |
| Spell Words with /ie/ > 'igh', 'ie' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *beekeeper*, *bees*, *hive*, *creek*, and *season*.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ie/ > 'igh' and 'ie'.

TEKS 3.2.A.i

**REVIEW COMMON LONG VOWEL TEAMS:
/IE/ > 'IGH', 'IE' (3 MIN.)**

- Remind students that 'i' can make the /ie/ sound. Write *find* on the board, mark the 'i' while saying the word aloud. Have students read the word aloud.
- Write *bright* and *tied* on the board and say the words aloud. Point out the 'igh' and 'ie' spellings.
- Say, "Today we will blend more words with long vowel sounds, including some long vowel teams."
- Tell students that you will say some segmented sounds and they will blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /ie/ /k/. Ask students to blend the sounds and say the word. (*bike*)
- Write the sound-spelling 'i_e' on the board. Remind students that they learned this sound-spelling earlier in Unit 2.
- Write *bike* beneath 'i_e' on the board. Draw a V shape connecting the 'i' and the 'e'. Have students read the word aloud.
- Add headings for 'igh' and 'ie'. Explain that these spellings can also make the /ie/ sound.
- Repeat with the following words: *high*, *pie*, *cries*, *tight*, *right*, *midnight*, and *tries*.
- Keep the headings on the board for the next activity.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /ie/ > 'igh' and 'ie'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

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Foundational Skills

Foundational Literacy Skills

Remind students that the letter combination 'gh' can be difficult to decode in the English language.

Pronounce the words *ghost*, *night*, and *enough*.

Emphasize that in 'igh' letter combinations, 'gh' does not make a sound.

ELPS 3.A

Challenge

Ask, "What other words do you know that make the /ie/ sound?"

READ WORDS WITH COMMON LONG VOWEL TEAMS: /IE/ > 'IGH', 'IE' (3 MIN.)

- Write *thigh* on the board beneath the 'igh' heading. Underline the 'igh' spelling.
- Read the word *thigh* aloud, emphasizing the /ie/ sound. Then have students read the word aloud.
- Write *tie* on the board beneath the 'ie' heading. Underline the 'ie' spelling.
- Read the word *tie* aloud, emphasizing the /ie/ sound. Then have students read the word aloud.
- Continue the routine with *skies*, *flight*, *fried*, *bright*, *might*, and *supplies*.
- Remind students that the long vowel sound in these words is /ie/.

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Write *tighter* on the board beneath the 'igh' heading. Point to the word *tighter* on the board and read it aloud, separating its syllables: "tight•er." Point out each syllable in the word.
- Underline the 'igh' the first syllable of *tighter*. Say, "This is a vowel team that makes the /ie/ sound." Read the word aloud with the students.
- Repeat with the following words, underlining the vowel team that makes the /ie/ sound: *nightlight*, *applied*, *untie*, *nightly*, *retried*.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



- Direct students to Activity Page 12.1. Explain to students that you will read aloud syllables students will use to create words to fill in the blanks in the sentences. Read aloud each first syllable from the word bank. Then read aloud each second syllable from the word bank. Finally, complete the first sentence as a class.
- If time allows, continue to complete the activity page as a class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Think-Pair-Share: Give students time to think about how to break a word into its syllables. Then pair students and ask them to discuss their thinking with their partner. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *mis-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: MIS- (6 MIN.)

- Remind students that adding prefixes to words can change their meaning. Review the prefixes *un-*, *dis-*, and *non-*. These negative prefixes usually mean “not” or “the opposite of.”
- Introduce the negative prefix *mis-*. Tell students that *mis-* means “badly or wrongly.”
- Write the word *mislead* on the board.
- Ask, “Which part of this word is the prefix?” (*mis-*) Underline the prefix.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Activity Page 12.2



- Say, “The verb *lead* means ‘to guide.’ The prefix *mis-* means ‘badly or wrongly.’ What does the word *mislead* mean?” (*to wrongly or badly guide*)
- Write the words *use* and *fit* on the board. Read them aloud. Then have students read the words aloud.
- Ask a student volunteer to add *mis-* to each word to create a new word. Point out that the spelling of the root words does not change when the prefix is added.
- Work with students to determine the meaning of *misuse* and *mislead*.
- Direct students to Activity Page 12.2, and review the instructions.
- Have students pick one word with a prefix from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 2

Reading



Primary Focus: Students will reread “Kailanie’s Bees” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4

REREAD “KAILANIE’S BEES” (10 MIN.)

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

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Kailanie’s Bees” with a partner.
- Take time to answer any questions that students may have about “Kailanie’s Bees.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - put a box around three words with vowel team syllables ‘igh’ or ‘ie’ that make the /ie/ sound, such as *cried* and *high*; and
 - circle three words with the prefix *mis-*, such as *mistake*.

Activity Page 11.3



TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Observation: “Kailanie’s Bees” Anecdotal Reading Record

As you listen to each student read “Kailanie’s Bees,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 12: Review: Long Vowel Teams for /ie/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ie/ > ‘igh’ and ‘ie’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /IE/ > ‘IGH’, ‘IE’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /ie/ sounds that you say aloud.
- Say the word *flightless*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|---------------|------------|------------|
| 1. flightless | 4. applied | 7. mighty |
| 2. untie | 5. sighing | 8. dries |
| 3. twilight | 6. lighten | 9. refried |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. The skies are not usually bright at midnight. |
| 2. She retried with the right supplies. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 12: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Explain to students that you will read words aloud, and they will identify whether each word is spelled with the vowel team 'igh' or 'ie'. They will record their answer on **Activity Page TR 12.1**.
- Read the following words aloud: *daylight, spies, cried, tonight, knighthood, tied, sightsee, and might*.
- When students are done, ask pairs to share and check each other's work.

SHARING

- Pair up students and have one person share the response they wrote about "Kailanie's Bees" on **Activity Page TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

REVIEW

Long Vowel Teams for /oe/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oe/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /oe/ > 'oa', 'oe', 'ow', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel-team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *im-* and *in-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “Boat Races: Fun on the Water” fluently and will answer questions about key details in the text.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /oe/ > 'oa', 'oe', 'ow', and 'ough'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 13.2

Root Words and Prefixes: *im-*, *in-*

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Common Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with Common Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough' | 3 min. | <input type="checkbox"/> Activity Page 13.1 |
| Two-Syllable Words with Vowel Team Syllables | 3 min. | |
| Morphology | | |
| Root Words and Prefixes: <i>im-</i> , <i>in-</i> | 6 min. | <input type="checkbox"/> Activity Page 13.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Boat Races: Fun on the Water" | 10 min. | <input type="checkbox"/> Activity Pages 13.3, 13.4 |
| Phonics—Encoding | | |
| Spell Words with /oe/ > 'oa', 'oe', 'ow', and 'ough' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *finish line*, *crew*, and *oar*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oe/. **TEKS 3.2.A.i**

**REVIEW COMMON VOWEL TEAMS:
/OE/ > 'OA', 'OE', 'OW', 'OUGH' (3 MIN.)**

- Remind students that 'o' can make the /oe/ sound. Write *no* on the board, mark the "o" while saying the word aloud. Have students read the word aloud.
- Say, "Today we will blend more words with long vowel teams."
- Tell students that you will say some segmented sounds and they will blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /oe/ /t/. Ask students to blend the sounds and say the word. (*boat*)
- Write 'oa' on the board, and then write *boat* under the heading. Point out the 'oa' spelling. Have students read the word aloud.
- Add headings for 'oe', 'ow', and 'ough'. Explain that these spellings can also make the /oe/ sound.
- Repeat with the following words: *coach, coast, toe, doe, crow, window, though* and *although*.
- Keep the headings on the board for the next activity.



Check for Understanding

Turn and Talk: Pair students and have them work together to decide which of these words have the /oe/ sound as you say the words aloud: *coat, booth, snow, house, and tiptoe*. (*coat, snow, tiptoe*) Tell students to signal when both partners have contributed to the conversation. Call on partners to share their thinking with the group.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /oe/ > 'oa', 'oe', 'ow', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read two-syllable words with vowel-team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

READ WORDS WITH COMMON VOWEL TEAMS: /OE/ > 'OA', 'OE', 'OW', 'OUGH' (3 MIN.)

- Write *road* on the board beneath the 'oa' heading. Underline the 'oa' spelling.
- Read the word *road* aloud, emphasizing the /oe/ sound. Then have students read the word aloud.
- Write *Joe* on the board beneath the 'oe' heading. Underline the 'oe' spelling.
- Read the word *Joe* aloud, emphasizing the /oe/ sound. Then have students read the word aloud.
- Continue the routine with *elbow*, *dough*, *roast*, *foam*, *loaf*, and *snow*.
- Remind students that the long vowel sound in these words is /oe/.
- Direct students to Activity Page 13.1 and read the instructions aloud. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Write the word *window* on the board. Mark the syllables in *win•dow* with a slash.
- Say, "The first syllable in this word is /win/. The second syllable is /dow/."

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 13.1



Support

Say, “Sometimes the letters ‘ow’ do not make the /oe/ sound. The word *power* uses the ‘ow’ letter combination, but it does not have a long ‘o’ sound.”

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Foundational Skills

Foundational Literacy Skills

Beginning

Simplify the activity page by providing the list of incorrect *im-* and *in-* words. Work with them to correct the words.

Intermediate

Have students work with a proficient reader who acts as a mentor.

Advanced/

Advanced High

Have students work on the activity independently.

ELPS 1.F

Activity Page 13.2



- Underline the letters ‘ow.’
- Point to the underlined letters in the second syllable of *window*.
- Say, “This is a vowel team that makes the /oe/ sound.”
- Read the word aloud, emphasizing its syllables: *win•dow*. Have students read the word aloud.
- Repeat these steps with the following words, making sure to underline and point out the vowel teams: *toenail*, *although*, *below*, *railroad*, and *oboe*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *im-* and *in-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *IM-*, *IN-* (6 MIN.)

- Write the words *incomplete* and *impossible* on the board.
- Ask, “Which part of these words is the prefix?” (*the beginning*)
- Underline *in-* and *im-* in the words on the board.
- Say, “*In-* and *im-* are examples of negative prefixes.”
- Ask, “What other negative prefixes have we learned?” (*un-*, *dis-*, *non-*, *mis-*)
- Say, “Like those other negative prefixes, *in-* and *im-* usually mean ‘not’ or ‘the opposite of.’”
- Ask, “If *in-* and *im-* mean “not” or “the opposite of,” what do you think the words *incomplete* and *impossible* mean?” (*Incomplete means “not complete;” impossible means “not possible.”*)
- Direct students to Activity Page 13.2. Have students work on the activity page in class with a partner. Circulate as students work, helping students identify and define words as needed.
- If needed, ask students to complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Lesson 13: Review: Long Vowel Teams for /oe/, Part 2

Reading



Primary Focus: Students will read “Boat Races: Fun on the Water” fluently and will answer questions about key details in the text.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

READ “BOAT RACES: FUN ON THE WATER” (10 MIN.)

- Direct students to Activity Page 13.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *foes*, *spew*, *venues*, *cues*, *strokes*
 - phrases: “an invisible road,” “cast long shadows,” “straight as an arrow”
- Have students follow along as you read “Boat Races: Fun on the Water.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *popular* and *imperfect*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 13.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Pages
13.3, 13.4



Support

Before reading “Boat Races: Fun on the Water,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Provide options for individual reading. Pair strong and struggling readers. Ask them first to read the first paragraph together, alternating between sentences. Then ask them to read the rest of the text independently.

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/

Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Lesson 13: Review: Long Vowel Teams for /oe/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oe/ > 'oa', 'oe', 'ow', and 'ough'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /OE/ > 'OA', 'OE', 'OW', AND 'OUGH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oe/ sounds that you say aloud.
- Say the word *tiptoe*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

| | | |
|-------------|--------------|-----------|
| 1. tiptoe | 4. approach | 7. arrow |
| 2. soap | 5. borrow | 8. unload |
| 3. although | 6. snowflake | 9. oboe |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The railroad follows the coastline.
2. Joe, don't swallow that dough!

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 13: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “Boat Races: Fun on the Water.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *money, goes, ocean, carefully, and important*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”

- Display and point to the word *goes* and say, “This word is tricky because the ‘oe’ is pronounced /oe/ and the ‘s’ is pronounced /z/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /g/ for this letter. We say /oe/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /g/ /oe/ /z/, *goes*. Say, “Goes! It’s a word we hear all the time, like when we say ‘The steamboat throws out water as it goes along.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *goes*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Long Vowel Teams for /ue/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /ue/ > 'ew' and 'ue'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /ue/ > 'ew' and 'ue'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the suffix *-ness*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Boat Races: Fun on the Water” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /ue/ > 'ew'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Boat Races: Fun on the Water” Anecdotal

Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Common Long Vowel Teams: /ue/ > 'ew', 'ue' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with Common Long Vowel Teams: /ue/ > 'ew', 'ue' | 3 min. | <input type="checkbox"/> Activity Page 14.1 |
| Two-Syllable Words with Vowel Team Syllables | 3 min. | |
| Morphology | | |
| Root Words and Suffixes: <i>-ness</i> | 6 min. | <input type="checkbox"/> Activity Page 14.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Boat Races: Fun on the Water" | 10 min. | <input type="checkbox"/> Activity Page 13.3 |
| Phonics—Encoding | | |
| Spell Words with /ue/ > 'ew', 'ue' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *finish line*, *crew*, and *oar*.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /ue/ > 'ew' and 'ue'.

 **TEKS 3.2.A.i**

**REVIEW COMMON LONG VOWEL TEAMS:
/UE/ > 'EW', 'UE' (3 MIN.)**

- Say, "Today we will blend more words with long vowel teams."
- Say, "I will say some segmented sounds, and you will blend the sounds to say a word."
- Say the following sounds as students listen: /c/ /ue/ /t/. Ask students to blend the sounds in and say the word. (*cute*)
- Write the sound-spelling 'u_e' on the board. Remind students that they learned this sound-spelling earlier in Unit 2. Write *cute* on the board beneath the 'u_e' heading. Draw a V shape connecting the 'u' and the 'e'.
- Add headings for 'ew' and 'ue'. Explain that these spellings can also make the /ue/ sound.
- Repeat with the following words, underlining the sound spellings for each word: *few*, *hue*, *value*, *spew*, *view*, and *fuel*.
- Keep the headings on the board for the next activity.



Check for Understanding

Thumbs-Up/Thumbs-Down: Ask, "Does the word *pewter* make the /ue/ sound?" (*thumbs-up*)

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /ue/ > 'ew' and 'ue'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

READ WORDS WITH COMMON LONG VOWEL TEAMS: /UE/ > 'EW', 'UE' (3 MIN.)

- Say the word *nephew*, emphasizing the /ue/ sound.
- Write *nephew* on the board beneath the 'ew' heading. Underline the 'ew' spelling. Have students read it aloud.
- Say the word *rescue*, emphasizing the /ue/ sound.
- Write *rescue* on the board beneath the 'ue' heading. Underline the 'ue' spelling. Have students read it aloud.
- Write the following words on the board, under their heading, and have students read them aloud with you: *barbecue*, *fewest*, *continue*, and *review*.
- Remind students that the long vowel sound in these words is /ue/.
- Direct students to Activity Page 14.1 and read the instructions aloud. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Read the word *nephew* aloud again, emphasizing its syllables: "neph•ew."

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 14.1





Language

Learning How English Works

Beginning

Review the definition and function of nouns and adjectives in English. Remind students that a noun is a word that describes a person, place, thing, feeling, or idea.

Tell students that an adjective is a word that describes a noun. Ask, "Is *new* an adjective or noun?" (*adjective*) Ask, "Is *newness* an adjective or noun? Here's an example sentence: 'The toy's *newness* made Sam be extra careful with it.'" (*noun*)

Intermediate

Provide sentence frames and have students use *new/newness* to complete them. Examples: *It is a _____ toy. The _____ of the toy made it more fun to play with.*

Advanced/

Advanced High

Have students say sentences using *new* and *newness*.

ELPS 1.F

- Draw a slash to break the word into syllables.
- Say, "The first syllable in this word is *neph-*. The second syllable is *-ew*."
- Underline the letters 'ew'.
- Point to the underlined letters in the second syllable of *nephew*.
- Say, "This is a vowel team that makes the /ue/ sound." Have students read the word aloud.
- Place a slash between the syllables and underline the /ue/ vowel team for the following words: *barbecue*, *rescue*, *fewest*, *continue*, and *review*. Then have students reread each word.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-ness*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND SUFFIXES: -NESS (6 MIN.)

- Write the words *brightness* and *darkness* on the board.
- Underline the ending of each word.
- Say, "The affix *-ness* comes at the end of a word. Is it a prefix or suffix?" (*suffix*)
- Say, "We add *-ness* to an adjective to make a noun that describes that adjective and shows a quality or condition."
- Say, "Night is dark. *Darkness* is a quality of nighttime. Day is bright. *Brightness* is a quality of daytime."
- Write the word *kindness* on the board.
- Underline the suffix *-ness*.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Ask, “If we say, ‘The students show kindness,’ what do we mean?” (*The students show the act of being kind.*)
- Write the word *happiness* on the board.
- Ask, “What is the root word of *happiness*? (*happy*)”
- Say, “When we add *-ness* to a root word that ends in ‘y’, we change the ‘y’ to an ‘i’ before we add the suffix.”
- Ask, “If we say, ‘The puppy brings her happiness,’ what do we mean?” (*The puppy makes her feel happy.*)
- Write the following words on the board: *fairness*, *goodness*, and *laziness*.
- Have students read the words aloud, explain their meaning, and identify the root words.
- Direct students to Activity Page 14.2 and review the instructions.
- Have students pick one word with an affix from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Challenge

Ask, “What is another example of a word that changes ‘y’ to ‘i’ when adding *-ness*?” (answers could include *emptiness*, *loneliness*, *readiness*, *heaviness*, etc.)

Activity Page 14.2



Lesson 14: Review: Long Vowel Teams for /ue/, Part 2

Reading



Primary Focus: Students will reread “Boat Races: Fun on the Water” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

REREAD “BOAT RACES: FUN ON THE WATER” (10 MIN.)

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

- Direct students back to the passage on Activity Page 13.3. Tell them that today they will reread “Boat Races: Fun on the Water” with a partner.
- Take time to answer any questions that students may have about the passage.
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
 - underline three words with the vowel team ‘ue’, such as *venue*;
 - draw a box around three words with the vowel team ‘ew’, such as *few*; and
 - circle three words that end in the suffix *-ness*, such as *happiness*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Observation: “Boat Races: Fun on the Water”
Anecdotal Reading Record



As you listen to each student read “Boat Races: Fun on the Water,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Long Vowel Teams for /ue/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ue/ > ‘ew’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /UE/ > ‘EW’, ‘UE’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with the /ue/ sound that you say aloud.
- Say the word *barbecue*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|-----------|
| 1. barbecue | 4. viewpoint | 7. pewter |
| 2. preview | 5. venue | 8. spew |
| 3. fewest | 6. hue | 9. nephew |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. Some kids argue about the value of a curfew.
2. We should continue to review.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.

End Lesson

Lesson 14: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Boat Races: Fun on the Water” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing about Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *goes* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *goez*. Write the letters to spell *goes* on the board.
- Point to the word *goes* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oe/ sound is spelled ‘oe’ and the /z/ sound is spelled ‘s.’”
- Show how the letters map to the sounds. We say /g/ for this letter. We say /oe/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /g/ /oe/ /z/, *goes*. Say, “Goes! It’s a word we use all the time.”
- Repeat with the words *money*, *ocean*, *carefully*, and *important*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review and blend words with long vowel sounds. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will review reading words with long vowels. **TEKS 3.2.A.i**

Students will review reading words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will review using words with prefixes and suffixes.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will independently read “Snow Day” and will answer questions about key details in the text.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will spell and write words they learned this week.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|-----------------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Four Corners | 3 min. | |
| Phonics—Decoding | | |
| Review Long Vowel Teams | 3 min. | ☐ Activity Page 15.1 |
| Two-Syllable Words with Vowel Team Syllables | 3 min. | |
| Morphology | | |
| Review Prefixes and Suffixes: <i>non-</i> , <i>mis-</i> , <i>im-</i> , <i>in-</i> , <i>-ness</i> | 6 min. | ☐ Activity Page 15.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Snow Day” Independently | 10 min. | ☐ Activity Pages 15.3, 15.4 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | ☐ dictation journal |

ADVANCE PREPARATION

Warm-Up

- Students will review what they learned this week by playing a Four Corners game. Prepare ahead of time by making labels for the four vowel sounds: /ee/, /ie/, /oe/, and /ue/. Assign the one label to each corner of the room.

Universal Access

- Gather pictures to represent the words in the Reading activity: *daylight*, *snow*, *board games*, and *oboe*.

Lesson 15: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review and blend words with long vowel sounds.

 **TEKS 3.2.A.i**

FOUR CORNERS (3 MIN.)

- Say, “We are going to play a game to practice long vowel sounds.”
- Point to each corner of the room. Say, “I will read a list of words. Listen for the sounds /ee/, /ie/, /oe/, or /ue/. I will repeat the word a second time. Then calmly walk to the corner labeled with that sound.”
- Begin the activity by reading the word *tonight*. Repeat the word.
- Tell students to choose the corner that corresponds to that vowel sound.
- Confirm that *tonight* makes the /ie/ sound.
- Repeat the exercise with the following words: *few*, *meet*, *although*, *pies*, *dream*, *road*, and *view*.

Lesson 15: Review: Mixed Review, Part 1

Phonics—Decoding




Primary Focus

 Students will review reading words with long vowels. **TEKS 3.2.A.i**

 Students will review reading words with vowel team syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW LONG VOWEL TEAMS (3 MIN.)

- Direct students to Activity Page 15.1.
- Read the directions aloud.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 15.1



- Pair students and have them complete the activity. Have them take turns reading the words aloud to each other.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate the room as students complete the activity page. Monitor student understanding and offer support to students who struggle with any of the vowel teams.



**ENGLISH
LANGUAGE
LEARNERS**

Language

Learn How English Works

Beginning

Present students with two words from the week. Choose a one-syllable word and a two-syllable word—for example, *cue* and *kindness*. Ask, “Which word has two syllables?” (*kindness*)

Intermediate

Present students with three words from the week. Choose a one-syllable word, a two-syllable word, and a three-syllable word—for example, *cue*, *kindness*, and *nonfiction*. Ask, “How many syllables does each word have?” (1, 2, 3)

Advanced/ Advanced High

Ask students to think of words that have one, two, and three syllables.

ELPS 2.A

TWO-SYLLABLE WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Review separating words into syllables by writing the word *teacher* on the board.
- Draw a slash to show how to divide the syllables and then pronounce the word, emphasizing its syllables: “teach•er.” Have students read the word aloud.
- Write the following words on the board: *curfew*, *kindness*, *oboe*, *elbow*, *midnight*, *misfit*, *freedom*, and *nonfat*.
- Have a different volunteer divide the syllables of each word.
- Have all students read each word aloud.

Lesson 15: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review using words with prefixes and suffixes.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

Students in the *-ness* group may need extra help defining their suffix.

Say, “The prefix *-ness* is used to show a quality or condition that is described by the root word. Provide the group with an example. Say, “*Happiness* means the quality of being *happy*. It means that they are happy. *Weakness* means the condition of being *weak*. It means that they are weak.”

Activity Page 15.2



REVIEW PREFIXES AND SUFFIXES: *NON-*, *MIS-*, *IM-*, *IN-*, *-NESS* (6 MIN.)

- Say, “We are going to review affixes we learned this week.”
- Assign students to five groups.
- Designate each group with one of the following affixes: *non-*, *mis-*, *im-*, *in-*, and *-ness*.
- Say, “Work together to come up with a definition for your affix. Then think of three examples of words that use that affix.”
- Allow students time to work in groups and then have each group share their definition and examples with the class.
- As students share, write examples on the board.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 15: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will independently read “Snow Day” and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

READ “SNOW DAY” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Snow Day” independently. Direct students to Activity Page 15.3.
- Define unfamiliar words, and phrases for students. You may want to include the following:
 - words: *mishandling*, *harshly*, *missteps*, *oboe*
 - phrases: “sense of togetherness,” “snapped at him,” “felt their moods lighten”
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *misspoken* and *inconsiderate*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with vowel teams that make the /ee/ or /ie/ sounds, such as *Jaylee* and *right*;
 - put a box around three words with vowel teams that make the /oe/ or /ue/ sounds, such as *Tahoe* and *argue*; and

Activity Pages
15.3, 15.4



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Support

Before reading “Snow Day,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- circle three words with prefixes *non-*, *mis-*, *im-*, *in-*, or *-ness*, such as *nonsense* and *impossible*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 15: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words they learned this week.


 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with vowel teams that make long vowel sounds that you say aloud.
- Say the word *misfeed*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|--------------|---------------|
| 1. misfeed | 4. unload | 7. preview |
| 2. misread | 5. refuel | 8. ingrown |
| 3. refried | 6. disbelief | 9. brightness |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. Have you seen the view from the coastline?
2. Please get charcoal for the barbecue tonight.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate the room to monitor student spelling. Work individually with students who need extra instruction.



Dictation Journals: Phonics/Encoding Dictation

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

End Lesson

Lesson 15: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 15.1** for each student.
- Direct students to Activity Page 15.3

- Have them reread “Snow Day.”
- Review the writing prompt on **Activity Page TR 15.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Snow Day” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 13 (*money, goes, ocean, carefully, important*). Write the following new word on an index card: *school*. Create or gather three to five additional Tricky Word cards to review at this time.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *school* and say, “This word is tricky because the ‘sch’ is pronounced /sk/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /sk/ for these letters. We say /oo/ for these letters. We say /l/ for this letter.” Point to the letters as you blend the sounds: /sk/ /oo/ /l/, *school*. Say, “*School!* It’s a word we use all the time, like when we say ‘They knew going to school that day would be impossible.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *school*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /sk/ sound spelled ‘sch.’” Write *schedule* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing any remaining new word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lesson 13. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”

- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.

- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 15.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings and syllable types they have recently learned.
- Direct students to the passage “The United States Flag.” Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
 - underline three words with the *long e* sound—spelled *ea*, *ie*, *ee*—such as *field*;
 - put a box around two words with *ue* or *ay*;
 - and highlight one vowel team two-syllable word, such as *features*.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other's responses with the following sentence starters:
 - I agree with _____ because. . .
 - I have an additional perspective about. . .
 - That is a great point because. . .
 - Another example is. . .

16

REVIEW

Vowel Teams for
/aw/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /aw/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the vowel teams 'au', 'aw', and 'al' > /aw/. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefix *sub-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read "Chalk Art" orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /aw/ > 'au', 'aw', 'al'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 16.1

Read /aw/ > 'au', 'aw', and 'al'

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Blend Words with /aw/ | 3 min. | |
| Phonics—Decoding | | |
| Review the Vowel Team /aw/ > 'au,'aw', and 'al' | 3 min. | <input type="checkbox"/> Activity Page 16.1 |
| Multisyllabic Words with Vowel Team Syllables | 3 min. | |
| Morphology | | |
| Root Words and Prefixes: <i>sub-</i> | 6 min. | <input type="checkbox"/> Activity Page 16.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Chalk Art" with Accuracy | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| Phonics—Encoding | | |
| Spell Words with /aw/ > 'au,'aw', 'al' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure that you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *cautious*, *awning*, *gawk*, and *optical illusion*.

Lesson 16: Review: Vowel Teams for /aw/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /aw/. **TEKS 3.2.A.i**

BLEND WORDS WITH /AW/ (3 MIN.)

- Tell students that today they will review the sound /aw/ as in *dawn*.
- Have students say the /aw/ sound several times, stretching it out.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /r/ /aw/. Ask students to blend the sounds and say the word. (*raw*)
- Repeat with the words *cause* and *chalk*.
- Say, “It can be hard to hear the difference between the /aw/ sound as in *cause* and the /a/ sound as in *candy*.”
- Explain that you are going to say some words. When students hear the /aw/ sound, they should raise their left hand. When they hear the /a/ sound, they should raise their right hand.
- Say the word *sand*.
- Write the word on the board. Have students repeat the word while they raise their right hand.
- Say the word *fault*.
- Write the word on the board. Have students repeat the word while they raise their left hand.
- Repeat with the following words: *walk* (*left hand*), *lap* (*right*), *hall* (*left*), *fast* (*right*), and *awesome* (*left*).



**ENGLISH
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Foundational Skills
Foundational Literacy Skills

Make sure students feel the difference in articulation between /aw/ and /a/. Practice saying the sounds together. Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /aw/ and /a/. Students can also look at each other’s mouths as they say the two sounds. Talk about how their mouths look different when they say the sounds /aw/ and /a/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /aw/ and /a/. Have individual students say the word pairs to the class and ask which word has the /aw/ sound.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 16: Review: Vowel Teams for /aw/, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read words with the vowel teams 'au', 'aw', and 'al' > /aw/. **TEKS 3.2.A.i**
- Students will identify and read words with vowel team syllables.
- ✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW THE VOWEL TEAM /AW/ > 'AU', 'AW', AND 'AL' (3 MIN.)

- Say, "The sound /aw/ can be spelled in different ways."
- Write the vowel teams 'au', 'aw', and 'al' on the board. Point to each and say the sound /aw/. Have students repeat the sound.
- Write the /aw/ words from the Warm-Up under the appropriate heading: *dawn, raw, cause, chalk, fault, walk, hall, awesome*. Read each word aloud and then have the students read aloud the words, emphasizing the /aw/ sound.
- Point out that 'au' is usually at the beginning or in the middle of a word and 'aw' is often in the middle or at the end of a word.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 16.1



MULTISYLLABIC WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound.
- Write the word *jawbone* on the board.
- Ask, "How many syllables does this word have?" (*two*)
- Ask, "Where should I draw a line to split this word into its syllables?" (*between the 'w' and the 'b'*)

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Draw a slash to break the word into syllables: *jaw•bone*.
- Point out the vowel team in the first syllable. Have a volunteer identify the sound that it makes (/aw/).
- Say, “In this syllable, I see the ‘a’ and the ‘w’ working together to make the /aw/ sound. Note that since the ‘w’ is part of a vowel team, it does not act as a consonant.”
- Point again to the first syllable. Ask, “What kind of syllable is this?” (*vowel team syllable*) Have students read it aloud.
- Cover the first syllable.
- Point to the second syllable. Underline ‘o’ and ‘e’, and draw a V shape under the word.
- Ask, “What kind of syllable is the second syllable?” (*VCe*) Have students read it aloud.
- Uncover both syllables, point to the word and have students read it aloud.
- Repeat with the following words: *flawless, auto, quality, hallway, caution, and walkway*, asking students to read each word aloud and to identify the vowel team syllables and the letters that make up each vowel team. (*flawless*: ‘aw’; *auto*: ‘au’; *quality*: ‘au’; *hallway*: ‘al’; *caution*: ‘au’; *walkway*: ‘al’)



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the letter ‘w’ is part of a vowel team in the word *walkway*.” (*thumbs-down*)

Support

Review different syllable types students have learned, including open, closed, and VCe.

Lesson 16: Review: Vowel Teams for /aw/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefix *sub-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

ROOT WORDS AND PREFIXES: SUB- (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable. Note that prefixes do not change the spelling of the root word.
- Explain that we can read words with prefixes by segmenting and blending the sounds and using the syllable chunking method.
- Write and read aloud the word *subway*. Have students read the word aloud.
- Say, “I see the prefix *sub-*: /s/ /u/ /b/. I am going to segment the rest of the word: /w/ /ae/. Now I can blend the entire word: sub•way.”
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix sub-*).
- Say, “The prefix *sub-* often means “under,” “below,” or “beneath.” In this case, the word *way* means “a travel route,” as with the question *Which way is the library?* If we put these word parts together, the meaning of *subway* is “an underground way to travel.”
- Write and read aloud the word *submarine*. Have students read the word aloud.
- Ask, “Where should I draw the line to split the word *submarine* into its prefix and root?” (*after the prefix sub-*).
- Ask, “If the word *marine* refers to the ocean or sea, then what does the word *submarine* mean?” (*under the sea*)
- Repeat with the words *subset*, *subzero*, *subtitle*, *substandard*, and *subcategory*, having students read and define each word. Provide support for root word meanings as needed.
- Direct students to Activity Page 16.2 and review the instructions. If time allows, have students work on the activity page in class and read the completed sentences with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *set* and *standard*.

Activity Page 16.2



Lesson 16: Review: Vowel Teams for /aw/, Part 2

Reading



Primary Focus: Students will read “Chalk Art” orally with appropriate fluency (rate, accuracy, and prosody) and will answer literal recall questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

READ “CHALK ART” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 16.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *subgroup, sought-after, flawless, subdivide*
 - phrases: “pause and gawk,” “dot the landscape,” “bring it to life”
 - domain-specific language: *optical illusion, murals*
- Have students follow along as you read “Chalk Art.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *festival* and *canvas*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

Activity Page 16.3

Support

Before reading “Chalk Art,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

As students pronounce unfamiliar words, remind them that the /aw/ sound can be spelled ‘au’, ‘aw’, and ‘al’.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Ask students yes/no questions: “Do artists sometimes make chalk art outside for others to see? Do artists make chalk art of many different things? Does chalk art last forever?”

Intermediate

Provide students with specific sentence starters: Chalk artists make chalk art _____.

Advanced/ Advanced High

Encourage students to expand/or build on other students’ responses and learned phrases.

ELPS 4.G; ELPS 4.I

Wrap-Up

Discussion Questions for “Chalk Art”

1. **Literal.** Where do chalk artists make their art?
 - » Possible response: Chalk artists make art on walls, chalkboards, and walkways. They make art in diners, grocery stores, and coffee shops.
2. **Literal.** What are some of the things chalk artists draw?
 - » Possible response: They draw portraits, submarines, seesaws, beanstalks, autumn scenes, and more.
3. **Literal.** What should chalk artists consider when they choose a place to make their art?
 - » Possible response: They should pick a spot with an audience.
4. **Literal.** Why does chalk art not last forever?
 - » Possible response: Rain and foot traffic can quickly wear away the chalk. The sun can make it fade too.
5. **Evaluative.** Have you ever seen or made chalk art? Tell about the experience. If you haven’t made or seen chalk art, tell about a different kind of art.
 - » Responses will vary.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read these sentences at an appropriate rate or a thumbs-down if you think the rate is not appropriate.” Read the sentences too fast or too slow: “Some cities hold lively chalk art festivals. The city rapidly becomes like a huge art canvas.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the evaluative question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 16: Review: Vowel Teams for /aw/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /aw/ > 'au', 'aw', 'al'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AW/ > 'AU', 'AW', 'AL' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /aw/ > 'au', 'aw', 'al' that you say aloud.
- Say the word *walk*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|------------|------------|
| 1. walk | 4. smaller | 7. because |
| 2. haunted | 5. raw | 8. wall |
| 3. draw | 6. awesome | 9. pause |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. These pretzels are so salty.
2. The sun rises at dawn.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 16: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “Chalk Art.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will write and sketch for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *thoughtfully*, *grocery*, *eventually*, *cautious*, and *building*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *cautious* and say, “This word is tricky because the ‘au’ is pronounced /aw/ and the ‘tious’ is pronounced /shəs/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /aw/ for these letters. We say /shəs/ for these letters.” Point to the letters as you blend the sounds: /k/ /aw/ /shəs/, *cautious*. Say, “*Cautious!* It’s a word we hear all the time, like when we say ‘If they want to draw in the subway or on a sidewalk, they must be cautious.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *cautious*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Vowel Teams for /aw/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify words with the /aw/ sound. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the quadgraphs 'ough' and 'augh'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the suffix *-ly*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread "Chalk Art" fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /aw/ > 'augh' and 'ough'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

Observation: "Chalk Art" Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /aw/ > 'ough', 'augh' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /aw/ > 'ough', 'augh' | 3 min. | <input type="checkbox"/> Activity Page 17.1 |
| Multisyllabic Words with Vowel Team Syllables | 3 min. | |
| Morphology | | |
| Root Words and Suffixes: <i>-ly</i> | 6 min. | <input type="checkbox"/> Activity Page 17.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Chalk Art" | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| Phonics—Encoding | | |
| Spell Words with /aw/ > 'ough', 'augh' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- Prepare a T-chart with words with spellings 'ough' and 'augh'.

| 'ough' | 'augh' |
|---------|----------|
| brought | caught |
| sought | taught |
| thought | haughty |
| ought | daughter |

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Universal Access

- Gather pictures to represent the words in the Reading activity: *cautious*, *awning*, *gawk*, and *optical illusion*.

Lesson 17: Review: Vowel Teams for /aw/, Part 1


Warm-Up



 **Primary Focus:** Students will identify words with the /aw/ sound. **TEKS 3.2.A.i**

REVIEW WORDS WITH /AW/ > 'OUGH', 'AUGH' (3 MIN.)

- Say, "Today we will review other ways to spell the sound /aw/."
- Tell students that first you will say some words and then they will repeat them.
- Say the word *caught*, stretching out the /aw/ sound. Have students repeat the word.
- Write the word *caught* on the board. Circle 'augh' and tell students these letters together make the /aw/ sound. Have students read the word aloud.
- Say the word *bought*, stretching out the /aw/ sound. Have students repeat the word.
- Write the word *bought* on the board. Circle 'ough' and tell students these letters together also make the /aw/ sound. Have students read the word aloud.
- Write the following words on the board: *taught, thought, sought, daughter*.
- Point to each word, read it aloud, and have students read it aloud. Then have students identify the letters in each word that make the /aw/ sound and circle the spelling.
- Point to the words with the 'ough' spelling. Say, "All of these words end in the /t/ sound. But 'ough' is not always followed by a 't'."
- Write the word *cough* on the board. Say the word, emphasizing the final /f/ sound, and have students read it aloud.
- Ask, "What sound follows the /aw/ in this word?" (/f/)
- Remind students that they learned about the /f/ > 'gh' in Unit 1.

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 17: Review: Vowel Teams for /aw/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with the quadgraphs 'ough' and 'augh'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

READ WORDS WITH /AW/ > 'OUGH', 'AUGH' (3 MIN.)

- Review the different spellings of /aw/ > 'au,' 'aw,' and 'al' that students have already learned. Write an example word for each: *haunt*, *jaw*, *baseball*. Read each example aloud and have students also read each one aloud.
- Display the T-chart you prepared in advance with words spelled with 'ough' and 'augh'.
- Read each example word, and have students read it aloud.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

MULTISYLLABIC WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable in which two or more letters work together to make a single vowel sound. This includes the quadgraphs *ough* and *augh*.
- Write the word *thoughtful* on the board.
- Ask, "How many syllables does this word have?" (*two*)
- Ask, "Where should I split this word into its syllables?" (*between the second 't' and the 'f'*)

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 17.1



Support

Explain that there is no reliable way of telling which spelling of /aw/ is correct and that the words will need to be practiced and remembered.

- Mark the syllables in *thought•ful* with a slash.
- Ask, “Which syllable has a vowel team? How do you know” (*the first syllable; the letters ‘ough’ make a vowel team /aw/*).
- Underline ‘ough’, and have students repeat the sound /aw/. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat with the words *daughter, distraught, thoughtless, naughtiness, thoughtfully*.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the vowel team is in the second syllable of the word *retaught*.” (*thumbs-up*)

Lesson 17: Review: Vowel Teams for /aw/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-ly*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND SUFFIXES: *-LY* (6 MIN.)

- Remind students that suffixes are word parts added to the end of a root word. Suffixes change the meaning of the word. Some suffixes change both the meaning and the part of speech of the word.
- Write the suffix *-ly* on the board.
- Say, “The suffix *-ly* changes adjectives into adverbs.”
- On the board, write the following sentence: *She talks quietly*. Underline the adverb.
- Say, “An adverb is a word that describes a verb. It describes how something is done.”

Challenge

Explain that adverbs often appear before or after the word they describe in a sentence. Have pairs or small groups come up with one example in which the adverb appears before the word it describes and one example in which the adverb appears after the word it describes.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



Language

Interacting in Meaningful Ways

Beginning

Have students work in small groups to create a sentence that includes an adverb.

Intermediate

Have students work with a partner to create a sentence that includes an adverb.

Advanced/ Advanced High

Have students work independently to create a sentence that includes an adverb.

ELPS 1.F; ELPS 5.F

Activity Page 17.2



- Read the sentence aloud with the students. Say, “The adverb *quietly* tells us that she talks with a soft or quiet voice. Adverbs can also describe adjectives.”
- On the board, write the following sentence: *The weather is unusually cold today.* Read the sentence aloud, and then have students read it aloud.
- Ask, “Which words tell how the weather is today?” (*unusually cold*)
- Say, “The adverb *unusually* describes the adjective *cold*.”
- Ask, “What adjective is the root word of *unusually*?” (*unusual*)
- Say, “The suffix *-ly* was added to the adjective *unusual* to create an adverb that means ‘in an unusual way.’”
- Say, “I am going to write some other adjectives, and we are going to work together to turn them into adverbs.”
- Write the following words on the board: *easy, brave, quiet, calm, mighty.*
- Model how to add the suffix *-ly* to *easy*, noting the spelling changes; for example *easy* becomes *easily*, and *mighty* becomes *mightily* (change the ‘y’ to ‘i’). Then define the meaning of the new word.
- Repeat with the rest of the adjectives, having student volunteers explain how to turn each adjective into an adverb and share the meaning of the new words.
- Direct students to Activity Page 17.2 and review the instructions.
- Complete the first item together. Point out that an adverb may come immediately before or after the word it describes. Sometimes it is not right next to the word at all.
- Have students pick one word with *-ly* from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 17: Review: Vowel Teams for /aw/, Part 2

Reading



Primary Focus: Students will reread “Chalk Art” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD “CHALK ART” (10 MIN.)

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

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “Chalk Art” with a partner.
- Take time to answer any questions that students may have about “Chalk Art.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - draw a box around three words with the vowel teams ‘ough’ or ‘augh’, such as *taught* and *thought*
 - circle three words that have the suffix *-ly*, such as *lovely* and *carefully*.

Activity Page 16.3



Challenge

Have students also draw boxes around vowel team syllables that make the /aw/ sound that are spelled ‘aw,’ ‘au,’ or ‘al’.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with vowel team syllables.

Intermediate

Have students share their annotations with another student.

Advanced/

Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “Chalk Art” Anecdotal Reading Record

As you listen to each student read “Chalk Art,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 17: Review: Vowel Teams for /aw/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /aw/ > ‘ough’ and ‘augh’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AW/ > ‘OUGH’, ‘AUGH’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /aw/ > ‘ough’, ‘augh’ that you say aloud.
- Say the word *taught*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|-----------------|---------------|
| 1. taught | 4. thoughtfully | 7. caught |
| 2. ought | 5. daughter | 8. retaught |
| 3. naughty | 6. cough | 9. distraught |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--------------------------------|
| 1. My friend bought me a gift. |
| 2. The gift was thoughtful. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 17: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check one another's work.

SHARING

- Pair up students and have one person share their sketch and the response they wrote about “Chalk Art” on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *cautious* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kawshəsh*. Write the letters to spell *cautious* on the board.
- Point to the word *cautious* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /aw/ sound is spelled ‘au’ and the /shəs/ sound is spelled ‘tious’”
- Show how the letters map to the sounds. Say, “In this word, we say /k/ for this letter. We say /aw/ for these letters. We say /shəs/ for these letters.” Point to the letters as you blend the sounds: /c/ /aw/ /shəs/, *cautious*. Say, “*Cautious!* It’s a word we use all the time.”
- Repeat with the words *thoughtfully*, *grocery*, *eventually*, and *building*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Vowel Teams for /oo/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /oo/ spelled 'oo', 'ue', 'u_e', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the affixes *sub-* and *-ly*.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Brooklyn and the Baby Baboon” fluently and will answer questions about key details in the text.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /oo/ > 'oo', 'ue', 'u_e', and 'ough'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 18.2

Prefixes and Suffixes: *sub-*, *-ly*

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.4** Use appropriate fluency (*rate*, *accuracy*, and *prosody*) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /oo/ | 3 min. | |
| Phonics—Decoding | | |
| Review Vowel Teams /oo/ > 'oo', 'ue', 'u_e', 'ough' | 3 min. | <input type="checkbox"/> Activity Page 18.1 |
| Read Multisyllabic Words with Vowel Team Syllables | 3 min. | |
| Morphology | | |
| Prefixes and Suffixes: <i>sub-</i> , <i>-ly</i> | 6 min. | <input type="checkbox"/> Activity Page 18.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Brooklyn and the Baby Baboon" | 10 min. | <input type="checkbox"/> Activity Pages 18.3, 18.4 |
| Phonics—Encoding | | |
| Spell Words with /oo/ > 'oo', 'ue', 'u_e', and 'ough' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *suburbs*, *baboon*, and *primate*.

Lesson 18: Review: Vowel Teams for /oo/, Part 1

Warm-Up



ENGLISH
LANGUAGE
LEARNERS



Foundational Skills

Foundational Literacy Skills

Make sure students feel the difference in articulation between /oo/ and /ue/. Practice saying the sounds together.

Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /oo/ and /ue/. Students can also look at each other's mouths as they say the two sounds.

Talk about how their mouths look different when they say the sounds /oo/ and /ue/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /oo/ and /ue/. Have individual students say the word pairs to the class and ask which word has the /oo/ sound.

Primary Focus: Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

REVIEW WORDS WITH /OO/ (3 MIN.)

- Tell students that today they will review the sound /oo/ as in *blue*.
- Have students say the /oo/ sound several times, stretching it out.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /oo/ /t/. Ask students to blend the sounds and say the word. (*boot*)
- Repeat with the words *spoon, bloom, balloon, clue, rude, avenue, through*.
- Say, "It can be hard to hear the difference between the /oo/ sound and the /ue/ sound as in *cube*."
- Explain that you are going to say some words. When students hear the /oo/ sound, they should raise their right hand, and when they hear the /ue/ sound, they should raise their left hand.
- Say the word *moon*. (/oo/)
- Write the word on the board. Have students repeat the word while they raise their right hand.
- Repeat with the following pairs:

| /oo/ | /ue/ |
|-------|------|
| ooze | use |
| fool | fuel |
| coo | cue |
| who | hue |
| flute | mute |

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 18: Review: Vowel Teams for /oo/, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /oo/ spelled 'oo', 'ue', 'u_e', and 'ough'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

TEKS 3.2.A.i; TEKS 3.2.A.ii

REVIEW VOWEL TEAMS /OO/ > 'OO', 'UE', 'U_E', 'OUGH' (3 MIN.)

- Say, “The sound /oo/ can be spelled a few different ways.”
- Write the vowel teams 'oo', 'ue', 'u_e', and 'ough' on the board. Point to each and say the sound /oo/. Have students repeat the sound.
- Write the /oo/ words from the Warm-Up on the board: *blue, boot, spoon, bloom, balloon, clue, rude, avenue, through*.
- Point to the word *blue*. Underline the 'ue.' Point to it and say, “We have learned that this spelling often makes the /ue/ sound, like in *cue* and *hue*. Today, we are going to talk about another sound for this spelling, /oo/.”
- Read *blue* aloud, emphasizing the /oo/ sound. Then have students read the word aloud.
- Ask, “Which letters make the /oo/ sound in the word *blue*?” ('ue')
- Rewrite the word beneath the 'ue' heading on the board. Underline the 'ue' spelling.
- Repeat with the rest of the words.
- Direct students to Activity Page 18.1 and review the instructions. Read the words chorally with students.
- If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Support

Students may confuse the vowel team 'ough' as /oo/ (*through*) with 'ough' as /aw/ (*brought*) or /aw/ + /f/ (*cough*). Explain that 'ough' can be pronounced many ways, such as in *enough, thorough, drought, and through*. It may help students to keep a running list of words they come across with the quadgraph spelling and add to it as they encounter new sounds or example words.

Activity Page 18.1



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the vowel team ‘ough’ is pronounced the same way in the words *through* and *bought*.”
(thumbs-down)

READ MULTISYLLABIC WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable with one vowel followed by one or more letters that work together to make a single vowel sound. Both ‘oo’ and ‘ue’ are vowel teams that make the /oo/ sound.
- Write the word *doodle* on the board.
- Ask, “How many syllables does this word have?” (*two*)
- Ask, “Where should I split this word into syllables?” (*between the second ‘o’ and the second ‘d’*)
- Draw a slash to break the word into syllables: *doo•dle*.
- Point to the first syllable. Ask, “What kind of syllable is this?” (*vowel team syllable*)
- Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the word *untrue*.
- Ask, “How many syllables does this word have?” (*two*)
- Have a volunteer come up to the board and draw slashes to split *untrue* into syllables. (*un•true*)
- Ask, “Which syllable has a vowel team? How do you know?” (*the second syllable; the letters ‘ue’ work together to make the sound /oo/.*)
- Point to the word and have students read it aloud.
- Repeat with the words *kangaroo* and *bluebird* asking students to identify the vowel team syllables and the letters that make up each vowel team.

Lesson 18: Review: Vowel Teams for /oo/, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the affixes *sub-* and *-ly*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

PREFIXES AND SUFFIXES: *SUB-*, *-LY* (6 MIN.)

- Remind students that prefixes and suffixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Explain that we can read words with prefixes and suffixes by using the syllable chunking method.
- Say, “This week we have reviewed the prefix *sub-* and the suffix *-ly*.”
- Remind students that the prefix *sub-* means “under,” “below,” or “beneath” and that the suffix *-ly* changes adjectives into adverbs that usually describe verbs and adjectives. An adverb tells how something is done. An adverb can also be a characteristic of something.
- On the board, write the word *slowly*. Have students read the word aloud with you.
- Say, “I see the root word *slow* and the suffix *-ly*.”
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the root word slow and before the suffix -ly*)
- Ask, “What is the meaning of the word *slow*?” (*not fast*)
- Say, “If the suffix *-ly* turns adjectives into adverbs, then what does *slowly* mean?” (*in a way that is not fast*)
- Repeat with the word *excitedly*.
- Remind students that adding the suffix *-ly* does not change the spelling of the root word unless the root word ends in ‘y’, as in *happy*. In this case, we must change the ‘y’ to ‘i’ before adding the suffix: *happily*.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *heading*, *committee*, and *region*.

- Write the word *patient* on the board. Ask students to turn the adjective into an adverb by adding *-ly*. (*patiently*). Write *patiently* on the board. Have students read it aloud.
- Repeat with the word *fortunate*.
- Say, "Now, let's review the prefix *sub-*."
- On the board, write the word *subgroup*. Have students read the word aloud with you.
- Say, "I see the prefix *sub-* and the root word *group*."
- Draw a line between the suffix and the root word.
- Ask, "What is the meaning of the word *group*?" (*a bunch or collection of something*)
- Say, "If the prefix *sub-* means 'under,' 'below,' or 'beneath,' then what does *subgroup* mean?" (*a group that is beneath or below another group*)
- Say, "For example, pets are a one group of animals. All pets belong in this group. Dogs are a subgroup of pets, a smaller group of pets. Only dogs are in this subgroup."
- Write the word *subheading* on the board. Read it aloud, and then have students read it aloud. Say, "If the prefix *sub-* means 'under,' 'below,' or 'beneath,' then what does *subheading* mean? (*A heading that is beneath or below the main heading.*)
- Remind students that adding the prefix *sub-* to a root word does not change the spelling of the root word.
- Write the word *committee* on the board and ask a student to add the prefix *sub-* to create a word that means "a smaller committee below or within a larger committee." (*subcommittee*). Write *subcommittee* on the board. Have students read it aloud.
- Repeat with the word *subregion*.
- Direct students to Activity Page 18.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 18.2



Lesson 18: Review: Vowel Teams for /oo/, Part 2

Reading



Primary Focus: Students will read “Brooklyn and the Baby Baboon” fluently and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

READ “BROOKLYN AND THE BABY BABOON” (10 MIN.)

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *suburbs, assume, subtypes, pursued, promptly*
 - phrases: “breakthrough moment,” “lost her footing,” “hardly contain herself”
 - domain-specific language: *primates, baboons*
- Have students follow along as you read “Brooklyn and the Baby Baboon.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *relief* and *reunited*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently
- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Pages
18.3, 18.4


Support

Before reading “Brooklyn and the Baby Baboon,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students reread or scan the text to look for key ideas and details as they answer the comprehension questions.



Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/

Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1



Check for Understanding

Turn and Talk: Have student pairs discuss and compare their answers to the comprehension questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 18: Review: Vowel Teams for /oo/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oo/ > 'oo', 'ue', 'u_e', and 'ough'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /oo/ > 'OO', 'UE', 'U_E', AND 'OUGH' (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oo/ > 'oo', 'ue', 'u_e', and 'ough' that you say aloud.
- Say the word *avenue*. Repeat it. Have students write in their dictation journal.
- Repeat with the remaining words.

| | | |
|---------------|-------------|-----------|
| 1. avenue | 4. moonbeam | 7. crude |
| 2. doodle | 5. blue | 8. spooky |
| 3. throughout | 6. clueless | 9. gloomy |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. Walk through that door to go outside.
2. The library books are overdue.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~~~~~~  
End Lesson  
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Lesson 18: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students to Activity Page 18.3 “Brooklyn and the Baby Baboon.”
- Review the writing prompt on **Activity Page TR 18.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *only* and *contain*. Create or gather three to five additional Tricky Word cards to review.

- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *only* and say, “This word is tricky because the ‘o’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /oe/ for this letter. We say /n/ for this letter. We say /l/ for this letter. We say /ee/ for this letter.” Point to the letters as you blend the sounds: /oe/ /n/ /l/ /ee/, *only*. Say, “*Only!* It’s a word we hear all the time, like when we say ‘She loved not only reading about animals but also helping them!’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *only*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Vowel Team /oo/

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will identify and read words with /oo/ spelled 'oo'. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use words with the prefix *sub-* and the suffix *-ly*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Brooklyn and the Baby Baboon” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /oo/ > 'oo'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Brooklyn and the Baby Baboon” Anecdotal
Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /oo/ | 3 min. | |
| Phonics—Decoding | | |
| Review Vowel Team /oo/ > 'oo' | 3 min. | <input type="checkbox"/> Activity Page 19.1 |
| Read Compound Words with Vowel Team Syllables | 3 min. | <input type="checkbox"/> Activity Page 19.2 |
| Morphology | | |
| Prefixes and Suffixes: <i>sub-</i> , <i>-ly</i> | 6 min. | <input type="checkbox"/> Activity Page 19.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Brooklyn and the Baby Baboon" | 10 min. | <input type="checkbox"/> Activity Page 18.3 |
| Phonics—Encoding | | |
| Spell Words with /oo/ > 'oo' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *suburbs*, *baboon*, and *primate*.

Lesson 19: Review: Vowel Team /oo/, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oo/. **TEKS 3.2.A.i**

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Foundational Skills

Foundational Literacy Skills

Make sure students feel the difference in articulation between /oo/ and /oo/. Practice saying the sounds together.

Have students feel their mouths as they say the two sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /oo/ and /oo/. Students can also look at each other's mouths as they say the two sounds.

Talk about how their mouths look different when they say the sounds /oo/ and /oo/.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

Challenge

Ask students to think of other words with /oo/ and /oo/. Have individual students say the word pairs to the class and ask which word has the /oo/ sound.

REVIEW WORDS WITH /OO/ (3 MIN.)

- Tell students that today they will review the sound /oo/ as in *cook*.
- Have students say the /oo/ sound several times, stretching it out.
- Explain that you will say some segmented sounds and then blend the sounds to say a word.
- Say the following sounds as students listen: /b/ /oo/ /k/. Ask students to blend the sounds and say the word. (*book*)
- Write the word on the board, and have students read it aloud.
- Repeat with the words *look*, *rookie*, *football*, and *wooden*. Add each word to the list on the board.
- Say, "We already learned that the 'oo' vowel team can make the /oo/ sound, as in *moon*. It can also make a different sound, /oo/, as in these words."
- Say each word aloud again, underlining the 'oo' in each and emphasizing the /oo/ sound.
- Say, "It can be hard to hear the difference between the /oo/ sound and the /oo/ sound."
- Explain that you are going to say some words. When students hear the /oo/ sound, they should raise their right hand, and when they hear the /oo/ sound, they should raise their left hand.
- Say the word *nook*. (/oo/)
- Write the word on the board. Have students read the word aloud. Then have them raise the correct hand.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

- Repeat with the following words:

| /oo/ | /oo/ |
|-------------|-------------|
| nook | noon |
| good | food |
| shook | soon |
| brook | booth |

Lesson 19: Review: Vowel Team /oo/, Part 1

Phonics—Decoding



Primary Focus

- ✚ Students will identify and read words with /oo/ spelled ‘oo’. **TEKS 3.2.A.i**

Students will identify and read words with vowel team syllables.

- ✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW VOWEL TEAM /OO/ > ‘OO’ (3 MIN.)

- Tell students that they will continue to practice identifying words with the /oo/ sound and words with the /oo/ sound.
- Direct students to Activity Page 19.1 and review the instructions. If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

READ COMPOUND WORDS WITH VOWEL TEAM SYLLABLES (3 MIN.)

- Remind students that a vowel team syllable is any syllable with one vowel followed by one or more letters that work together to make a single vowel sound, such as ‘oo’ working together to make the /oo/ sound.
- Say, “We are going to read compound words and identify the vowel team syllable in each one.”

- ✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 19.1



- Write the word *footlights* on the board.
- Ask, “How many syllables does this word have?” (*two*)
- Ask, “Which smaller words do you see in the compound word *footlights*?” (*foot, lights*)
- Draw a slash to divide the word into syllables: *foot•lights*.
- Point out the vowel team ‘oo’ in the first syllable. Have a volunteer identify the sound that it makes. (/oo/)
- Point again to the first syllable. Ask, “What kind of syllable is this?” (*vowel team syllable*) Have students read it aloud.
- Point to the second syllable. Have a volunteer identify the vowel team ‘igh’.
- Ask, “What sound does the vowel team ‘igh’ make?” (/ie/) “What kind of syllable is this?” (*vowel team syllable*) Have students read it aloud.
- Point to the word and have students read it aloud.
- Direct students to Activity Page 19.2, and review the instructions. Read each word aloud, and have students draw a line to break each compound word into smaller words. If time allows, have students complete the rest of the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 19.2



Support

Remind students that a compound word is a word that is made up of two smaller words. Provide the following examples: *nightlight*, *cupcake*, and *handshake*.



Check for Understanding

Turn and Talk: Have partners compare and self-correct their work. Remind students to signal when both partners have contributed to the conversation.

Lesson 19: Review: Vowel Team /oo/, Part 1

Morphology




Primary Focus: Students will identify the meaning of and use words with the prefix *sub-* and the suffix *-ly*.

 **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

PREFIXES AND SUFFIXES: *SUB-*, *-LY* (6 MIN.)

- Remind students that prefixes and suffixes are word parts added to the beginning of a root word to change the meaning of the word. Each prefix is one syllable.
- Explain that we can read words with prefixes and suffixes by using the syllable chunking method.
- Say, “This week we have reviewed the prefix *sub-* and the suffix *-ly*.”
- Remind students that the prefix *sub-* means “under,” “below,” or “beneath,” and the suffix *-ly* changes adjectives into adverbs that describe verbs and adjectives. An adverb tells how something is done. It also can tell a characteristic of something.
- Write on the board and read aloud the word *urban*. Have students read the word aloud.
- Say, “This word means something having to do with a city.”
- Ask, “Who can make this word mean something that has to do with an area near the edge of a city?”
- Have a student come to the board to add the suffix *sub-* to the word *urban* to make *suburban*.
- Ask, “How could we use the word *suburban* in a sentence?” (*Suburban areas can be quieter than big cities.*)

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Activity Page 19.3



Support

As needed, review the meaning of the prefixes *non-*, *mis-*, *dis-*, *un-*, and *re-*.

- Write on the board and read aloud the word *impulsive*. Have students read the word aloud.
- Say, “This word means to do something without thinking very carefully first. I want to change this adjective into an adverb that describes acting without thinking very carefully first.”
- Ask, “What suffix should I add to the word *impulsive* to make it into an adverb?” (*-ly*) “What is the new word?” (*impulsively*)
- Ask, “How would we use the word *impulsively* in a sentence?” (Example: *Without thinking ahead, Doug impulsively grabbed a bag of spicy snack mix while he waited in the checkout line.*)
- Repeat with the words *subdivide*, *fortunately*, *subclassify*, and *mightily*.
- Point out that when we add *-ly* to a word that already ends in ‘y’, we must change the ‘y’ to ‘i’ before adding the suffix.
- Direct students to Activity Page 19.3 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix or affixes changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 19: Review: Vowel Team /oo/, Part 2

Reading



Primary Focus: Students will reread “Brooklyn and the Baby Baboon” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

REREAD “BROOKLYN AND THE BABY BABOON” (10 MIN.)

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

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Brooklyn and the Baby Baboon” with a partner.
- Take time to answer any questions that students may have about “Brooklyn and the Baby Baboon.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - draw a box around three words with the vowel team ‘oo’, such as in *bedroom* and *books*, and
 - circle three words with the affixes *sub-* and *-ly*, such as in *submarines* and *quickly*.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Page 18.3

Challenge

Have students identify the sound each ‘oo’ vowel team makes by highlighting the words in one color if it makes the /oo/ sound and another color if it makes the /oo/ sound.



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the affixes *sub-* and *-ly*.

Intermediate

Have students share their annotations with another student.

Advanced/

Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Check for Understanding

Think-Pair-Share: Give students one minute to find and think about their annotations in the passage. Then have student pairs compare annotations with another pair. Tell students to signal when both sets of partners have contributed to the conversation. Call on partners to share one example from each category with the group.



Observation: “Brooklyn and the Baby Baboon”
Anecdotal Reading Record

As you listen to each student read “Brooklyn and the Baby Baboon,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 19: Review: Vowel Team /oo/, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oo/ > ‘oo’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /OO/ > ‘OO’ (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oo/ > ‘oo’ that you say aloud.
- Say the word *shook*. Repeat it. Have students write in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-----------|-------------|-------------|
| 1. shook | 4. crooked | 7. cookbook |
| 2. rookie | 5. football | 8. wooden |
| 3. nook | 6. look | 9. bookcase |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The coat is on the hook.
2. The teacher waved goodbye.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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

Lesson 19: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Brooklyn and the Baby Baboon” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *only* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *oenlee*. Write the letters to spell *only* on the board.
- Point to the word *only* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oe/ sound is spelled ‘o.’”
- Show how the letters map to the sounds. Say, “We say /oe/ for this letter. We say /n/ for this letter. We say /l/ for this letter. We say /ee/ for this letter.” Point to the letters as you blend the sounds: /oe/ /n/ /l/ /ee/, *only*. Say, “*Only!* It’s a word we use all the time.”
- Repeat with the word *contain* and the Tricky Words that you reviewed in Lesson 18. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

20

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will orally review words with vowel teams. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will review reading words with vowel teams. **TEKS 3.2.A.i**
- Students will review reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will review words with the affixes *sub-* and *-ly*.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will independently read “To the Moon” and will answer questions about key details in the text.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will spell and write words with /aw/, /oo/, and /oo/.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Sound Race | 3 min. | <input type="checkbox"/> Activity Page TR 20.1 |
| Phonics—Decoding | | |
| Review Vowel Teams | 3 min. | <input type="checkbox"/> Activity Page 20.1 |
| Review Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | <input type="checkbox"/> Activity Page 20.2 |
| Morphology | | |
| Review Prefixes and Suffixes: <i>sub-</i> , <i>-ly</i> | 6 min. | <input type="checkbox"/> Activity Page 20.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “To the Moon” Independently | 10 min. | <input type="checkbox"/> Activity Pages 20.4, 20.5 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Warm-Up

- Make a copy of **Activity Page TR 20.1** and cut out vowel teams word cards to distribute to student pairs or small groups.

Universal Access

- Gather pictures to represent the words in the Reading activity, such as: *astronaut, launch, spacecraft, footprints, and soil.*

Lesson 20: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will orally review words with vowel teams. **TEKS 3.2.A.i**

SOUND RACE (3 MIN.)

- Distribute the vowel team cards from **Activity Page TR 20.1** that you prepared in advance.
- Have students divide into small groups or pairs. Distribute a vowel team card to each group or pair.
- Tell students that they are going to review words with vowel teams they have learned about this week.
- Give each group or pair two minutes to write on their own paper all the words they can think of with this sound spelling.
- When time has elapsed, have each group share their list with the class.

Support

Review the sounds each vowel team can make: /aw/ > 'au' (as in *fault*), 'aw' (as in *paw*), 'al' (as in *walk*), 'ough' (as in *bought*), 'augh' (as in *caught*); /oo/ > 'oo' (as in *moon*), 'ue' (as in *avenue*), 'ough' (as in *through*), 'u_e' (as in *rude*); and /oo/ > 'oo' (as in *book*).

Lesson 20: Mixed Review, Part 1

Phonics—Decoding


Primary Focus

Primary Focus: Students will review reading words with vowel teams. **TEKS 3.2.A.i**

Students will review reading words with closed, open, VCe, and vowel team

syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW VOWEL TEAMS (3 MIN.)

- Tell students they will continue to review words with vowel teams that make the /aw/, /oo/, and /oo/ sounds.
- Direct students to Activity Page 20.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 20.1


- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students complete Activity Page 20.1 to review and monitor their progress.

REVIEW CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Say, "We have already learned about several different syllable types: open, closed, VCe, and vowel team."
- Write the following words on the board: *bluebell*, *notebook*, *flawless*, *thoughtful*, and *naughty*.
- Point to *bluebell*.
- Ask, "How many syllables does this word have?" (*two*)
- Have students identify the syllables. (*blue•bell*)
- Point to the first syllable. Say, "What kind of syllable is this? How do you know?" (*vowel team; The letters 'ue' work together to make the /oo/ sound.*) Have students read it aloud.
- Cover the first syllable.
- Ask, "What kind of syllable is the second syllable? How do you know?" (*closed; It has a short vowel sound followed by a consonant.*) Have students read it aloud.
- Point to the word and have students read it aloud.
- Point to *notebook*.
- Ask, "How many syllables does this word have?" (*two*)
- Have students identify the syllables. (*note•book*)
- Point to the first syllable. Say, "What kind of syllable is this? How do you know?" (*VCe; The digraph o_e is separated by a consonant.*) Have students read it aloud.

- Cover the first syllable.
- Ask, “What kind of syllable is the second syllable? How do you know?” (*vowel team; The letters ‘oo’ work together to make the /oo/ sound.*) Have students read it aloud.
- Point to the word and have students read it aloud.
- Repeat the routine with the remaining words.
- Direct students to Activity Page 20.2 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 20.2



Challenge

Challenge students to list as many words as they can that use the prefix *sub-* or the suffix *-ly*.



**ENGLISH
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Language

Learning How English Works

Beginning

Review the meaning of the prefix *sub-* with a demonstration. Mime ocean waves with one arm and a submarine traveling underwater with the other. Say, “A *submarine* travels underwater.”

Intermediate

Ask students to act out a word with the prefix *sub-* or the suffix *-ly*. For example, a student may ask classmates to stand together in a *subgroup* of students who like cats more than dogs.

Advanced/ Advanced High

Have students say a sentence using a word with the prefix *sub-* or the suffix *-ly*.

ELPS 1.E

Lesson 20: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review words with the affixes *sub-* and *-ly*.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

REVIEW PREFIXES AND SUFFIXES: *SUB-*, *-LY* (6 MIN.)

- Remind students that prefixes and suffixes are word parts added to the beginning or end of a root word to change the meaning of the word.
- Say, “The prefix *sub-* means “under,” “below,” or “beneath,” and the suffix *-ly* turns adjectives into adverbs.”
- Write and read aloud the following sentence on the board: “Water freezes quickly in subzero temperatures.”
- Ask, “What word with the prefix *sub-* do you see?” (*subzero*)
- Ask, “If the prefix *sub-* means “under,” “below,” or “beneath,” then what does *subzero* mean? (*the temperature is below zero*)

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Remind students that adding the prefix *sub-* to a word does not change the root word's spelling.
- Ask, "What word with the suffix *-ly* do you see?" (*quickly*)
- Ask, "If the suffix *-ly* turns adjectives into adverbs, then what does *quickly* mean?" (*in a quick way*)
- Tell students that adding *-ly* to *quick* did not change the word's spelling. Remind them that when we add *-ly* to a word that ends in 'y', we must change the 'y' to 'i' before adding the suffix.
- Direct students to Activity Page 20.3 and review the instructions.
- Have students pick one word from the activity page and work with a partner to choose the appropriate suffix and form a new word. Have them discuss how the new affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 20.3



Lesson 20: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will independently read “To the Moon” and will answer questions about key details in the text.


 **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

READ “TO THE MOON” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “To the Moon” independently. Direct students to Activity Page 20.4.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: balk, submerged, distraught, flaws, gawked
 - phrases: “undue harm,” “launch day dawned,” “left only their footprints”
 - domain-specific language: *zero gravity, altitude, subzero, subfreezing*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *conditions* and *hesitate*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with vowel teams that make the /aw/ sound, such as *launch*;

Activity Pages
20.4, 20.5



 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Support

Before reading “To the Moon,” show the images you prepared in advance.

Have students repeat the word after you while showing each image.

If students struggle to identify the sound each vowel team makes, have them say the word aloud and match the sound to an example word, such as *awful* for /aw/, *book* for /oo/, and *moon* for /oo/.

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Reading

Reading Closely

Beginning

Have students write short phrases, draw their answers, or highlight sections of the text to answer the comprehension questions.

Intermediate

Encourage students to reread the passage as needed when answering the comprehension questions.

Advanced/ Advanced High

Encourage students to use new vocabulary and details from the passage when answering the comprehension questions.

ELPS 4.G

- put a box around three words with vowel teams that make the /oo/ sound, such as *moon*;
 - circle three words with the affixes *sub-* and *-ly*, such as *suburban* and *intensely*; and
 - highlight three words with vowel team syllables that make the /oo/ sound, such as *Sunnybrook*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.5 independently. If they don't complete the activity page, instruct them to work on it at home.
 - If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, and ask them to explain their annotation decisions.

Lesson 20: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /aw/, /oo/, and /oo/.

TEKS 3.2.B.i; TEKS 3.2.B.iv

ENCODING REVIEW (5 MIN.)

- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling some words with vowel teams that make the sounds /aw/, /oo/, or /oo/ that you say aloud.
- Remind students that they have learned about different sounds that can be spelled with 'oo' or 'ough'.
- Say the word *subgroup*. Repeat it. Have students write it in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Repeat with the remaining words.

- | | | |
|---------------|---------------|--------------|
| 1. subgroup | 4. undue | 7. prebook |
| 2. throughout | 5. rethought | 8. gloomily |
| 3. awful | 6. distraught | 9. saltiness |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|-------------------------------|
| 1. I like to draw and doodle. |
| 2. The football game was fun. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Dictation Journals: Phonics/Encoding Dictation

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

End Lesson

Lesson 20: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 20.2** for each student.
- Direct students back to Activity Page 20.4 "To the Moon."

- Review the writing prompt on **Activity Page TR 20.2**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “To the Moon” on **Activity Page TR 20.2**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 16 and 18 (*thoughtfully, grocery, eventually, cautious, buildings, only, contain*). Write the following new words on index cards: *special, situations, temperatures, and system*.

- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *system* and say, “This word is tricky because the ‘y’ is pronounced /i/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /i/ for this letter. We say /s/ for this letter. We say /t/ for this letter. We say /ə/ for this letter. We say /m/ for this letter.” Point to the letters as you blend the sounds /s/ /i/ /s/ /t/ /ə/ /m/, *system*. Say, “*System!* It’s a word we use all the time, like when we say ‘They cautiously checked the control system for flaws.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *system*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /i/ sound spelled ‘y.’” Write *gym* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 16 and 18. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.

- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

REVIEW

Diphthongs

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will blend and identify words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**
- Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use of words with the suffix *-ous*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Coins” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the

- text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /oy/ > 'oi' and 'oy'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 21.1 Words with 'oi' and 'oy'

- TEKS 3.2.A.i**

Observation Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /oi/ | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /oi/ > 'oi', 'oy' | 3 min. | <input type="checkbox"/> Activity Page 21.1 |
| Read Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | |
| Morphology | | |
| Identify and Use the Suffix <i>-ous</i> | 6 min. | <input type="checkbox"/> Activity Page 21.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Coins" with Accuracy | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| Phonics—Encoding | | |
| Spell Words with /oi/ > 'oi', 'oy' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- For the syllabication activity, create a chart with the following column headings: *Closed*, *Open*, *VCe*, and *Vowel Team*. You will use this chart in Lesson 21 and Lesson 22.

Reading

- Ensure you have the Unit 2 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *bough*, *mint* (for coins), *alloy*, *pound* (British), *symbol*, and *parking meter*.

Review: Diphthongs, Part 1

Warm-Up



Primary Focus: Students will blend and identify words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**

REVIEW WORDS WITH /OI/ (3 MIN.)

- Introduce the /oi/ sound.
- Say the following words: *boy, toy, joyful, coin, oil, and boiling*.
- Say, "The two letters that make the vowel team in these words glide together a little more than other vowel teams we've reviewed in the last few lessons."
- Write the words above on the board: *boy, toy, joyful, coin, oil, and boiling*.
- Explain that the gliding sound is called a diphthong.
- Say *boy* aloud in a segmented and then blended fashion, exaggerating the gliding sound with 'oooyyeee.' As you exaggerate the sound, slide a finger beneath the letters so that students can associate the sound with print.
- Have students read the word aloud with you, encouraging them to also exaggerate the diphthong.
- Repeat with the other words.

Lesson 21: Review: Diphthongs, Part 1

Phonics—Decoding



Primary Focus

Students will read words with /oi/ spelled 'oi' and 'oy'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /OI/ > 'OI', 'OY' (3 MIN.)

- Point to the words on the board from the Warm-Up.
- Say, “The gliding /oi/ diphthong is spelled two ways. Look at the words on the board. How is it spelled?” (‘oi’ and ‘oy’)
- Mark ‘oy’ in *boy*. Say, “Most of the time, ‘oy’ appears at the end of a syllable or word, as it does in *boy*.”
- Have a student approach the board and mark ‘oy’ in another word on the board, such as *toy*. Say the word aloud and have students read it aloud.
- Mark ‘oi’ in *coin*. Say, “Most of the time, ‘oi’ appears in the middle of a word or syllable, as it does in *coin*.”
- Have a student approach the board and mark ‘oi’ in another word on the board, such as *boiling*. Say the word aloud and have students read it aloud.
- Direct students to Activity Page 21.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 21.1



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “The /oi/ sound can be spelled two different ways: ‘oi’ and ‘oy’.

Give a thumbs-up if you agree or a thumbs-down if you disagree.” (*thumbs-up*)

READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Direct students’ attention to the chart you prepared in advance on the board. Point to the column headings: *Closed*, *Open*, *VCe*, and *Vowel Team*.
- Say, “In the activity we’re about to do, you will help me identify the syllable type or types for each word. Some of the words will have more than one syllable, so we may write a word in more than one column on the chart.”
- Write the word *comet* on the board.



Language

Learning How English Works

Beginning

Remind students about or reteach the difference between open and closed syllables.

- In a closed syllable, a vowel is followed by (or closed by) one or more consonants.
- In a closed syllable, the vowel makes a short vowel sound, like *basket* or *mitten*.
- In an open syllable, a vowel is followed by nothing.
- In an open syllable, the vowel makes a long vowel sound, like *go* or *hi*.

Intermediate

Provide the following one-syllable words and have students indicate which are open and closed: *be*, *ship*, *ten*, and *my*.

Advanced/

Advanced High

Prompt students to give examples of open and closed syllables.

ELPS 1.F

- Ask, “How many syllables does this word have?” (*two*)
- Underline the vowel in the first syllable. Say, “The vowel is between two consonants.”
- Mark the syllables in *com•et* with a slash. Ask, “What type is the first syllable?” (*closed*) Have students read the first syllable aloud.
- Underline the vowel in the second syllable.
- Ask, “What type is the second syllable?” (*closed*) Have students read the second syllable aloud.
- Write the word in the *Closed* column on the chart.
- Have students read the word aloud.
- Repeat with the following words, marking syllable types as you work: *ego* (*open; open*), *pony* (*open; open*), *came* (*VCe*), *complex* (*closed; closed*), *decoy* (*open; vowel team*), *boil* (*vowel team*), *inside* (*closed; VCe*).
- If the word has more than one syllable type, write it in more than one column.

Lesson 21: Review: Diphthongs, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Introduce the suffix *-ous*. Explain that *-ous* is another example of a suffix that changes the part of speech of the root word.
- Say, “The suffix *-ous* changes a noun to an adjective.”
- Write *dangerous* on the board. Read the word aloud with students.
- Ask, “What is the root word?” (*danger*)

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Say, “The word *danger* is a noun.”
- Point to *dangerous*. Ask, “What is the suffix?” (*-ous*)
- Say, “The suffix *-ous* means ‘full of’ or ‘having a lot of.’ Something that is dangerous is full of danger.”
- Say, “The word *dangerous* is an adjective.”
- Ask a volunteer to say a sentence using the word *dangerous*.
- Point out that the ‘ou’ in *-ous* makes the /u/ sound. Point out that it is different from the sound spelling /ou/ > ‘ou’.
- Repeat the routine with *hazardous*, *poisonous*, *perilous*, and *zealous*.
- Direct students to Activity Page 21.2. Review the instructions, and complete the first item as a class.
- Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

Provide additional practice with words that have more than one syllable type. Say and write words with both open and closed syllables *item* (open/closed), *even* (open/closed), *moment* (open/closed), and have students mark each type of syllable by circling the open syllables and underlining the closed syllables.

Activity Page 21.2



Challenge

Have students work in pairs to create their own list of words with the suffix *-ous*. Have them use the words in sentences.

Challenge

Ask volunteers to read some or part of the text aloud. After they read, point out any adjustments the student made to read with accuracy.

Activity Page 21.3



Support

Before reading “Coins,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Part 2

Lesson 21: Review: Diphthongs, Part 2

Reading



Primary Focus: Students will read “Coins” orally with appropriate fluency (rate, accuracy, and prosody) and will answer oral comprehension questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ “COINS” WITH ACCURACY (10 MIN.)

- Direct students to Activity Page 21.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *sprout, mounds, public figures, drought, rejoice*;
 - phrases: “money doesn’t grow on trees”
 - domain-specific language: *mint, alloys, press, currency*
- Have students follow along as you read “Coins.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the text again, modeling how to sound out unfamiliar words (e.g., *majestic* and *symbolize*).
- Have students practice pronouncing the words with you.
- Read the text once more with the whole class as a choral read.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Coins”

1. **Literal.** Where are coins made?
 - » Coins are made in factories called mints.
2. **Literal.** What are alloys?
 - » Alloys are mixtures of metals.
3. **Literal.** What kinds of pictures can be found on coins?
 - » Possible response: Coins may have pictures of former public figures, buildings, animals, mountainous views, or symbols.
4. **Literal.** What are some common uses of coins?
 - » Possible response: Coins are used to provide change and to put in parking meters, vending machines, or piggy banks.
5. **Inferential.** Why might coins come in different sizes and colors?
 - » Possible response: Coins are worth different amounts, and the different sizes and colors help people recognize types of coins more easily.



ENGLISH
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Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the text: Do we use coins for money? (*yes*) Are coins made of paper? (*No, they are made of metal.*) Are all coins the same size? (*no*)

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: Before we can use _____, they must be made in a _____. (*coins; mint*)

Advanced/ Advanced High

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

ELPS 4.G; ELPS 4.I



Check for Understanding

Thumbs-Up/Thumbs-Down: Say: “Give a thumbs-up if you think I read this sentence with appropriate expression.” Read the following sentence in a monotone voice: “Many people are curious about these round objects because the world of coins is astounding!” (*thumbs-down*)



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 21: Review: Diphthongs, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /oy/ > 'oi' and 'oy'.

 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /OI/ > 'OI', 'OY' (5 MIN.)


- Explain that students will be writing in their dictation journal.
- Tell students that they will be spelling words with /oi/ > 'oi', 'oy'.
- Say, "Remember, the gliding /oi/ diphthong is spelled two ways."
- Say, "Most of the time, 'oy' appears at the end of a syllable or word. Most of the time, 'oi' appears in the middle of a word or syllable."
- Say the word *joyous*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|--------------|----------|----------|
| 1. joyous | 4. foil | 7. royal |
| 2. poisonous | 5. avoid | 8. moist |
| 3. decoy | 6. point | 9. loyal |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. She enjoys playing with her toys. |
| 2. I will rejoin the voyage next fall. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 21: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 21.1** for each student.
- Direct students to Activity Page 21.3.
- Have them reread "Coins."
- Review the writing prompt on **Activity Page TR 21.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *doesn't*, *designs* and *mountainous*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."

- Display and point to the word *designs* and say, “This word is tricky because each ‘s’ is pronounced /z/, the ‘i’ is pronounced /ie/, and the ‘gn’ is pronounced /n/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /d/ for this letter. We say /ə/ for this letter. We say /z/ for this letter. We say /ie/ for this letter. We say /n/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /d/ /ə/ /z/ /ie/ /n/ /z/, *designs*. Say, “*Designs*! It’s a word we hear all the time, like when we say ‘Coins can have interesting designs on them.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *designs*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.

REVIEW

Words with /ou/ 'ou', 'ow', and 'ough'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify words with the /ou/ sound. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the sound /ou/ spelled with vowel teams 'ou', 'ow', and 'ough'. **TEKS 3.2.A.i**
- Students will identify and read words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use of words with the suffix *-ous*.
TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C

Reading

- Students will reread "Coins" fluently with a partner.
TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

Phonics—Encoding

- Students will spell and write words with /ou/ > 'ow', 'ou', 'ough'.
TEKS 3.2.B.i; TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Observation

"Coins" Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /ou/ | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /ou/ > 'ou', 'ow', 'ough' | 3 min. | <input type="checkbox"/> Activity Page 22.1 |
| Read Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | <input type="checkbox"/> Activity Page 22.2 |
| Morphology | | |
| Identify and Use the Suffix <i>-ous</i> | 6 min. | <input type="checkbox"/> Activity Page 22.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Coins" | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| Phonics—Encoding | | |
| Spell Words with /ou/ > 'ow', 'ou', 'ough' | 5 min. | <input type="checkbox"/> dictation journal |



TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Students will work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

ADVANCE PREPARATION

Phonics—Decoding

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Decoding document, available under the General English Learners resource in the program's digital components site.

Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire passage.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the passage.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *bough*, *mint* (for coins), *alloy*, *pound* (British), *symbol*, and *parking meter*.

Review: Words with /ou/ 'ou', 'ow', and 'ough', Part 1

Warm-up



Primary Focus: Students will identify words with the /ou/ sound. **TEKS 3.2.A.i**

REVIEW WORDS WITH /OU/ (3 MIN.)

- Introduce the /ou/ sound.
- Say the following words, having students repeat each after you: *shout, our, cow, shower, pout, power, mouse, crown, bough, and towel.*
- Explain that the /ou/ sound is not the same as the /oi/ sound students have practiced in the previous lesson.
- Say, "I'm going to say words. When you hear a word with the /oi/ sound, raise your right hand. When you hear a word with the /ou/ sound, raise your left hand."
- Conduct the activity with the following words: *employee (right hand), proud (left), oyster (right), announced (left), mouse (left), unspoiled (right), meow (left), and drought (left).*

Support

Provide students with a few more /oi/ and /ou/ words: *mouth, join, joy, and sound.* Have students turn to a partner and decide if the vowel sounds in each of the words sound like /ow/ in *now* or /oi/ in *boy*. Then have each pair share their answers with the class.

Lesson 22: Review: Words with /ou/ 'ou', 'ow', and 'ough', Part 1

Phonics—Decoding


Primary Focus

Students will read words with the sound /ou/ spelled with vowel teams 'ou', 'ow',

and 'ough'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team

syllables. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /OU/ > 'OU', 'OW', 'OUGH' (3 MIN.)

- Create a T-chart on the board with the headings 'ou' and 'ow'.
- Say the word *shout*. Then write the word in the 'ou' column of the chart, circling the /ou/ sound-spelling. Have students read the word aloud.
- Repeat with the other words from the Warm-Up, writing each in the correct column: *our*, *cow*, *shower*, *pout*, *power*, *mouse*, *crown*, *bough*, and *towel*.
- Say, "The /ou/ sound is usually spelled 'ou' when it comes at the beginning or in the middle of the word."
- Emphasize this by pointing to *our* and *pout*. Have students read these words aloud.
- Say, "The /ou/ sound is usually spelled 'ow' when it comes at the end of the word or in the middle of the word before 'er', 'el', and 'n'."
- Emphasize this by pointing to *cow*, *shower*, *towel*, and *crown*. Have students read these words aloud.
- Say, "Remember, 'ow' can also make the /oe/ sound, as in *pillow*. The 'ow' spelling is tricky. When you see it in a word, you may need to try saying the word with each sound to decide which is right."
- Say, "The /ou/ sound can also be spelled 'ough'." Point to *bough*. Have students read the word aloud.
- Say, "We have learned that 'ough' can make many sounds. The sound /ou/ is one of them."
- Direct students to Activity Page 22.1 and review the instructions. If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Note: You may wish to point out to students that the spelling 'ou' sometimes makes the /oo/ sound (as in *soup*) and the short /u/ sound (as in *cousin*). Students will become more familiar with vowel teams that don't make the expected sounds as they practice decoding words.

READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Refer students to the chart you began in Lesson 21.

Activity Page 22.1



- Write the word *rebound* on the board.
- Ask, “How many syllables does this word have?” (*two*)
- Underline the vowel in the first syllable.
- Mark the syllables in *re•bound* with a slash. Ask, “What type is the first syllable?” (*open*) Have students read the first syllable aloud.
- Underline the vowel team in the second syllable.
- Ask, “What type is the second syllable?” (*vowel team*) Have students read the second syllable aloud.
- Write the word in the *Open* and *Vowel Team* columns on the chart.
- Have students read the word aloud.
- Direct students to Activity Page 22.2 and review the instructions.
- As a class, work together to identify the syllable types in *spaceship*.
- Have students work on the activity page in class. Circulate as they work.
- If needed, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 22.2



Challenge

Challenge students to come up with words that have three or more syllables and at least two syllable types, such as *windowpane*. Have small groups share and discuss their words.



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “The word *decode* has an open syllable and a VCe syllable. Give a thumbs-up if you agree and a thumbs-down if you disagree.” (*thumbs-up*)

Lesson 22: Review: Words with /ou/ ‘ou’, ‘ow’, and ‘ough’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Say, “Remember that *-ous* is another example of a suffix that changes the part of speech of a root word.”
- Ask students to complete this sentence. “If you add the suffix *-ous* to a noun, the word becomes an ____.” (*adjective*)
- Write *fame* on the board. Read the word aloud with the students.
- Say, “This word is a noun. Let’s turn it into an adjective by adding *-ous*.”
- Add *-ous* to *fame*. Ask, “Should I write it like this?” (*no*)
- Demonstrate dropping the ‘e’ to add *-ous*.
- Say the word *famous* and have students read the word aloud.
- Ask, “In your own words, what does *famous* mean?” (*having a lot of fame; lots of people know about you*)
- Ask a volunteer to use the word in a sentence.
- Write *envy* on the board. Read the word aloud with the students. Discuss the meaning of the word.
- Say, “This word is a noun. Let’s turn it into an adjective by adding *-ous*.”
- Add *-ous* to *envy*. Ask, “Should I write it like this?” (*no*)
- Demonstrate replacing the ‘y’ with ‘i’ and adding *-ous*.
- Say the word *envious* and have students read it aloud.
- Ask, “In your own words, what does *envious* mean?” (*full of envy; jealous*)
- Direct students to Activity Page 22.3. Read and briefly define the nouns, and then review the instructions.
- Complete the first item as a class. Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Language

Learning How English Works

Beginning

Remind students about VCe syllables.

- In a VCe syllable, a vowel is followed by one consonant and then the silent ‘e’.
- In a VCe syllable, the first vowel makes a long vowel sound.

Intermediate

Provide the following one-syllable words and have students indicate which are VCe syllables: *huge* (*yes*), *hug* (*no*), *lint* (*no*), and *line* (*yes*).

Advanced/ Advanced High

Prompt students to give examples of VCe syllables.

ELPS 1.F

Challenge

Challenge students to write a sentence using both *envious* and *famous*. Have students share their sentences with the class.

Activity Page 22.3



Challenge

Have students annotate the different syllable types using the following marks:

'C' for closed syllables, 'O' for open syllables, 'V' for vowel team syllables, and 'VCe' for Vowel-Consonant-e syllables.

Activity Page 21.3



ENGLISH
LANGUAGE
LEARNERS



Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with 'ou', 'ow', and 'ough'.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

Lesson 22: Review: Words with /ou/, 'ou', 'ow', and 'ough', Part 2

Reading



Primary Focus: Students will reread "Coins" fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4

REREAD "COINS" (10 MIN.)

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

- Direct students back to the passage on Activity Page 21.3. Tell students that today they will reread "Coins" with a partner.
- Take time to answer any questions that students may have about "Coins."
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline three words with 'ou', 'ow', and 'ough', such as *about*, *brown*, or *bough*;
 - circle three words that end in *-ous*, such as *wondrous*; and

TEKS 3.1.D Students will work collaboratively with others by following agreed-upon rules, norms, and protocols;
TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.4** Read grade-level text with fluency and comprehension.

- highlight three words that have more than one syllable type, such as *numerous*.



Observation: “Coins” Anecdotal Reading Record

As you listen to each student read “Coins,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 22: Review: Words with /ou/ ‘ou’, ‘ow’, and ‘ough’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ou/ > ‘ow’, ‘ou’, ‘ough’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /OU/ > ‘OW’, ‘OU’, ‘OUGH’ (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with /ou/ > ‘ow’, ‘ou’, and ‘ough’.
- Say, “Remember, the /ou/ sound is usually spelled ‘ou’ when it comes at the beginning or in the middle of the word.”
- Say, “Remember, the /ou/ sound is usually spelled ‘ow’ when it comes at the end of the word or in the middle of the word before ‘er’, ‘el’, and ‘n’”
- Say, “Remember, the /ou/ sound can also be spelled ‘ough’”
- Say the word *doubtful*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|--------------|------------|
| 1. doubtful | 4. household | 7. drought |
| 2. fountain | 5. plow | 8. towel |
| 3. bough | 6. shower | 9. owl |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The cowboy rides on the mountainside.
2. The unhappy clown is frowning.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 22: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 22.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “Coins” on **Activity Page TR 21.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *designs* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *dəziənz*. Write the letters to spell *designs* on the board.
- Point to the word *designs* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because each /z/ sound is spelled ‘s’, the /ie/ sound is spelled ‘i’, and the /n/ sound is spelled ‘gn.’”
- Show how the letters map to the sounds. Say, “We say /d/ for this letter. We say /ə/ for this letter. We say /z/ for this letter. We say /ie/ for this letter. We say /n/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /d/ /ə/ /z/ /ie/ /n/ /z/, *designs*. Say, “*Designs!* It’s a word we use all the time.”
- Repeat with the words *doesn’t* and *mountainous*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Words with /ae/ > 'eigh'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify words with the /ae/ sound. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with the quadgraph 'eigh'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team

- syllables. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use of words with the suffix *-ous*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Zoila's Sleigh" fluently and answer questions about key details

- in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /ae/ > 'eigh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 23.3

Define Words

- TEKS 3.2.A.ii; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /ae/ | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /ae/ > 'eigh' | 3 min. | <input type="checkbox"/> Activity Page 23.1 |
| Read Closed, Open, VCe, and Vowel Team Syllable Words | 3 min. | <input type="checkbox"/> Activity Page 23.2 |
| Morphology | | |
| Identify and Use the Suffix <i>-ous</i> | 6 min. | <input type="checkbox"/> Activity Page 23.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Zoila's Sleigh" | 10 min. | <input type="checkbox"/> Activity Pages 23.4, 23.5 |
| Phonics—Encoding | | |
| Spell Words with /ae/ > 'eigh' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

Consider having students cut the word cards on Activity Page 23.2 before the activity begins.

Universal Access

- Gather pictures to represent the words in the Reading activity: *sleigh* (dogsled type), *drought*, *snowplow*, *harnesses*, and *freight*.

Review: Words with /ae/ > 'eigh', Part 1

Warm-up



Primary Focus: Students will identify words with the /ae/ sound. **TEKS 3.2.A.i**

REVIEW WORDS WITH /AE/ (3 MIN.)

- Remind students what they have learned about words with the /ae/ sound.
- Say the following words, having students repeat each after you: *fame, paint, day, same, faint, and say.*
- Say, "These are all words with the /ae/ sound. Let's say more words with the /ae/ sound."
- Say the following words, having students repeat each after you: *eight, sleigh, weight, neighbor, and freight.*


Check for Understanding

Thumbs-Up/Thumbs-Down: Say, "The following words all have the /ae/ sound: *eighth, nay, crane.* Give a thumbs-up if you agree or a thumbs-down if you disagree." (*thumbs-up*)

Lesson 23: Review: Words with /ae/ > 'eigh', Part 1

Phonics—Decoding


Primary Focus

Primary Focus: Students will read words with the quadgraph 'eigh'. **TEKS 3.2.A.i**

Students will identify and read words with closed, open, VCe, and vowel team

syllables. **TEKS 3.2.A.ii**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

READ WORDS WITH /AE/ > 'EIGH' (3 MIN.)

- Create a chart on the board with the following headings: 'a_e', 'ai', 'ay', 'eigh'.
- Say the word *fame* again. Then write the word in the 'a_e' column of the chart, marking the VCe spelling. Have students read the word aloud.
- Repeat with other words from the Warm-Up, writing each in the correct column and marking the sound spelling: *fame*, *paint*, *day*, *same*, *faint*, and *say*. Have students read each word.
- Point to the 'eigh' heading of the chart. Say, "The /ae/ sound is also sometimes spelled with 'eigh'. This spelling does not happen very often. We need to remember how to spell words with 'eigh'."
- Say the 'eigh' words from the Warm-Up, writing each in the correct column and marking the sound spelling: *eight*, *sleigh*, *weight*, *neighbor*, and *freight*. Have students read each word.
- Direct students to Activity Page 23.1 and review the instructions. If time allows, have students work on the activity page in class and read the words aloud with a partner. If not, ask students to complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Assign students to partners or small groups.
- Direct students to Activity Page 23.2 and review the instructions.
- Have students work together to complete the activity. Circulate as students work, assuring they are sorting words correctly.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Challenge

After students have sorted their word cards, challenge them to come up with sentences using the words. Have students share their sentences with the class.

Activity Page 23.1



Activity Page 23.2



Support

Provide students with a few words with the suffix *-ous*. Then have students turn to a partner and say a sentence with the word. Have pairs discuss if it is the correct usage of the word.

Activity Page 23.3



ENGLISH
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Language

Learning How English Works

Beginning

Ask students to raise their hand when they hear a word with the suffix *-ous*: *curious* (yes), *cloudiness*, *anxious* (yes), *delicious* (yes), *heavyweight*, *obvious* (yes), *rushing*, *nervous* (yes).

Intermediate

Have students practice using the words by providing sentence frames. For example, *The boy was _____ about what was in the box. (curious)*

Advanced/

Advanced High Ask a question using one of the words and have a volunteer answer. For example, "What are you curious about?"

ELPS 1.C

Lesson 23: Review: Words with /ae/ > 'eigh', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Write the following words on the board: *jealous*, *previous*, and *tedious*.
- Ask, "What do these words have in common?" (*They end with -ous.*)
- Say, "These words are like other words we have learned about that have the suffix *-ous*. They are adjectives."
- Circle the *-ous* in each of the words.
- Say, "These words have root words that may not be familiar to us. Some come from Latin, Greek, and other languages."
- Write *serious* on the board. Say, "This word is an example. It comes from the Latin word *serius*. Like the Latin word, if something is serious, it is important or needs careful thought or attention. In English we use the ending *-ous* with this word as we do with other adjectives that have that ending sound. In words like *anxious*, *fabulous*, and *generous*, the root words may not sound familiar to us at all."
- Direct students to Activity Page 23.3 and review the instructions. Complete *anxious* and *outrageous* as a class.
- Have students choose either *anxious* or *outrageous* and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 23: Review: Words with /ae/ > 'eigh', Part 2

Reading

ENGLISH
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Reading

Reading Closely

Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/
Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Support

Before reading Zoila's "Sleigh", show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity

Pages 23.4, 23.5



Primary Focus: Students will read "Zoila's Sleigh" and answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

READ "ZOILA'S SLEIGH" (10 MIN.)

- Direct students to Activity Page 23.4.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *drought*, *hoisted*, *power* (verb), *courteous*, *boisterous*
 - phrases: "outweighed her love," "serious amount," "precious freight"
- Have students follow along as you read "Zoila's Sleigh."
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *spontaneous* and *fabulous*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- After students have read the passage, have them turn to Activity Page 23.5 and complete the comprehension questions. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Lesson 23: Review: Words with /ae/ > 'eigh', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /ae/ > 'eigh'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /AE/ > 'EIGH' (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with /ae/ > 'eigh'.
- Say, "Remember, the /ae/ sound is sometimes spelled with 'eigh'. This spelling does not happen very often. We need to remember how to spell words with 'eigh.'"
- Say the word *eight*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|---------------|
| 1. eight | 4. sleigh | 7. weightless |
| 2. freight | 5. weigh | 8. eighty |
| 3. neighbor | 6. eighteen | 9. weighty |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. I love my neighborhood.
2. You should wear a lightweight jacket today.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 23: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 23.1** for each student.
- Direct students to Activity Page 23.4.
- Have them reread “Zoila’s Sleigh.”
- Review the writing prompt on **Activity Page TR 23.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## 24

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with vowel teams. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will review reading words with vowel teams and quadgraphs. **TEKS 3.2.A.i**
- Students will review identifying and reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

## Morphology

Students will review identifying the meaning of and use of words with the

- suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Zoila’s Sleigh” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /oi/ > ‘oy’ and ‘oi’, /ou/ > ‘ou’, ‘ow’, ‘ough’,

- and /ae/ > ‘eigh’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## “Zoila’s Sleigh” Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Read grade-level text independently; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Words with /oi/, /ou/, and /ae/<br>Sound Spellings                                      | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Review Words with /oi/, /ou/, /ae/                                                             | 3 min.      |                                             |
| Read Closed, Open, VCe, and Vowel Team<br>Syllable Words                                       | 3 min.      | <input type="checkbox"/> Activity Page 24.1 |
| <b>Morphology</b>                                                                              |             |                                             |
| Identify and Use the Suffix <i>-ous</i>                                                        | 6 min.      | <input type="checkbox"/> Activity Page 24.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “Zoila’s Sleigh”                                                                        | 10 min.     | <input type="checkbox"/> Activity Page 23.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Encoding Review                                                                                | 5 min.      | <input type="checkbox"/> dictation journal  |



## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 2 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *sleigh* (dogsled type), *drought*, *snowplow*, *harnesses*, and *freight*.

## Review: Mixed Review, Part 1

# Warm-Up



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**Primary Focus:** Students will review words with vowel teams. **TEKS 3.2.A.i**

### REVIEW WORDS WITH /OI/, /OU/, AND /AE/ SOUND-SPELLINGS (3 MIN.)

- Say, "This week we learned about spelling the /oi/ sound."
- Write /oi/ on the board. Say and write each of the following words on the board underneath the /oi/ heading: *appoint, boiling, destroy, enjoy, rejoin*.
- Point to each word on the board and have students read it aloud.
- Say, "This week we also learned about spelling the /ou/ sound."
- Write /ou/ on the board. Say and write each of the following words on the board underneath the /ou/ heading: *shout, our, cow, shower, bough, drought*.
- Point to each word on the board and have students read it aloud.
- Say, "One other spelling we learned this week was for the /ae/ sound."
- Write /ae/ on the board. Say and write each of the following words on the board underneath the /ae/ heading: *eight, sleigh, weightless, neighbor, freight*.
- Point to each word on the board and have students read it aloud.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "The following words all have the /ae/ sound: *bought, coil, loyally, lost*. Give a thumbs-up if you agree and a thumbs-down if you disagree." (*thumbs-down*)

## Language

### Learning How English Works

Ask students to perform particular actions when they hear words with different sounds. For example, they may raise a hand if they hear a word with /oi/, stand up if they hear a word with /ou/, or nod their head if they hear a word with /ae/: *heavyweight* (nod head), *around* (stand up), *avoid* (raise hand), *annoy* (raise hand), *howl* (stand up), and *eighteen* (nod head).

### Intermediate

Write *heavyweight* on the board. Have a volunteer approach the board and mark the letters that make the sound for /ae/. Repeat with other words taught during the week.

### Advanced/

### Advanced High

Name a sound (/oi/, /ou/, or /ae/) and ask students to say a word that contains that sound.

**ELPS 1.C**

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 24: Review: Mixed Review, Part 1

# Phonics—Decoding



## Primary Focus

- ✦ Students will review reading words with vowel teams and quadgraphs. **TEKS 3.2.A.i**
- Students will review identifying and reading words with closed, open, VCe, and
- ✦ vowel team syllables. **TEKS 3.2.A.ii**

### REVIEW WORDS WITH /OI/, /OU/, /AE/ (3 MIN.)

- Say, “Let’s continue to review the vowel team spellings we reviewed this week.”
- Say, “Let’s read these words with the /oi/ sound again.”
- Point to the words from the Warm-Up: *appoint, boiling, destroy, enjoy, rejoin*. Have students read them aloud with you.
- Ask, “What is another word with the /oi/ sound spelled with ‘oy’ or ‘oi’?”
- Have volunteers write one or two responses for each spelling on the board. Have students read the added words aloud with you.
- Say, “Now let’s read these words with the /ou/ sound again.”
- Point to the /ou/ words from the Warm-Up: *shout, our, cow, shower, bough, drought*. Have students read them aloud with you.
- Ask, “What is another word with the /ou/ sound spelled with ‘ou’, ‘ow’, or ‘ough’?”
- Have volunteers write one or two responses for each spelling on the board. Have students read the added words aloud with you.
- Say, “And now let’s read these words with the /ae/ sound spelled ‘eigh’.”
- Point to the ‘eigh’ words from the Warm-Up: *eight, sleigh, weightless, neighbor, freight*. Have students read them aloud with you.
- Ask, “What is another word with the /ae/ sound spelled with ‘eigh’?”

## Support

Remind students that they can clap out syllables. Remind them that it can also be helpful to divide words into syllables using a slash. Demonstrate if needed.

## Challenge

Have students generate their own list of /ae/, /ou/, and /oi/ words. Then have them write a paragraph using several of the words. Ask them to mark the sound spellings in the /ae/, /ou/, and /oi/ words. Have students share their work with a partner.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Have volunteers write responses on the board. Have students read the added words aloud with you.

### READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Say, “Let’s continue to review words with closed, open, VCe, and vowel team syllables.”
- Direct students to Activity Page 24.1 and review the instructions.
- Have students read aloud the first few words, and write them on the board.
- Do a quick review of closed and open syllables by asking students to approach the board and circle the open syllables and underline the closed syllables.
- Circulate as students work, asking students to identify syllable types in the words they are sorting.
- Have students complete the activity page at home, if needed.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

#### Activity Page 24.1



### Lesson 24: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and use of words with the suffix *-ous*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### IDENTIFY AND USE THE SUFFIX *-OUS* (6 MIN.)

- Say, “Let’s continue to review words with *-ous*.”
- Direct students to Activity Page 24.2. Review the instructions and complete the first item as a class.

#### Activity Page 24.2



**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work independently to complete the rest of the activity page in class. Circulate as students work, answering questions as needed. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 24: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will reread “Zoila’s Sleigh” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### REREAD “ZOILA’S SLEIGH” (10 MIN.)

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

- Direct students back to the passage on Activity Page 23.3. Tell students that today they will reread “Zoila’s Sleigh” with a partner.
- Take time to answer any questions that students may have about “Zoila’s Sleigh.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline three words with the /oi/ sound, such as *joined* and *Troy*;
  - draw a box around three words with the /ou/ sound, such as *outweighed*;
  - put a star by three words with the /ae/ sound spelled ‘eigh’, such as *sleigh*;
  - circle three words with *-ous*, such as *marvelous*.

**TEKS 3.1.D** work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Read grade-level text independently.

### Challenge

Have students annotate other words in the text that contain vowel teams they have learned about, such as *season* and *snow*.

### Activity Page 23.3



**ENGLISH  
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### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with the /oi/, /ou/, and /ae/ sounds.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



### Observation: “Zoila’s Sleigh” Anecdotal Reading Record

As you listen to each student read “Zoila’s Sleigh,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 24: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /oi/ > ‘oy’ and ‘oi’; /ou/ > ‘ou’, ‘ow’, and ‘ough’, and /ae/ > ‘eigh’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain to students that they will be writing in their dictation journal.
- Tell students that they will be spelling words with /oi/ > ‘oy’ and ‘oi’; /ou/ > ‘ou’, ‘ow’, and ‘ough’; and ‘ae’ > ‘eigh’ that they learned about this week.
- Say, “Remember, the /ou/ sound is usually spelled ‘ou’ when it comes at the beginning of the word or in the middle of the word. The /ou/ sound is usually spelled ‘ow’ when it comes at the end of the word or in the middle of the word before ‘er’, ‘el’, and ‘n.’”
- Say, “Remember, /oi/ is spelled two ways. Most of the time, ‘oy’ appears at the end of a syllable or word. Most of the time, ‘oi’ appears in the middle of a word or syllable.”
- Say, “Remember, the /ae/ sound is sometimes spelled with ‘eigh’. This spelling does not happen very often. We need to remember how to spell words with ‘eigh.’”
- Say the word *weightless*. Repeat it. Have students write it in their journal.
- Repeat with the remaining words.



**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |               |             |              |
|---------------|-------------|--------------|
| 1. weightless | 4. drought  | 7. joyous    |
| 2. cowboy     | 5. avoid    | 8. poisonous |
| 3. decoy      | 6. eighteen | 9. shout     |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                            |
|--------------------------------------------|
| 1. The power went out in the neighborhood. |
| 2. The mouse sits on a mound of soil.      |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 24: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 24.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other's work.



## SHARING

- Pair up students and have one person share the response they wrote about “Zoila’s Sleigh” on **Activity Page TR 23.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 24.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings and syllable types they have recently learned.
- Direct students to the passage “Tommy’s Big Dream.” Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
  - underline three words with *oy*, *ou*, *ue*, or *oo*, such as *out*;
  - put a box around two vowel team syllable words such as *explains*;
  - and highlight one VCe syllable word, such as *enterprise*.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other’s responses with the following sentence starters:
  - I agree with \_\_\_\_\_ because. . .
  - I have an additional perspective about. . .
  - That is a great point because. . .
  - Another example is. . .



## REVIEW

# Foundational Skills Review

## PRIMARY FOCUS OF LESSON

### Phonics—Decoding

- Students will review reading words with vowel teams. **TEKS 3.2.A.i**

Students will review identifying and reading words with closed, open, VCe, and

- vowel team syllables. **TEKS 3.2.A.ii**

### Morphology

Students will review identifying the meaning of and using words with prefixes and

- suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### Reading

Students will independently read “Giovanni’s Safety Lesson” and will answer questions about key details in the text.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

### Phonics—Encoding

- Students will complete the dictation posttest for Unit 2. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

### Activity Page 25.5

### Unit 2 Dictation Posttest

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>            |
|------------------------------------------------------------------------------------------------|-------------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                             |
| <b>Phonics—Decoding</b>                                                                        |             |                             |
| Word Baseball                                                                                  | 6 min.      |                             |
| Read Closed, Open, VCe, and Vowel Team Syllable Words                                          | 3 min.      | ☐ Activity Page 25.1        |
| <b>Morphology</b>                                                                              |             |                             |
| Review Prefixes and Suffixes                                                                   | 6 min.      | ☐ Activity Page 25.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                             |
| <b>Reading</b>                                                                                 |             |                             |
| Read “Giovanni’s Safety Lesson” Independently                                                  | 10 min.     | ☐ Activity Pages 25.3, 25.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                             |
| Unit 2 Dictation Posttest                                                                      | 5 min.      | ☐ Activity Page 25.5        |

## ADVANCE PREPARATION

### Phonics

- Draw a baseball diamond on the board (see illustration). Create your own list of words from the unit or use the following list of words during the Word Baseball game. You may also want to gather magnets to represent the “runners.”

|             |            |               |              |               |
|-------------|------------|---------------|--------------|---------------|
| 1. shelves  | 11. decide | 21. beach     | 31. oboe     | 41. doodle    |
| 2. grape    | 12. golf   | 22. indeed    | 32. phew     | 42. gluestick |
| 3. grain    | 13. cage   | 23. chief     | 33. continue | 43. shook     |
| 4. twine    | 14. shame  | 24. speeding  | 34. argue    | 44. woodshed  |
| 5. praise   | 15. dove   | 25. knight    | 35. chalk    | 45. appoint   |
| 6. slope    | 16. huge   | 26. tries     | 36. cause    | 46. oyster    |
| 7. mule     | 17. stripe | 27. highlight | 37. squawk   | 47. growl     |
| 8. cease    | 18. fail   | 28. supplies  | 38. ought    | 48. mouth     |
| 9. crust    | 19. away   | 29. boast     | 39. caught   | 49. eight     |
| 10. precise | 20. globe  | 30. throat    | 40. cough    | 50. cloud     |

### Phonics

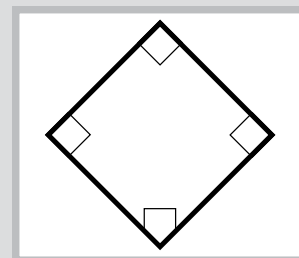
Make sure each student has a red, yellow, green, and blue colored pencil or crayon for the syllable activity.

### Phonics—Encoding

- To learn more about how your students’ language varieties may affect their encoding skills, refer to the Language Varieties’ Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program’s digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *mountain range*, *skateboard*, *shed*, *kneepads* (for skateboard), *subdivision*, and *oak tree*.



## Lesson 25: Review: Foundational Skills Review, Part 1

## Phonics—Decoding



## Primary Focus

- ✦ Students will review reading words with vowel teams. **TEKS 3.2.A.i**
- ✦ Students will review identifying and reading words with closed, open, VCe, and vowel team syllables. **TEKS 3.2.A.ii**

**WORD BASEBALL (6 MIN.)**

- Say, “We’re going to play a game to review sound spellings we learned about in this unit.”
- Divide the class into two teams, having one team at a time 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.”
- Say, “I’m going to write a word on the board and you will all read the word in your head. The person at bat will read the word aloud. If the word is read correctly, your team will go to the next base. Then the next person on your team is at bat. When your team gets to home plate, you will get a point. We will continue until a word is misread.”
- Set a timer for six minutes. Say, “The team that has the most runs when the timer rings is the winning team.”
- Point out that accuracy is important, so students have to be careful reading the words you are going to display. At the same time, speed is also important, so they must pay close attention.
- Write a word from the list you prepared in advance. Ask the first student on the first 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 word. If the word is correctly read, draw a line from first to second base. Alternately you may use magnets to represent the “runners.”

**Support**

Have pairs work together. Have a student whisper the pronunciation of a word to a partner before saying it aloud. The partner may confirm the pronunciation or make a suggestion.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “one 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.

### READ CLOSED, OPEN, VCE, AND VOWEL TEAM SYLLABLE WORDS (3 MIN.)

- Say, “Let’s continue to review words with closed, open, VCe, and vowel team syllables.”
- Direct students to Activity Page 25.1 and review the instructions. Complete the first item together.
- Consider having students work in pairs.
- Circulate as students work, answering questions as needed.
- Have students complete the activity page at home, if needed, and make sure students have the supplies they need.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Activity Page 25.1



## Lesson 25: Review: Foundational Skills Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using words with prefixes and suffixes.

**TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW PREFIXES AND SUFFIXES (6 MIN.)

- Say, “Let’s review the prefixes and suffixes we learned about in this unit.”
- Direct students to Activity Page 25.2 and review the instructions.
- Read each of the base words aloud with students. Then complete the first item.

Activity Page 25.2



**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



## Challenge

Have students create a list of words that have both a prefix and a suffix, such as *unmeaningful* or *unluckily*. Then have students define the words.

ENGLISH  
LANGUAGE  
LEARNERS



## Language

### Learning How English Works

#### Beginning

Ask students to raise their left hand if they hear a word with a prefix or their right hand if they hear a word with a suffix: *actor* (right), *imperfect* (left), *joyous* (right), *incorrect* (left), and *subset* (left).

#### Intermediate

Use the following frame to review prefixes and suffixes students have learned about: *The* (prefix/suffix) \_\_\_\_\_ means \_\_\_\_\_

#### Advanced/

#### Advanced High

Ask a question using a word with a prefix or suffix for students to answer. For example: "If people disagree, do they agree?" (no)

**ELPS 1.C**

- Have students work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. Circulate as students work, answering questions as needed. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



## Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "A prefix goes at the beginning of a word. A suffix goes at the end of a word. Give a thumbs-up if you agree or a thumbs-down if you disagree." (*thumbs-up*)

## Lesson 25: Review: Foundational Skills Review, Part 2

## Reading



**Primary Focus:** Students will independently read “Giovanni’s Safety Lesson” and will answer questions about key details in the text.

**TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

### READ “GIOVANNI’S SAFETY LESSON” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Giovanni’s Safety Lesson” independently. Direct students to Activity Page 25.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *preplanned*, *terrain*, *unintentionally*, *wincing*, *gawk*
  - phrases: “filled him with awe,” “prove to be a misstep”
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *certainly* and *precautions*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline at least ten words with vowel teams, such as *Tuesday* and *high*;
  - circle at least five words with prefixes or suffixes, such as *preplanned* and *thoughtfulness*; and

Activity Pages  
25.3, 25.4



### Support

Before reading “Giovanni’s Safety Lesson”, show the images you prepared in advance. Have students repeat the word after you as you show each image.

Have students focus on one annotation at a time. For example, first have them read and underline words with vowel teams. On the next read, have them put a box around the words with prefixes or suffixes, and so on.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



Reading

Reading Closely

**Beginning**

Have students write the words from the passage on their own paper using columns to categorize the skills (e.g., *Words with vowel teams*).

**Intermediate**

Have students work with a partner to annotate the text.

**Advanced/**

**Advanced High**

Have students work independently to annotate the text and then compare their work with a partner's.

**ELPS 4.A**

Activity Page 25.5



- write one word for each of the following types of syllables: closed, open, VCe, and vowel team.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 25.4 independently. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



**Check for Understanding**

Circulate as students are working, asking them to explain their annotation decisions.

**Lesson 25: Review: Foundational Skills Review, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will complete the dictation posttest for Unit 2.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**UNIT 2 DICTATION POSTTEST**

- Direct students to Activity Page 25.5. Review the instructions together.
- Tell students that they will be spelling words with different sound-spellings that they learned about in Unit 2.
- Say the word *cautious*. Repeat it. Have students write it on Activity Page 25.5.
- Repeat with the remaining words.

|               |                |                |
|---------------|----------------|----------------|
| 1. cautious   | 4. undoubtedly | 7. preannounce |
| 2. invaluable | 5. rejoin      | 8. joyfully    |
| 3. powerful   | 6. disengage   | 9. weightless  |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell.
- Say the following sentences aloud, pausing to provide students time to write.

1. Her daughter and niece might be at the poolside.
2. May I borrow some large gloves?

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

~ End Lesson ~

## Lesson 25: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 25.1** for each student.
- Direct students back to Activity Page 25.3.
- Have them reread “Giovanni’s Safety Lesson.”
- Review the writing prompt on **Activity Page TR 25.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.

- Then, pair up students and have one person share the response they wrote about “Giovanni’s Safety Lesson” on **Activity Page TR 25.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 21 (*doesn’t, designs, mountainous*) and any additional Tricky Words that you reviewed this week. Write the following new words on index cards: *eye, aren’t, and thoughtfulness*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *aren’t* and say, “This word is tricky because the ‘are’ is pronounced /ar/. The ‘n’ and ‘t’ are blended and pronounced /n/ /t/. The apostrophe is not pronounced.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /ar/ for these letters. We blend and say /n/ /t/ for these letters. We do not say anything for the apostrophe.” Point to the letters as you blend the sounds: /ar/ /n/ /t/, *aren’t*. Say, “*Aren’t!* It’s a word we use all the time, like when we say ‘I’m just so thankful your injuries aren’t worse.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *aren’t*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the blended /n/ /t/ sound spelled ‘n’t.’” Write *can’t* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lesson 21. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

# Teacher Resources

|         |          |
|---------|----------|
| Grade 3 | Skills 2 |
|---------|----------|

**Teacher Guide**



# Teacher Resources

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| English Language Proficiency Standards Correlation Chart | 377 |

**ANECDOTAL READING RECORD—UNIT 2**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

**DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 2**

- CS✓ - Answered in a complete sentence
- L✓ - Answered a literal question correctly
- I✓ - Answered an inferential question correctly
- E✓ - Answered an evaluative question correctly
- CS✗ - Did not answer in a complete sentence
- L✗ - Answered a literal question incorrectly
- I✗ - Answered an inferential question incorrectly
- E✗ - Answered an evaluative question incorrectly

| Student | Lesson: | Lesson: | Lesson: | Lesson: | Subtotal |
|---------|---------|---------|---------|---------|----------|
|         |         |         |         |         |          |
|         |         |         |         |         |          |
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# Additional Support Activity Pages

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|         |          |
|---------|----------|
| Grade 3 | Skills 2 |
|---------|----------|

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**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Reread “Fame on Stage.” In this story, Mike wants to become famous, but he needs help to do so. What characters in the story help Mike in his quest to become a famous actor? How do their actions help him achieve his dreams?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.1

## Words with /ie/ > 'i\_e'

Read the words below. Circle the words that become new words if you add 'e' to the end. Then write the new words.

|             |              |            |            |
|-------------|--------------|------------|------------|
| <b>slid</b> | <b>fit</b>   | <b>rid</b> | <b>wit</b> |
| <b>twin</b> | <b>strip</b> | <b>fin</b> | <b>dim</b> |

### New Words

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

NAME: \_\_\_\_\_

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# TR 3.1

Reread "The Role of Code." What is the central idea in this text? What evidence does the author use to support the central idea?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Sort Words with 'a\_e', 'i\_e', 'o\_e', and 'u\_e'

Read each word in the word bank. Complete the chart below with the words in the Word Bank.

### Word Bank

|        |        |           |           |
|--------|--------|-----------|-----------|
| unlike | used   | sandstone | fate      |
| skate  | became | quite     | tightrope |
| nose   | glide  | cube      | perfume   |

| 'a_e' | 'i_e' | 'o_e' | 'u_e' |
|-------|-------|-------|-------|
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Reread "Hope the Sculptor." What is the theme, or central message, about life in this story? What events in the story convey this theme?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 6.1

Reread “How to Sketch a Giraffe.” Follow the instructions outlined in the passage to draw a giraffe. Then identify the step or steps from the passage that you found most helpful and explain why.



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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

## Sort Words with Hard 'g' > /g/ and Soft 'g' > /j/

Complete the chart with words from the Word Bank.

### Word Bank

|         |        |       |       |
|---------|--------|-------|-------|
| goodbye | ginger | game  | magic |
| page    | gummy  | stage | brag  |

| /g/ | /j/ |
|-----|-----|
|     |     |
|     |     |
|     |     |
|     |     |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Reread “Dinosaurs.” What is the central idea of “Dinosaurs”? What are some details from the passage that help develop this central idea?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

## Read Words with /ae/

Read the passage and circle words with the sound /ae/.

Sophia and Matt were best friends. They rode the bus together every day. They loved playing soccer. They jumped in puddles when it rained. They shared all the details of their lives. One morning Matt explained that his family was going to move away. Sophia did not know what to say. She felt sad. She was afraid that they would not be friends anymore. Matt told her that everything was going to be okay. They would send letters to each other in the mail. That way they would always be best friends.

NAME: \_\_\_\_\_

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# TR 10.1

Reread "Eve's Race." Think of a time when you faced a setback while you were working toward a goal. Use details from your life to compare how your experience compared to that of the character in the story.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

Read the passage. Underline three words with soft 'c' or 'g' (as in allegiance). Put a box around three words with hard 'c' or 'g' (as in flag). Highlight one word with the ay or ai vowel team.

## The Pledge of Allegiance

The Pledge of Allegiance is an oath, or vow, that people in the United States recite before important events. It is a way for American citizens to say they are proud to be a part of the country and agree to work together for freedom and fairness.

The words to the Pledge of Allegiance are: "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Comprehension Questions:

1. The word *pledge* means "to make a promise," and the word *allegiance* means "loyalty to a cause or person." What do you think it means to "pledge allegiance" to something?

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2. The Pledge includes that the United States of America is "one nation" and "indivisible." *Indivisible* means "not able to be separated." Why is it important to call the United States "indivisible"? What word in "United States" also means "indivisible"?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3. What do you think “liberty and justice for all” means? What historical figures have we learned about who have fought for “liberty and justice” for people in the United States?

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4. Why do you think people choose to recite the Pledge of Allegiance before important events?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

Reread "Kailanie's Bees." A theme is a story's central message or lesson about life. Describe the theme of "Kailanie's Bees." Identify two pieces of evidence from the passage that helped you figure out the theme.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 12.1

## Review Common Long Vowel Teams: /ie/ > 'igh', 'ie'

Listen to the words your teacher reads aloud. Determine whether each word is spelled with the 'igh' or 'ie' vowel team. Write the correct vowel team on the lines below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Reread “Boat Races: Fun on the Water.” In this text, the author describes what it takes to be a good member of a boat crew. What traits does the author identify as important for teamwork on a boat crew? Use details from your life to describe when you have used those traits to be a part of a team.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

### Words with /ue/ > 'ew', 'ue'

Circle the misspelled words in the passage below. Then provide their correct spellings.

The students continewed to preview the article. The author chose to argu against eating barbecu. Fue students agreed with the author's vuepoint.

Later, the students reviewed the article. Even fuer saw vawew in the author's ideas.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.1

Reread “Snow Day.” The setting is when and where a story takes place. The plot is what happens in the story. Describe the setting of “Snow Day.” Use details from the passage to explain how the setting affects what happens in the story.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Read the passage. Underline three words with the long e sound, spelled ea, ie, ee (field). Put a box around two words with ue or ay. Highlight one vowel team two-syllable word (features).

## **The United States Flag**

The U.S. flag serves as a powerful symbol of patriotism and unity in the United States. It features fifty stars on a field of blue, each representing one of the states that together make up our nation, and thirteen alternating red and white stripes, representing the original colonies that declared independence. The flag evokes feelings of pride and respect, reminding us of the freedoms and rights that we cherish as Americans. When people sing the national anthem, “The Star-Spangled Banner,” they usually face the flag. Also displayed proudly during national holidays, in schools, and at public buildings, the flag stands as a reminder of the nation’s history, its sacrifices, and the enduring spirit of its people.

Comprehension Questions:

1. What do the fifty stars and thirteen stripes on the flag represent?

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2. Who does the Preamble say is speaking? What part of the Preamble tells you so?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 15.2

CONTINUED

3. What are some things the writers of the Preamble say they are writing the Constitution to do? If you need help, look at some of the words that are capitalized.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.1

Reread “Chalk Art.” If you were a chalk artist, where would you make art? What would your art look like? Explain your thinking, and draw a sketch of your design.

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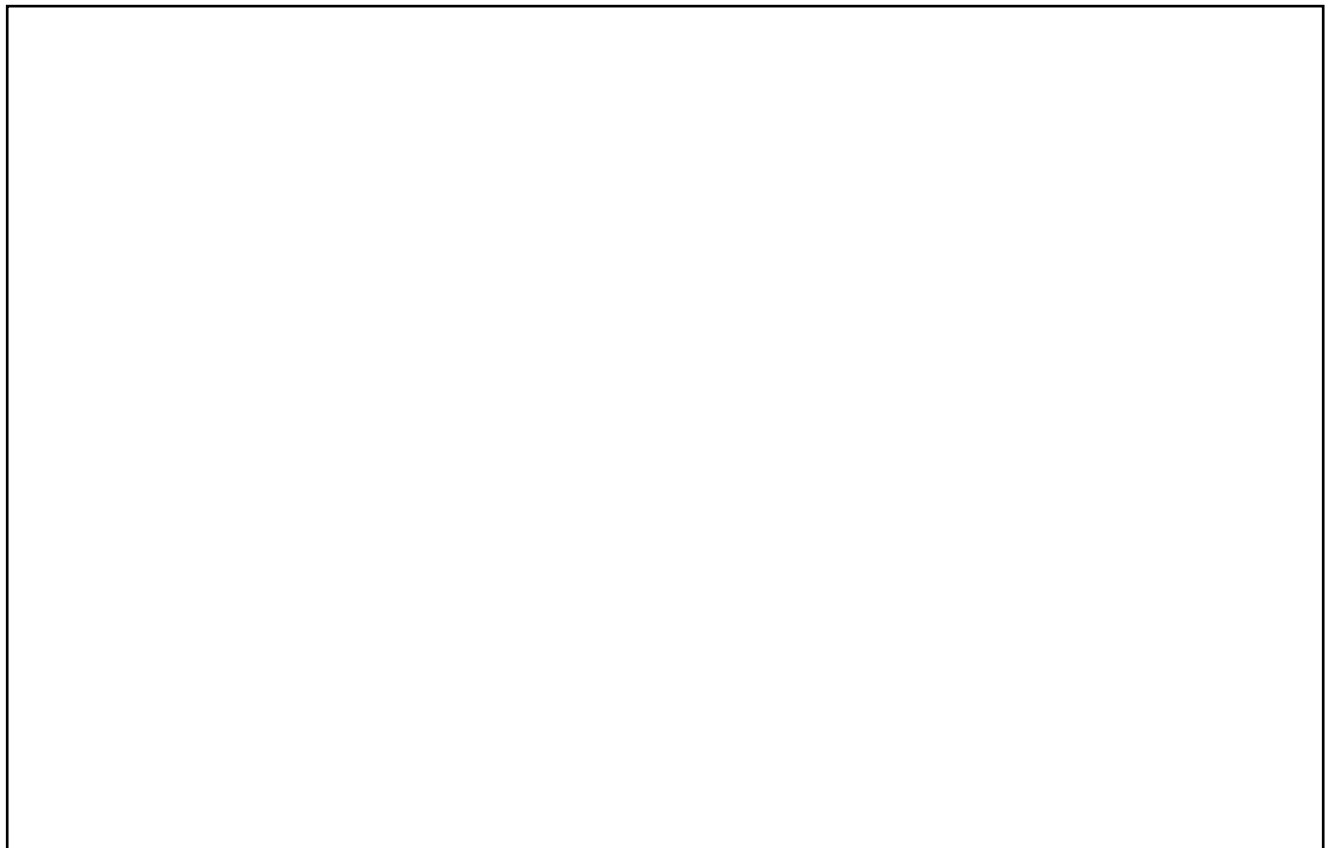
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

## Words with /aw/

Read each sentence. Fill in the blank by adding the correct spelling for each /aw/ sound: 'augh', 'ough', 'aw', 'al', or 'au'. Read each completed sentence.

1. The diamond was fl\_\_\_\_\_less.
2. The cat c\_\_\_\_\_t the mouse.
3. The players gathered at the b\_\_\_\_\_lpark.
4. My little sister made a dr\_\_\_\_\_ing of a cat.
5. The lunchtime tea was for mothers and d\_\_\_\_\_ters.
6. My favorite shirt is in the l\_\_\_\_\_ndry.
7. You really\_\_\_\_\_t to remember my birthday.
8. Most students w\_\_\_\_\_k to school or take the bus.
9. The door closes \_\_\_\_\_tomatically.
10. I made a th\_\_\_\_\_tless mistake on the test.

NAME: \_\_\_\_\_

TR 18.1

DATE: \_\_\_\_\_

Reread "Brooklyn and the Baby Baboon." After visiting the zoo, Brooklyn realizes something important about herself: She wants to help animals. Use details from your life to describe a time when you discovered something important about yourself.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 19.1

## Vowel Teams with /oo/ and /oo/

Read the passage. Circle the words with the vowel teams that make the sound /oo/ (as in *book*). Underline the words with the vowel teams that make the sound /oo/ (as in *moon*).

The Smith family moved into a house on Maple Avenue. On their first day, they took a walk around the neighborhood. They saw flowers blooming in the park. They met a woman walking a poodle. They shook hands and introduced themselves. Her name was Sue. She invited the Smiths to a cookout where they could meet more neighbors. It started at noon. The Smiths said, “See you soon!”

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.1

## Vowel Team Cards

Cut out the vowel team cards. Distribute one to each student pair or group. Then have students write down all the words they can think of with that sound spelling in the time allotted.

ough

u\_e



al

ue

aw

oo

au

augh

NAME: \_\_\_\_\_

TR 20.2

DATE: \_\_\_\_\_

Reread "To the Moon." Describe one scene you could clearly imagine in your mind while reading the story. Which words and phrases in the passage most helped you create your mental image?

Multiple horizontal lines provided for writing the response.

NAME: \_\_\_\_\_

# TR 21.1

DATE: \_\_\_\_\_

Reread “Coins.” Identify the central, or main idea of the text. What evidence from the passage supports this as the central idea?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 22.1

## Words with /ou/

Read each sentence. Complete each word by adding the correct spelling for the /ou/ sound: 'ow', 'ou', or 'ough'. Read each completed sentence.

1. The king has a cr\_\_\_\_\_n on his head.
2. I had to sh\_\_\_\_\_t so she could hear me.
3. A circle is r\_\_\_\_\_nd.
4. How many people live in the t\_\_\_\_\_n?
5. The player got a red card for a f\_\_\_\_\_l.
6. During the dr\_\_\_\_\_t, there was very little rain.
7. Listen for the cat's me\_\_\_\_\_.
8. The farmer fixed the pl\_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 23.1

Reread “Zoila’s Sleigh.” Use details from the passage to describe how the setting of the story, or where the story takes place, affects the plot, or what happens to the characters.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 24.1

## Closed, Open, VCe, and Vowel Team Syllable Words

Read each word. Look at the underlined syllable. Write whether the syllable is open, closed, VCe, or vowel team.

1. bookcase \_\_\_\_\_

2. driveway \_\_\_\_\_

3. snowflake \_\_\_\_\_

4. drawback \_\_\_\_\_

5. rebound \_\_\_\_\_

6. destroy \_\_\_\_\_

7. rejoin \_\_\_\_\_

8. soil \_\_\_\_\_

9. bayside \_\_\_\_\_

10. sprint \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Read the passage. Underline three words with oy, ou, ue, or oo (out). Put a box around two vowel team syllable words (explains). Highlight one VCe syllable word (*enterprise*).

### Tommy's Big Dream

Tommy is a third grader who loves America and has a big dream to start his own business someday. His favorite class is social studies, where he learns about "free enterprise." This means people in America can open businesses. Some of those business owners sell their own creations, which makes Tommy excited.

Every summer, Tommy runs a lemonade stand. He loves making lemonade and talking to his customers. Tommy feels proud when people enjoy his drink. His mom explains that this small stand is a business, where he can make money by selling something he made.

Tommy admires local shopkeepers who sell books, toys, or treats. They work hard and love making their customers happy. He wants to be like them, using creativity and hard work to succeed.

One day, he shares his dream with his teacher, who says, "In America, you can do anything you set your mind to." This makes Tommy feel proud to live in a place where dreams can come true with hard work.

Comprehension Questions:

1. What is Tommy's big dream?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2. What does Tommy do in the summer?

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3. What did Tommy learn about in social studies?

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4. Why does Tommy admire local shopkeepers?

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5. What did Tommy's teacher tell him about dreaming in America?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 25.1

Reread “Giovanni’s Safety Lesson.” Describe the main problem in this story. Then, use the sequence of events from the passage as evidence to support your description of the main problem.

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# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_ 1.1 ACTIVITY PAGE  
DATE: \_\_\_\_\_

## Words with /ae/ > 'a\_e'

Read each word in the word bank. Then, read each sentence. Write the correct word from the word bank to complete each sentence. Each word has the spelling pattern /ae/ > 'a\_e'. Read each completed sentence.

### Word Bank

|      |       |      |
|------|-------|------|
| gave | plane | late |
| cape | pale  | vane |

- The superhero always wears a cape.
- Her face went pale when she saw how tall the roller coaster was.
- The plane went faster and faster until it took off into the air.
- My grandmother's barn has a weather vane on the roof.
- She arrived late to the party after getting stuck in traffic.
- Jack gave the teddy bear to Emma.

NAME: \_\_\_\_\_ 1.2 ACTIVITY PAGE  
DATE: \_\_\_\_\_

## Words with -or

Read each verb and definition in the chart. Make each verb into a noun that matches the definition by adding the suffix -or. Change the word's spelling as needed. The first one has been done for you.

| Verb     | Definition            | Noun              |
|----------|-----------------------|-------------------|
| sculpt   | someone who sculpts   | sculptor          |
| decorate | someone who decorates | <u>decorator</u>  |
| conduct  | someone who conducts  | <u>conductor</u>  |
| direct   | someone who directs   | <u>director</u>   |
| instruct | someone who instructs | <u>instructor</u> |
| act      | someone who acts      | <u>actor</u>      |
| invent   | someone who invents   | <u>inventor</u>   |
| visit    | someone who visits    | <u>visitor</u>    |

NAME: \_\_\_\_\_ 1.3 ACTIVITY PAGE  
DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.  
When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'i\_e'.
- Circle words that end in -ful.

## Fame on Stage

Mike was a skillful actor. He had big plans to make a name for himself on stage, so he signed up for many auditions. Every night, he wished for fame and a fan base.

One day, Mike got a call from a play director, Mrs. Tate.

"We would like for you to audition for a part in our next play," Mrs. Tate said to Mike.

What an exciting offer! He was flattered and grateful but also quite nervous. Mike ran to tell his advisor, a successful actor named Jade. Jade was a wonderful guide and always gave Mike respectful and helpful advice.

"Be brave and be yourself," Jade told Mike.

Mike was careful in preparing for his audition. He spent all of his free time going over his lines. He wanted to give the performance of a lifetime. If he impressed the director, he would surely land the part!

When audition day came, Mike felt both hopeful and fearful. This was his shot. He took a breath and went to the side of the stage. He remembered Jade's advice and walked onto the stage with confidence. He gave a powerful performance. He made each line come to life!

When Mike finished his audition, the room full of visitors and spectators was silent. With a watchful gaze from the side, the director stood up, smiled, and began to clap.

"Bravo, Mike! That was wonderful," said Mrs. Tate.

Mike felt a wave of happiness wash over him. He had impressed the director! He was on cloud nine.

A few days later, Mike got another call from Mrs. Tate.

"Congrats, Mike. We would like to cast you as an actor in our play," she said.

He had gotten the part! He was both joyful and thankful. His dream of fame and growing his fan base would soon become a reality. Mike knew he had a long ride ahead of him, but he was ready for it.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.4** ACTIVITY PAGE

**Unit 2 Dictation Pretest**

Write each word that your teacher dictates.

1. cautious
2. invaluable
3. powerful
4. undoubtedly
5. rejoin
6. disengage
7. preannounce
8. joyfully
9. weightless

Write the entire sentence that your teacher dictates.

1. Her daughter and niece might be at the poolside.  
\_\_\_\_\_  
\_\_\_\_\_
2. May I borrow some large gloves?  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

**Words with /ie/ > 'i\_e'**

Read each word. Circle the words with /ie/ > 'i\_e'.

- slime    rip    quit    time    strip
- pin    glide    pine    slip    kite
- ripe    fit    twine    grip    wide

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

**Words with -ful**

Read the text "Pup" below. Read again and circle the words with the suffix *-ful*. Then, fill in the chart. Write the word you circled in the left column. Write the meaning of the root word and suffix in the middle column, and write the meaning in your own words in the right column. The first one has been done for you.

**Pup**

Pup is Sam's dog. She is playful. She loves to run. But Pup is also powerful. When Sam plays with Pup, he is careful. Pup runs fast. She can knock things over. Sam is thoughtful. He does not want Pup to break something when they play. He is respectful.

| Word with <i>-ful</i> | Meaning with <i>-ful</i> | In your own words. . .                    |
|-----------------------|--------------------------|-------------------------------------------|
| playful               | full of play             | loving to play                            |
| <u>powerful</u>       | <u>full of power</u>     | Sample response:<br>having a lot of power |
| <u>careful</u>        | <u>full of care</u>      | Sample response:<br>showing care          |
| <u>thoughtful</u>     | <u>full of thought</u>   | Sample response:<br>thinking carefully    |
| <u>respectful</u>     | <u>full of respect</u>   | Sample response:<br>showing respect       |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 ACTIVITY PAGE

### Words with /oe/ > 'o\_e'

Complete the following words with the letters 'o' and 'e'. Each word has the spelling pattern /oe/ > 'o\_e'. Read the words with a partner.

1. postp. o n e
2. ringt. o n e
3. sm. o k e stack
4. sl. o p e
5. tromb. o n e
6. m. o p e
7. j. o k e
8. gl. o b e

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.2 ACTIVITY PAGE

### Words with un- and -ful

Read each root word. Create new words by adding the prefix *un-* to each root word. Then, read the new word. If the new word also contains a suffix, underline the suffix.

1. un true
2. un wind
3. un fruitful
4. un opened
5. un harmful
6. un helpful
7. un truthful
8. un lock
9. un happy

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'u\_e'.
- Circle words with the prefix *re-*.

### The Role of Code

Have you ever wanted to know how your phone or computer works? Let's decode some of this puzzle.

Do you know how people and computers communicate with each other? They use the language of code. Code is how computers understand human language. When you use a computer and tell it to do something, the computer receives that information in the form of code.

Code has a huge role in our world. There is no debate or dispute about that. Code is used in so many ways. When you play a game on your phone or game console, it is code that tells the game what steps to execute or do. When you type a text to a friend, a code helps send it. Want a new ringtone? Open your phone settings and code will help with that.

With code, we can rethink, revisit, and solve daily problems. For example, through code we can unlock a door without a key. We can lower the volume on or even mute a device without touching any of its buttons. We can be reminded to feed our cute pets. We can even have a device feed them for us! Code can also help us explore our huge globe from our own home! Code is so useful. The amount of things we can accomplish through code almost feels unreal.

Who writes the code for computers? Coders do! Coders are computer programmers who compose and write code. Sometimes, they write a code that is unable to do what the coders want it to do. Time to rethink it! They may need to rewrite it many times. Coders refuse to give up until the code is useful.

Learning to code can feel unfamiliar at first, but it can also be fun! You can create your own games or program your own apps. The number of things you can do is unbelievable! When trying to write code, you may feel confused at first. If a code you compose has a mistake, you can undo it. You can reset it or reopen it later and retry. If you are still unsure, save the code and reuse it for a different task. If you rewrite your codes and refuse to give up, you will get the hang of it.

So, the next time you use your phone or computer, think about the codes that make it work. Who knows? Maybe one day, you'll be an unstoppable coder too!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.4** ACTIVITY PAGE

**“The Role of Code” Comprehension Questions**

- What is code?  
Code is information that tells a computer what to do.
- What types of technologies use code?  
Technologies that use code include computers, phones, apps, and game consoles.
- How does code improve people’s everyday lives? Give examples from the text.  
Code can unlock doors, set reminders, and change the volume on devices.

- Why do coders sometimes need to rewrite code?  
Sometimes code does not do what it is programmed to do.
- Why does the author say that code has a “huge role” in our world?  
Sample Response: The author argues that code has a “huge role” in our world because it is used by a number of popular technologies.
- Do you think you would enjoy learning to write code? Why or why not?  
Sample Response: I think I would enjoy learning to write code. Code is used to communicate with computers and phones. I like to know how technology works. By learning to write code, I could learn more about how these technologies do what they do.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.1** ACTIVITY PAGE

**Two-Syllable VCe Words**

Read each word. Circle two-syllable words with a VCe syllable pattern. Read each word that you circled.

- lifelike    excuse    milestone    escape    sunshine  
smokestack    planned    perfume    mute    useful  
trapping    slop    conductor    undo    upgrade

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

**Words with re-**

Read each clue and base word. Write the base word with the prefix re-. Then write the meaning of the new word. The first one has been done for you.

| Clue                                                    | Base Word | Word with prefix re- | New Word Meaning               |
|---------------------------------------------------------|-----------|----------------------|--------------------------------|
| to cause to happen                                      | do        | redo                 | to do again                    |
| to reflect on                                           | think     | rethink              | to think about something again |
| to look at and make meaning from text, or printed words | read      | reread               | to read again                  |
| to make an effort at                                    | try       | retry                | to try again                   |
| to put a thought into printed words                     | write     | rewrite              | to write again                 |
| to look at                                              | view      | review               | to view again                  |



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.2 ACTIVITY PAGE

### Words with Prefixes and Suffixes

Think about the words you created using the word cards on Activity Page 5.1. Use five of the words you created in sentences below. Read your completed sentences.

1. Sample response: The governor signed the new law.  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.3 ACTIVITY PAGE

Read "Hope the Sculptor" once. Then reread the passage and mark up the text as follows:

- Underline words with VCe spellings.
- Circle words with the prefixes *un-* and *re-*.
- Draw a box around words with the suffixes *-ful* and *-or*.

### Hope the Sculptor

Hope was a skillful sculptor and creator. She was known for carving works of art into stone. She could take a single, lone stone and make it into a masterful work of art. For months now, Hope had been tirelessly working on a midsize floating limestone cube for her hometown art show. She had put quite a bit of time into this sculpture, which was not unusual for her.

Just five days before her hometown art show, Hope made a huge mistake on the cube. She sliced off an uneven corner chunk by accident.

"Oh, this must be a joke! This is just pitiful," she whined. "How can I be so unlucky? This is unfit for the show!"

Her anger made her want to explode. There was no way she could postpone the show. She felt unwell knowing she had to quickly redo almost all of it.

In a stressful haze of panic, she picked up her chisel and mallet and got to work. She stayed up way past her bedtime trying to reshape and resize the limestone cube. She didn't take a break until sunrise.

The next day, Hope got a visitor. It was her advisor James, another talented sculptor who came to check on her progress. He greeted her with a handshake. Her advisor was careful as he inspected the huge limestone cube that Hope had begun to redo.

"What do you think?" Hope asked in a dreadful tone. "Is it ruined?"

After a few moments, her advisor responded, "Let me provide you with a bit of helpful advice, Hope. It is unwise to be so unkind to and unsure of yourself. Be grateful for your mistakes as a creator. Mistakes can be beautiful too."

Hope thought about her advisor's words for awhile. As a smile began to grow on her face, she no longer felt unhappy. She was thankful for his advice. She decided there and then that her limestone cube was complete and wonderful mistakes and all.

By the time her hometown art show arrived, Hope felt peaceful. She was proud of her limestone cube. People lined up to see it. They loved it, just like she did. Hope felt grateful for James's helpful advice. She hoped to get the chance to return the favor one day.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.4 ACTIVITY PAGE

### "Hope the Sculptor" Comprehension Questions

1. What kind of sculpture was Hope making?  
Hope was sculpting a cube.  
\_\_\_\_\_  
\_\_\_\_\_
2. Why was Hope angry when the sculpture broke?  
Hope was angry because the sculpture took a long time and the show was only five days away.  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did Hope stay up until sunrise?  
Hope stayed up until sunrise trying to fix her sculpture.  
\_\_\_\_\_  
\_\_\_\_\_

4. Who is James?

James is Hope's advisor.

\_\_\_\_\_  
\_\_\_\_\_

5. Based on his actions, what are some of James's traits?

Sample Response: James showed Hope how her mistakes

actually made the sculpture more beautiful. I think James is

calm and wise.

6. How did people react to seeing Hope's sculpture?

People loved the sculpture.

\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.1** ACTIVITY PAGE

### Words with Hard and Soft 'c'

Read the words in the word bank. Sort the words in the word bank according to whether they have a hard 'c' or soft 'c'. Read your list of hard 'c' words and then read your list of soft 'c' words.

#### Word Bank

|       |         |        |        |        |
|-------|---------|--------|--------|--------|
| cup   | cent    | castle | cease  | decide |
| place | coconut | pencil | cobweb | camper |

| Hard 'c' | Soft 'c' |
|----------|----------|
| cup      | place    |
| cobweb   | cent     |
| coconut  | cease    |
| castle   | pencil   |
| camper   | decide   |

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

### Root Words and Prefixes: *un-*, *re-*

Read the words. Circle the prefix or prefixes, and underline the root words. If the word also has a suffix, be sure to underline just the root word. Read the root words.

1. unfold

2. redo

3. refill

4. unimportant

5. rename

6. unreviewed

7. unusual

8. rethink

9. unreturned

10. unlucky

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**6.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words that have a hard 'g'.
- Draw a box around words that have a soft 'g'.
- Circle words that use the prefix *dis-*.
- Highlight multisyllabic words that have VCe syllables.

### How to Sketch a Giraffe

Sketching is an exciting activity. You don't need to be a master artist to do it! Here's how to sketch a gentle giant, a giraffe.

1. Prepare your things. Grab a pencil, an eraser, and a piece of paper.
2. Make sure you have a tidy surface to work on. Be aware that working in an unclean space is unwise because you might get distracted by the mess. But if you prefer it messy, that's OK too!
3. Preplan your image before you start to sketch. Preview photos of giraffes, and plan out the shape and size of your giraffe. This way you can make sure you'll have enough space on your paper to draw it.
4. At the top of your page, make a circle for the giraffe's head. Be gentle with how you use your pencil. This will prevent unwanted harsh lines and make it easier to erase when necessary. You can retrace your lines later to make them more defined.

5. Add two small circles for the eyes and a curved, uneven line for the mouth. You can also include two short lines on top of the giraffe's head for its hornlike bones. These are called ossicones.
  6. In the middle of your page, sketch a large oval for the body. Connect the giraffe's head to its body with a line for the giraffe's neck. Add four lines from the body for the legs. Give the giraffe a tail.
  7. Spruce up and refine your sketch with some details. Make small circles inside the giraffe's body for its spots. Add a landscape to your sketch to show where the giraffe might live. Maybe you can include a nice sunrise too.
  8. Review your work for any mistakes. Don't be disappointed if you made some! You don't have to discard your sketch. You can gently undo mistakes with your eraser. You can even redraw certain parts if you dislike them.
  9. Your giraffe sketch is now complete. Time to admire your work.
  10. Tidy up and rearrange your work surface. Dispose of unused paper and garbage.
- You sketched such a nice image. The more you practice, the better you'll get. So keep your pencil close by, and don't distrust your skills. Maybe next time you can sketch a cupcake, baseball, flagpole, or even a reptile!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 ACTIVITY PAGE

### Multisyllabic VCe Words

Read each of the words below. Then draw a slash to separate each word into syllables.

1. pan/cake
2. camp/site
3. en/er/gize
4. grave/site
5. de/cide
6. en/tice
7. ci/ty/wide
8. cen/ti/pede

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.2 ACTIVITY PAGE

### Root Words and Prefixes: *un-* and *dis-*

Read each sentence and root word. Fill in each blank by adding either *un-* or *dis-* to the root word. Read each sentence with the new word.

1. The dishonest boy told a lie.  
(honest)
2. Sara felt unhappy when she lost her glove.  
(happy)
3. Sometimes friends disagree with each other.  
(agree)
4. Carla's frown showed her discomfort with the idea.  
(comfort)
5. The dog was unable to reach the ball under the couch.  
(able)
6. Please unfold your napkin and put it on your lap.  
(fold)
7. The school has rules against being unkind.  
(kind)
8. Jack felt disbelief when he realized he lost his homework.  
(belief)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1 ACTIVITY PAGE

### VCe Words That End in /v/ or /j/

Read each sentence. Then, use 'ive', 'age', or 'ave' to complete each VCe word. Each word will end in /v/ or /j/. Read the completed sentence.

1. The band performed onstage.
2. Children need to behave in school.
3. Photos help readers engage with the story.
4. The city needs to repave Main Street.
5. Please do not uncage the wild skunk!
6. The man asked the jeweler to engrave the ring.
7. Trees cannot talk or move, but they are alive.
8. Fresh paint can really revive a room.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.2 ACTIVITY PAGE

### Root Words and Prefixes: pre-

Read each word in the word bank, and then read each sentence. Choose the correct word from the word bank to match each word with its definition.

#### Word Bank

|           |            |         |           |
|-----------|------------|---------|-----------|
| preselect | prehistory | preteen | predawn   |
| prejudge  | preheat    | premake | preseason |

- to warm something up before using preheat
- the time before sunrise predawn
- to choose earlier preselect
- the time before written records prehistory
- the time before a season starts preseason
- to form an idea before getting information prejudge
- the time before adolescence preteen
- to make before premake

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with syllables that have the vowel team 'ai'.
- Underline words with syllables that have the vowel team 'ay'.
- Circle words with the prefixes *dis-* and *pre-*.

### Dinosaurs

Many years ago, amazing beasts claimed our earth as their home. These beasts were known as dinosaurs. Let me give you more details about these creatures. You won't leave disappointed. I predict you will want to know more.

These prehistoric creatures came in a wide range of shapes and sizes. Some were as large as the cars on a train. Some were as small as a hummingbird. They could move in different ways, too. Some ran at runaway speeds. Others moved slowly. Some could sail high in the sky past a mountain ridge. Others could dive deeply into the bays and lakes.

Some dinosaurs were herbivores. They always ate plants. Herbivores munched mainly on an array of trees and grasses on the plains. Others were carnivores and ate meat. These carnivores would have to hunt to survive. Other dinosaurs were afraid of them.

Over time, the dinosaurs became extinct and disappeared. Scientists had many debates about how this happened. Although some might disagree, most of them maintain that the dinosaurs' disappearance happened after a huge asteroid fell from the sky. They say that when it hit the earth, it caused

a massive change in the environment, and the dinosaurs could not survive what we now call the Ice Age.

Even though dinosaurs are no longer alive, what remains of their decayed bodies are bones. These are called fossils. Today, scientists work to find and preserve these fossils. The fossils help explain what happened to the dinosaurs and provide answers to questions like "How did dinosaurs live and move?" and "Why did they disappear?"

Today, we can visit museums to see dinosaur fossils on display. Prepare and do some prework before you head to the museum. Take a dive into books to preview some facts! This will train your brain to look for details before your visit. There is so much left to discover about the incredible age of dinosaurs!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.4 ACTIVITY PAGE

### "Dinosaurs" Comprehension Questions

- What did dinosaurs look like?  
Dinosaurs came in a wide range of shapes and sizes.
- What did herbivores eat?  
Herbivores ate trees and grasses.
- Why were some dinosaurs afraid of other dinosaurs who were carnivores?  
Carnivores eat meat, so some dinosaurs were afraid they might be eaten by carnivores.

4. What do scientists think caused dinosaurs to become extinct?

Scientists think the environment changed after a huge asteroid hit Earth and dinosaurs could not survive the Ice Age.

5. How do people study dinosaurs today?

People study fossils, visit museums, and read books about dinosaurs.

6. Did reading this passage make you want to learn more about dinosaurs? Why or why not?

Yes, I want to learn more about the different types of dinosaurs and their day-to-day lives.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 ACTIVITY PAGE

### Long Vowel Teams: 'ai' and 'ay'

Read each sentence. Complete each word by choosing the correct vowel team 'ai' or 'ay'. Read each completed sentence.

1. We st\_\_\_\_\_ay\_\_\_\_\_ inside when it is cold.
2. The ch\_\_\_\_\_ai\_\_\_\_\_n on my necklace broke.
3. Trains rarely der\_\_\_\_\_ai\_\_\_\_\_, or fall off the track.
4. The football game is on Sund\_\_\_\_\_ay\_\_\_\_\_.
5. What is the m\_\_\_\_\_ai\_\_\_\_\_n idea of the text?
6. You wear a belt around your w\_\_\_\_\_ai\_\_\_\_\_st.
7. The store put up a new displ\_\_\_\_\_ay\_\_\_\_\_.
8. Please do not compl\_\_\_\_\_ai\_\_\_\_\_n about the heat.
9. The fans watched the repl\_\_\_\_\_ay\_\_\_\_\_ on the scoreboard.
10. The gr\_\_\_\_\_ay\_\_\_\_\_ socks are the warmest.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.2 ACTIVITY PAGE

### Root Words and Prefixes: *dis-*, *pre-*

Read each root word and definition. Then make a new word to match the definition by adding the prefix *dis-* or *pre-* to the given root word.

1. **root:** qualify **definition:** to have early approval \_\_\_\_\_prequalify\_\_\_\_\_
2. **root:** taste **definition:** to have an early sample \_\_\_\_\_pretaste\_\_\_\_\_
3. **root:** place **definition:** to choose a location earlier \_\_\_\_\_preplace\_\_\_\_\_
4. **root:** taste **definition:** to not enjoy \_\_\_\_\_distaste\_\_\_\_\_
5. **root:** connect **definition:** to remove a link between two things \_\_\_\_\_disconnect\_\_\_\_\_
6. **root:** qualify **definition:** to rule that someone is unfit to compete \_\_\_\_\_disqualify\_\_\_\_\_
7. **root:** connect **definition:** to link together before \_\_\_\_\_preconnect\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

10.1 ACTIVITY PAGE

### Review Prefixes: *un-*, *re-*, *dis-*, *pre-*

Read each sentence and root. Fill in each blank by adding *un-*, *re-*, *dis-*, or *pre-* to the root word. Read each completed sentence.

1. Lana needed to \_\_\_\_\_reshape\_\_\_\_\_ the dough so it would fit in the pan.  
(shape)
2. The new tablet came \_\_\_\_\_preloaded\_\_\_\_\_ with games.  
(loaded)
3. Paul started to \_\_\_\_\_distrust\_\_\_\_\_ Steve after he cheated in tennis.  
(trust)
4. Lea was \_\_\_\_\_uncertain\_\_\_\_\_ about which friends to invite to the party.  
(certain)
5. Wearing shorts on a snowy day is an \_\_\_\_\_unusual\_\_\_\_\_ choice.  
(usual)
6. Daisy was excited to attend a special \_\_\_\_\_preview\_\_\_\_\_ of the new movie.  
(view)
7. Kayla \_\_\_\_\_reset\_\_\_\_\_ the game so they could play again.  
(set)
8. Ray really \_\_\_\_\_disliked\_\_\_\_\_ broccoli.  
(liked)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.2** ACTIVITY PAGE

Read "Eve's Race" once. Then reread the passage and mark up the text as follows:

- Underline words with soft 'c' or 'g'.
- Put a box around words that end in /v/ or /f/.
- Circle words with prefixes.
- Highlight words with vowel team syllables.

**Eve's Race**

Eve loved running. Her aim was to gain a spot in this year's famed City Circuit race. Everyone told her it was a huge challenge. That never discouraged Eve. She knew that if she managed her time well and trained daily, she could someday compete in that giant race.

Eve decided that she had to prepare and follow a preset training plan. Every day, she would run down the streets of New York City. She ran places instead of using the subway. She would dodge traffic and brave the hot sun and cold rain without complaint. There were days when Eve felt unfit and was displeased with her speed. Despite it all, Eve returned to her training plan daily. She made a game of running circles around the park. She would sometimes find a trail mate to run with and help her train.

On race day, Eve felt giddy and excited waiting at the starting line. She wished she could predict the outcome. Eve reminded herself that she was prepared. Then she strained to hear the starting whistle. Once she did, she took off without delay.

Eve held a steady pace for a long distance. She felt unstoppable as she ran past the large crowds. The city was her stage. But just a few yards from the finish line, Eve began to feel an uncomfortable pain in her knee. The pain became so strong that Eve fell. As she sat up, a nurse on the sidelines rushed to gently check Eve's knee.

"Your knee is in bad shape. This is an unlucky incident, but it is not uncommon," said the nurse. "You will be unable to run the rest of the race today. But you should be able to walk."

Eve sat there in disbelief, plainly upset about her knee. But she did not complain. Her faith in herself was unshaken. She reentered the race and slowly limped to the finish line. Eve did not win the race, but she was not totally disappointed. She felt pride in how hard she had trained and prepared. That feeling was priceless. Her injury had been unfortunate but unavoidable. She could not have prevented it.

That night, Eve recommitted herself to running. "I have to try again because I really love running," she thought to herself. She vowed that once her knee had recovered and she regained her strength, she would train and try again for next year's race without delay. She couldn't wait to relive the unbelievable feeling of racing toward her dreams.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**10.3** ACTIVITY PAGE

**"Eve's Race Comprehension Questions"**

1. What event does Eve want to compete in?  
Eve wants to compete in the annual City Circuit race.  
\_\_\_\_\_  
\_\_\_\_\_
2. What does Eve do to prepare for the event?  
Eve follows a training plan.  
\_\_\_\_\_  
\_\_\_\_\_
3. How does Eve feel on the day of the event?  
Eve feels giddy and excited to run in the race.  
\_\_\_\_\_  
\_\_\_\_\_

4. What happens during the event?  
During the run, Eve hurts her knee and cannot continue running. Instead, she limps across the finish line.  
\_\_\_\_\_  
\_\_\_\_\_
5. Why doesn't Eve quit?  
Eve worked hard to train for the race, and she did not want to miss out on her goal because of an injury.  
\_\_\_\_\_  
\_\_\_\_\_
6. What are some words or phrases you would use to describe Eve based on the events of the story?  
Accept answers such as strong, brave, determined, hardworking.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_ 11.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Two-Syllable Words with Vowel Team Syllables

Read each word in the list. Divide each two-syllable word into syllables by placing a slash between the syllables. Then circle the vowel team. Read each word again to check your work.

1. lead/er
2. creek/side
3. in/deed
4. sea/side
5. pleas/ing
6. be/lief
7. pro/ceed
8. re/trieve
9. de/feat
10. in/crease

NAME: \_\_\_\_\_ 11.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Root Words and Prefixes: non-

Read the words in the word bank and the definitions below. Use the word bank to match each word with its definition.

#### Word Bank

|         |            |            |           |
|---------|------------|------------|-----------|
| unhappy | nonfiction | nondairy   | unfair    |
| nonstop | disagree   | disbelieve | nonliving |

1. to have different opinions \_\_\_\_\_ disagree
2. not alive \_\_\_\_\_ nonliving
3. without a pause or break \_\_\_\_\_ nonstop
4. containing no milk \_\_\_\_\_ nondairy
5. not honest or just \_\_\_\_\_ unfair
6. not cheerful, sad \_\_\_\_\_ unhappy
7. stories that are true \_\_\_\_\_ nonfiction
8. to think something is not true \_\_\_\_\_ disbelieve

NAME: \_\_\_\_\_ 11.3 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

- Follow along as your teacher reads the passage.  
 When you reread the passage with a partner, mark up the text as follows:
- Put a box around words with vowel team syllables 'igh' or 'ie' that make the /ie/ sound.
  - Circle words with the prefix *mis-*.

### Kailanie's Bees

Kailanie is a beekeeper. Make no mistake. Keeping bees is hard work. Kailanie sometimes works nonstop to keep her bees safe and happy. She oversees them in their creekside hives with care. The bees love the freedom of their open hives, and Kailanie feels at peace when she is with her honeybees.

Kailanie wakes from her nightly dreams with high hopes for another delightful day with her bees. She speeds across the field to the hives, always eager to greet her bees!

On one of her first fall mornings as a beekeeper, Kailanie cried out her daily greeting to the bees. "Hello, my sweet bees," she said. "It is daylight and time to take flight!"

But the bees did not react to the sunlight or to Kailanie. They were not speeding around the hives. Most remained flightless. Kailanie felt defeat and grief. It was her job to shield the bees from harm. She cleaned and dried the hives. She checked the extra food supplies. She tried everything to achieve the right match for their needs, but nothing seemed to work.

"What else can I do? I need to seek help right away," she sighed.

Kailanie read nonfiction books about beekeeping. She learned more about flowers as bee food.

"I think I need to make sure my bees have flowers in every season. But I believe I should seek out an expert," she thought. "I want to make sure I did not misread or misunderstand."

"You did not misunderstand at all, Kailanie. Flowers that bloom in all seasons will increase your supplies of all of the right foods," agreed the expert.

Kailanie was pleased that she had been right. She planted all kinds of flowers in mismatched pots to give her honeybees nonstop nectar. No more mistakes!

"Here you go, sweet bees," said Kailanie. "I believe you will feel better now."

In a brief time, Kailanie's bees did feel better. They took flight around the hives and filled the skies over the creek.

"I am so relieved!" Kailanie cried with delight. "My bees are happy and are making honey again. I can't wait to taste that sweet treat."

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.1 ACTIVITY PAGE

### Two-Syllable Words with Vowel Team Syllables

Read along as your teacher reads the syllables in the syllable bank. Then, read the sentences. Combine the syllables in the syllable bank to form two-syllable words that complete the sentences below. Read the completed sentences.

#### Syllable Bank

| First Syllables |        | Second Syllables |       |
|-----------------|--------|------------------|-------|
| high            | ap     | way              | light |
| might           | day    | y                | fried |
| up              | bright | hood             | plied |
| re              | knight | en               | right |

- The clown applied pink makeup to her cheeks.
- There is an accident on the highway.
- The new lamp will brighten the room.
- The tiger released a mighty roar.
- In the snow, the daylight can be blinding.
- Please hold the wood upright so I can apply the glue.

- Dani stirred the refried beans.
- In the story, the prince achieved knighthood.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

12.2 ACTIVITY PAGE

### Root Words and Prefixes: *mis-*

Read each word below. Determine whether each word uses the prefix *mis-*. Circle *yes* if it does, or *no* if it does not.

- miss Yes/No  Yes
- misspoke Yes/No  Yes
- mistrust Yes/No  Yes
- mismatched Yes/No  Yes
- mission Yes/No  Yes
- mister Yes/No  Yes
- misuse Yes/No  Yes
- miserable Yes/No  Yes

Write the definitions of the words that use the prefix *mis-*.

misspoke: to speak incorrectly

mistrust: to not trust

mismatched: not matched

misuse: to use incorrectly

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.1 ACTIVITY PAGE

### Review Common Long Vowel Teams: /oe/ > 'oa', 'oe', 'ow', 'ough'

Complete the following words using the vowel teams in the vowel team bank. Read the words.

#### Vowel Team Bank

|    |    |    |      |
|----|----|----|------|
| oa | oe | ow | ough |
|----|----|----|------|

- h oe / how
- th ough
- steamb oa t
- unl oa d
- fell ow
- f oe
- wind ow less
- tipt oe
- f oa m
- pill ow



**Root Words and Prefixes: im-, in-**

The passage below uses the prefixes *im-* and *in-* incorrectly. Read the passage and circle the words that use the *im-* and *in-* prefixes incorrectly. Write the correct spelling of the words.

Incorrect uses of language can make a text impossible to read. Readers become impatient with their inability to understand the words. It takes incredible effort to finish the reading. Many readers leave the activity incomplete. What an impolite thing for a writer to do! Then again, everyone is imperfect. We can all be imprecise, or make mistakes.

1. incorrect \_\_\_\_\_
2. impossible \_\_\_\_\_
3. impatient \_\_\_\_\_
4. inability \_\_\_\_\_
5. incredible \_\_\_\_\_
6. incomplete \_\_\_\_\_
7. impolite \_\_\_\_\_
8. imperfect \_\_\_\_\_
9. imprecise \_\_\_\_\_

But it is not all about winning. It is also about fairness to the other boats. Safety and helpfulness is so important for boats on the water. Sometimes crews are even the heroes who slow down to rescue another boat crew that is in trouble. Good crew members are never impolite or impatient. They do not boast when they win.

Many people watch the races to see the boats! Some boats cost a lot of money, and few are inexpensive. Some races have speedboats. Those boats move with quickness and spew or throw out, foamy water behind them. Some races have tall sailboats. Those boats cast long shadows as they seem to float along the top of the water.

In some races, steamboats chug and groan their way along the water. A steamboat is moved by a big wheel that turns. It throws out water behind it as it goes along. In one popular type of race, long, skinny rowboats of different hues, or colors, speed by. Their crews row their oars with exactness. Imperfect strokes will slow them down. But this is true of most boats. All types of boats must move carefully and with quickness, straight as an arrow to the finish line.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with the vowel team 'ue'.
- Draw a box around words with the vowel team 'ew'.
- Circle words with the suffix *-ness*.

**Boat Races: Fun on the Water**

Some people live near a river, an ocean, or a lake. These are a few of the incredible venues for boat races. Some people watch these races from the coastline or the roadside. Or they might view these races on their TV from their sofa. Boat racing is an interesting, growing sport.

Boat races can bring joy and happiness to boat lovers! Boats speed across the water as they follow an invisible road to the finish line. Echoes of the cheers from the crowd fill the air.

Boat crews are needed for many of these races. Each crew member undergoes training and has an independent job to do. But the crew values each other's roles. To meet their goals, they work together and do not argue. They watch for cues from each other to make the fewest mistakes.

Crews must work with alertness and readiness. Inflexible crew members can slow a boat's progress. Everyone must be able to adapt and make changes as needed. And crew members continue to help and coach each other as they approach and cross the finish line. Nothing is impossible if they face their boat racing foes, the other teams, with boldness and teamwork.

**"Boat Races: Fun on the Water" Comprehension Questions**

1. Where do boat races typically take place?  
Boat races take place on rivers, oceans, and lakes.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. How do crew members of a boat team avoid making mistakes?  
Crew members look for cues from their fellow racers to avoid making mistakes.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. How do boat crews sometimes help each other during a race?  
They rescue boats that are in trouble.  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Based on the text, what do you think the phrase "straight as an arrow" means?

"Straight as an arrow" means that something follows a very direct line like an arrow flying through the air.

5. What types of boats are mentioned in the text?

The text mentions speedboats, steamboats, sailboats, and rowboats.

6. Which type of boat would you enjoy sailing on? Why?

Sample Response: I would like to go on a speedboat because I think it would be fun to go fast.

NAME: \_\_\_\_\_

14.1 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Review Common Long Vowel Teams: /ue/> 'ew', 'ue'

Read the words. Sort the words in the word bank according to whether /ue/ is spelled 'u', 'u\_e', 'ew', or 'ue'.

#### Word Bank

|         |        |        |        |
|---------|--------|--------|--------|
| perfume | curfew | unit   | fewest |
| music   | venue  | rescue | accuse |
| volume  | argue  | review | menu   |

|       |         |        |        |
|-------|---------|--------|--------|
| 'u'   | 'u_e'   | 'ew'   | 'ue'   |
| music | perfume | curfew | venue  |
| unit  | accuse  | fewest | rescue |
| menu  | volume  | review | argue  |

NAME: \_\_\_\_\_

14.2 ACTIVITY PAGE

DATE: \_\_\_\_\_

### Root Words and Suffixes: -ness

#### Part I

Not all words that end with the letters 'ess' have the suffix *-ness*. Read each word. Circle only the words with the suffix *-ness*. Then read the root word.

- unless
- bitterness
- fondness
- recess
- greatness
- imagines
- illness
- politeness
- readiness
- success

#### Part II

Read the words in the word bank. Then read the sentences in the chart below it. Use the words in the word bank to show the quality described in each sentence. The first one has been done for you.

#### Word Bank

|            |           |           |
|------------|-----------|-----------|
| loneliness | thickness | sweetness |
| kindness   | emptiness | laziness  |

|                                           |            |
|-------------------------------------------|------------|
| The girl wants to nap instead of working. | laziness   |
| The cookies taste sugary.                 | sweetness  |
| The class gives food to people in need.   | kindness   |
| The dog spends its time alone.            | loneliness |
| There is nothing in the room.             | emptiness  |
| The coat has many warm layers.            | thickness  |

### Review Long Vowel Teams

Read each word in the word bank. Sort the words according to the vowel sound on the table below. Read each column.

#### Word Bank

|        |          |         |        |          |
|--------|----------|---------|--------|----------|
| grain  | boastful | beneath | shield | continue |
| tiptoe | review   | bayside | untie  | mighty   |

|         |        |          |          |         |
|---------|--------|----------|----------|---------|
| /ee/    | /ie/   | /oe/     | /ue/     | /ae/    |
| beneath | mighty | boastful | continue | grain   |
| shield  | untie  | tiptoe   | review   | bayside |

### Review Prefixes and Suffixes: non-, mis-, im-, in-, -ness

Read each word in the word bank. Then read each sentence. Complete each sentence with the correct word from the word bank. Read each completed sentence.

#### Word Bank

|          |             |           |           |               |
|----------|-------------|-----------|-----------|---------------|
| nonstick | seriousness | impatient | fairness  | incorrectness |
| mistrust | nondairy    | misspoke  | imbalance | readiness     |

- If someone lies to you, does it make you mistrust them?
- A nonstick pan is easy to clean.
- In an emergency, readiness is key.
- Oat milk does not come from cows, so it is nondairy.
- I misspoke when I called Annie by the wrong name.
- The line is moving slowly, and I am impatient.
- In a game, fairness is important.
- The opposite of seriousness is silliness.
- The incorrectness of the news story was a problem.
- Is there an imbalance between her screen time and sports time?

Read "Snow Day" once. Then reread the passage and mark up the text as follows:

- Underline words with vowel teams that make the /ee/ or /ie/ sounds.
- Put a box around words with vowel teams that make the /oe/ or /ue/ sounds.
- Circle words with the prefixes non-, mis-, im-, in-, or -ness.

### Snow Day

Tahoe and Jaylee woke up right at daylight one morning. The brother and sister tiptoed to the window and saw that snow was falling nonstop.

"It's a snow day!" they both screamed.

They knew going to school that day would be impossible, and they were eager and delighted to spend the day playing indoors.

As they were eating their eggs, Jaylee passed a piece of toast to her brother.

"We get so few snow days to do things on our own. What should we do?" she asked.

"I believe we should play board games," Tahoe responded.

Jaylee agreed with him, "Yes, let's do that!"

They selected a board game and set it up. Jaylee reviewed the rules and tried to explain them to Tahoe. But the rules seemed like nonsense to him. Tahoe made a few mistakes, like moving his boat piece to the incorrect place on the board. Jaylee, feeling a bit impatient, snapped at him.

"That's not right, Tahoe! You're mishandling the pieces!" she groaned at him.

Her words made Tahoe feel such sadness. He cried because he didn't like being treated harshly, and the two began to argue.

Seeing what had happened, Dad came to the rescue.

"Let's not fight over a board game," he said. "Jaylee, we need to show kindness. We are all imperfect in some way. And Tahoe, it's okay to make mistakes. That's how you get better."

Jaylee realized she had misunderstood the rules and had misspoken when she explained them to Tahoe. No wonder he was incredibly confused! She had been impolite and inconsiderate of his feelings.

"I'm sorry, Tahoe. Are you okay?" she asked.

Tahoe dried his tears.

"I'm okay. We are not enemies or foes. Let's continue to play," said Tahoe with forgiveness.

They both felt their moods lighten.

As the snow piled higher outside, the siblings continued to play with no missteps or misunderstandings. Tahoe played his oboe. He loved his new instrument. And Jaylee painted her toenails. They read nonfiction stories to each other and even had a sweet tea party. They giggled, smiled, and forgot the unhappy part of their day. The cold snow was blowing outside, but inside, it was bright and warm with happiness.

That night, they felt a sense of togetherness. They looked out the window at the street below that was still piled with snow. Tahoe and Jaylee knew they would remember this day, not for the snow, but for the fun they shared.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.4** ACTIVITY PAGE

**“Snow Day” Comprehension Questions**

- Why can't Tahoe and Jaylee go to school?  
There is a snow storm.
- What is the first thing Tahoe and Jaylee decide to do on their snow day?  
Tahoe and Jaylee play board games.
- Why does Jaylee feel impatient with Tahoe?  
Tahoe makes some mistakes while playing a board game.

- What are other activities did Tahoe and Jaylee do?  
Accept any combination of the following: play the oboe, paint toenails, read stories to each other, have a tea party
- Why do Tahoe and Jaylee feel a sense of togetherness at the end of the day?  
Tahoe and Jaylee had a lot of fun playing together on their snow day.
- Think about all the activities Tahoe and Jaylee did on their snow day. Which activity would you most enjoy doing on a day off of school? Use details from the story to explain your choice.  
I would enjoy playing board games. I like the challenge of learning the rules and playing with other people.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**16.1** ACTIVITY PAGE

**Read Words with /aw/ > 'au', 'aw', and 'al'**

Read the words. Sort the words in the word bank according to whether /aw/ is spelled 'au', 'aw', or 'al'. Read each column.

**Word Bank**

|           |          |          |         |
|-----------|----------|----------|---------|
| withdrawn | chalk    | gnaw     | squawk  |
| smaller   | haunted  | audience | walker  |
| applause  | ballgame | because  | awkward |

| 'au'     | 'aw'      | 'al'     |
|----------|-----------|----------|
| haunted  | withdrawn | walker   |
| because  | awkward   | ballgame |
| audience | gnaw      | chalk    |
| applause | squawk    | smaller  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**16.2** ACTIVITY PAGE

**Root Words and Prefixes: sub-**

Read each root word in the word bank. Then read each sentence. Fill in each blank in the sentences below by adding the prefix *sub-* to a root word from the word bank. Read each completed sentence.

**Word Bank**

|        |       |      |
|--------|-------|------|
| title  | plot  | way  |
| marine | group | zero |

- The submarine dives below the surface of the sea.
- A group of kids is cleaning the classroom. A subgroup of kids is cleaning the reading corner.
- People should wear heavy coats in subzero temperatures.
- Today the subway is very crowded.
- The title of the book is *Dogs*. The subtitle is *Loyal Pets*.
- The plot of the book is about two kids in the woods. There is also a subplot about a fox.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with the vowel teams 'ough' or 'augh'.
- Circle words with the suffix *-ly*.

### Chalk Art

Chalk can make really awesome art. Some artists skillfully use chalk to make interesting art. Many of them are self-taught! They are an incredible subgroup of artists.

These artists can be quite sought-after. Chalk artists can cleverly change a wall, chalkboard, or walkway with chalk. They are often brought in to create displays in diners, grocery stores, and coffee shops.

There are so many things chalk artists can draw. They can draw a lovely portrait of a mother and daughter. They can draw a submarine or a seesaw. They can also draw a tall beanstalk or an autumn scene. Chalk artists can draw it all! They can take any thought or idea and bring it to life with chalk.

A chalk artist must thoughtfully and carefully pick the right spot for their art. If they want to draw in the subway or on a sidewalk, they must be cautious. They need to make sure that they are allowed to actually draw in that spot.

Chalk artists may also want to pick a spot with an audience. This can be a park, under an awning, or along a busy walkway. With the right spot, people can walk by and see the art. They can pause and gawk at the flawless and freshly drawn art.

Some cities hold lively chalk art festivals. The city rapidly becomes like a huge art canvas. Artists may subdivide a wall to share space. City streets and blank walls of buildings are suddenly pieces of art. Jaw-dropping murals dot the landscape. Some make awesome optical illusion chalk murals. It's clearly amazing!

Sadly, chalk art does not last forever. Rain and foot traffic can quickly wear away the chalk. The sun can eventually make it fade too. It's awfully sad when the chalk art is gone, but it does not make the art any less awesome. Chalk art is truly incredible!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

17.1 ACTIVITY PAGE

### Review Words with /aw/

Read the words. Circle the correct spelling of each word.

1. daughter    doughter
2. launch    lawnch
3. cawt    caught
4. small    smawl
5. tought    taught
6. bawlgame    ballgame
7. raw    raugh
8. squawk    squauk
9. brought    braut
10. cawtion    caution

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

17.2 ACTIVITY PAGE

### Root Words and Suffixes: -ly

Read each sentence and put a triangle around each adverb and a wiggly line under the word it describes. Then, draw an arrow from the adverb to the word it describes.

1. Joe neatly made the bed.
2. Miriam carefully wrapped the gift.
3. The car rapidly raced around the track.
4. Ryan selfishly ate all the snacks.
5. The dog excitedly wagged its tail.
6. The building was extremely tall.
7. The mouse silently slipped through the crack.
8. The cat suddenly jumped onto the bed.
9. George patiently waited for his turn.
10. The plan went terribly wrong.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.1 ACTIVITY PAGE

### Read /oo/ > 'oo', 'ue', 'u\_e', and 'ough'

Read the words in the word bank. Sort the words according to whether /oo/ is spelled 'oo', 'ue', 'u\_e', or 'ough'. Read the words you placed in each column.

#### Word Bank

|         |       |              |         |
|---------|-------|--------------|---------|
| glued   | bloom | dude         | scooped |
| roomy   | Luke  | throughout   | bluer   |
| through | clue  | breakthrough | exclude |

| 'oo'    | 'ue'  | 'u_e'   | 'ough'       |
|---------|-------|---------|--------------|
| scooped | clue  | Luke    | throughout   |
| bloom   | bluer | dude    | breakthrough |
| roomy   | glued | exclude | through      |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.2 ACTIVITY PAGE

### Prefixes and Suffixes: sub-, -ly

Read the root words in the word bank. Then read each sentence. Fill in each blank in the sentences by adding either the prefix *sub-* or the suffix *-ly* to a root word from the word bank. Make sure to change the spelling as needed.

#### Word Bank

|        |         |           |       |
|--------|---------|-----------|-------|
| gentle | marine  | impatient | way   |
| set    | extreme | brave     | rapid |

- The canoe moved rapidly down the river.
- Hannah took the subway into New York City.
- Jameson bravely auditioned for the play.
- Eric loves roller coasters that go extremely fast.
- A shark swam alongside the submarine.
- Vowels are a subset of letters within the alphabet.
- Gia waited impatiently for the concert to begin.
- Jen nudged her grandfather gently to wake him up.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Draw a box around words with the vowel team 'oo'.
- Circle words with the affixes *sub-* and *-ly*.

### Brooklyn and the Baby Baboon

Brooklyn loved to read in her blue bedroom in the suburbs. She would borrow books from the library to satisfy her curiosity about different subjects. But she'd often kept them past their due date.

Brooklyn read about subways, football, and submarines. She even liked cookbooks! But Brooklyn's favorite books were about animals, especially books about baboons. She would stay up reading by the moonlight, wishing to see a baboon in real life.

Her wish would come true sooner than expected.

"We are going on a school trip to the zoo next week," said her teacher, Mr. Woodrow.

"It is almost June. A cool school trip is way overdue! Do you think we will see baboons?" Brooklyn asked her schoolmate, Ooma, in the lunchroom.

"I would assume so," Ooma responded.

They both became extremely excited.

The next week, the class took the subway to Sixth Avenue. They got to the zoo around noon. Mr. Woodrow took Brooklyn and her schoolmates

through the giraffe, elephant, and kangaroo exhibits. They talked about the subtypes of different animal groups.

Finally, they got to the baboons! Brooklyn was so excited that she could hardly contain herself. She jumped up and almost lost her footing! She didn't care if she looked a bit foolish.

"Did you know that baboons are a subgroup of primates?" she asked Mr. Woodrow brightly.

Suddenly, she saw a baby baboon named Sue. She looked truly scared. Brooklyn scooted closer to get a better look. Sue's foot was stuck under a branch. She couldn't get to her mother. Brooklyn wanted to help. She quickly pursued a zookeeper.

"Excuse me. The baby baboon needs help!" Brooklyn rapidly explained to the zookeeper.

He took one look and promptly called for help.

Brooklyn watched with relief as the zookeepers quickly responded to the issue. They used a long hook to remove the branch gently. Then Sue was reunited with her mother.

The zookeeper thanked Brooklyn.

"You have the true spirit of a zookeeper," he said.

Brooklyn smiled and said goodbye to Sue. She promised to visit again soon.

Back in her bedroom, Brooklyn wrote about her day in her notebook. She added a doodle of Sue. Then, Brooklyn had a breakthrough moment. She realized that she loved not only reading about animals but also helping them!

NAME: \_\_\_\_\_ 18.4 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**“Brooklyn and the Baby Baboon”  
 Comprehension Questions**

- What are Brooklyn’s favorite books about?  
Her favorite books are about animals, especially baboons.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Where does Brooklyn’s class go on their field trip?  
They go to the zoo.  
 \_\_\_\_\_  
 \_\_\_\_\_
- What does Brooklyn discover about Sue? What does Brooklyn do?  
Sue is stuck. Brooklyn gets a zookeeper to help.  
 \_\_\_\_\_  
 \_\_\_\_\_

- What does the zookeeper mean when he says that Brooklyn has “the true spirit of a zookeeper”?  
He means that Brooklyn cares for and wants to help animals.  
 \_\_\_\_\_  
 \_\_\_\_\_

- What does Brooklyn do when she gets home from the zoo?  
She writes about her day in her notebook.  
 \_\_\_\_\_  
 \_\_\_\_\_
- What does it mean to have a breakthrough moment?  
It means you figure out something new or important.  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ 19.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with /oo/ and /ou/**

Read the words in the word bank. Sort the words according to whether the spelling ‘oo’ makes the /oo/ sound (as in *book*) or the /ou/ sound (as in *moon*). Read the words you placed in each column.

**Word Bank**

|       |          |           |        |         |
|-------|----------|-----------|--------|---------|
| spoon | spooky   | hooked    | broom  | trooper |
| stood | goodness | toothache | woolly | hoof    |

| /oo/     | /ou/      |
|----------|-----------|
| stood    | broom     |
| hooked   | toothache |
| woolly   | trooper   |
| goodness | spooky    |
| hoof     | spoon     |

NAME: \_\_\_\_\_ 19.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Compound Words with Vowel Team Syllables**

Read each word. Draw a line to break each compound word into smaller words. Then write the smaller words on the lines, and circle the vowel team(s) that makes the /oo/ sound in each word.

- book/mark book / mark
- goodbye good / bye
- cookbook cook / book
- fishhook fish / hook
- woodpile wood / pile

NAME: \_\_\_\_\_ **19.3** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Root Words, Prefixes, and the Suffix -ly

Read each word in the word bank. Then read the definitions and sentences. Complete each sentence with a word from the word bank that matches the given definition. Read each completed sentence.

#### Word Bank

|               |             |            |
|---------------|-------------|------------|
| reactively    | mistakenly  | unclearly  |
| nonsensically | unselfishly | disorderly |

#### In a way that:

1. ...is based on an error or a mistake.

Some people mistakenly think that all dogs shed their fur, but some do not.

2. ...is a response to someone or something.

When the ball came toward me, I reactively covered my head with my hands.

3. ...does not make sense.

The children were speaking nonsensically with words they made up.

4. ...is not about putting yourself first.

She unselfishly gave her jacket to her friend who forgot his.

5. ...is messy or out of order.

Ken's desk was in a disorderly state, with piles of books and candy wrappers.

6. ...is confusing or unclear.

The pool rules were unclearly presented, so we weren't sure if toys were allowed in the pool.

NAME: \_\_\_\_\_ **20.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Review /aw/, /oo/, and /oo/

Read the words in the word bank. Sort the words according to whether the vowel team makes the /aw/, /oo/ (as in *moon*), or /oo/ (as in *book*) sound. Read the words you placed in each column.

#### Word Bank

|          |         |         |              |
|----------|---------|---------|--------------|
| chalk    | woolly  | roomy   | breakthrough |
| goodness | caught  | hooked  | stood        |
| awkward  | scooped | haunted | clue         |

| /aw/    | /oo/         | /oo/     |
|---------|--------------|----------|
| haunted | breakthrough | stood    |
| chalk   | scooped      | hooked   |
| awkward | clue         | woolly   |
| caught  | roomy        | goodness |

NAME: \_\_\_\_\_ **20.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Review Closed, Open, VCe, and Vowel Team Syllable Words

Read the words. Draw a line to divide each word into syllables. Then identify each syllable type by writing *closed*, *open*, *VCe*, or *vowel team*.

- cupcake cup | cake closed, VCe
- walkway walk | way vowel team, vowel team
- retought re | tought open, vowel team
- spooky spook | y vowel team, open
- distraught dis | traught closed, vowel team
- cookbook cook | book vowel team, vowel team
- woodpile wood | pile vowel team, VCe
- hallway hall | way vowel team, vowel team



**Review Prefixes and Suffixes: sub-, -ly**

Read the words in the root word bank. Sort the root words according to whether you can create a new word by adding the prefix *sub-* or the suffix *-ly*. Write the new word. Make sure to change the spelling as needed. Read the words you created in each column.

**Root Word Bank**

|           |        |        |         |        |
|-----------|--------|--------|---------|--------|
| divide    | title  | sudden | urban   | marine |
| emotional | mighty | loud   | extreme | soil   |

| Adding <i>sub-</i> | Adding <i>-ly</i> |
|--------------------|-------------------|
| subdivide          | emotionally       |
| subtitle           | suddenly          |
| suburban           | mightily          |
| submarine          | loudly            |
| subsoil            | extremely         |

spacecraft. They excitedly crawled inside. Each crew member took a nook and safely stored the personal items they had brought with them.

Next, the crew made sure everything was working properly. They slowly and cautiously checked the control system for flaws. They made sure not to overlook any system issues.

The countdown finally began.

"10, 9, 8, 7, 6, 5, 4, 3, 2, 1... Lift off!"

The spacecraft launched rapidly into the blue sky with a boom. The astronauts felt a powerful force as they zoomed into the sky. They looked through the window and gawked at the town of Sunnybrook. It got smaller and smaller as they gained altitude.

The astronauts skillfully traveled through subfreezing outer space. They took caution to travel along their route. Finally reaching the moon, the astronauts stepped onto the moon's soil. The crew jointly paused and took in the sight. It filled them with awe.

The astronauts carefully scooped up soil samples. They made sure not to cause any undue harm to the moon. They left only their footprints on the moon.

"We ought to head back," one of them said. Their time to go home came way too soon.

The spacecraft returned steadily and safely to Earth. Large audiences lined the sidewalks of the viewing locations. They applauded the awesome astronauts. What a truly exciting mission! The crew eagerly looked forward to the next one.

Read "To the Moon" once. Then reread the passage and mark up the text as follows:

- Underline the words with the vowel teams that make the /aw/ sound.
- Put a box around the words with the vowel teams that make the /oo/ sound (as in *moon*).
- Circle the words with the affixes *sub-* and *-ly*.
- Highlight the words with the vowel team syllables that make the /oo/ sound (as in *book*).

**To the Moon**

In the small suburban town of Sunnybrook, a special subgroup of astronauts had been selected to launch into space and explore the moon. They had waited patiently since last August to pursue this overdue mission. It was now June.

The astronauts intensely prepared for the trip. They trained tirelessly to survive awful conditions. A mission like this could be fraught with, or full of, risks! They spent time submerged in pools to prepare for being in zero gravity. They worked in subzero temperatures. They were taught to keep cool in stressful situations, even if they felt distraught. They did not hesitate or balk. They took on every daunting task. This mission was for skilled astronauts, not rookies!

Launch day dawned fairly quickly. The astronauts felt fully prepared and whistled a happy tune. They gently hugged their sons, daughters, and other family members goodbye. Then, they caught up with each other and headed toward the walkway. The astronaut crew walked through a long tube to the

**"To the Moon" Comprehension Questions**

1. At the beginning of the story, what have the astronauts been chosen to do?  
 The astronauts have been chosen to launch into space and explore the moon.
2. How do the astronauts train for the mission?  
 The astronauts submerge in pools to prepare for zero gravity and work in subzero temperatures.
3. Why do astronauts train to stay calm in stressful situations?  
 Astronauts have to keep calm so they can stay focused on their task and stay safe in dangerous conditions in space.

4. How do the astronauts feel on launch day?

The astronauts feel prepared, happy, and excited.

\_\_\_\_\_

\_\_\_\_\_

5. What do the astronauts do on their mission?

The astronauts take soil samples from the moon to study.

\_\_\_\_\_

\_\_\_\_\_

6. Would you like to be an astronaut? Use details from the story to explain why or why not.

Yes, I would like to be an astronaut so I could explore places

like the moon and see awesome sights like the astronauts in the

story did.

NAME: \_\_\_\_\_

**21.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Words with 'oi' and 'oy'

Read each sentence. Complete each word with 'oi' or 'oy'. Read each complete sentence.

- The b\_oy\_ played outside.
- "Don't annoy\_oy\_ your sister," Mom said.
- Please use a quiet v\_oice\_.
- The party is nois\_oi\_sy.
- After the light rain, the s\_oi\_l\_ is m\_oi\_st\_.
- They went on a v\_oy\_age across the sea.

NAME: \_\_\_\_\_

**21.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Words with -ous

Read the words in the "Noun" column. Create adjectives by adding the suffix *-ous* to each of the nouns in the chart. Then write the meaning of each adjective. Read the words you created in the "Adjective" column.

| Noun     | Adjective   | Meaning of Adjective |
|----------|-------------|----------------------|
| mountain | mountainous | Full of mountains    |
| danger   | dangerous   | Full of danger       |
| joy      | joyous      | Full of joy          |
| poison   | poisonous   | Full of poison       |
| marvel   | marvelous   | Full of marvel       |

NAME: \_\_\_\_\_

**21.3**

ACTIVITY PAGE

DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ou', 'ow', and 'ough'.
- Circle words that end in *-ous*.
- Highlight words that have more than one syllable type.

### Coins

Coins are small but wondrous pieces of metal. Coins are used as currency or money. Many people are curious about these round objects because the world of coins is astounding!

Money doesn't grow on trees, branches, or boughs. And coins don't sprout from the soil! They are made in a noisy factory called a mint. Most coins are made from a mixture of metals known as alloys. Loud and sometimes dangerous machines heat the mounds of alloy and press them into coins. They are made to last and be hard to destroy.

Coins are worth various amounts. In the United States, coins can be worth dollars or cents. In the United Kingdom, they can be worth pounds or pence.

Coins come in numerous shapes and sizes. Coins can be bronze, a type of brown metal. They can also be silver or gold. Most coins are round. But some coins can be square or have lots of edges.

Coins often have famous faces on them. These famous faces can be former presidents or other courageous public figures. Coins can have other interesting designs on them too. These can include towering buildings,

majestic animals, or mountainous views. They also have symbols on them, like glamorous crowns that symbolize power and royalty.

Cashiers typically employ, or use, numerous coins to provide change when people pay in cash. Coins are useful when paying at parking meters and vending machines. Some people are cautious to avoid spending their coins and make the choice to save them in a piggy bank instead. The sound of shaking a full piggy bank makes them rejoice.

Adventurous people enjoy traveling to many places and towns to collect coins. They like to find coins with cool details. They also like finding rare coins that were produced during a coin shortage or "drought." These people enjoy looking for special coins to add to their wondrous collections.

Coins are much more than just round metal objects. They should be appreciated and not just tossed around.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**22.1** ACTIVITY PAGE

### Words with 'ou', 'ow', and 'ough'

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

|       |         |       |       |
|-------|---------|-------|-------|
| bough | house   | growl | town  |
| mound | shout   | plow  | meow  |
| clown | drought | power | mouth |

| Words with 'ou' | Words with 'ow' | Words with 'ough' |
|-----------------|-----------------|-------------------|
| house           | clown           | bough             |
| mound           | growl           | drought           |
| mouth           | power           |                   |
| shout           | meow            |                   |
|                 | town            |                   |
|                 | plow            |                   |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**22.2** ACTIVITY PAGE

### Sort Words with Closed, Open, VCe, and Vowel Team Syllables

Read the words in the word bank. Complete the chart with words from the word bank. If a word has more than one syllable type, write it in the correct columns. Read the words in each column.

#### Word Bank

|           |          |
|-----------|----------|
| spaceship | bathrobe |
| clownlike | downtown |
| pancake   | revive   |

| Closed    | Open   | VCe       | Vowel Team |
|-----------|--------|-----------|------------|
| pancake   | revive | clownlike | downtown   |
| bathrobe  |        | pancake   | clownlike  |
| spaceship |        | bathrobe  |            |
|           |        | revive    |            |
|           |        | spaceship |            |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**22.3** ACTIVITY PAGE

### Create Words with -ous

Read the words in the "Noun" column. Create adjectives by adding the suffix *-ous* to each of the nouns in the chart. Remember to change the spelling as needed. Then use your own words to write the meaning of each adjective. Read the words you created in the "Adjective" column.

#### Word Bank

| Noun   | Adjective | Meaning of Adjective                      |
|--------|-----------|-------------------------------------------|
| fury   | furious   | Full of fury; very angry                  |
| pore   | porous    | Full of pores; has lots of tiny holes     |
| nerve  | nervous   | Full of nerves; worried about something   |
| virtue | virtuous  | Having a lot of virtues or good qualities |
| space  | spacious  | Full of space; very big with lots of room |

NAME: \_\_\_\_\_ 23.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Words with /ae/

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

|            |            |         |
|------------|------------|---------|
| face       | playground | aimless |
| weightless | fray       | eighth  |
| stray      | freight    | shame   |
| basecamp   | painter    | drain   |

| 'a_e'    | 'ai'    | 'ay'       | 'eigh'     |
|----------|---------|------------|------------|
| basecamp | painter | playground | weightless |
| face     | aimless | stray      | eighth     |
| shame    | drain   | fray       | freight    |

My sentence:

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My sentence:

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NAME: \_\_\_\_\_ 23.3 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Define Words with -ous

Read each word in the word bank. Then read the sentences below that contain definitions for the words. Complete each definition with one of the words from the word bank. Then write your own sentences using two of the words.

#### Word Bank

|            |           |            |
|------------|-----------|------------|
| anxious    | jealous   | fabulous   |
| outrageous | delicious | victorious |

1. If something is delicious, it tastes very good.
2. If someone is anxious, they are very worried.
3. If someone is jealous, they want something someone else has.
4. If something is fabulous, it is wonderful.
5. If something is outrageous, it is shocking.
6. If someone is victorious, they have won.

NAME: \_\_\_\_\_ 23.4 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.  
 When you reread the passage with a partner, mark up the text as follows:

- Underline three words with the /oi/ sound.
- Draw a box around three words with the /ou/ sound.
- Put a star by three words with the /ae/ sound spelled 'eigh'.
- Circle three words that end in -ous.

### Zoila's Sleigh

Zoila had just turned eight years old. She lived in a marvelous town with polite and courteous neighbors. Zoila's love for winter outweighed her love for any other season! She enjoyed spending time in the cold air. She loved being joined outside by her loyal hound dogs, Troy and Scout.

One winter day, after a long drought with no rain or snow, enough snow fell to cover the ground in Zoila's downtown neighborhood. All of a sudden, Zoila had a spontaneous idea. She wanted her hounds to pull her around in her fabulous, brown sleigh. Troy and Scout were powerful hounds. As a unit, they were able to jointly pull a serious amount of weight.

Zoila began working on getting the sleigh ready. Then, she used a snowplow to clear a tidy path on the ground. The hounds ran around behind her. Zoila's neighbors, LeRoy and Leighton, watched with curious stares from inside their home. She looked silly, but they wanted to take part in the fun.

Zoila saw her neighbors and waved. "Do you want to join me?" she shouted. LeRoy and Leighton nodded with joy. They ran out of their house and over to Zoila, their loud voices ringing through the air.

Zoila greeted her neighbors with a handshake. She hoisted them onto her sleigh. Then she tied one rope end to the sleigh and the other to Troy and Scout's harnesses. The hounds howled joyously. They were ready to power the sleigh around the town.

"Ready?" Zoila asked. The adventurous Leighton gave her a boisterous "Yes!" LeRoy just responded with an anxious thumbs-up. He was more cautious than Leighton. Zoila gave Troy and Scout a command to begin. The hounds started to pull the precious freight. They effortlessly handled the sleigh's weight. LeRoy and Leighton laughed and shouted with joy. Zoila ran behind them. The sound of their laughter was so loud it was heard all over town. They rode for more than eighteen minutes.

The neighbors hopped off the sleigh and thanked Troy and Scout with tasty treats. Zoila let the hounds rest and enjoy their treats. It was her turn next!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**23.5** ACTIVITY PAGE

### "Zoila's Sleigh" Comprehension Questions

1. What is Zoila's favorite season?

Zoila's favorite season is winter.

2. What pulls Zoila's sleigh?

Zoila's two dogs, Troy and Scout, pull her sleigh.

3. Why are Troy and Scout able to pull a sleigh with two boys in it?

Troy and Scout are powerful hounds.

4. Whom does Zoila invite to have a sleigh ride?

Zoila invites her neighbors, LeRoy and Leighton.

5. Where does the sleigh take the neighbors?

The sleigh takes the neighbors around the town.

6. Do you think Zoila is wise to put her neighbors in the sled?

Responses will vary. Students may say it is dangerous for the boys to be in the sled without Zoila steering it.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**24.1** ACTIVITY PAGE

### Sort Words by Number of Syllables

Read the words in the word bank. Complete the chart with words from the word bank. Read the words in each column.

#### Word Bank

|              |              |            |
|--------------|--------------|------------|
| joyful       | mountainside | downloaded |
| oily         | noiselessly  | sleigh     |
| heavyweight  | spoiler      | ounce      |
| moisten      | avoid        | rainfall   |
| cloudiness   | voice        | foul       |
| housekeeping | plow         | loud       |

| One Syllable | Two Syllables | Three Syllables |
|--------------|---------------|-----------------|
| voice        | joyful        | heavyweight     |
| plow         | oily          | cloudiness      |
| sleigh       | moisten       | housekeeping    |
| ounce        | spoiler       | mountainside    |
| loud         | avoid         | noiselessly     |
| foul         | rainfall      | downloaded      |

NAME: \_\_\_\_\_ **24.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Words with -ous**

**Part I**

Add *-ous* to each of the words. Change the spelling if necessary. Write the new word on the line.

- fame famous
- glory glorious
- fury furious
- space spacious
- mystery mysterious

**Part II**

Complete each sentence with an *-ous* word from Part I. Read each completed sentence.

- If someone is famous, a lot of people know them.
- If someone is furious, they are very angry.
- Something spacious has a lot of room.
- Something mysterious is unknown, or full of mystery.
- Something glorious is beautiful or wonderful, or full of glory.

NAME: \_\_\_\_\_ **25.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Sort Closed, Open, VCe, and Vowel Team Syllable Words**

Read each word. Complete the chart by writing the syllables of each word. Then color in the syllable types using the key below.

**Syllable Type Key**

Closed – blue    Open – red  
 VCe – green    Vowel Team – yellow

**Word Bank**

| Word       | First Syllable | Second Syllable | Third Syllable |
|------------|----------------|-----------------|----------------|
| cloudiness | cloud (yellow) | i (red)         | ness (blue)    |
| cookbook   | cook (yellow)  | book (yellow)   |                |
| continue   | con (blue)     | tin (blue)      | ue (yellow)    |
| driveway   | drive (green)  | way (yellow)    |                |
| refried    | re (red)       | fried (yellow)  |                |
| fifteen    | fif (blue)     | teen (yellow)   |                |

NAME: \_\_\_\_\_ **25.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Review Prefixes and Suffixes**

Read each base word. Then, read each definition. Add a prefix, a suffix, or both to one of the base words to form a word to match each definition below.

| Base Words | Prefixes | Suffixes |
|------------|----------|----------|
| view       | mis-     | -or      |
| make       | im-      | -ful     |
| direct     | in-      | -ness    |
| harm       | sub-     | -ly      |
| fear       | un-      | -ous     |
| stop       | re-      |          |
| polite     | dis-     |          |
| secure     | pre-     |          |
|            | non-     |          |

- To make again remake
- Not secure insecure
- To view before preview
- Full of harm harmful

- Without stopping nonstop
- Not full of fear; not afraid unfearful
- Someone who directs director
- Not polite impolite

NAME: \_\_\_\_\_ 25.3 ACTIVITY PAGE  
DATE: \_\_\_\_\_ (CONTINUED)

Once the pain and discomfort disappeared, Giovanni gave his unfortunate accident some thought. He had certainly made a mistake by forgetting some of his safety gear. Despite his misadventure, Giovanni was not discouraged. He now understood the importance of taking safety precautions. It was the logical thing to do. His inattention and bad attitude toward safety were replaced with newfound seriousness. The idea of not being safe when skateboarding now just seemed like nonsense. The day had been imperfect, and he had made a mistake but also learned an important lesson.

**Open Syllable Word:** Samples responses: woke, up, one, and, dressed

**Closed Syllable Word:** Sample responses: up, in, and, sun, from, mountain, shed

**VCe Syllable Word:** woke, rose, take, skateboard, take, safety, bone

**Vowel Team Syllable Word:** high, few, drew, tree, How, woe

NAME: \_\_\_\_\_ 25.4 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### “Giovanni’s Safety Lesson” 15” Comprehension Questions

1. What does Giovanni do after he leaves his house?  
Giovanni takes a joyride on his skateboard.
2. What gift did Giovanni receive from his neighbor?  
Giovanni received a skateboard from his neighbor.
3. What safety gear does Giovanni forget to take?  
Giovanni forgets his knee and elbow pads.

4. What surprises Giovanni?  
Giovanni did not expect a rainstorm.
5. What part of Giovanni’s body gets hurt?  
Giovanni hurts his knee.
6. Do you think Giovanni will remember the lesson he learned?  
Yes, Giovanni will remember because he got hurt.

NAME: \_\_\_\_\_ 25.5 ACTIVITY PAGE  
DATE: \_\_\_\_\_

### Unit 2 Dictation Post-Test

Write each word that your teacher dictates.

1. cautious
2. invaluable
3. powerful
4. undoubtedly
5. rejoin
6. disengage
7. preannounce
8. joyfully
9. weightless

Write the entire sentence that your teacher dictates.

1. Her daughter and niece might be at the poolside.

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2. May I borrow some large gloves?

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Choose a word from the list above and use it to write your own sentence.

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## ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 1.1**

Reread "Fame on Stage." In this story, Mike wants to become famous, but he needs help to do so. What characters in the story help Mike in his quest to become a famous actor? How do their actions help him achieve his dreams?

Sample response: The characters who help Mike are Jade and Mrs. Tate. Jade helps Mike by offering him advice. Mrs. Tate helps Mike by giving him a role in the play.

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310 Skills 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 2.1**

**Words with /ie/ > 'i\_e'**

Read the words below. Circle the words that become new words if you add 'e' to the end. Then write the new words.

|       |        |      |      |
|-------|--------|------|------|
| slid  | fit    | rid  | wit  |
| twine | stripe | fine | dime |

**New Words**

1. slide
2. twine
3. stripe
4. ride
5. fine
6. dime

Teacher Resources 311

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 3.1**

Reread "The Role of Code." What is the central idea in this text? What evidence does the author use to support the central idea?

Sample response: The central idea of this text is that code plays a major role in our world. The author supports this idea by showing how code helps different technologies function. The author lists computers, mobile phones, automated doors, and game consoles as examples.

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312 Skills 2

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **TR 4.1**

**Sort Words with 'a\_e', 'i\_e', 'o\_e', and 'u\_e'**

Read each word in the word bank. Complete the chart below with the words in the Word Bank.

**Word Bank**

|        |        |           |           |
|--------|--------|-----------|-----------|
| unlike | used   | sandstone | fate      |
| skate  | became | quite     | tightrope |
| nose   | glide  | cube      | perfume   |

| 'a_e'  | 'i_e'  | 'o_e'     | 'u_e'   |
|--------|--------|-----------|---------|
| skate  | unlike | sandstone | cube    |
| became | glide  | nose      | perfume |
| fate   | quite  | tightrope | used    |

Teacher Resources 313

NAME: \_\_\_\_\_ TR 5.1  
DATE: \_\_\_\_\_

Reread "Hope the Sculptor." What is the theme, or central message, about life in this story? What events in the story convey this theme?

Sample response: The theme of "Hope the Sculptor" is that even mistakes can be meaningful and useful. The theme is conveyed when Hope sliced off a part of her cube. She assumed because it was a mistake that the sculpture was ruined. However, she learned that making mistakes can actually make something more beautiful.

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314

Skills 2

NAME: \_\_\_\_\_ TR 6.1  
DATE: \_\_\_\_\_

Reread "How to Sketch a Giraffe." Follow the instructions outlined in the passage to draw a giraffe. Then identify the step or steps from the passage that you found most helpful and explain why.

Sample response: Drawings will vary but should show a giraffe.

I found step three to be the most helpful. Previewing photos of giraffes helped me get a good understanding of what giraffes look like and helped me plan my drawing.

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Teacher Resources

315

NAME: \_\_\_\_\_ TR 7.1  
DATE: \_\_\_\_\_

### Sort Words with Hard 'g' > /g/ and Soft 'g' > /j/

Complete the chart with words from the Word Bank.

#### Word Bank

|         |        |       |       |
|---------|--------|-------|-------|
| goodbye | ginger | game  | magic |
| page    | gummy  | stage | brag  |

| /g/     | /j/    |
|---------|--------|
| goodbye | page   |
| gummy   | ginger |
| game    | stage  |
| brag    | magic  |

316

Skills 2

NAME: \_\_\_\_\_ TR 8.1  
DATE: \_\_\_\_\_

Reread "Dinosaurs." What is the central idea of "Dinosaurs"? What are some details from the passage that help develop this central idea?

Sample response: The central idea in "Dinosaurs" is that dinosaurs were interesting creatures that lived a long time ago. Some important details were what dinosaurs looked like, what they ate, and how they became extinct.

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Teacher Resources

317

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 9.1

### Read Words with /ae/

Read the passage and circle words with the sound /ae/.

Sophia and Matt were best friends. They rode the bus together every day. They loved playing soccer. They jumped in puddles when it rained. They shared all the details of their lives. One morning Matt explained that his family was going to move away. Sophia did not know what to say. She felt sad. She was afraid that they would not be friends anymore. Matt told her that everything was going to be okay. They would send letters to each other in the mail. That way they would always be best friends.

318

Skills 2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 10.1

Reread "Eve's Race." Think of a time when you faced a setback while you were working toward a goal. Use details from your life to compare how your experience compared to that of the character in the story.

Sample response: Last year, I fell from the monkey bars on the playground and broke my arm. I had been practicing all spring for my piano recital, but my arm didn't heal in time for me to be able to perform. Like Eve, I felt upset about my injury, but I rested and healed. This fall I will practice even harder and perform in the Winter Recital instead, like Eve plans to do in the story.

Teacher Resources

319

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 10.2

Read the passage. Underline three words with soft 'c' or 'g' (as in allegiance). Put a box around three words with hard 'c' or 'g' (as in flag). Highlight one word with the ay or ai vowel team.

### The Pledge of Allegiance

The Pledge of Allegiance is an oath, or vow, that people in the United States recite before important events. It is a way for American citizens to say they are proud to be a part of the country and agree to work together for freedom and fairness.

The words to the Pledge of Allegiance are: "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Comprehension Questions:

1. The word *pledge* means "to make a promise," and the word *allegiance* means "loyalty to a cause or person." What do you think it means to "pledge allegiance" to something?

To "pledge allegiance" means to promise to be loyal to something.

2. The Pledge includes that the United States of America is "one nation" and "indivisible." *Indivisible* means "not able to be separated." Why is it important to call the United States "indivisible"? What word in "United States" also means "indivisible"?

It is important to call the United States "indivisible" because it shows that we should stay together as one country. The word "United" also means "indivisible" because it means being joined together.

324

Skills 2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

TR 10.2  
CONTINUED

3. What do you think "liberty and justice for all" means? What historical figures have we learned about who have fought for "liberty and justice" for people in the United States?

"Liberty and justice for all" means everyone should be free and treated fairly. Students may note people like Martin Luther King, Jr. and Rosa Parks who have worked hard for these rights in the United States.

4. Why do you think people choose to recite the Pledge of Allegiance before important events?

People say the Pledge of Allegiance before big events to show love and respect for the country. It is a way to bring everyone together.



Teacher Resources

325

NAME: \_\_\_\_\_ TR 11.1  
DATE: \_\_\_\_\_

Reread "Kailanie's Bees." A theme is a story's central message or lesson about life. Describe the theme of "Kailanie's Bees." Identify two pieces of evidence from the passage that helped you figure out the theme.

Sample response: The theme of "Kailanie's Bees" is that hard work pays off. The story says that "keeping bees is hard work" and tells about a problem Kailanie has with her bees. Kailanie works hard to solve the problem. At the end of the story, Kailanie's bees are well, and she feels relieved and happy.

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320

Skills 2

NAME: \_\_\_\_\_ TR 12.1  
DATE: \_\_\_\_\_

### Review Common Long Vowel Teams: /ie/ > 'igh', 'ie'

Listen to the words your teacher reads aloud. Determine whether each word is spelled with the 'igh' or 'ie' vowel team. Write the correct vowel team on the lines below.

1. \_\_\_\_\_ 'igh'
2. \_\_\_\_\_ 'ie'
3. \_\_\_\_\_ 'ie'
4. \_\_\_\_\_ 'igh'
5. \_\_\_\_\_ 'igh'
6. \_\_\_\_\_ 'ie'
7. \_\_\_\_\_ 'igh'
8. \_\_\_\_\_ 'igh'

Teacher Resources

321

NAME: \_\_\_\_\_ TR 13.1  
DATE: \_\_\_\_\_

Reread "Boat Races: Fun on the Water." In this text, the author describes what it takes to be a good member of a boat crew. What traits does the author identify as important for teamwork on a boat crew? Use details from your life to describe when you have used those traits to be a part of a team.

Sample response: The author says that members of a boat crew should be fair, patient, and polite. I use these traits when I play for my basketball team. I use fairness by following the rules and respecting other players. I am patient with my teammates if they make a mistake. I am polite to my coaches.

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322

Skills 2

NAME: \_\_\_\_\_ TR 14.1  
DATE: \_\_\_\_\_

### Words with /ue/ > 'ew', 'ue'

Circle the misspelled words in the passage below. Then provide their correct spellings.

The students continewed to preveiw the article. The author chose to argu against eating barbecue. Fue students agreed with the author's vuepoint. Later, the students reuewed the article. Even fue saw ualew in the author's ideas.

1. \_\_\_\_\_ continued \_\_\_\_\_
2. \_\_\_\_\_ preview \_\_\_\_\_
3. \_\_\_\_\_ argue \_\_\_\_\_
4. \_\_\_\_\_ barbecue \_\_\_\_\_
5. \_\_\_\_\_ Few \_\_\_\_\_
6. \_\_\_\_\_ viewpoint \_\_\_\_\_
7. \_\_\_\_\_ reviewed \_\_\_\_\_
8. \_\_\_\_\_ fewer \_\_\_\_\_
9. \_\_\_\_\_ value \_\_\_\_\_

Teacher Resources

323

NAME: \_\_\_\_\_ TR 15.1  
DATE: \_\_\_\_\_

Reread "Snow Day." The setting is when and where a story takes place. The plot is what happens in the story. Describe the setting of "Snow Day." Use details from the passage to explain how the setting affects what happens in the story.

Sample response: The setting of "Snow Day" is a cold winter day during a snowstorm. The setting affects what happens in the story because Tahoe and Jaylee cannot go to school. They have to find activities to do indoors instead, such as play board games.

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324

Skills 2

NAME: \_\_\_\_\_ TR 15.2  
DATE: \_\_\_\_\_

Read the passage. Underline three words with the long e sound, spelled ea, ie, ee (*field*). Put a box around two words with ue or ay. Highlight one vowel team two-syllable word (*features*).

#### The United States Flag

The U.S. flag serves as a powerful symbol of patriotism and unity in the United States. It features fifty stars on a field of blue, each representing one of the states that together make up our nation, and thirteen alternating red and white stripes, representing the original colonies that declared independence. The flag evokes feelings of pride and respect, reminding us of the freedoms and rights that we cherish as Americans. When people sing the national anthem, "The Star-Spangled Banner," they usually face the flag. Also displayed proudly during national holidays in schools, and at public buildings, the flag stands as a reminder of the nation's history, its sacrifices, and the enduring spirit of its people.

Comprehension Questions:

1. What do the fifty stars and thirteen stripes on the flag represent?  
The fifty stars on the flag stand for the fifty states in the United States, and the thirteen stripes stand for the first thirteen colonies.
2. Who does the Preamble say is speaking? What part of the Preamble tells you so?  
The flag symbolizes the history and spirit of America. It also symbolizes sacrifices made and the patriotism of its people.

Teacher Resources

331

NAME: \_\_\_\_\_ TR 15.2  
DATE: \_\_\_\_\_ CONTINUED

3. What are some things the writers of the Preamble say they are writing the Constitution to do? If you need help, look at some of the words that are capitalized.

The U.S. flag is displayed at schools and public buildings to show pride and respect for our country and to remind us of our freedoms.

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332

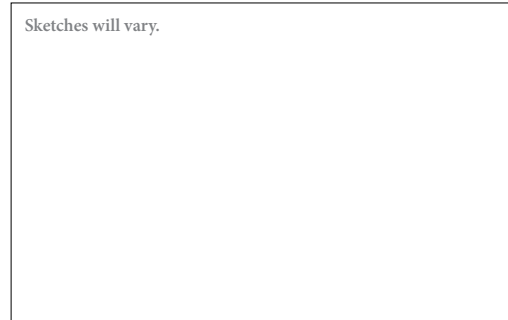
Skills 2

NAME: \_\_\_\_\_ TR 16.1  
DATE: \_\_\_\_\_

Reread "Chalk Art." If you were a chalk artist, where would you make art? What would your art look like? Explain your thinking, and draw a sketch of your design.

Sample response: If I were a chalk artist, I would make a large mural on the side of the bank downtown. It faces the central train station, so everyone leaving the station would see it. My city is known for a long history of local music. I would create chalk art of some of our famous local musicians to honor them and celebrate our city.

Sketches will vary.



Teacher Resources

325

NAME: \_\_\_\_\_ TR 17.1  
DATE: \_\_\_\_\_

### Words with /aw/

Read each sentence. Fill in the blank by adding the correct spelling for each /aw/ sound: 'augh', 'ough', 'aw', 'al', or 'au'. Read each completed sentence.

1. The diamond was fl\_ aw \_less.
2. The cat c\_ augh \_t the mouse.
3. The players gathered at the b\_ al \_lpark.
4. My little sister made a dr\_ aw \_ing of a cat.
5. The lunchtime tea was for mothers and d\_ augh \_ters.
6. My favorite shirt is in the l\_ au \_ndry.
7. You really \_ ough \_t to remember my birthday.
8. Most students w\_ al \_k to school or take the bus.
9. The door closes \_ au \_tomatically.
10. I made a th\_ ough \_tless mistake on the test.

326

Skills 2

NAME: \_\_\_\_\_ TR 18.1  
DATE: \_\_\_\_\_

Reread "Brooklyn and the Baby Baboon." After visiting the zoo, Brooklyn realizes something important about herself: She wants to help animals. Use details from your life to describe a time when you discovered something important about yourself.

Sample response: When my grandfather moved away, I started writing him long letters. At first I was writing because I wanted to share stories about my days. But then I realized that I really loved to write. I started writing stories on my own and keeping a daily journal.

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Teacher Resources

327

NAME: \_\_\_\_\_ TR 19.1  
DATE: \_\_\_\_\_

### Vowel Teams with /oo/ and /ou/

Read the passage. Circle the words with the vowel teams that make the sound /oo/ (as in *book*). Underline the words with the vowel teams that make the sound /ou/ (as in *moon*).

The Smith family moved into a house on Maple Avenue. On their first day, they took a walk around the neighborhood. They saw flowers blooming in the park. They met a woman walking a poodle. They shook hands and introduced themselves. Her name was Sue. She invited the Smiths to a cookout where they could meet more neighbors. It started at noon. The Smiths said, "See you soon!"

328

Skills 2

NAME: \_\_\_\_\_ TR 20.2  
DATE: \_\_\_\_\_

Reread "To the Moon." Describe one scene you could clearly imagine in your mind while reading the story. Which words and phrases in the passage most helped you create your mental image?

Sample response: I could clearly imagine the astronauts boarding the spacecraft and getting ready for the launch. The phrases that helped me create this mental image were "walked through a long tube," "crawled inside," and "took a nook and safely stored the personal items."

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330

Skills 2

NAME: \_\_\_\_\_ TR 21.1  
DATE: \_\_\_\_\_

Reread "Coins." Identify the central, or main idea of the text. What evidence from the passage supports this as the central idea?

Sample response: The central ideal of the passage is that while coins are small, they are interesting. The author supports the idea by describing coins and explaining how they are made. The author also explains what coins are used for and why some people collect them.

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NAME: \_\_\_\_\_ TR 22.1  
DATE: \_\_\_\_\_

**Words with /ou/**

Read each sentence. Complete each word by adding the correct spelling for the /ou/ sound: 'ow', 'ou', or 'ough'. Read each completed sentence.

1. The king has a cr\_\_ow\_\_n on his head.
2. I had to sh\_\_ou\_\_t so she could hear me.
3. A circle is r\_\_ou\_\_nd.
4. How many people live in the t\_\_ow\_\_n?
5. The player got a red card for a f\_\_ou\_\_l.
6. During the dr\_\_ough\_\_t, there was very little rain.
7. Listen for the cat's me\_\_ow\_\_.
8. The farmer fixed the pl\_\_ow\_\_.

NAME: \_\_\_\_\_ TR 23.1  
DATE: \_\_\_\_\_

Reread "Zoila's Sleigh." Use details from the passage to describe how the setting of the story, or where the story takes place, affects the plot, or what happens to the characters.

Sample response: The setting of the story is a snowy town in winter. The setting is where the events of the story take place. In the story, Zoila and her dogs pull a sled. This event can take place because the town is snowy.

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NAME: \_\_\_\_\_ TR 24.1  
DATE: \_\_\_\_\_

**Closed, Open, VCe, and Vowel Team Syllable Words**

Read each word. Look at the underlined syllable. Write whether the syllable is open, closed, VCe, or vowel team.

1. bookcase \_\_\_\_\_ vowel team
2. driveway \_\_\_\_\_ VCe
3. snowflake \_\_\_\_\_ VCe
4. drawback \_\_\_\_\_ closed
5. rebound \_\_\_\_\_ open
6. destroy \_\_\_\_\_ open
7. rejoin \_\_\_\_\_ vowel team
8. soil \_\_\_\_\_ vowel team
9. bayside \_\_\_\_\_ VCe
10. sprint \_\_\_\_\_ closed

NAME: \_\_\_\_\_ TR 23.1  
 DATE: \_\_\_\_\_

Reread "Zoila's Sleigh." Use details from the passage to describe how the setting of the story, or where the story takes place, affects the plot, or what happens to the characters.

Sample response: The setting of the story is a snowy town in winter. The setting is where the events of the story take place. In the story, Zoila and her dogs pull a sled. This event can take place because the town is snowy.

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NAME: \_\_\_\_\_ TR 24.1  
 DATE: \_\_\_\_\_

**Closed, Open, VCe, and Vowel Team Syllable Words**

Read each word. Look at the underlined syllable. Write whether the syllable is open, closed, VCe, or vowel team.

- bookcase vowel team
- driveway VCe
- snowflake VCe
- drawback closed
- rebound open
- destroy open
- rejoin vowel team
- soil vowel team
- bayside VCe
- sprint closed

NAME: \_\_\_\_\_ TR 24.2  
 DATE: \_\_\_\_\_

Read the passage. Underline three words with *oy, ou, ue, or oo (out)*. Put a box around two vowel team syllable words (explains). Highlight one VCe syllable word (*enterprise*).

**Tommy's Big Dream**

Tommy is a third grader who loves America and has a big dream to start his own business someday. His favorite class is social studies, where he learns about "free enterprise." This means people in America can open businesses. Some of those business owners sell their own creations, which makes Tommy excited.

Every summer, Tommy runs a lemonade stand. He loves making lemonade and talking to his customers. Tommy feels proud when people enjoy his drink. His mom explains that this small stand is a business, where he can make money by selling something he made.

Tommy admires local shopkeepers who sell books, toys, or treats. They work hard and love making their customers happy. He wants to be like them, using creativity and hard work to succeed.

One day, he shares his dream with his teacher, who says, "In America, you can do anything you set your mind to." This makes Tommy feel proud to live in a place where dreams can come true with hard work.

Comprehension Questions:

- What is Tommy's big dream?  
Tommy's big dream is to start his own business someday.
- \_\_\_\_\_
- \_\_\_\_\_

NAME: \_\_\_\_\_ TR 24.2  
 DATE: \_\_\_\_\_

CONTINUED

- What does Tommy do in the summer?  
In the summer, Tommy runs a lemonade stand.
- \_\_\_\_\_
- \_\_\_\_\_
- What did Tommy learn about in social studies?  
Tommy learned about "free enterprise" in social studies. This means people can open their own businesses in America.
- \_\_\_\_\_
- \_\_\_\_\_
- Why does Tommy admire local shopkeepers?  
Tommy admires local shopkeepers because they work hard, love making their customers happy, and use creativity to succeed.
- \_\_\_\_\_
- \_\_\_\_\_
- What did Tommy's teacher tell him about dreaming in America?  
Tommy's teacher told him, "In America, you can do anything you set your mind to."
- \_\_\_\_\_
- \_\_\_\_\_



NAME: \_\_\_\_\_ TR 25.1  
DATE: \_\_\_\_\_

Reread "Giovanni's Safety Lesson." Describe the main problem in this story. Then, use the sequence of events from the passage as evidence to support your description of the main problem.

Sample response: Giovanni doesn't pack the equipment he needs  
to skateboard safely. He falls and hurts himself. If he had listened  
to his mother and worn kneepads, he would not have scraped  
his knee.

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**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**

**Unit 2**

**Correlation—Teacher’s Guide**

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

|            |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                           |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                    | U2: p. 7, U2: p. 14, U2: p. 68, U2: p. 75, U2: p. 129, U2: p. 136, U2: p. 186, U2: p. 193, U2: p. 249, U2: p. 256                                                                                                                                                                                         |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                               |                                                                                                                                                                                                                                                                                                           |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively |                                                                                                                                                                                                                                                                                                           |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                          | U2: p. 7, U2: p. 14, U2: p. 20, p. 27, U2: p. 44, U2: p. 51, U2: p. 80, U2: p. 87, U2: p. 104, U2: p. 111, U2: p. 129, U2: p. 136, U2: p. 140, U2: p. 147, U2: p. 151, U2: p. 157, U2: p. 161, U2: p. 168, U2: p. 199, U2: p. 206, U2: p. 223, U2: p. 231, U2: p. 261, U2: p. 268, U2: p. 282, U2: p. 289 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations                                                                                                     |                                                                                                                                                                                                                                                                                                           |

(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 and apply phonetic knowledge by:

|                |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.i   | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en                                                                                         | U2: p. 68, U2: p. 71, U2: p. 75, U2: p. 80, U2: p. 83, U2: p. 87, U2: p. 92, U2: p. 95, U2: p. 96, U2: p. 100, U2: p. 104, U2: p. 107, U2: p. 108, U2: p. 111, U2: p. 116, U2: p. 119, U2: p. 123, U2: p. 129, U2: p. 132, U2: p. 133, U2: p. 136, U2: p. 140, U2: p. 143, U2: p. 144, U2: p. 147, U2: p. 151, U2: p. 154, U2: p. 155, U2: p. 157, U2: p. 161, U2: p. 164, U2: p. 165, U2: p. 168, U2: p. 173, U2: p. 176, U2: p. 179, U2: p. 186, U2: p. 189, U2: p. 190, U2: p. 193, U2: p. 199, U2: p. 202, U2: p. 203, U2: p. 206, U2: p. 211, U2: p. 214, U2: p. 215, U2: p. 219, U2: p. 223, U2: p. 226, U2: p. 227, U2: p. 231, U2: p. 236, U2: p. 239, U2: p. 243, U2: p. 249, U2: p. 252, U2: p. 256, U2: p. 261, U2: p. 264, U2: p. 268, U2: p. 273, U2: p. 276, U2: p. 279, U2: p. 282, U2: p. 285, U2: p. 286, U2: p. 289, U2: p. 293, U2: p. 296, U2: p. 299                       |
| TEKS 3.2.A.ii  | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U2: p. 7, U2: p. 10, U2: p. 20, U2: p. 23, U2: p. 27, U2: p. 32, U2: p. 35, U2: p. 39, U2: p. 44, U2: p. 47, U2: p. 51, U2: p. 56, U2: p. 59, U2: p. 62, U2: p. 68, U2: p. 71, U2: p. 75, U2: p. 80, U2: p. 83, U2: p. 87, U2: p. 92, U2: p. 96, U2: p. 100, U2: p. 104, U2: p. 108, U2: p. 111, U2: p. 116, U2: p. 119, U2: p. 123, U2: p. 129, U2: p. 133, U2: p. 136, U2: p. 140, U2: p. 144, U2: p. 147, U2: p. 151, U2: p. 155, U2: p. 157, U2: p. 161, U2: p. 165, U2: p. 168, U2: p. 173, U2: p. 176, U2: p. 179, U2: p. 186, U2: p. 190, U2: p. 193, U2: p. 199, U2: p. 203, U2: p. 206, U2: p. 211, U2: p. 215, U2: p. 219, U2: p. 223, U2: p. 227, U2: p. 231, U2: p. 236, U2: p. 239, U2: p. 243, U2: p. 249, U2: p. 252, U2: p. 256, U2: p. 261, U2: p. 264, U2: p. 268, U2: p. 273, U2: p. 276, U2: p. 279, U2: p. 282, U2: p. 286, U2: p. 289, U2: p. 293, U2: p. 296, U2: p. 299 |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| TEKS 3.2.A.iv  | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 2

### Correlation—Teacher’s Guide

|                                                         |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.v                                            | decoding words using knowledge of prefixes                                                                                                                                            | U2: p. 32, U2: p. 37, U2: p. 44, U2: p. 49, U2: p. 51, U2: p. 56, U2: p. 60, U2: p. 62, U2: p. 68, U2: p. 73, U2: p. 75, U2: p. 80, U2: p. 85, U2: p. 87, U2: p. 92, U2: p. 98, U2: p. 100, U2: p. 104, U2: p. 109, U2: p. 111, U2: p. 116, U2: p. 121, U2: p. 123, U2: p. 129, U2: p. 134, U2: p. 140, U2: p. 145, U2: p. 151, U2: p. 156, U2: p. 157, U2: p. 173, U2: p. 177, U2: p. 179, U2: p. 186, U2: p. 191, U2: p. 193, U2: p. 206, U2: p. 211, U2: p. 217, U2: p. 219, U2: p. 223, U2: p. 229, U2: p. 231, U2: p. 236, U2: p. 241, U2: p. 243, U2: p. 293, U2: p. 297, U2: p. 299             |
| TEKS 3.2.A.vi                                           | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U2: p. 7, U2: p. 12, U2: p. 20, U2: p. 25, U2: p. 27, U2: p. 56, U2: p. 60, U2: p. 62, U2: p. 161, U2: p. 166, U2: p. 168, U2: p. 173, U2: p. 177, U2: p. 179, U2: p. 199, U2: p. 204, U2: p. 211, U2: p. 217, U2: p. 219, U2: p. 223, U2: p. 229, U2: p. 231, U2: p. 236, U2: p. 241, U2: p. 243, U2: p. 249, U2: p. 254, U2: p. 256, U2: p. 261, U2: p. 266, U2: p. 268, U2: p. 273, U2: p. 278, U2: p. 279, U2: p. 282, U2: p. 287, U2: p. 289, U2: p. 293, U2: p. 297, U2: p. 299                                                                                                                  |
| TEKS 3.2.A.vii                                          | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>(B) demonstrate and apply spelling knowledge by:</b> |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.i                                            | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U2: p. 7, U2: p. 16, U2: p. 20, U2: p. 28, U2: p. 32, U2: p. 40, U2: p. 44, U2: p. 52, U2: p. 56, U2: p. 63, U2: p. 68, U2: p. 77, U2: p. 80, U2: p. 88, U2: p. 92, U2: p. 101, U2: p. 104, U2: p. 112, U2: p. 116, U2: p. 124, U2: p. 129, U2: p. 138, U2: p. 140, U2: p. 148, U2: p. 151, U2: p. 158, U2: p. 161, U2: p. 169, U2: p. 173, U2: p. 180, U2: p. 186, U2: p. 195, U2: p. 199, U2: p. 207, U2: p. 211, U2: p. 220, U2: p. 223, U2: p. 232, U2: p. 236, U2: p. 244, U2: p. 249, U2: p. 258, U2: p. 261, U2: p. 269, U2: p. 273, U2: p. 280, U2: p. 282, U2: p. 290, U2: p. 293, U2: p. 300 |
| TEKS 3.2.B.ii                                           | spelling homophones                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.iii                                          | spelling compound words, contractions, and abbreviations                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.iv                                           | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U2: p. 7, U2: p. 16, U2: p. 20, U2: p. 28, U2: p. 68, U2: p. 77, U2: p. 80, U2: p. 88, U2: p. 92, U2: p. 101, U2: p. 112, U2: p. 116, U2: p. 124, U2: p. 129, U2: p. 138, U2: p. 140, U2: p. 148, U2: p. 151, U2: p. 158, U2: p. 161, U2: p. 169, U2: p. 173, U2: p. 180, U2: p. 186, U2: p. 195, U2: p. 199, U2: p. 207, U2: p. 211, U2: p. 220, U2: p. 223, U2: p. 232, U2: p. 236, U2: p. 244, U2: p. 249, U2: p. 258, U2: p. 261, U2: p. 269, U2: p. 273, U2: p. 280, U2: p. 282, U2: p. 290, U2: p. 293, U2: p. 300                                                                               |
| TEKS 3.2.B.v                                            | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.2.B.vi                                           | spelling words using knowledge of prefixes                                                                                                                                            | U2: p. 32, U2: p. 37, U2: p. 44, U2: p. 49, U2: p. 56, U2: p. 60, U2: p. 68, U2: p. 73, U2: p. 80, U2: p. 85, U2: p. 92, U2: p. 98, U2: p. 104, U2: p. 109, U2: p. 116, U2: p. 121, U2: p. 129, U2: p. 134, U2: p. 140, U2: p. 145, U2: p. 151, U2: p. 156, U2: p. 173, U2: p. 177, U2: p. 186, U2: p. 191, U2: p. 211, U2: p. 217, U2: p. 223, U2: p. 229, U2: p. 236, U2: p. 241, U2: p. 293, U2: p. 297                                                                                                                                                                                             |

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**

**Unit 2**

**Correlation—Teacher’s Guide**

|                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| TEKS 3.2.B.vii                                                                                                                                                                                                                                                                                              | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                                   | U2: p. 7, U2: p. 12, U2: p. 20, U2: p. 28, U2: p. 56, U2: p. 60, U2: p. 161, U2: p. 166, U2: p. 173, U2: p. 177, U2: p. 199, U2: p. 204, U2: p. 211, U2: p. 217, U2: p. 223, U2: p. 229, U2: p. 236, U2: p. 241, U2: p. 249, U2: p. 254, U2: p. 261, U2: p. 266, U2: p. 273, U2: p. 278, U2: p. 282, U2: p. 287, U2: p. 293, U2: p. 297                                                                                                                                                                                                                                                               |
| TEKS 3.2.C                                                                                                                                                                                                                                                                                                  | alphabetize a series of words to the third letter                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.2.D                                                                                                                                                                                                                                                                                                  | write complete words, thoughts, and answers legibly in cursive 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 3.3.A                                                                                                                                                                                                                                                                                                  | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.3.B                                                                                                                                                                                                                                                                                                  | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U2: p. 7, U2: p. 12, U2: p. 20, U2: p. 25, U2: p. 32, U2: p. 37, U2: p. 44, U2: p. 49, U2: p. 56, U2: p. 60, U2: p. 68, U2: p. 73, U2: p. 80, U2: p. 85, U2: p. 92, U2: p. 98, U2: p. 104, U2: p. 109, U2: p. 116, U2: p. 121, U2: p. 129, U2: p. 134, U2: p. 140, U2: p. 145, U2: p. 151, U2: p. 156, U2: p. 161, U2: p. 166, U2: p. 173, U2: p. 177, U2: p. 186, U2: p. 191, U2: p. 199, U2: p. 204, U2: p. 211, U2: p. 217, U2: p. 223, U2: p. 229, U2: p. 236, U2: p. 241, U2: p. 249, U2: p. 254, U2: p. 261, U2: p. 266, U2: p. 273, U2: p. 278, U2: p. 282, U2: p. 287, U2: p. 293, U2: p. 297 |
| TEKS 3.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (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 3.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                       | U2: p. 7, U2: p. 14, U2: p. 20, U2: p. 27, U2: p. 32, U2: p. 39, U2: p. 44, U2: p. 51, U2: p. 68, U2: p. 75, U2: p. 80, U2: p. 87, U2: p. 92, U2: p. 100, U2: p. 104, U2: p. 111, U2: p. 129, U2: p. 136, U2: p. 140, U2: p. 147, U2: p. 151, U2: p. 157, U2: p. 161, U2: p. 168, U2: p. 186, U2: p. 193, U2: p. 199, U2: p. 206, U2: p. 211, U2: p. 219, U2: p. 223, U2: p. 231, U2: p. 249, U2: p. 256, U2: p. 261, U2: p. 268, U2: p. 273, U2: p. 279, U2: p. 282, U2: p. 289                                                                                                                      |
| (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 read independently for a sustained period of time.         |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.5                                                                                                                                                                                                                                                                                                    | self-select text and read independently for a sustained period of time                                                                                                                    | U2: p. 56, U2: p. 62, U2: p. 116, U2: p. 123, U2: p. 173, U2: p. 179, U2: p. 236, U2: p. 243, U2: p. 293, U2: p. 299                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| (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 3.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| TEKS 3.6.C                                                                                                                                                                                                                                                                                                  | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

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| TEKS 3.6.D                                                                                                                                                                                                                                                                                                                            | create mental images to deepen understanding                                                                                                               |  |
| TEKS 3.6.E                                                                                                                                                                                                                                                                                                                            | make connections to personal experiences, ideas in other texts, and society                                                                                |  |
| TEKS 3.6.F                                                                                                                                                                                                                                                                                                                            | make inferences and use evidence to support understanding                                                                                                  |  |
| TEKS 3.6.G                                                                                                                                                                                                                                                                                                                            | evaluate details read to determine key ideas                                                                                                               |  |
| TEKS 3.6.H                                                                                                                                                                                                                                                                                                                            | synthesize information to create new understanding                                                                                                         |  |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                                            | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down |  |
| <p>(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:</p>                                                                                             |                                                                                                                                                            |  |
| TEKS 3.7.A                                                                                                                                                                                                                                                                                                                            | describe personal connections to a variety of sources including self-selected texts                                                                        |  |
| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                            | write a response to a literary or informational text that demonstrates an understanding of a text                                                          |  |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                            | use text evidence to support an appropriate response                                                                                                       |  |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                            | retell and paraphrase texts in ways that maintain meaning and logical order                                                                                |  |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                            | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                      |  |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                            | respond using newly acquired vocabulary as appropriate                                                                                                     |  |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                            | discuss specific ideas in the text that are important to the meaning                                                                                       |  |
| <p>(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:</p>                    |                                                                                                                                                            |  |
| TEKS 3.8.A                                                                                                                                                                                                                                                                                                                            | infer the theme of a work, distinguishing theme from topic                                                                                                 |  |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                            | explain the relationships among the major and minor characters                                                                                             |  |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                            | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                                  |  |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                            | explain the influence of the setting on the plot                                                                                                           |  |
| <p>(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:</p> |                                                                                                                                                            |  |
| TEKS 3.9.A                                                                                                                                                                                                                                                                                                                            | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths     |  |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                            | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                         |  |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                            | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                              |  |
| <p>(D) recognize characteristics and structures of informational text, including:</p>                                                                                                                                                                                                                                                 |                                                                                                                                                            |  |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                          | the central idea with supporting evidence                                                                                                                  |  |

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| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                                                                                                        | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                                         |                                    |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                                                                                                       | organizational patterns such as cause and effect and problem and solution                                                                                         |                                    |
| <b>(E) recognize characteristics and structures of argumentative text by:</b>                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |                                    |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                         | identifying the claim                                                                                                                                             |                                    |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                        | distinguishing facts from opinion                                                                                                                                 |                                    |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                       | identifying the intended audience or reader                                                                                                                       |                                    |
| TEKS 3.9.F                                                                                                                                                                                                                                                                                                                                                                                                           | recognize characteristics of multimodal and digital texts                                                                                                         |                                    |
| <b>(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:</b> |                                                                                                                                                                   |                                    |
| TEKS 3.10.A                                                                                                                                                                                                                                                                                                                                                                                                          | explain the author's purpose and message within a text                                                                                                            |                                    |
| TEKS 3.10.B                                                                                                                                                                                                                                                                                                                                                                                                          | explain how the use of text structure contributes to the author's purpose                                                                                         |                                    |
| TEKS 3.10.C                                                                                                                                                                                                                                                                                                                                                                                                          | explain the author's use of print and graphic features to achieve specific purposes                                                                               |                                    |
| TEKS 3.10.D                                                                                                                                                                                                                                                                                                                                                                                                          | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes       |                                    |
| TEKS 3.10.E                                                                                                                                                                                                                                                                                                                                                                                                          | identify the use of literary devices, including first- or third-person point of view                                                                              |                                    |
| TEKS 3.10.F                                                                                                                                                                                                                                                                                                                                                                                                          | discuss how the author's use of language contributes to voice                                                                                                     |                                    |
| TEKS 3.10.G                                                                                                                                                                                                                                                                                                                                                                                                          | identify and explain the use of hyperbole                                                                                                                         |                                    |
| <b>(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:</b>                                                                                                                                         |                                                                                                                                                                   |                                    |
| TEKS 3.11.A                                                                                                                                                                                                                                                                                                                                                                                                          | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |                                    |
| <b>(B) develop drafts into a focused, structured, and coherent piece of writing by:</b>                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |                                    |
| TEKS 3.11.B.i                                                                                                                                                                                                                                                                                                                                                                                                        | organizing with purposeful structure including an introduction and conclusion                                                                                     |                                    |
| TEKS 3.11.B.ii                                                                                                                                                                                                                                                                                                                                                                                                       | developing an engaging idea with relevant details                                                                                                                 |                                    |
| TEKS 3.11.C                                                                                                                                                                                                                                                                                                                                                                                                          | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       |                                    |
| <b>(D) edit drafts using standard English conventions, including:</b>                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                   |                                    |
| TEKS 3.11.D                                                                                                                                                                                                                                                                                                                                                                                                          | edit drafts using standard English conventions                                                                                                                    |                                    |
| TEKS 3.11.D.i                                                                                                                                                                                                                                                                                                                                                                                                        | complete simple and compound sentences with subject-verb agreement                                                                                                |                                    |
| TEKS 3.11.D.ii                                                                                                                                                                                                                                                                                                                                                                                                       | past, present, and future verb tense                                                                                                                              |                                    |
| TEKS 3.11.D.iii                                                                                                                                                                                                                                                                                                                                                                                                      | singular, plural, common, and proper nouns                                                                                                                        |                                    |

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| TEKS 3.11.D.iv                                                                                                                                                                                                                               | adjectives, including their comparative and superlative forms                                                                                                   |  |
| TEKS 3.11.D.v                                                                                                                                                                                                                                | adverbs that convey time and adverbs that convey manner                                                                                                         |  |
| TEKS 3.11.D.vi                                                                                                                                                                                                                               | prepositions and prepositional phrases                                                                                                                          |  |
| TEKS 3.11.D.vii                                                                                                                                                                                                                              | pronouns, including subjective, objective, and possessive cases                                                                                                 |  |
| TEKS 3.11.D.viii                                                                                                                                                                                                                             | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                  |  |
| TEKS 3.11.D.ix                                                                                                                                                                                                                               | capitalization of official titles of people, holidays, and geographical names and places                                                                        |  |
| TEKS 3.11.D.x                                                                                                                                                                                                                                | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                  |  |
| TEKS 3.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |  |
| TEKS 3.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |  |
| (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 3.12.A                                                                                                                                                                                                                                  | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                         |  |
| TEKS 3.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |  |
| TEKS 3.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |  |
| TEKS 3.12.D                                                                                                                                                                                                                                  | compose correspondence such as thank you notes or letters                                                                                                       |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |  |
| TEKS 3.13.A                                                                                                                                                                                                                                  | generate questions on a topic for formal and informal inquiry                                                                                                   |  |
| TEKS 3.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |  |
| TEKS 3.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |  |
| TEKS 3.13.D                                                                                                                                                                                                                                  | identify primary and secondary sources                                                                                                                          |  |
| TEKS 3.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |  |
| TEKS 3.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |  |
| TEKS 3.13.G                                                                                                                                                                                                                                  | create a works cited page                                                                                                                                       |  |
| TEKS 3.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

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| <p>(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:</p>                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                         |
| ELPS 1.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          |                                                                                                         |
| ELPS 1.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          | U2: p. 110                                                                                              |
| ELPS 1.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U2: p. 278, U2: p. 285, U2: p. 298                                                                      |
| ELPS 1.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | speak using learning strategies such as requesting assistance, employing non-verbal 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                                                           | U2: p. 50, U2: p. 241                                                                                   |
| ELPS 1.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | use accessible language and learn new and essential language in the process                                                                                                                                                    | U2: p. 13, U2: p. 60, U2: p. 99, U2: p. 121, U2: p. 156, U2: p. 166, U2: p. 205, U2: p. 254, U2: p. 267 |
| 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 |                                                                                                         |
| <p>(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:</p> |                                                                                                                                                                                                                                |                                                                                                         |
| ELPS 2.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | distinguish sounds and intonation patterns of English with increasing ease                                                                                                                                                     | U2: p. 177, U2: p. 189, U2: p. 214, U2: p. 226                                                          |
| 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                                                                              | U2: p. 189, U2: p. 214, U2: p. 226                                                                      |
| ELPS 2.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                                                                                              | U2: p. 189, U2: p. 214, U2: p. 226                                                                      |
| ELPS 2.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                                                                                                        |                                                                                                         |



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| <b>Unit 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  | <b>Correlation—Teacher’s Guide</b>                         |
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| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language                                                                                                                                                                                                       |                                                            |
| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment                                                                                                                                                                                           |                                                            |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                 |                                                            |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations                                                                                                                                                                                                            |                                                            |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs                                                                   |                                                            |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to: |                                                                                                                                                                                                                                                                                                                                                  |                                                            |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible                                                                                                                                          | U2: p. 134, U2: p. 144, U2: p. 189, U2: p. 214, U2: p. 226 |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |                                                            |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                                                            |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              |                                                            |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |                                                            |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       |                                                            |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                  | 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 grade-appropriate academic topics                                                                                            |                                                                                                                                                      |
| 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                                                                                                                                   |                                                                                                                                                      |
| <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                                                        | U2: p. 28, U2: p. 51, U2: p. 63, U2: p. 71, U2: p. 83, U2: p. 87, U2: p. 112, U2: p. 124, U2: p. 207, U2: p. 232, U2: p. 268, U2: p. 289, U2: p. 300 |
| 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 topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               |                                                                                                                                                      |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           |                                                                                                                                                      |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      |                                                                                                                                                      |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                                  | U2: p. 16, U2: p. 76, U2: p. 194, U2: p. 244, U2: p. 257                                                                                             |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                          |                                                                                                                                                      |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U2: p. 16, U2: p. 40, U2: p. 101, U2: p. 158, U2: p. 194, U2: p. 220, U2: p. 257, U2: p. 279                                                         |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

### Unit 2

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        |                                  |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |                                  |
| <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                                                                                                                                                                                   |                                  |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 |                                  |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |                                  |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |                                  |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |                                  |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     | U2: p. 26, U2: p. 38, U2: p. 205 |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              |                                  |

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**Grade 3** | **Skills 2** | Teacher Guide

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# 3

Grade 3

**Skills 3** | Teacher Guide

Grade 3

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# **Skills 3**

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**Teacher Guide**

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| Part 1 (15 min.)                                                                                   |                                                                                                                                                                    |                                                                                                                                              | Part 2 (15 min.)                                                                                                    |                                                                                                             |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /ar/ &gt; ‘ar’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ar/ &gt; ‘ar’</li> <li>Read r-Controlled One-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Neighborhood Garden” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Unit 3 Dictation Pretest</li> </ul> |

**Lesson 2 Review: Words with /er/ > ‘ur’, ‘ir’, and ‘er’** 18

| Part 1 (15 min.)                                                                                                   |                                                                                                                                                                                    |                                                                                                                                              | Part 2 (15 min.)                                                                                        |                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /er/ &gt; ‘ur’, ‘ir’, and ‘er’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /er/ &gt; ‘ur’, ‘ir’, and ‘er’</li> <li>Read r-Controlled One-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Neighborhood Garden”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /er/ &lt; ‘ur’, ‘ir’, and ‘er’</li> </ul> |

**Lesson 3 Review: Words with /er/ > ‘or’ and ‘ar’** 28

| Part 1 (15 min.)                                                                                            |                                                                                                                                                                                 |                                                                                                                                              | Part 2 (15 min.)                                                                                                           |                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /er/ &gt; ‘or’ and ‘ar’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /er/ &gt; ‘or’ and ‘ar’</li> <li>Identify r-Controlled Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Exploring Different Jobs and Professions”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /er/ &gt; ‘or’ and ‘ar’</li> </ul> |

**Lesson 4 Review: Words with /er/ > ‘ear’, ‘our’, and ‘urr’** 40

| Part 1 (15 min.)                                                                                                      |                                                                                                                                                                                       |                                                                                                                                   | Part 2 (15 min.)                                                                                                             |                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /er/ &gt; ‘ear’, ‘our’, and ‘urr’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /er/ &gt; ‘ear’, ‘our’, and ‘urr’</li> <li>Read r-Controlled Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>over-</i>, <i>under-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Exploring Different Jobs and Professions”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /er/ &gt; ‘ear’, ‘our’, and ‘urr’</li> </ul> |

## Lesson 5 Review: Mixed Review

52

| Part 1 (15 min.)                                                                                        |                                                                                                                                                                                                               |                                                                                                                                                                                | Part 2 (15 min.)                                                                                              |                                                                                                    |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review r-Controlled Vowels</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Words with 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr'</li> <li>Review r-Controlled Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i>, <i>under-</i>, <i>over-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "A Sweet Story" Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 6 Review: Words with /or/ > 'or'

65

| Part 1 (15 min.)                                                                                   |                                                                                                                                                                        |                                                                                                                                   | Part 2 (15 min.)                                                                                              |                                                                                                                    |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /or/ &gt; 'or'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /or/ &gt; 'or'</li> <li>Identify r-Controlled Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>under-</i>, <i>over-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Jordan Scores" with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /or/ &gt; 'or'</li> </ul> |

## Lesson 7 Review: Words with 'are' and 'air'

77

| Part 1 (15 min.)                                                                                                                                     |                                                                                                                                                                                                               |                                                                                                                                   | Part 2 (15 min.)                                                                                  |                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'</li> <li>Identify r-Controlled Two-Syllable Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>under-</i>, <i>over-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Jordan Scores"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'</li> </ul> |

## Lesson 8 Review: Words with /or/ > 'our' and 'ore'

90

| Part 1 (15 min.)                                                                                                                                     |                                                                                                                                                                                                                           |                                                                                                                                   | Part 2 (15 min.)                                                                                                    |                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'</li> <li>Identify r-Controlled Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>tele-</i>, <i>super-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Tele-Ameer the Superhero" Fluently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'</li> </ul> |

## Lesson 9 Review: Words with ‘ear’, ‘eer’, and ‘ure’

102

| Part 1 (15 min.)                                                                                                                                            |                                                                                                                                                                                                                                  |                                                                                                                                   | Part 2 (15 min.)                                                                                             |                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review r-Controlled Vowel Sounds with Alternate Spellings: ‘ear’, ‘eer’, ‘ure’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with r-Controlled Vowel Sounds with Alternate Spellings: ‘ear’, ‘eer’, ‘ure’</li> <li>Identify r-Controlled Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>tele-</i>, <i>super-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “Tele-Ameer the Superhero”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: ‘ear’, ‘eer’, ‘ure’</li> </ul> |

## Lesson 10 Review: Mixed Review

115

| Part 1 (15 min.)                                                                                                        |                                                                                                                                                                        |                                                                                                                                                        | Part 2 (15 min.)                                                                                                      |                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review r-Controlled Vowels and Vowel Teams</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review r-Controlled Vowel Teams</li> <li>Review r-Controlled Multisyllabic Words</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes: <i>under-</i>, <i>over-</i>, <i>tele-</i>, <i>super-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “Real-Life Superheroes” Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 11 Review: Words with /ə/ > ‘a’ and ‘e’

129

| Part 1 (15 min.)                                                                                               |                                                                                                                                                           |                                                                                                                                   | Part 2 (15 min.)                                                                                                      |                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Schwa /ə/ &gt; ‘a’ and ‘e’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ə/ &gt; ‘a’ and ‘e’</li> <li>Review Syllable Types</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>tele-</i>, <i>super-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read “A Trans-Galactic Dash” with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with Schwa &gt; ‘a’ and ‘e’</li> </ul> |

## Lesson 12 Review: Words with /ə/ > ‘i’ and ‘o’

142

| Part 1 (15 min.)                                                                                         |                                                                                                                                                           |                                                                                                                                  | Part 2 (15 min.)                                                                                          |                                                                                                                            |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /ə/ &gt; ‘i’ and ‘o’</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ə/ &gt; ‘i’ and ‘o’</li> <li>Review Syllable Types</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>uni-</i>, <i>trans-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread “A Trans-Galactic Dash”</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with Schwa &gt; ‘i’ and ‘o’</li> </ul> |

## Lesson 13 Review: Words with /ə/ + /l/ > 'le'

155

| Part 1 (15 min.)                                                                                                          |                                                                                                                                                                                             |                                                                                                                       | Part 2 (15 min.)                                                                                                                   |                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words That End in /ə/ + /l/ &gt; 'le'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ə/ + /l/ &gt; 'le'</li> <li>Read Multisyllabic Words with Final Stable Syllable 'le'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Words with <i>uni-</i> and <i>trans-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "On the Move: How Transportation Unites Our World"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words That End in 'le'</li> </ul> |

## Lesson 14 Review: Words with /ə/ + /l/ > 'le'

168

| Part 1 (15 min.)                                                                                                          |                                                                                                                                                                                                    |                                                                                                                                  | Part 2 (15 min.)                                                                                                                     |                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words That End in /ə/ + /l/ &gt; 'le'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words That End in /ə/ + /l/ &gt; 'le'</li> <li>Read Multisyllabic Words with Final Stable Syllable 'le'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>uni-</i>, <i>trans-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "On the Move: How Transportation Unites Our World"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words That End in 'le'</li> </ul> |

## Lesson 15 Review: Mixed Review

180

| Part 1 (15 min.)                                                                                   |                                                                                                                                                                               |                                                                                                                                                                                                                                         | Part 2 (15 min.)                                                                                                  |                                                                                                    |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ə/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ə/</li> <li>Review Multisyllabic Words with Final Stable Syllable 'le'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes and Suffixes: <i>-hood</i>, <i>-ment</i>, <i>-en</i>, <i>under-</i>, <i>over-</i>, <i>tele-</i>, <i>super-</i>, <i>uni-</i>, <i>trans-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Maple Talent Show" Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 16 Review: Words with /ə/ + /l/ > 'al'

192

| Part 1 (15 min.)                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                | Part 2 (15 min.)                                                                                                            |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ə/ + /l/ &gt; 'al'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ə/ + /l/ &gt; 'al'</li> <li>Identify Multisyllabic Words with Final Stable Syllable 'al'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Special Report: Coral Reefs" with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words That End in 'al'</li> </ul> |

## Lesson 17 Review: Words with /ə/ + /l/ > 'el'

204

| Part 1 (15 min.)                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                | Part 2 (15 min.)                                                                                                |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with /ə/ + /l/ &gt; 'el'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /ə/ + /l/ &gt; 'el'</li> <li>Identify Multisyllabic Words with Final Stable Syllable 'el'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Special Report: Coral Reefs"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words That End in 'el'</li> </ul> |

## Lesson 18 Review: Words with /ə/ + l > 'il'

217

| Part 1 (15 min.)                                                                                        |                                                                                                                                                                                                        |                                                                                                                                | Part 2 (15 min.)                                                                                              |                                                                                                                 |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /ə/ + /l/ &gt; 'il'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words that End in /ə/ + /l/ &gt; 'il'</li> <li>Identify Multisyllabic Words with Final Stable Syllable 'il'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Life Cycle of a Wild Gerbil"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words That End in 'il'</li> </ul> |

## Lesson 19 Review: Words with /ə/ + l > 'ul'

228

| Part 1 (15 min.)                                                                                        |                                                                                                                                                                                                        |                                                                                                                                 | Part 2 (15 min.)                                                                                                |                                                                                                                 |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /ə/ + /l/ &gt; 'ul'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words That End in /ə/ + /l/ &gt; 'ul'</li> <li>Identify Multisyllabic Words with Final Stable Syllable 'ul'</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>fore-</i>, <i>pro-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Life Cycle of a Wild Gerbil"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words That End in 'ul'</li> </ul> |

## Lesson 20 Review: Mixed Review

240

| Part 1 (15 min.)                                                                              |                                                                                                                                                                                        |                                                                                                                                                                  | Part 2 (15 min.)                                                                                                       |                                                                                                    |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /ə/ + /l/</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Review Words with 'le', 'el', 'al', 'il', and 'ul' Schwa Sounds</li> <li>Sort Words by Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes and Suffixes: <i>micro-</i>, <i>-ist</i>, <i>fore-</i>, <i>pro-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Nigel's Magical Pencil" Independently</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 21 Review: Words with /h/ > 'wh'

253

| Part 1 (15 min.)                                                                                  |                                                                                                                                                      |                                                                                                                      | Part 2 (15 min.)                                                                                                                |                                                                                                                   |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review /h/ &gt; 'wh'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /h/ &gt; 'wh'</li> <li>Sort Words by Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Words with <i>fore-</i> and <i>pro-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "Visit France: A Travel Brochure" with Accuracy</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /h/ &gt; 'wh'</li> </ul> |

## Lesson 22 Review: Words with /s/ > 'sc', 'st', 'ce', and 'se'

265

| Part 1 (15 min.)                                                                                                                    |                                                                                                                                                                                 |                                                                                                                                    | Part 2 (15 min.)                                                                                                    |                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Tricky Spellings of /s/: 'sc', 'st', 'ce', 'se'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /s/ &gt; 'sc', 'st', 'ce', and 'se'</li> <li>Create Words Using Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Root Words and Prefixes: <i>intra-</i>, <i>inter-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "Visit France: A Travel Brochure"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /s/ &gt; 'sc', 'st', 'ce', and 'se'</li> </ul> |

## Lesson 23 Review: Words with /sh/ > 'ss', 's', and 'ch'

276

| Part 1 (15 min.)                                                                                                                |                                                                                                                                                                           |                                                                                                                     | Part 2 (15 min.)                                                                                    |                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Tricky Spellings: /sh/ &gt; 'ss', 's', 'ch'</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with /sh/ &gt; 'ss', 's', and 'ch'</li> <li>Create Words Using Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Prefixes: <i>intra-</i>, <i>inter-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Read "A Quiche Creation"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Spell Words with /sh/ &gt; 'ss', 's', and 'ch'</li> </ul> |

## Lesson 24 Review: Mixed Review

286

| Part 1 (15 min.)                                                                                                         |                                                                                                                                                              |                                                                                                                                                       | Part 2 (15 min.)                                                                                      |                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Warm-Up</b><br>(3 min.) <ul style="list-style-type: none"> <li>Review Words with r-Controlled Vowel Sounds</li> </ul> | <b>Phonics—Decoding</b><br>(6 min.) <ul style="list-style-type: none"> <li>Read Words with r-Controlled Vowels</li> <li>Divide Words by Syllables</li> </ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"> <li>Review Prefixes: <i>fore-</i>, <i>pro-</i>, <i>intra-</i>, <i>inter-</i></li> </ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"> <li>Reread "A Quiche Creation"</li> </ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"> <li>Encoding Review</li> </ul> |

## Lesson 25 Review: Foundational Skills Review

298

| Part 1 (15 min.)                                                                                                                                                                               |                                                                                                           | Part 2 (15 min.)                                                                                                |                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Phonics—Decoding</b> (9 min.) <ul style="list-style-type: none"><li>• Word Sort</li><li>• Read Words with Closed, Open, VCe, Vowel Team, r-Controlled, and Final Stable Syllables</li></ul> | <b>Morphology</b> (6 min.) <ul style="list-style-type: none"><li>• Review Prefixes and Suffixes</li></ul> | <b>Reading</b> (10 min.) <ul style="list-style-type: none"><li>• Read “Charlotte’s Art” Independently</li></ul> | <b>Phonics—Encoding</b> (5 min.) <ul style="list-style-type: none"><li>• Unit 3 Dictation Posttest</li></ul> |

## Teacher Resources

309





# Introduction

## UNIT 3 CONTENT

In Unit 3, students will review: (1) a number of spellings from Grade 2 with an emphasis on r-controlled vowels, words with /ə/, and alternative sound-spellings; (2) words with r-controlled syllables or final stable syllables; and (3) words with common prefixes and suffixes.

## VOWEL SPELLINGS

In Unit 3, students review tricky vowel sounds and combinations of vowels and consonants. They examine how the consonant 'r' affects the sound of single vowels and vowel teams, making them r-controlled vowel sounds. They also begin to review that the /ə/ sound can be made by any vowel, including those in words with /ə/ + l.

The r-controlled single vowel spellings:

- /ar/ > 'ar' (*arm*)
- /er/ > 'ur' (*curl*), 'ir' (*bird*), 'er' (*verb*), 'or' (*doctor*), 'ar' (*dollar*)
- /or/ > 'or' (*sort*)

The r-controlled vowel team spellings:

- /er/ > 'ear' (*earn*), 'our' (*journal*), and 'urr' (*purr*)
- /or/ > 'our' (*four*) and 'ore' (*more*)
- /air/ > 'are' (*care*) and 'air' (*chair*)
- /eer/ > 'ear' (*clear*), 'eer' (*deer*), and 'ure' (*lure*)

The /ə/ spellings:

- /ə/ > 'a' (*about*)
- /ə/ > 'e' (*event*)
- /ə/ > 'i' (*cousin*)
- /ə/ > 'o' (*button*)

The /ə/ + l spellings:

- /ə/ + l > 'le' (*apple*)

- /ə/ + l > 'al' (*final*)
- /ə/ + l > 'el' (*bagel*)
- /ə/ + l > 'il' (*pencil*)
- /ə/ + l > 'ul' (*joyful*)

The vowel sound-spelling list for Unit 3 deepens students' understanding of vowel sounds. In Unit 1, students reviewed the long and short vowel sounds. In Unit 3, they learn how the consonant 'r' changes vowel sounds they have already reviewed. They review how 'r' affects the single vowels 'a', 'e', 'i', 'o', and 'u', as well as some vowel teams.

Unit 3 also furthers students' knowledge of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. In Unit 3, students learn that any vowel can make the /ə/ sound, in addition to the short and long vowel sounds they have already reviewed. Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with a vowel in it, they may need to try pronouncing it as a short vowel sound, a long vowel sound, and the /ə/ sound to correctly identify the word.

In this unit, students review many spellings of the /ə/ sound, but they are not asked to read and spell words that end in /shən/ or /shəl/. Instruction on alternative vowel sounds will continue in the next unit.

---

## CONSONANT SPELLINGS

In Unit 3, the following spellings for consonant sounds are quickly reviewed:

- /h/ > 'wh' (*whole*)
- /s/ > 'sc' (*science*), 'st' (*listen*), 'ce' (*bounce*), and 'se' (*house*)
- /sh/ > 'ss' (*issue*), 's' (*sure*), and 'ch' (*chef*)

In Unit 3, students expand their knowledge of consonant sound-spellings from previous units. In Unit 1, students reviewed some spellings for the sounds /h/, /s/, and /sh/. In Unit 3, they focus on tricky spellings and digraph spellings for these sounds. For example, students reviewed in Unit 1 that 's' can stand for /s/ (*sip*). In Unit 3, they review that 's' can also be a tricky spelling that stands for /sh/ (*sugar*). They also review that the /s/ sound can be made by other spellings, such as 'st' (*whistle*) and 'ce' (*prince*). Similarly, students reviewed in Unit 1 that the 'w' is silent in the silent letter combination 'wr' (*wren*). In Unit 3, they learn that 'w' can also be silent in the combination 'wh' > /h/ (*who*).

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Students often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a

student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

For more information on the program's approach to how phonics is taught with the basic and advanced code, please visit the program's digital components site.

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## SYLLABICATION

One-, two-, and multisyllabic words are reviewed in Unit 3 lessons. Students identify the last two of the six major syllable types: r-controlled and final stable syllable. R-Controlled syllables have one vowel sound followed by the consonant 'r', such as in the words *stair* and *barnyard*. In these syllables, the 'r' controls the vowel sound. Final stable syllables end in the sound /ə/ + l, although the spelling can vary, such as in the words *puzzle* and *national*.

For more information on the program's approach to using chunking to decode multisyllabic words, please visit the program's digital components site and look for Appendix C in the Teacher Resources.

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## MORPHOLOGY

Unit 3 focuses on the prefixes *under-*, *over-*, *tele-*, *super-*, *uni-*, *trans-*, *micro-*, *fore-*, *pro-*, *intra-*, and *inter-* and the suffixes *-hood*, *-ment*, *-en*, and *-ist*. Students review how the affixes change the meaning and/or part of speech of the root word. They practice reading the words and using them in sentences. Students will identify spelling changes such as dropping a final 'e', changing 'y' to 'i', or doubling a final consonant before adding a suffix.

---

## WRITING

### Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 3. Dictation words include r-controlled vowel spellings; r-controlled vowel team spellings; schwa sound-spellings; /h/ > 'wh'; /s/ > 'sc', 'st', 'ce', 'se'; and /sh/ > 'ss', 's', 'ch'. In addition, students practice spelling multisyllabic words with the prefixes *under-*, *over-*, *tele-*, *super-*, *uni-*, *trans-*, *micro-*, *fore-*, *pro-*, *intra-*, and *inter-*, and the suffixes *-hood*, *-ment*, *-en*, and *-ist*.

### Reading Comprehension Questions and Writing Extension

All fifteen reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their Activity Book. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students' letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in

cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

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## HIGH FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

The digital components site includes a list of high-frequency irregular words used in the Unit 3 passages. The list also indicates each word's correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes four to seven words from this list. Additional words from the Unit 3 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words.

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## ASSESSMENTS

### Dictation Pretest and Posttest

Unit 3 has an encoding pretest and a posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

### Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. 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 you 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.

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## TEACHER RESOURCES

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

- Anecdotal Reading Record—Unit 3
- Discussion Questions Observation Record—Unit 3
- Additional Support Activity Pages
- Activity Book Answer Key
- Additional Support Activity Page Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

## REVIEW

# Words with /ar/ > 'ar'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /ar/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read words with /ar/ > 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- Students will read r-controlled one-syllable words. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with suffixes.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Neighborhood Garden” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

- Students will take the dictation pretest for Unit 3. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 1.1 Sentences with 'ar' Words

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Observation Discussion Questions Observation Record

- TEKS 3.4**

## Activity Page 1.4 Unit 3 Dictation Pretest

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review /ar/ > 'ar'                                                                             | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with /ar/ > 'ar'                                                                    | 3 min.  | <input type="checkbox"/> Activity Page 1.1 |
| Read r-Controlled One-Syllable Words                                                           | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Suffixes: <i>-hood</i> ,<br><i>-ment</i> , <i>-en</i>                           | 6 min.  | <input type="checkbox"/> Activity Page 1.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Read "Neighborhood Garden"<br>with Accuracy                                                    | 10 min. | <input type="checkbox"/> Activity Page 1.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Unit 3 Dictation Pretest                                                                       | 5 min.  | <input type="checkbox"/> Activity Page 1.4 |

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Reading

- Prepare the Unit 3 Discussion Questions Observation Record found in the Teacher Resources for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer questions about characters, setting, and main event and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Decoding

- Plan how you will pair students for the activity page.
- Partner options may include:
  - Have pairs complete each sentence together and then select volunteers to share their answers with the class.
  - Have partners complete the entirety of the activity page together and then form groups of four to compare their answers.

### Phonics—Encoding

- The encoding activity in Lesson 1 is also the Unit 3 Pretest. Students will spell words with sound-spellings that are reviewed in this unit to provide a snapshot of their mastery of individual phonics skills. In Lesson 25, students will spell the same words again in the posttest to show growth and mastery of the sound-spellings reviewed in Unit 3.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *weaken* and *moisten*.

## Lesson 1: Review: Words with /ar/ &gt; 'ar', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ar/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Support

Give students more practice with the /ar/ sound by adding or taking away sounds. Explain that you are going to say some words and a definition and that they will change the words by adding or taking away a sound.

- Say “*tar*.” Then say, “Change it to a word for something bright in the sky.” (*star*)
- Say “*park*.” Then say, “Change it to a word for something that makes a fire.” (*spark*)
- Say “*bar*.” Then say, “Change it to a word for a building on a farm.” (*barn*)

## REVIEW /AR/ &gt; 'AR' (3 MIN.)

- Say, “When a vowel is paired with ‘r’, it changes the vowel sound. We call these r-controlled vowels. The vowel and the ‘r’ are not pronounced separately. They go together to make one sound.”
- Write the word *farm* on the board. Underline ‘ar’. Say, “The word ‘farm’ has an r-controlled vowel in the middle: /ar/.”
- Say the word in a segmented fashion: /f/ /ar/ /m/. Then blend the sounds and say the word.
- Have students repeat after you.
- Say the following words in a segmented fashion and then blended: *card*, *part*, *art*, and *sharp*.
- Have students repeat the words.

## Lesson 1: Review: Words with /ar/ &gt; 'ar', Part 1

## Phonics—Decoding



## Primary Focus

✚ Students will read words with /ar/ > 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will read r-controlled one-syllable words. **TEKS 3.2.A.ii**

## READ WORDS WITH /AR/ &gt; 'AR' (3 MIN.)

- Say, “Remember, when a vowel is paired with ‘r’, it changes the vowel sound to an r-controlled vowel.”

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



- Write the word *bark* on the board.
- Say, “The word *bark* has an r-controlled vowel: /ar/. Say /ar/.” (/ar/)
- “The /ar/ sound is spelled ‘ar’, like in *bark*.” Underline the ‘ar’ and slowly blend the word as you read *bark*.
- Say, “The /r/ sound mixes with the /a/ sound to make /ar/. This sound is spelled almost exactly the way you would expect: ‘ar’.”
- Write the remaining words from the Warm-Up on the board: *card*, *part*, *art*, and *sharp*. Add the words *car*, *chart*, and *tarp* to the list. Underline the ‘ar’ in each word.
- Call on students to practice blending each word. Read the words aloud, and then have the class read them aloud.

### READ R-CONTROLLED ONE-SYLLABLE WORDS (3 MIN.)

- Say, “When a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable. All of the words that we just read are r-controlled syllables.”
- Write the following words on the board: *smart*, *park*, *scar*, *yarn*, *yard*, *march*, and *harp*.
- Say, “Each of these words has only one syllable. That syllable is an r-controlled syllable. Let’s read them together.” Read the words chorally.
- Direct students to Activity Page 1.1 and review the instructions. Have volunteers read aloud the words in the word bank.
- Have students work with partners to complete the sentences as you circulate and give feedback. With each sentence completion, have partners take turns reading the sentence aloud.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home. Adjust instructions, as necessary.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

#### Activity Page 1.1



## Challenge

Challenge students to name and give examples of other syllable types they have learned about. (*closed, open, VCe, vowel team*)

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *weak, moist, and fulfill*.

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *fulfill, state, achieve, and encourage*.



## Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think this statement is correct and a thumbs-down if you don’t: ‘When a word has an r-controlled vowel, the “r” and the vowel are part of the same syllable.’” (*thumbs-up*)

## Lesson 1: Review: Words with /ar/ > ‘ar’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with suffixes.

✚ **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND SUFFIXES: *-HOOD, -MENT, -EN* (6 MIN.)

- Say, “Today we’re going to learn more about the suffixes *-hood, -ment,* and *-en*. Remember, a suffix is a word part added to the end of a root word. A suffix can change the meaning and part of speech of the word.”
- Write the following sentences on the board and read each aloud: *Samuel is a child. Most of Samuel’s childhood was spent in Texas.*
- Circle the word *child*. Point out that it is a noun. Circle the word *childhood*. Point out that it is also a noun.
- Underline *-hood* in *childhood*. Say, “*-hood* is a suffix. It means ‘a condition or a state of being.’ So, *childhood* is the state of being a child. Your childhood is the time when you are a child: *I liked to play games in my childhood.*”
- Write the following sentences on the board and read each aloud: *I enjoy eating ice cream. Dani gets enjoyment from making ice cream.*
- Circle the word *enjoy*. Point out that it is a verb. Circle the word *enjoyment*. Point out that it is a noun.
- Underline *-ment* in *enjoyment*. Say, “*-ment* is a suffix that forms nouns. It means ‘the action or the state of doing something.’ So, *enjoyment* is the state of enjoying something: *I get enjoyment from eating ice cream too.*”

✚ **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Write the following sentences on the board and read each aloud: *The sun is bright. The sunlight can brighten the room.*
- Circle the word *bright*. Point out that it is an adjective. Circle the word *brighten*. Point out that it is a verb.
- Underline *-en* in *brighten*. Say, “*-en* is a suffix that forms a verb meaning ‘to become or make.’ So, *to brighten* is to make something bright: *Sunlight can brighten a room.*”
- Direct students to Activity Page 1.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 1.2

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**ENGLISH  
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## Language

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### Learning How English Works

#### **Beginning**

Remind students, or reteach, the basic parts of speech in English.

- A noun is a person, place, thing, feeling, or idea.
- A verb is an action word.
- An adjective is a word that describes a noun.
- An adverb is a word that describes a verb, an adjective, or another adverb.

#### **Intermediate**

Provide sample sentences and have students identify which word is a noun and which is a verb.

#### **Advanced/ Advanced High**

Prompt students to give examples of nouns and verbs.

**ELPS 1.F**

## Lesson 1: Review: Words with /ar/ &gt; 'ar', Part 2

## Reading



**Primary Focus:** Students will read “Neighborhood Garden” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

**READ “NEIGHBORHOOD GARDEN” WITH ACCURACY (10 MIN.)**

## Activity Page 1.3



- Direct students to the text “Neighborhood Garden” on Activity Page 1.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *weaken, moisten, represented, fulfillment, former*
  - phrases: “embark on a mission,” “burst with pride,” “left unattended for weeks”
- Have students follow along as you read “Neighborhood Garden.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a sentence or two from the story again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “The rich colors of the flowers always seemed to brighten her day.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn’t sound conversational, you didn’t use appropriate phrasing of words, and your reading didn’t have the right rhythm.
- Say, “To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: ‘The rich colors of the flowers always seemed to brighten her day.’”
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *community* and *movement*).
- Have students practice pronouncing the words with you.
- Read the story once more as a choral read.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Wrap-Up

### Discussion Questions for “Neighborhood Garden”

1. **Literal.** Why did Fern like the neighborhood garden?
  - » The bright colors of the flowers made her feel happy.
2. **Literal.** What did Fern call her plan to gather people from the neighborhood to repair and improve the garden?
  - » Fern called it “Operation Garden Survival.”
3. **Literal.** What was the purpose of the fundraiser?
  - » The fundraiser was to raise money for equipment and seeds.
4. **Evaluative.** Was “Operation Garden Survival” a success?
  - » Yes, Fern and her neighbors’ efforts made the garden healthier and better-looking.
5. **Inferential.** How did the garden become important to the neighborhood?
  - » It became a sign of their cooperation and hard work; it brought the neighborhood closer together



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read this sentence with appropriate expression, and give a thumbs-down if you think I didn’t read it with appropriate expression.” Read the sentence in a monotone voice: “Help our neighborhood garden survive and thrive!” (*thumbs-down*)

## Challenge

Ask volunteers to read some or part of the story aloud. After they read, point out any adjustments the student made to read with accuracy.

## Support

Before reading “Neighborhood Garden,” show the images you prepared in advance. Have students repeat the word after you as you show each image.



**ENGLISH  
LANGUAGE  
LEARNERS**

## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: “Was the garden healthy? Did Fern fix the garden?”

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *Fern saw that the garden was \_\_\_\_\_, so she \_\_\_\_\_. First, she \_\_\_\_\_ and then she \_\_\_\_\_.*

#### Advanced/ Advanced High

Encourage students to expand/or build on other students’ responses.

**ELPS 4.G; ELPS 4.I**



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

### Lesson 1: Review: Words with /ar/ > 'ar', Part 2

# Phonics—Encoding



**Primary Focus:** Students will take the dictation pretest for Unit 3.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### UNIT 3 DICTATION PRETEST (5 MIN.)

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will spell words with different sound spellings that they will learn about in Unit 3.
- Say the word *harden*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

- |                |                  |                  |
|----------------|------------------|------------------|
| 1. harden      | 4. declare       | 7. intrapersonal |
| 2. foreseeable | 5. microparticle | 8. international |
| 3. proactive   | 6. finalist      | 9. transport     |

- Say the following sentences aloud, pausing to provide students time to write.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

Activity Page 1.4



1. I was grateful that the pupil gave me a tissue.
2. Do not disturb the artist painting a castle.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 1: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.
- Have them reread “Neighborhood Garden.”
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *friends, heart, raised, buy, encouragement, and moisten.*
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *buy* and say, “This word is tricky because the ‘uy’ is pronounced /ie/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /b/ for this letter. We say /ie/ for these letters” Point to the letters as you blend the sounds: /b/ /ie/, *buy*. Say, “*Buy!* It’s a word we use all the time, like when we say ‘The money raised would help buy new equipment.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *buy*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”



### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 2

## REVIEW

# Words with /er/ > ‘ur’, ‘ir’, and ‘er’

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and say words with /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read words with /er/ > ‘ur’, ‘ir’, and ‘er’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- Students will identify and read r-controlled one-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

- Students will identify the meaning of and use words with suffixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

- Students will reread “Neighborhood Garden” with a partner and will answer questions about key details in the text. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /er/ > ‘ur’, ‘ir’, and ‘er’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## “Neighborhood Garden” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review /er/ > 'ur', 'ir', and 'er'                                                             | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with /er/ > 'ur', 'ir', and 'er'                                                    | 3 min.      |                                            |
| Read r-Controlled One-Syllable Words                                                           | 3 min.      | <input type="checkbox"/> Activity Page 2.1 |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Suffixes: <i>-hood</i> , <i>-ment</i> , <i>-en</i>                              | 6 min.      | <input type="checkbox"/> Activity Page 2.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread "Neighborhood Garden"                                                                   | 10 min.     | <input type="checkbox"/> Activity Page 1.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with /er/ > 'ur', 'ir', and 'er'                                                   | 5 min.      | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Phonics—Decoding

- Create and display a three-column chart with the title /er/ and with 'er,' 'ir,' and 'ur' column headings for the Phonics activity. Keep this chart for the next two lessons.

### Reading

- Prepare one copy of the blank Unit 3 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all of these records in alphabetical order on a dedicated clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *weaken* and *moisten*.

## Lesson 2: Review: Words with /er/ &gt; 'ur', 'ir', and 'er', Part 1

## Warm-Up



**Primary Focus:** Students will identify and say words with /er/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /ER/ > 'UR', 'IR', AND 'ER' (3 MIN.)**

- Say, "I'm going to say some words. Raise your left hand if you hear the /ar/ sound. Raise your right hand if you heard the /er/ sound."
- Say the following words: *hurt (right), carp (left), marsh (left), birth (right), girl (right), stark (left), herd (right), verb (right), starch (left)*.
- Say, "Remember when a vowel is paired with 'r', it changes the vowel sound. We call these r-controlled vowels. Listen while I say some words with the /er/ sound."
- Say the following words and have students repeat them: *curl, hurt, church, burst, burden, survive, thirsty, birthday, circus, confirm, serve, answer, number, perfect, and nervous*. Ask students to identify which syllable contains the /er/ sound in each word.

## Lesson 2: Review: Words with /er/ &gt; 'ur', 'ir', and 'er', Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will read words with /er/ > 'ur', 'ir', and 'er'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify and read r-controlled one-syllable

✚ words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**READ WORDS WITH /ER/ > 'UR', 'IR', AND 'ER' (3 MIN.)**

- Display the three-column chart with the headings 'er,' 'ir,' and 'ur' that you prepared in advance.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, “Today, we are going to read words with the r-controlled vowel /er/ spelled three ways: ‘er’ ‘ir,’ and ‘ur.’”
- Point to the ‘er’ heading and say the sound /er/.
- Say, “The r-controlled vowel /er/ in this word is spelled ‘er.’” Write the word *clerk* on the chart under the ‘er’ column. Underline ‘er’ and then have students read the word aloud with you.
- Repeat with *germ*, *her*, and *swerve*.
- Point to ‘ir’ and say the /er/ sound.
- Say, “Let’s read some words with the r-controlled vowel /er/ spelled ‘ir.’”
- Write the word *bird* on the chart under the ‘ir’ column. Underline ‘ir’ and then have students read the word aloud with you.
- Repeat with *girl*, *chirp*, and *dirt*.
- Point to ‘ur’ and say the /er/ sound.
- Say, “Now, let’s read some words with the r-controlled vowel /er/ spelled ‘ur.’”
- Write the word *hurt* on the chart under the ‘ur’ column. Underline ‘ur’ and have students read the word aloud with you.
- Repeat with *nurse*, *slurp*, and *curl*.
- Save the chart to use in Lessons 3 and 4.

## Support

Support students in saying the /ar/ and /er/ sounds. Demonstrate that the mouth is wider for making the /ar/ sound and the lips are rounded, or more puckered, for making the /er/ sound.

## Activity Page 2.1



### READ R-CONTROLLED ONE-SYLLABLE WORDS (3 MIN.)

- Say, “Remember, when a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable.”
- Have volunteers read a few of the words from the chart aloud, asking students to call out how many syllables are in each word. (one) Say, “These are all one syllable words with r-controlled syllables.”
- Direct students to Activity Page 2.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Say, "I'm going to say some words. If you hear the /er/ sound, stand up. If you hear the /ar/ sound, stay in your seat." Say the following words: *thirst (up)*, *smart (down)*, *barn (down)*, *twirl (up)*, *stern (up)*, *farm (down)*, and *curve (up)*.



### Foundational Skills

#### Foundational Literacy Skills

##### Beginning

Ask yes/no questions about the first item on the activity page. (e.g., "Is *sharp* a describing word? Are adjectives words that describe?")

##### Intermediate

Provide students with specific sentence frames: *The word sharp is an \_\_\_\_\_ because it is a word that \_\_\_\_\_. (adjective; describes)*

##### Advanced/

##### Advanced High

Encourage each student to expand and/or build on other students' responses; for example, by adding their own knowledge. (e.g., "Adjectives describe nouns.")

#### ELPS 1.C

### Activity Page 2.2



## Lesson 2: Review: Words with /er/ > 'ur', 'ir', and 'er', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with suffixes.

✚ **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND SUFFIXES: -HOOD, -MENT, -EN (6 MIN.)

- Say, "We have been learning about the suffixes *-hood*, *-ment*, and *-en*. Remember, a suffix is a word part added to the end of a root word. A suffix can change the meaning and part of speech of the word."
- Direct students to Activity Page 2.2 and review the instructions.
- Complete the first item as a class.
- Then have students work with a partner to complete the activity page. Circulate as students work, clearing up misunderstandings.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

✚ **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Challenge

Have students identify other sound-spellings they learned about in Unit 2 in the text, such as VCe. Have students mark three sound-spellings in the text.

## Activity Page 1.3



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Reading

Reading Closely

### Beginning

Work with student pairs to identify a few words with /ar/ and /er/ sounds.

### Intermediate

Have students share their annotations with another student.

### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

## Lesson 2: Review: Words with /er/ > 'ur', 'ir', and 'er', Part 2

# Reading



**Primary Focus:** Students will reread “Neighborhood Garden” with a partner and will answer questions about key details in the text.

✚ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

### RERead “NEIGHBORHOOD GARDEN” (10 MIN.)

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

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Neighborhood Garden” with a partner.
- Take time to answer any questions that students may have about “Neighborhood Garden.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words with ‘ar’, ‘er’, ‘ir’, or ‘ur’, such as *smart*, *flowers*, *third*, and *church*;
  - circle words with suffixes *-hood*, *-ment*, or *-en*, such as *neighborhood*, *movement*, and *weaken*; and
  - highlight one- syllable words with r-controlled vowels, such as *church*, *her*, and *dark*.

✚ **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.





### Observation: “Neighborhood Garden” Anecdotal Reading Record

As you listen to each student read “Neighborhood Garden,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 2: Review: Words with /er/ > ‘ur’, ‘ir’, and ‘er’, Part 2 Phonics—Encoding



**Primary Focus:** Students will spell and write words with /er/ > ‘ur’, ‘ir’, and ‘er’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH /ER/ > ‘UR’, ‘IR’, AND ‘ER’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with /er/ that you say aloud. Remind them that the /er/ sound can be spelled ‘ur’, ‘ir’, and ‘er’.
- Say the word *blurry*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |             |            |              |
|-------------|------------|--------------|
| 1. blurry   | 4. clerk   | 7. bigger    |
| 2. church   | 5. surface | 8. whirlwind |
| 3. birthday | 6. firm    | 9. person    |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                       |
|---------------------------------------|
| 1. Fern is an expert checkers player. |
| 2. Do not disturb the furry animals.  |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 2: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Read the following words, one at a time. Have students raise their hand when they hear words with an r-controlled syllable. Words with r-controlled syllables are in bold.

|                 |                 |                  |                   |
|-----------------|-----------------|------------------|-------------------|
| 1. <b>curve</b> | 6. <b>guard</b> | 11. <b>start</b> | 16. <b>twirl</b>  |
| 2. <b>turn</b>  | 7. <b>churn</b> | 12. <b>term</b>  | 17. twist         |
| 3. race         | 8. gate         | 13. pet          | 18. <b>thirst</b> |
| 4. sand         | 9. <b>merge</b> | 14. <b>perch</b> | 19. <b>sir</b>    |
| 5. <b>barge</b> | 10. stat        | 15. <b>large</b> | 20. test          |

### SHARING

- Pair up students and have one person share the response they wrote about “Neighborhood Garden” on **Activity Page TR 1.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter.

Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *buy* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *bie*. Write the letters to spell *buy* on the board.
- Point to the word *buy* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ sound is spelled ‘uy.’”
- Show how the letters map to the sounds. Say, “We say /b/ for this letter. We say /ie/ for these letters.” Point to the letters as you blend the sounds: /b/ /ie/, *buy*. Say, “*Buy!* It’s a word we use all the time.”
- Repeat with the words *friends*, *heart*, *raised*, *encouragement*, and *moisten*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

## 3

## REVIEW

Words with  
/er/ > 'or' and 'ar'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and say words with /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read words with /er/ > 'or' and 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- Students will identify r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with suffixes.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Exploring Different Jobs and Professions” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /er/ > 'or' and 'ar'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

## Activity Page 3.2

## Sort Words with Suffixes

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                 |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                  |
| <b>Warm-Up</b>                                                                                 |             |                                                  |
| Review /er/ > 'or' and 'ar'                                                                    | 3 min.      |                                                  |
| <b>Phonics—Decoding</b>                                                                        |             |                                                  |
| Read Words with /er/ > 'or' and 'ar'                                                           | 3 min.      |                                                  |
| Identify r-Controlled Two-Syllable Words                                                       | 3 min.      | <input type="checkbox"/> Activity Page 3.1       |
| <b>Morphology</b>                                                                              |             |                                                  |
| Root Words and Suffixes: <i>-hood, -ment, -en</i>                                              | 6 min.      | <input type="checkbox"/> Activity Page 3.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                  |
| <b>Reading</b>                                                                                 |             |                                                  |
| Read "Exploring Different Jobs and Professions"                                                | 10 min.     | <input type="checkbox"/> Activity Pages 3.3, 3.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                  |
| Spell Words with /er/ > 'or' and 'ar'                                                          | 5 min.      | <input type="checkbox"/> dictation journal       |

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## ADVANCE PREPARATION

### Phonics—Decoding

- Add columns to the chart you created in Lesson 2. The new headers should be 'or' and 'ar'.
- Students will use a crayon, colored pencil, or highlighter to complete Activity Page 3.1. The coloring tool may be any color, as long as printed text can be read after students have colored in boxes.

### Morphology

- Create a three-column chart with the headers "Root Word," "Suffix," and "New Word" on the board or chart paper.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *scurry*, *mortar*, *journals* (professional magazines), and *oversee*.

## Lesson 3: Review: Words with /er/ &gt; 'or' and 'ar', Part 1

## Warm-Up



**Primary Focus:** Students will identify and say words with /er/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /ER/ > 'OR' AND 'AR' (3 MIN.)**

- Say, "I'm going to say some words. Raise your left hand if you hear the /ar/ sound. Raise your right hand if you hear the /er/ sound."
- Say the following words: *part (left), cedar (right), harp (left), error (right), sharp (left), major (right), and liar (right).*
- Say, "Remember when a vowel is paired with 'r', it changes the vowel sound. We call these r-controlled vowels. Listen while I say some words with the /er/ sound."
- Say the following words and have students repeat them: *dollar, burglar, collar, polar, actor, doctor, error, and scholar.*

## Lesson 3: Review: Words with /er/ &gt; 'or' and 'ar', Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will read words with /er/ > 'or' and 'ar'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will identify r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**READ WORDS WITH /ER/ > 'OR' AND 'AR' (3 MIN.)**

- Display the chart from Lesson 2.
- Say, "Remember, there are different ways to spell the /er/ sound. We learned about 'er', 'ir', and 'ur'. There are some trickier spellings of the /er/ sound, too."

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Write the words *cart*, *charm*, and *artist* on the board but not on the chart. Underline the 'ar' in each word. Say, "We have talked about 'ar' as a spelling for the /ar/ sound. The /ar/ sound in *cart*, *charm*, and *artist* is spelled 'ar.'" Have students read the words aloud with you.
- Say, "Today, we are going to read words with the r-controlled vowel sound /er/ spelled 'ar.'"
  - Point to the 'ar' and say the /er/ sound.
- Write the word *polar* on the chart under the 'ar' column. Say, "The r-controlled vowel sound /er/ in this word is spelled 'ar.'" Underline 'ar' and have students read the word aloud with you.
- Repeat with *collar*, *dollar*, and *liar*.
- Point to 'or' and say the /er/ sound.
- Say, "Now, let's read some words with the r-controlled vowel sound /er/ spelled 'or'"
  - Write the word *actor* on the chart under the 'or' column. Underline 'or' and have students read the word aloud with you.
  - Repeat with *doctor*, *factor*, and *favor*.
- Save the chart to use in Lesson 4.

### IDENTIFY R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Say, "Remember, when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable."
- Write the word *dollar* on the board, with the syllables marked with a slash: *dol•lar*.
- Underline 'o'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /dol/.
- Underline 'ar'. Say, "In this word, 'ar' is an r-controlled vowel. It is part of this syllable." Circle *-lar*. Say, "This is an r-controlled syllable." Pronounce the syllable /ler/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, "How many syllables are in *dollar*?" (*two*)
- Repeat the routine with *su•gar* and *mir•ror*.

### Challenge

Ask volunteers for more 'ar' and 'or' words with the /er/ sound. Invite volunteers to come to the board and add words to the chart.



- Direct students to Activity Page 3.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 3.1



### Check for Understanding

Say, “I’m going to say some words. If you hear the /er/ sound, stand up. If you hear the /ar/ sound, stay in your seat.” Read the following words: *minor (up)*, *start (down)*, *major (up)*, *polar (up)*, *yarn (down)*, and *pillar (up)*.



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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Ask yes/no questions. (e.g., “Do we double the final consonant when we add a suffix to some words?”)

#### Intermediate

Provide students with specific sentence frames. (e.g., *When we add a \_\_\_\_\_ to some words, such as merriment or likelihood, we drop the final e and change y to i.*)

#### Advanced/ Advanced High

Provide students with specific sentence frames. (e.g., *When we add a \_\_\_\_\_ to some words, we drop the final e and change y to i. Examples of words include \_\_\_\_\_ and \_\_\_\_\_.*)

### ELPS 1.C

## Lesson 3: Review: Words with /er/ > ‘or’ and ‘ar’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with suffixes.

TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C

### ROOT WORDS AND SUFFIXES: *-HOOD*, *-MENT*, *-EN* (6 MIN.)

- Display the three-column chart with the headers “Root Word,” “Suffix,” and “New Word” that you prepared in advance.
- Add *flat* under the “Root Word” column and say the word aloud. Say, “If we say that the road is flat, we are using this word as an adjective.”
- Add *-en* to the “Suffix” column in the same row. Add *flatten* to the final column of the row, demonstrating doubling the final consonant to create *flatten*. Say, “When we change the adjective *flat* to the verb *flatten*, we double the final consonant before adding the suffix *-en*. We might say that we flatten something to make it smooth.”
- Add *merry* under the “Root Word” column and say the word aloud.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.2.B.vii Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

### Activity Page 3.2

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- Say, “When we add a suffix to some words, we drop the final e and change y to i.”
- Add *-ment* to the “Suffix” column in the same row. Add *merriment* to the final column of the row, demonstrating dropping the final e and changing y to i to create *merriment*.
- Repeat the routine with the following words: *red/redden*, *awake/awaken*, *give/given*, *lively/livelihood*, *accompany/accompaniment*, *likely/likelihood*.
- Be sure to define any root words or words with suffixes that are unfamiliar to students.
- Direct students to Activity Page 3.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 3: Review: Words with /er/ &gt; 'or' and 'ar', Part 2

## Reading



**Primary Focus:** Students will read “Exploring Different Jobs and Professions” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.vi; TEKS 3.4**

### READ “EXPLORING DIFFERENT JOBS AND PROFESSIONS” (10 MIN.)

**Note:** This passage is an informational text about different jobs and professions. It contains domain-specific language which you may want to include in your introduction.

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *underestimated*, *scurry*, *mortar*, *journals* (professional magazines), *oversee*
  - phrases: “states of worry or excitement,” “on the spot,” “deepen their knowledge”
- Have students follow along as you read “Exploring Different Jobs and Professions.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *contractor*, *construction*, and *remodel*.)
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

Activity Pages 3.3, 3.4



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Challenge

Have students write a brief summary of the text. Remind them that a summary should only include the main points.

## Support

Before reading “Exploring Different Jobs and Professions,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

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## Reading

### Reading Closely

#### Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

#### Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

#### Advanced/

#### Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

### ELPS 4.1

- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

## Lesson 3: Review: Words with /er/ > 'or' and 'ar', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /er/ > 'or' and 'ar'.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv; TEKS 3.2.B.vii**

### SPELL WORDS WITH /ER/ > 'OR' AND 'AR' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with /er/ that you say aloud. Remind them that the /er/ sound can be spelled 'or' and 'ar'.
- Say the word *doctor*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|           |             |           |
|-----------|-------------|-----------|
| 1. doctor | 4. workshop | 7. cedar  |
| 2. victor | 5. burglar  | 8. dollar |
| 3. major  | 6. collar   | 9. sugar  |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. My tutor helps me with my grammar lessons.
2. Is the mirror in the cellar?

✚ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 3: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3.
- Have them reread “Exploring Different Jobs and Professions.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *clothes*, *pair*, *rehearse*, *builders*, and *build*.
- Say, "Today we will review some Tricky Words together. You can try to sound out these words, just like you've been doing. But some letters in these words are pronounced differently than we would expect. That's what makes them tricky."
- Display and point to the word *build* and say, "This word is tricky because the 'ui' is pronounced /i/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we say /b/ for this letter. We say /i/ for these letters. We blend and say /l/ /d/ for these letters." Point to the letters as you blend the sounds: /b/ /i/ /l/ /d/, *build*. Say, "*Build!* It's a word we use all the time, like when we say 'These workers build and fix things.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *build*. What's the word?"
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, "Now we're going to practice reading all of the new words we just learned. Ready?" Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, "Remember, some words are tricky. You can sound them out, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 4

## REVIEW

# Words with /er/ > ‘ear’, ‘our’, and ‘urr’

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and say words with /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read words with /er/ > ‘ear’, ‘our’, and ‘urr’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**
- Students will read r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *over-* and

- under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “Exploring Different Jobs and Professions” fluently with a

- partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /er/ > ‘ear’, ‘our’, and ‘urr’.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Observation

“Exploring Different Jobs and Professions”

Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                           |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                            |
| <b>Warm-Up</b>                                                                                 |             |                                            |
| Review /er/ > 'ear', 'our', and 'urr'                                                          | 3 min.      |                                            |
| <b>Phonics—Decoding</b>                                                                        |             |                                            |
| Read Words with /er/ > 'ear', 'our', and 'urr'                                                 | 3 min.      |                                            |
| Read r-Controlled Two-Syllable Words                                                           | 3 min.      | <input type="checkbox"/> Activity Page 4.1 |
| <b>Morphology</b>                                                                              |             |                                            |
| Root Words and Prefixes: <i>over-</i> , <i>under-</i>                                          | 6 min.      | <input type="checkbox"/> Activity Page 4.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                            |
| <b>Reading</b>                                                                                 |             |                                            |
| Reread “Exploring Different Jobs and Professions”                                              | 10 min.     | <input type="checkbox"/> Activity Page 3.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                            |
| Spell Words with /er/ > 'ear', 'our', and 'urr'                                                | 5 min.      | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Phonics—Decoding

- Add columns to the chart you created in Lesson 2. The new headers should be 'ear,' 'our,' and 'urr'.

### Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *scurry*, *mortar*, *journals* (professional magazines), and *oversee*.

## Lesson 4: Review: Words with /er/ &gt; 'ear', 'our', and 'urr', Part 1

## Warm-Up



**Primary Focus:** Students will identify and say words with /er/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /ER/ > 'EAR', 'OUR', AND 'URR' (3 MIN.)**

- Say, "I'm going to say some words. Stand up if you hear the /er/ sound."
- Say the following words: *earth, fret, yearn, journey, and current.* (*earth, yearn, journey, current*)
- Say, "Remember when a vowel is paired with 'r', it changes the vowel sound. We call these r-controlled vowels. Listen while I say some words with the /er/ sound."
- Say the following words and have students repeat them: *learn, early, courage, journal, and flurry.*

## Lesson 4: Review: Words with /er/ &gt; 'ear', 'our', and 'urr', Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will read words with /er/ > 'ear', 'our', and 'urr'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will read r-controlled two-syllable words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**READ WORDS WITH /ER/ > 'EAR', 'OUR', AND 'URR' (3 MIN.)**

- Display the chart you prepared in advance with the new columns for 'ear', 'our', and 'urr'.
- Say, "Remember, there are a few different ways to spell the /er/ sound. Let's review a few more."
- Point to 'ear' and say the /er/ sound.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Challenge

Have students work in pairs to identify the other syllable types in each of the words on Activity Page 4.1.

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## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Emphasize that several spellings make the /er/ sound. Point to each spelling in the chart, and ask, “Can this spelling make the /er/ sound?” (yes)

#### Intermediate

Have volunteers approach the chart on the board, point to a heading, and complete this sentence frame: *The \_\_\_\_ spelling makes the /er/ sound.*

#### Advanced/

#### Advanced High

On a piece of scratch paper, have students list each of the spellings that make the /er/ sound.

**ELPS 1.C**

- Say, “Let’s read some words with the r-controlled vowel sound /er/ spelled ‘ear.’”
- Write the word *earth* on the chart beneath the ‘ear’ heading. Underline ‘ear’ and have students read the word aloud with you.
- Repeat with *learn*, *pearl*, and *search*.
- Point to ‘our’ and say the /er/ sound.
- Say, “Now, let’s read some words with the /er/ sound spelled ‘our.’”
- Write the word *journal* on the chart beneath the ‘our’ heading. Underline ‘our’ and have students read the word aloud with you.
- Repeat with *journey*, *courage*, and *nourish*.
- Point to ‘urr’ and say the /er/ sound.
- Say, “Now, let’s read some words with the /er/ sound spelled ‘urr.’”
- Write the word *current* on the chart beneath the ‘urr’ heading. Underline ‘urr’ and have students read the word aloud with you.
- Repeat with *blurry*, *purr*, and *flurries*.

## READ R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Say, “Remember, when a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable.”
- Write the word *earthly* on the board with the syllables marked with a slash: *earth•ly*.
- Underline ‘ear’. Say, “In this word, ‘ear’ is an r-controlled vowel. It is part of an r-controlled syllable.” Pronounce the syllable /erth/.
- Underline ‘y’. Say, “This vowel is part of an open syllable.” Pronounce the syllable /lee/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, “How many syllables are in *earthly*?” (*two*)
- Write the word *nourish* on the board with the syllables marked: *nour•ish*.
- Underline ‘our’. Say, “In this word, ‘our’ is an r-controlled vowel. It is part of an r-controlled syllable.” Pronounce the syllable /ner/.

- Underline 'i'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ish/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Write the word *blurry* on the board with the syllables marked: *blur•ry*.
- Remind students that when we have a double consonant in the middle of a word, we usually separate the syllables between the double letters.
- Say the word aloud, and then have students read the word aloud.
- Direct students to Activity Page 4.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 4.1



### Check for Understanding

Say, "I'm going to say some words. If you hear the /er/ sound, raise your hand." Read the following words: *drawl* (no), *discourage* (yes), *pet* (no), *purrs* (yes), *heat* (no), and *heard* (yes).

## Lesson 4: Review: Words with /er/ > 'ear', 'our', and 'urr', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *over-* and *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *OVER-*, *UNDER-* (6 MIN.)

- Say, "Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word."
- Say, "Let's focus on the prefix *under-*."

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *estimate*, *extend*, and *seasoned*.

## Activity Page 4.2



- Write the word *ground* on the board. Then add the prefix *under-*.
- Say, “The prefix *under-* often means ‘below.’ So, *underground* means ‘below the ground.’ For example, we might say: *Potatoes grow underground.*”
- Have students read the word aloud.
- Point out that the spelling of *ground* did not change when you added the prefix.
- Write the word *ground* on the board again. Then add the prefix *over-*.
- Say, “The prefix *over-* often means ‘above.’ So, *overground* means ‘above the ground.’ For example, we might say: *The road goes overground.*”
- Have students read the word aloud.
- Write the word *pay* on the board. Then add the prefix *under-*.
- Say, “The prefix *under-* also means ‘too little.’ So, *underpay* means ‘to pay too little.’ For example, we might say: *Remember to bring enough money so you do not underpay.*”
- Have students read the word aloud.
- Write the word *pay* on the board again. Then add the prefix *over-*.
- Say, “The prefix *over-* also means ‘too much.’ So, *overpay* means ‘to pay too much.’ For example, we might say: *She added up the costs carefully to avoid overpaying.*”
- Direct students to Activity Page 4.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 4: Review: Words with /er/ &gt; 'ear', 'our', and 'urr', Part 2

## Reading



**Primary Focus:** Students will reread “Exploring Different Jobs and Professions” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**RERead “EXPLORING DIFFERENT JOBS AND PROFESSIONS” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread “Exploring Different Jobs and Professions” with a partner.
- Take time to answer any questions that students may have about “Exploring Different Jobs and Professions.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words with ‘ear’, ‘urr’, or ‘our’, such as *rehearse*, *scurry*, and *journals*;

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Support

Have students work on one annotation at a time. For example, first have them look for words with ‘ear’. Then have them look for words with ‘urr.’

## Activity Page 3.3



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## Reading

### Reading Closely

#### Beginning

Work with student pairs to identify a few words with two syllables and an r-controlled vowel.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

### ELPS 4.A

- circle words with the suffixes *-hood*, *-ment*, or *-en*, such as *livelihood*, *judgments*, and *deepen*; and
- highlight two-syllable words with r-controlled vowels, such as *perform*, *actors*, and *research*.



**Observation: “Exploring Different Jobs and Professions”  
Anecdotal Reading Record**

As you listen to each student read “Exploring Different Jobs and Professions,” make notes about the student’s reading, such as errors in fluency or prosody, in their Anecdotal Reading Record.

**Lesson 4: Review: Words with /er/ > ‘ear’, ‘our’, and ‘urr’, Part 2**

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /er/ > ‘ear’, ‘our’, and ‘urr’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**SPELL WORDS WITH /ER/ > ‘EAR’, ‘OUR’, AND ‘URR’ (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with /er/ > ‘ear’, ‘our’, and ‘urr’ that you say aloud.
- Say the word *scurry*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|             |               |            |
|-------------|---------------|------------|
| 1. scurry   | 4. discourage | 7. earnest |
| 2. burrow   | 5. yourself   | 8. relearn |
| 3. flurries | 6. nourish    | 9. unheard |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. Let's research early human history.
2. I encourage you to enter the tournament.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 4: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Gather pictures to represent the words in **Activity Page TR 4.1**: *cat*, *chip*, *gem*, and *bun*.
- Tell students they will write the word for each picture you show them. Then, they will add an 'r' to the word to create a new word.
- Direct students' attention to the first item. Then show or draw a picture of a cat (*cart*).
- Repeat with a picture of a chip (*chirp*), a gem (*germ*), and a bun (*burn*).
- When students are done, ask pairs to share and check each other's work.

## SHARING

- Pair up students and have one person share the response they wrote about “Exploring Different Jobs and Professions” on **Activity Page TR 3.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *build* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *biiild*. Write the letters to spell *build* on the board.
- Point to the word *build* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /i/ sound is spelled with ‘ui.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /b/ for this letter. We say /i/ for these letters. We blend and say /l/ /d/ for these letters.” Point to the letters as you blend the sounds: /b/ /i/ /l/ /d/, *build*. Say, “*Build!* It’s a word we use all the time.”
- Repeat with the words *clothes*, *pair*, *rehearse*, and *builders*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 5

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and say words with /ar/ and /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read words with /ar/ and /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review reading words with r-controlled syllables.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will review using words with prefixes and suffixes.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “A Sweet Story” independently and will answer questions about

- key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

## Phonics—Encoding

Students will spell and write words with /ar/ > ‘ar’ and /er/ > ‘ar’, ‘ir’, ‘ur’, ‘er’, ‘or’,

- ‘ear’, ‘our’, and ‘urr’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Dictation Journal

## Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                 |
|------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                  |
| <b>Warm-Up</b>                                                                                 |             |                                                  |
| Review r-Controlled Vowels                                                                     | 3 min.      |                                                  |
| <b>Phonics—Decoding</b>                                                                        |             |                                                  |
| Review Words with 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr'                        | 3 min.      | <input type="checkbox"/> Activity Page 5.1       |
| Review r-Controlled Two-Syllable Words                                                         | 3 min.      |                                                  |
| <b>Morphology</b>                                                                              |             |                                                  |
| Review Prefixes and Suffixes: <i>-hood, -ment, -en, under-, over-</i>                          | 6 min.      | <input type="checkbox"/> Activity Page 5.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                  |
| <b>Reading</b>                                                                                 |             |                                                  |
| Read "A Sweet Story" Independently                                                             | 10 min.     | <input type="checkbox"/> Activity Pages 5.3, 5.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                  |
| Encoding Review                                                                                | 5 min.      | <input type="checkbox"/> dictation journal       |

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## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare index cards for the Decoding game. Each index card should feature a consonant or a constant blend, such as *bl-*, *cl-*, *fl-*, *gl-*, *pl-*, *sl-*, *br-*, *cr-*, *dr-*, *fr-*, *gr-*, *pr-*, *tr-*, *sc-*, *sk-*, *sm-*, *sn-*, *sp-*, *st-*, *sw-*, *tw-*; *-ld*, *-nt*, *-ft*, *-lk*, *-nd*; and *scr-*, *spl-*, *spr-*, *str-*, and *thr-*.
- Students will need a red and blue crayon or highlighter to complete Activity Page 5.1.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *savors* and *flurry* (of activity).

## Lesson 5: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will identify and say words with /ar/ and /er/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW R-CONTROLLED VOWELS (3 MIN.)**

- Ask students to stand up. Tell them that you are going to say some words.
- Say, “If you hear a word with an /er/ sound, touch your toes. If you hear a word with an /ar/ sound, raise your hands in the air.”
- Say the words from the chart below.

| /ar/ sound (raise hands) | /er/ sound (touch toes) |
|--------------------------|-------------------------|
| archway                  | current                 |
| starch                   | rehearse                |
| army                     | survive                 |
| artist                   | merge                   |
| barnyard                 | verse                   |
| farmland                 | dirt                    |
| garden                   | workout                 |
| charge                   | victor                  |
| starlight                |                         |

## Lesson 5: Review: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

✦ Students will read words with /ar/ and /er/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review reading words with r-controlled syllables.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## REVIEW WORDS WITH 'AR', 'IR', 'UR', 'ER', 'OR', 'EAR', 'OUR', AND 'URR' (3 MIN.)

- Write 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr' on the board.
- Show students the consonant and blend cards you created in advance.
- Say, "You are going to take turns picking a consonant card to place at the beginning or the end of one of the spellings on the board to form a word. You may add an additional consonant if you'd like. Then you will say the word aloud to the class."
- Demonstrate by picking the consonant card 'c' and putting it in front of 'ar'.
- Say, "I formed the word *car*. I can also add a 'd' at the end of the word to make the word *card*."
- Repeat the activity with 'ar' again but add the consonant cards 's', 'u', and 'g' before it to make the word *sugar*.
- Ask, "Does the 'ar' in my new word have the same sound that it did in *car* and *card*? (*No*) How should I read the word?" (*sugar*)
- Say, "That's right. The 'ar' in *car* makes the /ar/ sound, while the 'ar' in *sugar* makes the /er/ sound."
- Have a student volunteer select another consonant card to place at the beginning or end of one of the spellings. Have them add an optional additional consonant. Have another student read the word aloud.
- Repeat the process several times, encouraging students to pick different spellings.
- Direct students to Activity Page 5.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Challenge

Challenge students to write questions to ask a partner using the words created during the Review Words with 'ar', 'ir', 'ur', 'er', 'or', 'ear', 'our', and 'urr' activity. Encourage partners to answer the questions using an /ar/ or /er/ word.

### Activity Page 5.1







### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “If you agree with the following statement show me a thumbs-up. If not, show me a thumbs-down: ‘The following spellings can all make the /er/ sound: “ear”, “ir”, and “ur.”’” (*thumbs-up*)

### REVIEW R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Say, “Remember, when a word has an r-controlled vowel, the ‘r’ and the vowel are part of the same syllable. This is called an r-controlled syllable.”
- Write the word *farmland* on the board with the syllables marked with a slash: *farm•land*.
- Have a volunteer approach the board and underline the syllable with the r-controlled vowel. (*farm*)
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Repeat with the following words: *re•hearse*, *wor•ker*, *pil•lar*, *ce•dar*, *ter•mite*, *cir•cus*, *ar•my*, and *gar•den*.

### Lesson 5: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review using words with prefixes and suffixes.

**TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW PREFIXES AND SUFFIXES: *-HOOD*, *-MENT*, *-EN*, *UNDER-*, *OVER-* (6 MIN.)

- Write the following headings on the board: *-hood*, *-ment*, *-en*, *under-*, and *over-*.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *likely*.

## Activity Page 5.2

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ENGLISH  
LANGUAGE  
LEARNERS



Language

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### Learning How English Works

#### Beginning

Review the meaning of the prefix *over-* with a demonstration. Act out accidentally dropping a pencil on the ground. Then respond dramatically by apologizing and making a big show of picking it up. Say, "I am *overreacting*. I am responding too much to dropping the pencil."

#### Intermediate

Ask students to act out a word with the prefix *over-*. For example, a student may pretend to *overcook* something.

#### Advanced/ Advanced High

Have students say a sentence using a word with *over-*.

**ELPS 1.E**

- Say, "We have learned about these affixes this week."
- Ask for a volunteer to approach the board and write a word with one of the prefixes or suffixes under the correct heading. For example: *basement* under the *-ment* heading.
- If students have trouble thinking of words, prompt them with the following: *sisterhood, statement, tighten, oversleep, or underline*.
- Then work as a class to create a sentence using the word.
- Write the sentence on the board and read it together as a class. For example: *We store boxes in our basement.*
- Repeat with as many words as time allows.
- Direct students to Activity Page 5.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 5: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “A Sweet Story” independently and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

**READ “A SWEET STORY” INDEPENDENTLY (10 MIN.)**

**Note:** This passage provides information about the discovery and advancement of sugar.

- Tell students that they will be reading “A Sweet Story” independently. Direct students to Activity Page 5.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *likelihood, savors, underestimated, flurry*
  - phrases: “journey of discovery,” “paved the way,” “master the art”
  - domain-specific language: *sugar cane stalks, harvest, produce*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *advancement* and *popular*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline words with r-controlled vowels, such as *sugar, world, and early*; and
  - circle words with *-hood, -ment, -en, under-*, and *over-*, such as *childhood, advancement, and overcook*.

**Activity Pages  
5.3 and 5.4**

**Support**

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘ar’, ‘ir’, ‘ur’, ‘er’, ‘or’, ‘ear’, ‘our’, or ‘urr’. On the next read, have them highlight words with *-hood, -ment, -en, under-, and over-*.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## Support

Before reading “A Sweet Story,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

ENGLISH  
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## Reading

### Reading Closely

#### Beginning

Assist students in creating columns on their own paper for each category (e.g., *r-controlled vowels*). Provide them with or help them identify one example word from the passage for each category. Then have them find one additional example on their own or with a partner by focusing on one paragraph at a time.

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/ Advanced High

After students have worked independently to annotate the text, ask them to share their work with a partner.

**ELPS 4.A**

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.4 independently.
- If time allows, have students complete the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



## Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 5: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ar/ > ‘ar’ and /er/ > ‘ar’, ‘ir’, ‘ur’, ‘er’, ‘or’, ‘ear’, ‘our’, and ‘urr’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will spell words with the /er/ and /ar/ sound that you say aloud.
- Say the word *sharpen*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |                  |               |             |
|------------------|---------------|-------------|
| 1. sharpen       | 4. undershirt | 7. girlhood |
| 2. sisterhood    | 5. overheard  | 8. argument |
| 3. encouragement | 6. blurry     | 9. overturn |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. Mice scurry in the cellar.
2. Termites are all over the barnyard.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

## Lesson 5: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students to Activity Page 5.3.
- Have them reread “A Sweet Story.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.

- Students should
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “A Sweet Story” on **Activity Page TR 5.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 1 and 3 (*friends, heart, raised, buy, encouragement, moisten, clothes, pair, rehearse, builders, build*). Write the following new words on index cards: *early, produce, children, and people*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

- Display and point to the word *early* and say, “This word is tricky because the ‘ear’ is pronounced /er/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /er/ for these letters. We say /l/ for this letter, and we say /ee/ for this letter.” Point to the letters as you blend the sounds: /er/ /l/ /ee/, *early*. Say, “*Early!* It’s a word we use all the time, like when we say ‘Early farmers paved the way for us to have the sugar we use today.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *early*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /er/ sound spelled ‘ear.’” Write *learn* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 1 and 3. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

#### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.



## REVIEW

# Words with /or/ > 'or'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /or/. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will read words with /or/ > 'or'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *over-* and

- under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “Jordan Scores” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /or/ > 'or'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 6.1

## Words with /ar/ and /or/

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Observation

## Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review /or/ > 'or'                                                                             | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with /or/ > 'or'                                                                    | 3 min.  | <input type="checkbox"/> Activity Page 6.1 |
| Identify r-Controlled Two-Syllable Words                                                       | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Prefixes: <i>under-</i> , <i>over-</i>                                          | 6 min.  | <input type="checkbox"/> Activity Page 6.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Read “Jordan Scores” with Accuracy                                                             | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with /or/ > 'or'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Reading

- Ensure that you have the Unit 3 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *formidable*, *moral support*, and *despair*.



Foundational Skills

Foundational Literacy Skills

Make sure students feel the difference in articulation between /or/, /ar/, and /er/. Practice saying the sounds together. Have students feel their mouths as they say the sounds. Talk about what their mouths are doing and how it feels different. Have students look in a mirror to see the difference as they say the sounds /or/, /ar/, and /er/. Students can also look at each other's mouths as they say the sounds. Talk about how their mouths look different when they say the sounds /or/, /ar/, and /er/.

**ELPS 2.A; ELPS 2.B;**

**ELPS 2.C; ELPS 3.A**

Challenge

Ask students to think of other words with /or/, /ar/, or /er/ sounds. Have individual students say their words to the class and ask which word has each sound.

Lesson 6: Review: Words with /or/ > 'or', Part 1

Warm-Up



**Primary Focus:** Students will identify and blend words with /or/.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /OR/ > 'OR' (3 MIN.)**

- Tell students that today they will review the /or/ sound as in *born*.
- Have students say the /or/ sound several times, stretching it out.
- Say, "It can be hard to hear the difference between the /or/ sound and the /ar/ and /er/ sounds."
- Say, "Let's review the /ar/ sound."
- Say the following words with the /ar/ sound, and have students repeat: *farm, dark, harp, and barnyard*.
- Say, "Let's review the /er/ sound."
- Say the following words with the /er/ sound, and have students repeat: *germ, perch, favor, and factor*.
- Say, "Now let's review the /or/ sound again."
- Say the following words with the /or/ sound, and have students repeat: *acorn, boring, glory, orange, thorn, and ordinary*.

Lesson 6: Review: Words with /or/ > 'or', Part 1

Phonics—Decoding



**Primary Focus**

✦ Students will read words with /or/ > 'or'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## READ WORDS WITH /OR/ > 'OR' (3 MIN.)

- Write 'or' on the board or chart paper.
- Remind students that when 'r' is combined with a vowel, it creates a new sound. We call these r-controlled vowels.
- Say, "The /r/ sound mixes with the /o/ sound to make /or/."
- Explain to students that there are a few spellings for this sound, but the spelling we'll look at today is the simplest one: 'or'.
- Write the word *fort* on the chart under the /or/ heading. Underline 'or' as you say the word, and have students read the word aloud with you.
- Repeat with the words *sort*, *forgot*, *porch*, *forest*, and *afford*. As you write each word, underline 'or' and have students read the word aloud with you. Point out that the spelling occurs in different places in different words.
- Direct students to Activity Page 6.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## IDENTIFY R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *order* on the board, with the syllables marked with a slash: *or•der*.
- Underline 'or'. Say, "In this word, 'or' is an r-controlled vowel. It is part of an r-controlled syllable." Pronounce the syllable /or/.
- Underline 'er'. Say, "In this word, 'er' is also an r-controlled vowel. It is part of this syllable." Circle *-der*. Say, "This is an r-controlled syllable." Pronounce the syllable /der/.
- Point to each syllable as you say the word aloud, and have students read the word aloud.
- Ask, "How many syllables are in *order*?" (*two*)
- Write the word *acorn* on the board, with the syllables marked: *a•corn*.
- Point to each syllable as you say the word aloud, and have students read the word aloud.

### Activity Page 6.1



- Ask, “How many syllables are in *acorn*?” (*two*)
- Ask, “Which syllable is the r-controlled syllable?” (*the second syllable*)
- Repeat with *new•born*, *for•est*, *sup•port*, and *thor•ny*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the first syllable in the word *forgot* is an r-controlled syllable. (*thumbs-up*)”

## Lesson 6: Review: Words with /or/ > ‘or’, Part 1



# Morphology

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *confidence* and *overwhelm*. Model using a dictionary to better understand these words.

Point out that the word *confidence* comes from the Latin word *fides*, which means “trust.” The word *overwhelm* comes from the Middle English word *whelmen*, which means “to cover up.” Tell students that when they come across words that don’t have recognizable English root words, they will need to use a dictionary to define the word parts.

**Primary Focus:** Students will identify the meaning of and use words with the prefixes *over-* and *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *UNDER-*, *OVER-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word.
- Remind students that they have been learning that *under* and *over* can also function as prefixes.
- Write the prefix *under-* on the board, and remind students that the prefix *under-* means “too little” or “beneath.”
- Write the word *underarm* on the board.
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix under-*)
- Say, “If the prefix *under-* means ‘too little’ or ‘beneath,’ then what does the word *underarm* mean? (*the area beneath one’s arm*)”

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Repeat with the words *underwater* and *underbake*.
- Write the prefix *over-* on the board, and remind students that the prefix *over-* means “too much” or “above.”
- Write the word *overcook* on the board. Read the word aloud and have students repeat it.
- Say, “If the prefix *over-* means ‘too much’ or ‘above,’ then what does the word *overcook* mean? (*to cook too much*)
- Repeat with the words *oversleep* and *overhang*.
- Work with students to come up with sentences using the words *underarm*, *underwater*, *underbake*, *overcook*, *oversleep*, or *overhang*.
- Direct students to Activity Page 6.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Support

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Remind students to consider the context of each sentence when choosing whether to add the prefix *under-* or *over-*.

## Activity Page 6.2

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## Support

Before reading “Jordan Scores,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Lesson 6: Review: Words with /or/ &gt; ‘or’, Part 2

## Reading



**Primary Focus:** Students will read “Jordan Scores” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**READ “JORDAN SCORES” WITH ACCURACY (10 MIN.)**

## Activity Page 6.3



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## Reading

## Reading Closely

**Beginning**

Review questions and ask them in a yes/no format rather than an open-ended format.

**Intermediate**

Allow students to work with a partner to answer the discussion questions.

**Advanced/****Advanced High**

Provide minimal support as students work independently to answer the discussion questions.

**ELPS 4.G**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as igh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Direct students to the text “Jordan Scores” on Activity Page 6.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *overwhelm*, *formidable*, *underestimate* (use same definition as provided in previous lessons), *overconfidence*, *despair*
  - phrases: “moral support,” “absorbed the energy,” “could not afford”
- Have students follow along as you read “Jordan Scores.”
- Read the story once without interruption, modeling how to read accurately with appropriate prosody (expression).
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “Never underestimate yourself, Jordan.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn’t sound conversational, you didn’t use appropriate phrasing of words, and your reading didn’t have the right rhythm.
- Say, “To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the first sentence: ‘Never underestimate yourself, Jordan.’”
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *congratulated*).



- Have students practice pronouncing the words with you.
- Read the story once more, having students read aloud with you. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

## Wrap-Up

### Discussion Questions for “Jordan Scores”

1. **Literal.** Describe Jordan and Claire.
  - » Jordan likes sports and plays wheelchair basketball. Clair is stylish and supportive.
2. **Literal.** How did Jordan feel before the game?
  - » Jordan felt nervous.
3. **Literal.** What did Claire do to help Jordan?
  - » Claire gave Jordan moral support and told him to be confident.
4. **Literal.** What was the outcome of the game?
  - » Jordan scored the winning shot.
5. **Inferential.** What does this story say about the importance of the mind in sports?
  - » It shows that the way a person thinks can influence their ability in a sport.



### Check for Understanding

**Think-Pair-Share:** Give students time to think about their answers to the discussion questions. Then have students turn and talk to a partner to share their responses. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.



### Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.

Lesson 6: Review: Words with /or/ > 'or', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /or/ > 'or'.

 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## SPELL WORDS WITH /OR/ > 'OR' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /or/ > 'or' that you say aloud.
- Say the word *born*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|           |           |             |
|-----------|-----------|-------------|
| 1. born   | 4. fort   | 7. thorny   |
| 2. porch  | 5. order  | 8. boring   |
| 3. forest | 6. export | 9. forklift |


- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. The acorn fell from the tree.
2. Friends support each other.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## Lesson 6: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3.
- Have them reread “Jordan Scores.”
- Review the writing prompt on **Activity Page TR 6.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following word on an index card: *folks*. Gather cards for some previously covered Tricky Words to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *folks* and say, “This word is tricky because the ‘ol’ is pronounced /oe/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /f/ for this letter. We say /oe/ for these letters. We blend and say /k/ /s/ for these letters.” Point to the letters as you blend the sounds: /f/ /oe/ /k/ /s/, *folks*. Say, “*Folks!* It’s a word we use all the time, like when we say ‘Some folks had small plastic horns that blared.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *folks*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Words with ‘are’ and ‘air’

## PRIMARY FOCUS OF LESSON

### Warm-Up

Students will identify and blend words with ‘are’ and ‘air’.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

### Phonics—Decoding

Students will read words with r-controlled vowel sounds with alternate spellings:

✚ ‘are’, ‘air’. TEKS 3.2.A.i; TEKS 3.2.A.ii

Students will identify r-controlled syllables in two-syllable words.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

### Morphology

Students will identify the meaning of and use words with the prefixes *over-* and

✚ *under-*. TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

### Reading

Students will reread “Jordan Scores” fluently with a partner.

✚ TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

### Phonics—Encoding

Students will spell and write words with r-controlled vowel sounds with alternate

✚ spellings: ‘are’, ‘air’. TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

Observation

“Jordan Scores” Anecdotal Reading Record

✚ TEKS 3.4

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'                        | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'                          | 3 min.  | <input type="checkbox"/> Activity Page 7.1 |
| Identify r-Controlled Two-Syllable Words                                                       | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Prefixes: <i>under-</i> , <i>over-</i>                                          | 6 min.  | <input type="checkbox"/> Activity Page 7.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread "Jordan Scores"                                                                         | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'are', 'air'              | 5 min.  | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a T-chart with words with spellings 'are' and 'air'.

| 'are'  | 'air'  |
|--------|--------|
| care   | chair  |
| fare   | fair   |
| stare  | stair  |
| aware  | dairy  |
| barely | repair |

### Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *formidable*, *moral support*, and *despair*.

## Lesson 7: Review: Words with 'are' and 'air', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with 'are' and 'air'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'ARE', 'AIR' (3 MIN.)**

- Say, "Vowel teams can also be influenced by the /r/ sound in words like *share* and *pair*."
- Write the words *share* and *pair* on the board.
- Point to *share*, and say the word aloud. Explain that the separated digraph 'a\_e' usually makes the long /ae/ sound, as in *shake*, but because of the 'r', the word *share* has the /air/ sound.
- Say the word again, emphasizing the /air/ sound, and have students read it aloud.
- Point to *pair*, and say the word aloud. Explain that the vowel team 'ai' usually makes the long /ae/ sound, as in *paint*, but the 'r' changes the sound to /air/.
- Say the word again, emphasizing the /air/ sound, and have students read it aloud.
- Repeat with the following words: *care*, *lair*, *dare*, and *chair*.

## Lesson 7: Review: Words with 'are' and 'air', Part 1

## Phonics—Decoding



**Primary Focus**

Students will read words with r-controlled vowel sounds with alternate spellings:

✚ 'are', 'air'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify r-controlled syllables in two-syllable words.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



## READ R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'ARE', 'AIR' (3 MIN.)

- Display the two-column chart you prepared in advance with the headings 'are' and 'air', and the following words.

| 'are'         | 'air'         |
|---------------|---------------|
| <u>care</u>   | ch <u>air</u> |
| <u>fare</u>   | <u>fair</u>   |
| <u>stare</u>  | <u>stair</u>  |
| <u>aware</u>  | <u>dairy</u>  |
| <u>barely</u> | <u>repair</u> |

- Say, "Now, let's read some words with the spellings 'are' and 'air' for the sound /air/."
- Read each word and underline the spelling that makes the /air/ sound. Then have students read each word aloud.
- Point out the homophones *fare/fair* and *stare/stair*, and provide definitions as needed. Explain that each pair is made of two different words with different meanings and different spellings, but the words have the same sound /air/.
- Work with students to come up with simple sentences using the words from the chart.
- Direct students to Activity Page 7.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, "Give a thumbs-up if you agree or a thumbs-down if you disagree that the following words both make the /air/ sound: *care* and *hair*." (*thumbs-up*)

## Support

Provide students with the definitions of example words, as needed.



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## Language

### Learning How English Works

Explain that homophones are sets of words that have the same pronunciation but different spellings and meanings. There are many homophones in English. In addition to *fare/fair*, *stare/stair*, and *hare/hair*. Other common homophones include *two/to/too*, *there/their/they're*, and *you're/your*. Explain that because each word in a set of homophones sounds the same, the meanings need to be memorized and practiced.

### ELPS 2.C

## Activity Page 7.1



## Challenge

Challenge students to identify other syllable types within the words, such as open, closed, vowel team, and VCe syllables. Ask students to identify which syllables are unstressed and contain schwa (/u/) sounds.

### IDENTIFY R-CONTROLLED TWO-SYLLABLE WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *compare* on the board, with the syllables marked with a slash: *com•pare*.
- Underline 'o'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /kom/.
- Underline 'are'. Say, "In this word, 'are' is an r-controlled vowel. It is part of this syllable." Circle *-pare*. Say, "This is an r-controlled syllable." Pronounce the syllable /pair/.
- Point to each syllable and say the word aloud. /kom/ /pair/. Say, "That doesn't sound right. Remember that closed syllables often make a short vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /kəm/. Then have students read the word aloud.
- Ask, "How many syllables are in *compare*?" (*two*)
- Write the word *airplane* on the board, with the syllables marked with a slash: *air•plane*.
- Point to each syllable as you read the word aloud. Then have students read the word aloud.
- Ask, "How many syllables are in *airplane*?" (*two*)
- Ask, "Which syllable is the r-controlled syllable?" (*the first syllable*)
- Underline 'air'.
- Repeat with the following words: *bare•foot*, *care•free*, *fare•well*, *arm•chair*, and *hair•y*.

## Lesson 7: Review: Words with 'are' and 'air', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *over-* and *under-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *UNDER-*, *OVER-* (6 MIN.)

- Explain that students will continue to practice words with *under* and *over* as prefixes.
- Say, “Sometimes words with the prefixes *under-* or *over-* have clear, obvious meanings, such as *underwater* or *overcook*. *Underwater* means that something is ‘under the water.’ *Overcook* means ‘to cook something too much.’ Other times, the meanings of words with the prefixes *under-* or *over-* are less obvious.”
- Write the word *underway* on the board. Read the word aloud, and have students read it aloud.
- Say, “I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix under-*)
- Tell students that *underway* does not mean “too little or under a way.”
- Say, “If we read the word *underway* in a sentence, we can use clues from the sentence to determine its meaning.”
- Write the sentence on the board: *We entered the theater quietly because the play was already underway.* Underline the word *underway*.
- Say, “In this sentence, I could replace the word *underway* with *in progress* or *happening*. I can make a reasonable guess that *underway* means ‘currently happening.’ I can check this definition with a dictionary.”
- Model using a dictionary to look up *underway*, read the definition, and verify that your meaning is correct.
- Write the word *overtake* on the board. Read the word aloud, and then have students read it aloud.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Say, “I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix over-*)
- Tell students that *overtake* does not mean “too much or above take.”
- Say, “If we read the word *overtake* in a sentence, we can use clues from the sentence to determine its meaning.”
- Write the sentence on the board: *The runner overtakes the other runners to win the race.* Underline the word *overtakes* and read the sentence aloud.
- Say, “In this sentence, I could replace the word *overtakes* with *passes*. I can make a reasonable guess that *overtake* means ‘to pass by an opponent or obstacle.’ I can check this definition with a dictionary.”
- Direct students to Activity Page 7.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 7.2

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## Lesson 7: Review: Words with 'are' and 'air', Part 2

## Reading



**Primary Focus:** Students will reread “Jordan Scores” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

### REREAD “JORDAN SCORES” (10 MIN.)

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

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “Jordan Scores” with a partner.
- Take time to answer any questions that students may have about “Jordan Scores.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words with r-controlled vowel sounds with alternate spellings ‘are’ and ‘air’, such as *wheelchair* and *nightmare*;
  - circle words with the prefixes *over-* or *under-*, such as *Underdogs* and *overwhelm*; and

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Activity Page 6.3



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### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with the prefixes *under-* and *over-*.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

#### ELPS 4.A

- highlight two-syllable words with r-controlled syllables, such as *supports* and *Scarecrows*.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Observation: “Jordan Scores” Anecdotal Reading Record

As you listen to each student read “Jordan Scores,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 7: Review: Words with ‘are’ and ‘air’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with r-controlled vowel sounds with alternate spellings: ‘are’, ‘air’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘ARE’, ‘AIR’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /air/ > ‘are’ or ‘air’ that you say aloud.
- Say the word *chair*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |             |             |             |
|-------------|-------------|-------------|
| 1. chair    | 4. aware    | 7. farewell |
| 2. compare  | 5. hairy    | 8. repair   |
| 3. upstairs | 6. carefree | 9. barely   |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the following sentences aloud, pausing to provide students time to write.

1. The airplane flew overhead.
2. They walked barefoot on the beach.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 7: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Gather letters to use in the activity. The letters may be tiles from a word game, letter blocks, flash cards, letters on a spinner or wheel, etc. You may also choose specific letters ahead of time and create letter cards.
- Review the directions. Explain that you will pick a letter at random to show students. They will decide if it forms a word when combined with 'are', 'air', or both. They will write each new word they make.
- Tell students that if the letter makes a word with both 'are' and 'air', they should write a word in each column.
- Answer any questions students have, and then complete the activity.

- When students are finished writing, ask pairs to share their responses with a partner and check each other’s work.

## SHARING

- Pair up students and have one person share the response they wrote about “Jordan Scores” on **Activity Page TR 6.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *folks* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *foeks*. Write the letters to spell *folks* on the board.
- Point to the word *folks* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oe/ sound is spelled ‘oi!’”
- Show how the letters map to the sounds.



- Point to the letters as you say them. Say, “In this word, we say /f/ for this letter. We say /oe/ for these letters. We blend and say /k/ /s/ for these letters.” Point to the letters as you blend the sounds: /f/ /oe/ /k/ /s/, *folks*. Say, “*Folks!* It’s a word we use all the time.”
- Repeat with the previously covered Tricky Words you reviewed in Lesson 6. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 8

## REVIEW

# Words with /or/ > 'our' and 'ore'

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend words with 'our' and 'ore'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Phonics—Decoding

Students will read words with r-controlled vowel sounds with alternate spellings:

✚ 'our', 'ore'. TEKS 3.2.A.i; TEKS 3.2.A.ii

✚ Students will identify r-controlled multisyllabic words. TEKS 3.2.A.i; TEKS 3.2.A.ii

## Morphology

Students will identify the meaning of and use words with the prefixes *tele-* and

✚ *super-*. TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

## Reading

Students will read "Tele-Ameer the Superhero" fluently and will answer questions

✚ about key details in the text. TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

## Phonics—Encoding

Students will spell and write words with r-controlled vowel sounds with alternate

✚ spellings: 'our', 'ore'. TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

## Activity Page 8.2

Root Words and Prefixes: *tele-*, *super-*

✚ TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

- ✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                        |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                  |
| <b>Warm-Up</b>                                                                                 |         |                                                  |
| Review r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'                        | 3 min.  |                                                  |
| <b>Phonics—Decoding</b>                                                                        |         |                                                  |
| Read Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'               | 3 min.  |                                                  |
| Identify r-Controlled Multisyllabic Words                                                      | 3 min.  | <input type="checkbox"/> Activity Page 8.1       |
| <b>Morphology</b>                                                                              |         |                                                  |
| Root Words and Prefixes: <i>tele-</i> , <i>super-</i>                                          | 6 min.  | <input type="checkbox"/> Activity Page 8.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                  |
| <b>Reading</b>                                                                                 |         |                                                  |
| Read "Tele-Ameer the Superhero" Fluently                                                       | 10 min. | <input type="checkbox"/> Activity Pages 8.3, 8.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                  |
| Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'our', 'ore'              | 5 min.  | <input type="checkbox"/> dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a T-chart on the board or chart paper with words with /or/ spelled 'our' and 'ore'.

| 'our'    | 'ore'   |
|----------|---------|
| court    | shore   |
| four     | fore    |
| pour     | pore    |
| gourd    | adore   |
| resource | restore |

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *impact*, *restore*, *operator*, and *supervisor*.

## Lesson 8: Review: Words with /or/ &gt; 'our' and 'ore', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with 'our' and 'ore'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'OUR', 'ORE' (3 MIN.)**

- Say, "The /r/ sound can change vowel team sounds in words like *course* and *explore*."
- Write the words *course* and *explore* on the board.
- Point to *course*, and say the word aloud. Explain that the vowel team 'ou' usually makes the /oe/ sound, as in *soul*, or the /ou/ sound, as in *out*. But the 'r' changes the sound to /or/.
- Say the word again, emphasizing the /or/ sound, and have students read it aloud.
- Point to *explore*, and say the word aloud. Explain that the separated digraph 'o\_e' usually makes the long /oe/ sound, like in *rope*, but because of the 'r', the word *explore* has the /or/ sound.
- Say the word again, emphasizing the /or/ sound, and have students read it aloud.
- Repeat with the following words: *store*, *source*, *more*, *court*.



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**Foundational Skills**
**Foundational Literacy Skills**

Tell students that the /r/ sound does not always change the sound of vowel teams in words with 'our'. Provide the examples *flour* and *hour*. Then say the words *sour* and *four* and ask students whether each makes the /ou/ /er/ sounds or the /or/ sound. Repeat with *tour*, explaining that this spelling of 'our' makes the /oo/ /r/ sound. Explain that they will start to recognize the sound(s) used in words spelled with 'our' with practice.

**ELPS 2.A**

## Lesson 8: Review: Words with /or/ &gt; 'our' and 'ore', Part 1

## Phonics—Decoding


**Primary Focus**

Students will read words with r-controlled vowel sounds with alternate spellings:

✚ 'our', 'ore' **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will identify r-controlled multisyllabic words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**READ WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'OUR', 'ORE' (3 MIN.)**

- Display the two-column chart that you prepared in advance with the headings 'our' and 'ore' and the following words.

| 'our'    | 'ore'   |
|----------|---------|
| court    | shore   |
| four     | fore    |
| pour     | pore    |
| gourd    | adore   |
| resource | restore |

- Now, let's read some words with the spellings 'our' and 'ore' for the sound /or/.
- Read each word as you underline the spelling that makes the /or/ sound. Then have students read each word aloud.
- Point out the homophones *four/fore* and *pour/pore*, and provide definitions as needed. Explain that each pair is made of two different words with different meanings and different spellings, but the words have the same /or/ sound .
- Work with students to come up with simple sentences using the words from the chart.



**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Write the word *flour* on the board. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *flour* has the /or/ sound. (*thumbs-down*)

## IDENTIFY R-CONTROLLED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *adore* on the board, with the syllables marked: *a•dore*.
- Underline 'a'. Say, "This vowel is part of an open syllable." Pronounce the syllable /æ/.
- Underline 'ore'. Say, "In this word, 'ore' is an r-controlled vowel team. It is part of this syllable." Circle *-dore*. Say, "This is an r-controlled syllable." Pronounce the syllable /dor/.
- Point to each syllable as you say the word aloud. /æ/ /dor/. Say, "That doesn't make sense. Remember that open syllables often make a long vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /ə/. Then have students read the word aloud.
- Ask, "How many syllables are in *adore*?" (*two*)
- Write the word *courtyard* on the board, with the syllables marked: *court•yard*.
- Underline 'our'. Say, "This vowel team is part of an r-controlled syllable." Circle *court-*. Say, "This is an r-controlled syllable." Pronounce the syllable /kort/.
- Underline 'ar'. Say, "In this word, 'ar' is an r-controlled vowel. It is part of this syllable." Circle *-yard*. Say, "This is an r-controlled syllable." Pronounce the syllable /yard/.
- Point to each syllable as you say the word aloud. Then have students read the word aloud.
- Ask, "How many syllables are in *courtyard*?" (*two*)
- Repeat with the following words: *a•ny•more*, *ig•nore*, *re•source•ful*, *fore•cast*.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Support

Remind students that they can clap syllables as they read to determine how many syllables a word has.

### Activity Page 8.1



Lesson 8: Review: Words with /or/ > 'our' and 'ore', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *tele-* and *super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## ROOT WORDS AND PREFIXES: *TELE-*, *SUPER-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word. Point out that adding prefixes to root words does not change the root word's spelling.
- Write the prefix *tele-* on the board.
- Under the prefix, write the words *television* and *telephone*. Have students read each word aloud.
- Say, "The words *television* and *telephone* share a prefix."
- Draw a line between the prefix and root word in each example, and circle the prefix *tele-* in each word.
- Point to the word *television*. Say, "The prefix *tele-* is added to the root word *vision* to form this word."
- Read the word *television* aloud, and then have students read it aloud.
- Say, "A television lets people see images sent across a far distance."
- Point to the word *telephone*. Say, "The prefix *tele-* is added to the root word *phone* to form this word."
- Read the word *telephone* aloud, and have students read it aloud.
- Say, "A telephone lets people talk to each other across a far distance."
- Ask, "What do the meanings of *television* and *telephone* have in common?" (*Both have to do with making connections across distances.*)
- Write "distant or far" on the board next to *tele-*. Say, "The prefix *tele-* means 'distant' or 'far.'"

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



- Write the prefix *super-* on the board.
- Under the prefix, write the words *supermarket* and *superpower*. Have students read each word aloud.
- Say, “The words *supermarket* and *superpower* share a prefix.”
- Draw a line between the prefix and root word in each example, and circle the prefix *super-* in each word.
- Point to the word *supermarket*. Say, “The prefix *super-* is added to the root word *market* to form this word.”
- Read the word *supermarket* aloud, and have students read it aloud.
- Say, “A supermarket is a type of store that offers a wide variety of goods, beyond what an average small market might sell.”
- Point to the word *superpower*. Say, “The prefix *super-* is added to the root word *power* to form this word.”
- Read the word *superpower* aloud, and have students read it aloud.
- Say, “A superpower is an ability beyond what an average person can do.”
- Ask, “What do the meanings of *supermarket* and *superpower* have in common?” (*Both have to do with something that is beyond average.*)
- Write “*above or beyond*” on the board next to *super-*. Say, “The prefix *super-* means ‘above’ or ‘beyond.’”
- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Challenge

---

Challenge students to extend the activity page by providing an additional example of a word with *tele-* or *super-*.

### Activity Page 8.2

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### Support

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It might be helpful to define the following root words to help students understand how the affix changes their meaning: *telemarketer*, *telecommute*, *supersonic*, *supernova*.

## Lesson 8: Review: Words with /or/ &gt; 'our' and 'ore', Part 2

## Reading



**Primary Focus:** Students will read “Tele-Ameer the Superhero” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Activity Pages 8.3, 8.4



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Reading

Reading Closely

### Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

### Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

### Advanced/ Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**

## READ “TELE-AMEER THE SUPERHERO” FLUENTLY (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *average, impact, restore, operator, supervisor*
  - phrases: “sheer panic,” “shock grew in her eyes,” “lure her away”
- Have students follow along as you read “Tele-Ameer the Superhero.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *average, telepathy, and telekinesis*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



### Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

### Support

Remind students to scan or reread the passage to look for key details as they complete the comprehension questions.

Before reading “Tele-Ameer the Superhero,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Lesson 8: Review: Words with /or/ > ‘our’ and ‘ore’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with r-controlled vowel sounds with alternate spellings: ‘our’, ‘ore’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘OUR’, ‘ORE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /or/ > ‘our’ or ‘ore’ that you say aloud.
- Say the word *explore*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |              |              |
|------------|--------------|--------------|
| 1. explore | 4. shore     | 7. therefore |
| 2. restore | 5. courtyard | 8. fourth    |
| 3. adore   | 6. ignore    | 9. resource  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                   |
|-----------------------------------|
| 1. Wash your hands before dinner. |
| 2. The gourd grew in the garden.  |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 8: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student.
- Direct students to Activity Page 8.3.
- Have them reread “Tele-Ameer the Superhero.”
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *machine*, *talk*, *notice*, *course*, *country*, and *mind*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”

- Display and point to the word *mind* and say, “This word is tricky because the ‘i’ is pronounced /ie/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /ie/ for this letter. We blend and say /n/ /d/ for these letters.” Point to the letters as you blend the sounds: /m/ /ie/ /n/ /d/, *mind*. Say, “*Mind!* It’s a word we use all the time, like when we say ‘She could hear his voice so clearly in her mind.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *mind*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 9

## REVIEW

## Words with ‘ear’, ‘eer’, and ‘ure’

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend words with ‘ear’, ‘eer’, and ‘ure’.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Phonics—Decoding

Students will read words with r-controlled vowel sounds with alternate spellings:

✚ ‘ear’, ‘eer’, ‘ure’. TEKS 3.2.A.i; TEKS 3.2.A.ii

✚ Students will identify r-controlled multisyllabic words. TEKS 3.2.A.i; TEKS 3.2.A.ii

## Morphology

Students will identify the meaning of and use words with the prefixes *tele-* and

✚ *super-*. TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

## Reading

Students will reread “Tele-Ameer the Superhero” fluently with a partner.

✚ TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

## Phonics—Encoding

Students will spell and write words with r-controlled vowel sounds with alternate

✚ spellings: ‘ear’, ‘eer’, ‘ure’. TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

Observation

“Tele-Ameer the Superhero” Anecdotal Reading Record

✚ TEKS 3.4

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*,

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review r-Controlled Vowel Sounds with Alternate Spellings: 'ear', 'eer', 'ure'                 | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with r-Controlled Vowel Sounds with Alternate Spellings: 'ear', 'eer', 'ure'        | 3 min.  | <input type="checkbox"/> Activity Page 9.1 |
| Identify r-Controlled Multisyllabic Words                                                      | 3 min.  |                                            |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Prefixes: <i>tele-</i> , <i>super-</i>                                          | 6 min.  | <input type="checkbox"/> Activity Page 9.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread "Tele-Ameer the Superhero"                                                              | 10 min. | <input type="checkbox"/> Activity Page 8.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with r-Controlled Vowel Sounds with Alternate Spellings: 'ear', 'eer', 'ure'       | 5 min.  | <input type="checkbox"/> dictation journal |

-ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a three-column chart on the board or chart paper with words with spellings 'ear', 'eer', and 'ure'.

| 'ear'   | 'eer'  | 'ure'     |
|---------|--------|-----------|
| near    | cheer  | pure      |
| gear    | steer  | sure      |
| shear   | sheer  | cure      |
| hearing | eerie  | injure    |
| appear  | career | structure |

### Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *impact*, *restore*, *operator*, and *supervisor*.



## Lesson 9: Review: Words with 'ear', 'eer', and 'ure', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with 'ear', 'eer', and 'ure'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: 'EAR', 'EER', 'URE' (3 MIN.)**

- Remind students that the /r/ sound can change the sounds vowel teams make.
- Write the words *earth*, *hear*, *deer*, *creature*, and *lure* on the board.
- Point to *earth*, and say the word aloud. Explain that adding the /r/ to the vowel team 'ea' in this word makes the sound /er/.
- Say the word again, emphasizing the /er/ sound, and have students read it aloud.
- Point to *hear*, and say the word aloud. Explain that adding the /r/ to the vowel team 'ea' in this word makes the sounds /eer/.
- Say the word again, emphasizing the /eer/ sounds, and have students repeat.
- Point to *deer*, and say the word aloud. Explain that adding the /r/ to the vowel team 'ee' in this word makes the sounds /eer/.
- Say the word again, emphasizing the /eer/ sounds, and have students read it aloud.
- Point to *creature*, and say the word aloud.
- Say, "When we see the separated digraph 'u\_e', we usually expect to hear the long /ue/ sound. But in this case, 'ure' makes the /er/ sound."
- Say the word again, emphasizing the /er/ sound, and have students read it aloud.
- Point to *lure*, and say the word aloud.
- Say, "Here is another case of the 'ure' spelling, but this time the letter makes the sound /oo/ /r/."

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



**ENGLISH  
LANGUAGE  
LEARNERS**

**Foundational Skills**

**Foundational Literacy Skills**

Point out that the r-controlled vowel team 'ear' does not always make the same sound. Provide the additional examples *heard* and *clear*, and ask students whether each makes the /er/ sound or the /ee/ /er/ sound.

**ELPS 2.A**

- Say the word again, emphasizing the /oo/ /r/ sounds, and have students read it aloud.
- Explain that there is no reliable way to know how the /r/ sound will change the sounds some vowel teams make. Words will have to be memorized and practiced, but sometimes students may be able to use context clues to help them determine which sound the r-controlled vowel team will make.

## Lesson 9: Review: Words with ‘ear’, ‘eer’, and ‘ure’, Part 1

# Phonics—Decoding



### Primary Focus

Students will read words with r-controlled vowel sounds with alternate spellings:

✚ ‘ear’, ‘eer’, ‘ure’. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will identify r-controlled multisyllabic words. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

### READ WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘EAR’, ‘EER’, ‘URE’ (3 MIN.)

- Display the three-column chart you prepared in advance with the headings ‘ear’, ‘eer’, and ‘ure’, and the following words.

| ‘ear’   | ‘eer’  | ‘ure’     |
|---------|--------|-----------|
| near    | cheer  | pure      |
| gear    | steer  | sure      |
| shear   | sheer  | cure      |
| hearing | eerie  | injure    |
| appear  | career | structure |

- Read each word and underline the spelling that makes the r-controlled vowel sound. Have students read each word aloud.
- Point out the homophones *shear/sheer*, and provide definitions as needed. Explain that each pair is made of two different words with different meanings and different spellings, but the words have the same sound /eer/.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Work with students to come up with simple sentences using some of the words from the chart.
- Direct students to Activity Page 9.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### IDENTIFY R-CONTROLLED MULTISYLLABIC WORDS (3 MIN.)

- Remind students that when a word has an r-controlled vowel or vowel team, the 'r' and the vowel are part of the same syllable. This is called an r-controlled syllable.
- Write the word *adventure* on the board, with the syllables marked: *ad•ven•ture*.
- Underline 'a'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ad/.
- Underline 'e'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ven/.
- Underline 'ure'. Say, "In this word, 'ure' is an r-controlled vowel team. It is part of this syllable." Circle *-ture*. Say, "This is an r-controlled syllable." Pronounce the syllable /cher/. Point out that the 't' works with the 'ure' to make the /ch/ sound.
- Point to each syllable as you read the word aloud. /ad/ /ven/ /cher/. Say, "That doesn't sound right. Remember that closed syllables often make a short vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /əd/. Then have students read the word aloud.
- Ask, "How many syllables are in *adventure*?" (*three*)
- Repeat the routine with *cheer•lead•er*.
- Ask, "Which syllable is an r-controlled syllable with the spelling 'eer'?" (*the first syllable*)
- Underline 'eer.'

### Activity Page 9.1



### Challenge

Challenge pairs or small groups to brainstorm more multisyllabic words with 'ear', 'eer', 'ure' to add to the list.

- Ask, “Do you see any other r-controlled syllables? Which one?” (yes, the third syllable)
- Repeat with the following words: *vo•lun•teer*, *clear•ance*, *de•par•ture*, *trea•sure*, *pi•o•neer*, *re•ap•pear*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the first syllable in *earbuds* is an r-controlled syllable.” (*thumbs-up*)

## Lesson 9: Review: Words with ‘ear’, ‘eer’, and ‘ure’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *tele-* and *super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *TELE-*, *SUPER-* (6 MIN.)

- Write the prefixes *tele-* and *super-* on the board. Remind students that these are prefixes that can be added to the beginning of a word to change its meaning.
- Point to *tele-*. Say, “The prefix *tele-* means ‘distant’ or ‘far.’”
- Point to *super-*. Say, “The prefix *super-* means ‘beyond’ or ‘above.’”
- Write the word *teleprompter* on the board.
- Model for students how to decode the word by breaking the word into its root and affixes: *tele-*, *prompt*, and *-er*.
- Draw a line between the root word and its affixes. Say the word aloud, and have students read it aloud.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Say, “A teleprompter is a device that shows people what to say when they are giving a speech or presentation.”
- Write the word *supervisor* on the board.
- Model for students how to decode the word by breaking the word into its root and affixes: *super-*, *vis*, and *-or*.
- Draw a line between the root word and its affixes. Say the word aloud, and have students read it aloud.
- Point out that breaking the word into its parts may not provide students with a full enough understanding of the word’s meaning.
- Say, “I know that *super-* can mean ‘above’ and I know that *-or* can mean ‘someone who does an action,’ but I don’t know what the part of the word *vis* means. That doesn’t seem like a word by itself in English. If I read the word in a sentence, I can use the other words in the sentence to gain clues about the meaning of *supervisor*. I can also look this word up in the dictionary to really understand it.”
- Model using a dictionary to look up the word. If possible, point out that *vis* comes from the Latin word for “see.”
- Say, “Now I understand that a supervisor is a person who watches over or is in charge of workers.”
- Repeat with the words *telecast*, *telemarketer*, *superglued*, *superman*.
- Direct students to Activity Page 9.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 9.2

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## Support

Have students first look for words with the spelling 'ear', then the spelling 'eer', and then the spelling 'ure'.

## Lesson 9: Review: Words with 'ear', 'eer', and 'ure', Part 2

## Reading



**Primary Focus:** Students will reread "Tele-Ameer the Superhero" fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

## REREAD "TELE-AMEER THE SUPERHERO" (10 MIN.)

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

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread "Tele-Ameer the Superhero" with a partner.
- Take time to answer any questions that students may have about "Tele-Ameer the Superhero."
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline words with the spellings 'ear', 'eer', and 'ure', such as *clearing*, *deer*, and *creatures*;
  - circle words with the prefixes *tele-* and *super-*, such as *superpowers* and *teleportation*; and

## Activity Page 8.3



ENGLISH  
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## Reading

## Reading Closely

## Beginning

Work with student pairs to identify a few words with the prefixes *tele-* and *super-*.

## Intermediate

Have students share their annotations with another student.

Advanced/  
Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eight*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- highlight multisyllabic words with r-controlled syllables, such as *nearly* and *adored*.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Think-Pair-Share:** Give students one minute to review their annotations. Then have pairs of partners explain their annotations to each other. Tell students to signal when both partners have contributed to the conversation. Call on students to share one of their partner’s annotations with the group.



### Observation: “Tele-Ameer the Superhero” Anecdotal Reading Record

As you listen to each student read “Tele-Ameer the Superhero,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 9: Review: Words with ‘ear’, ‘eer’, and ‘ure’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with r-controlled vowel sounds with alternate spellings: ‘ear’, ‘eer’, ‘ure’. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH R-CONTROLLED VOWEL SOUNDS WITH ALTERNATE SPELLINGS: ‘EAR’, ‘EER’, ‘URE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with ‘ear’, ‘eer’, or ‘ure’ that you say aloud.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the word *cheer*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |             |              |            |
|-------------|--------------|------------|
| 1. cheer    | 4. furniture | 7. eerie   |
| 2. pure     | 5. volunteer | 8. yearly  |
| 3. steering | 6. sure      | 9. hearing |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                            |
|--------------------------------------------|
| 1. The fishing gear is in the trunk.       |
| 2. The actor will appear on the talk show. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

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

### Lesson 9: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity. Assist students as needed to ensure they can recognize each word.
- When students are finished, ask pairs to share and check each other's work.



## SHARING

- Pair up students and have one person share the response they wrote about “Tele-Ameer the Superhero” on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *mind* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *miend*. Write the letters to spell *mind* on the board.
- Point to the word *mind* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ sound is spelled with ‘i.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /ie/ for these letters. We blend and say /n/ /d/ for these letters.” Point to the letters as you blend the sounds: /m/ /ie/ /n/ /d/, *mind*. Say, “*Mind!* It’s a word we use all the time.”
- Repeat with the words *machine*, *talk*, *notice*, *course*, and *country*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

# Mixed Review

## PRIMARY FOCUS OF LESSON

### Warm-Up

Students will identify and blend words with r-controlled vowel teams.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

### Phonics—Decoding

Students will review reading words with r-controlled vowel teams.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

Students will review identifying multisyllabic words with r-controlled syllables.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

### Morphology

Students will identify the meaning of and use words with prefixes.

✚ TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

### Reading

Students will read “Real-Life Superheroes” independently and will answer questions about key details in the text.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5

### Phonics—Encoding

Students will spell and write words with r-controlled vowels and vowel teams.

✚ TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

### Dictation Journal

### Phonics/Encoding Dictation

✚ TEKS 3.2.B.i; TEKS 3.2.B.iv

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Review r-Controlled Vowels and Vowel Teams                                                     | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Review r-Controlled Vowel Teams                                                                | 3 min.  | <input type="checkbox"/> Activity Page 10.1        |
| Review r-Controlled Multisyllabic Words                                                        | 3 min.  |                                                    |
| <b>Morphology</b>                                                                              |         |                                                    |
| Review Prefixes: <i>under-</i> , <i>over-</i> , <i>tele-</i> , <i>super-</i>                   | 6 min.  | <input type="checkbox"/> Activity Page 10.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read “Real-Life Superheroes” Independently                                                     | 10 min. | <input type="checkbox"/> Activity Pages 10.3, 10.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Encoding Review                                                                                | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Phonics—Decoding

- Before the lesson, display signs or cards in each corner of the classroom with the following categories:
  - one-syllable words
  - two-syllable words
  - three-syllable words
  - four-syllable words

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: "community resources," *unforeseen*, *source*, *collaborate*, *peer*.

## Lesson 10: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with r-controlled vowel teams. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW R-CONTROLLED VOWELS AND VOWEL TEAMS (3 MIN.)**
**Support**

Review the sounds each r-controlled vowel team can make: /or/ > 'or' (as in *born*), 'our' (as in *course*), 'ore' (as in *explore*); /air/ > 'are' (as in *share*) 'air' (as in *pair*); /eer/ > 'eer' (as in *steer*) 'ear' (as in *hear*).

- Write the headings /or/, /air/, and /ee/ /er/ on the board.
- Say, "We are going to review r-controlled vowels and vowel teams."
- Explain that you will say a word and a student volunteer will write it on the board under the correct heading.
- Model by saying the word *care*, and writing it under the /air/ column.
- Say, "I'm writing *care* under the /air/ heading because the r-controlled vowel team 'are' makes the /air/ sound."
- Have student volunteers take turns writing words on the board, and correct errors as needed.
- Keep the words on the board since they will be used in the next activity.

- |                        |                         |
|------------------------|-------------------------|
| 1. chair (/air/)       | 6. unfair (/air/)       |
| 2. gear (/ee/ /er/)    | 7. thorn (/or/)         |
| 3. acorn (/or/)        | 8. more (/or/)          |
| 4. scare (/air/)       | 9. cheerful (/ee/ /er/) |
| 5. earbuds (/ee/ /er/) | 10. chore (/or/)        |

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Lesson 10: Review: Mixed Review, Part 1

# Phonics—Decoding



## Primary Focus

Students will review reading words with r-controlled vowel teams.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will review identifying multisyllabic words with r-controlled syllables.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

### REVIEW R-CONTROLLED VOWEL TEAMS (3 MIN.)

- Point to the words from the Warm-Up. Say, “Now we are going to work together to create sentences using these words.”
- Record the sentences on the board as students generate them. Encourage students to vary the spellings they choose.
- Have student volunteers take turns underlining the targeted spelling in each word with an r-controlled vowel or vowel team.
- Direct students to Activity Page 10.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### REVIEW R-CONTROLLED MULTISYLLABIC WORDS (3 MIN.)

- Direct students’ attention to the signs or cards in the corners of the classroom that you prepared in advance.
- Based on your class and classroom, have students follow one of the following instructions to play the game:
  - Say, “I am going to write a word. We will read the word together. Then you will walk calmly to the corner of the classroom that matches the word.”
  - Say, “I am going to write a word. We will read the word together. Then you will point to the corner of the classroom that matches the word.”

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Challenge

Challenge students to use more than one word from the Warm-Up in a sentence.

## Activity Page 10.1



- Say, “I am going to write a word. We will read the word together. Then you will turn and face the corner of the classroom that matches the word.”
- Write the word *prairie* on the board, and read it aloud. Then have students read the word aloud.
- Ask, “How many syllables does this word have?” (*two*)
- Have students move to the two-syllable corner of the classroom.
- Repeat with the following words: *score*, *ignore*, *sport*, *unsupported*, *anymore*, *square*, and *barefoot*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that *absorb* has two syllables.” (*thumbs-up*)



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Simplify the activity page by giving students only the root words and appropriate prefix and having them form the new word.

#### Intermediate

Have students work on the activity page with a proficient reader who acts as a mentor.

#### Advanced/

#### Advanced High

Students can work on the activity page independently.

**ELPS 1.F**

## Lesson 10: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with prefixes.

TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

### REVIEW PREFIXES: UNDER-, OVER-, TELE-, SUPER- (6 MIN.)

- Write the prefixes *under-*, *over-*, *tele-*, and *super-* on the board. Remind students that these are prefixes that can be added to the beginning of a word to change its meaning.
- Point to *under-*. Say, “The prefix *under-* means ‘too little’ or ‘beneath.’”
- Point to *over-*. Say, “The prefix *over-* means ‘too much’ or ‘above.’”
- Point to *tele-*. Say, “The prefix *tele-* means ‘distant’ or ‘far.’”
- Point to *super-*. Say, “The prefix *super-* means ‘beyond’ or ‘above.’”

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; TEKS 3.2.B.vi Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; TEKS 3.3.C Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



- Ask student volunteers to provide one example of a word with each prefix. Record the examples on the board.
- Work with students to create a sentence using each example word.
- Direct students to Activity Page 10.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the prefix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 10.2

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## Support

Before reading “Real-Life Superheroes,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Challenge

Have students use a different color to highlight words with the different vowel teams ‘ear’, ‘eer’, or ‘ure’.

ENGLISH  
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LEARNERS



## Reading

### Reading Closely

#### Beginning

Form small groups and have students focus on one annotation at a time.

For example, first have them read and underline words with ‘or’, ‘our’, or ‘ore’. On the next read, have them circle words with prefixes, and so on.

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/ Advanced High

Have students work independently to annotate the text and then share their work with a partner.

**ELPS 4.A**

Part 2

## Lesson 10: Review: Mixed Review, Part 2

# Reading



**Primary Focus:** Students will read “Real-Life Superheroes” independently and will answer questions about key details in the text.

**TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.5**

### READ “REAL-LIFE SUPERHEROES” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Real-Life Superheroes.”
- Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language, etc., for students. You may want to include the following:
  - words: *unforeseen, source, collaborate, peer*
  - phrases: “community resources,” “overcome villains,” “cannot be overstated”
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *emergencies, situations*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline words with the r-controlled vowel ‘or’ and vowel teams ‘our’ and ‘ore’, such as *order, before, and resources*;
  - put a box around words with r-controlled vowel teams ‘are’ and ‘air’, such as *care, share, and stairs*;

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- circle words with the prefixes *under-*, *over-*, *tele-*, and *super-*, such as *underestimated*, *overcome*, *telephone*, and *superheroes*; and
- highlight words with r-controlled vowel teams 'ear', 'eer', and 'ure', such as *fearlessly*, *steer*, and *secure*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.4 independently. If they don't complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity  
Pages 10.3, 10.4



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 10: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with r-controlled vowels and vowel teams. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with r-controlled vowel sounds that you say aloud.
- Say the word *departure*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |              |               |                  |
|--------------|---------------|------------------|
| 1. departure | 4. undercover | 7. superstore    |
| 2. resource  | 5. overhear   | 8. cheerlessness |
| 3. worryment | 6. teleport   | 9. fairness      |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                 |
|---------------------------------|
| 1. I forgot my jacket upstairs. |
| 2. Explorers go on adventures.  |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Dictation Journals: Phonics/Encoding Dictation

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

End Lesson

## Lesson 10: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.3.

- Have them reread “Real-Life Superheroes.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Real-Life Superheroes” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 6 and 8 (*folks, machine, talk, mind, notice, course, country*), including any other Tricky Words you reviewed in Lessons 6 and 8. Write the following new words on index cards: *carry, heavy, and people*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *heavy* and say, “This word is tricky because the ‘ea’ is pronounced /e/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /h/ for this letter. We say /e/ for these letters. We say /v/ for this letter, and we say /ee/ for this letter.” Point to the letters as you blend the sounds: /h/ /e/ /v/ /ee/, *heavy*. Say, “*Heavy!* It’s a word we use all the time, like when we say ‘Firefighters run up flights of stairs and carry heavy equipment.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *heavy*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /e/ sound spelled ‘ea.’” Write *head* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 6 and 8. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”

- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.

- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

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### ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 10.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings they have recently learned.
- Direct students to the passage "Concord Hymn and the 'Shot Heard Round the World.'" Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
  - underline three words with ar, or, er, or ur such as dark;
  - put a box around two words with ear, ire, eir, our, or ure such as heard;
  - and highlight one r-controlled two-syllable word, such as farmers.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other's responses with the following sentence starters:
  - I agree with \_\_\_\_\_ because. . .
  - I have an additional perspective about. . .
  - That is a great point because. . .
  - Another example is. . .



## REVIEW

# Words with /ə/ > 'a' and 'e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will read words with /ə/ > 'a' and 'e'. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words with /ə/ > 'a' and 'e'. **TEKS 3.2.A.i**
- Students will review syllable types. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with prefixes *tele-* and

- super-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “A Trans-Galactic Dash” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /ə/ > 'a' and 'e'.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 11.1

## Review Syllable Types

- TEKS 3.2.A.ii**

## Observation

## Discussion Questions Observation Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Schwa /ə/ > 'a' and 'e'                                                                 | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Words with /ə/ > 'a' and 'e'                                                              | 3 min.  |                                             |
| Review Syllable Types                                                                          | 3 min.  | <input type="checkbox"/> Activity Page 11.1 |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Prefixes: <i>tele-</i> , <i>super-</i>                                          | 6 min.  | <input type="checkbox"/> Activity Page 11.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read “A Trans-Galactic Dash” with Accuracy                                                     | 10 min. | <input type="checkbox"/> Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Words with Schwa > 'a' and 'e'                                                           | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Create a chart containing examples for the various spellings of /ə/ that are reviewed in Lessons 11–13. Cover all spellings. You will uncover the first two columns in this lesson and continue to uncover spellings as they are reviewed in Weeks 3 and 4.

| /ə/ > 'a' | /ə/ > 'e' | /ə/ > 'i' | /ə/ > 'o' | /ə/ + /l/ > 'le' | /ə/ + /l/ > 'le' ('s-tle') |
|-----------|-----------|-----------|-----------|------------------|----------------------------|
| about     | taken     | basil     | oven      | circle           | bustle                     |
| alone     | model     | raisin    | purpose   | uncle            | hustle                     |
| zebra     | item      | victim    | wisdom    | little           | wrestle                    |

### Morphology

- Students will complete an activity in groups. Decide beforehand if students will be assigned groups or if they may self-select.
- Write the following numbered sentences on the board or chart paper.

1. The store sells televisions.
2. We looked at the stars through a telescope.
3. The superhero saved the city from disaster.
4. The supermarket sells many types of food.
5. Telephones connect us with distant places.
6. The famous actor was a superstar.
7. Telemedicine helps doctors treat people at home.
8. The ice skaters had near superhuman balance.

### Reading

- Ensure you have the Unit 3 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### **Universal Access**

- Gather pictures to represent the words in the Reading activity: *chancellor*, *unity*, *telecast*, and *transmit*.

## Lesson 11: Review: Words with /ə/ &gt; 'a' and 'e', Part 1

## Warm-Up



🗺️ **Primary Focus:** Students will read words with /ə/ > 'a' and 'e'. **TEKS 3.2.A.i**

**REVIEW SCHWA /ə/ > 'A' AND 'E' (3 MIN.)**

- Say, "Most words with two or more syllables have stressed and unstressed syllables. Unstressed syllables are spoken more quietly or more quickly than stressed syllables. The vowel in an unstressed syllable often makes the schwa sound.
- Have the class say *schwa*.
- Have the class say the sound /ə/
- Say, "Many vowels can make the schwa sound. This lesson will focus on 'a' and 'e'."
- Write the word *alive* on the board.
- Say, "When we read the word *a•live*, we might use what we know about open syllables to pronounce it as /ae•liev/. However, the first syllable is unstressed. We don't say /ə•liev/, we say /ə•liev/! Therefore, the 'a' makes the schwa sound."
- Say, "Listen carefully to the words as I read them aloud. I will read the word once altogether and then a second time pausing between its syllables. Raise your right hand if you hear a stressed syllable. Raise your left hand when you hear an unstressed syllable.
- Read the following words aloud. Read the word once and then a second time, emphasizing the stressed syllables and pausing between syllables to allow students to raise their hands: *a•round*, *bro•ken*, *com•ma*, and *i•tem*.

🗺️ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.



Foundational Skills

Foundational Literacy Skills

**Beginning**

To support conversation about regional differences in pronunciation, ask students about regional differences in their home language. Then, ask, “What are some words in your home language that people pronounce in different ways?”

**Intermediate**

To support conversation about regional differences in pronunciation, ask students about regional differences in their home language. Ask, “What are some words in your home language that people pronounce in different ways?” Encourage students to share examples of differences.

**Advanced/**

**Advanced High**

To support conversation about regional differences in pronunciation (i.e., language variations), ask students about regional differences in their home language. Ask, “Do people from different countries or regions say words in your home language differently?” Encourage students to share examples of differences.

**ELPS 3.A**

Lesson 11: Review: Words with /ə/ > ‘a’ and ‘e’, Part 1

# Phonics—Decoding



**Primary Focus**

- ✦ Students will read words with /ə/ > ‘a’ and ‘e’. **TEKS 3.2.A.i**
- ✦ Students will review syllable types. **TEKS 3.2.A.ii**

**READ WORDS WITH /ə/ > ‘A’ AND ‘E’ (3 MIN.)**

- Write the word *schwa* on the board.
- Write the symbol for schwa, /ə/, on the board and explain that this is the symbol for schwa, a vowel sound.
- The name of the sound is schwa, but that is not the sound it makes. The schwa often sounds like /u/ and it can be difficult to tell the difference. You can think of *schwa* as a more muffled version of /u/. We usually hear the schwa sound in words with two or more syllables.”
- Explain that the exact pronunciation of schwa differs from person to person, place to place, and word to word. However, in many words and many parts of the United States, schwa sounds a lot like /u/. In some words and some regions of the United States, it is pronounced more like /i/.
- Write the word *about* on the board, and ask students how they might expect it to be pronounced. They may say that they expect it to be pronounced /a/ /b/ /ou/ /t/ or /ae/ /b/ /ou/ /t/.
- Explain that this word is usually pronounced /ə/ /b/ /ou/ /t/. This is because the first syllable is unstressed and the second is stressed: a•**bout**.
- Have students read and correctly pronounce the word *about*.
- Direct students’ attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ > ‘a’.
- Point to /ə/ > ‘a’ and say the schwa sound.
- Underline the ‘a’ as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Write the word *taken* on the board, and ask students how they might expect it to be pronounced. Students may expect it to be pronounced /tae•ken/.
- Explain that this word is usually pronounced /**tae**•kən/ and not /ta•ken/.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Say, "The 'e' makes the schwa sound. This is because the second syllable is unstressed."
- Direct students' attention to the chart and uncover the column labeled *schwa* > 'e'.
- Point to /ə/ > 'e' and say the schwa sound.
- Underline the 'e' as you read each word.

Have students read the words aloud after you and practice pronouncing each one.

### REVIEW SYLLABLE TYPES (3 MIN.)

- Direct students to Activity Page 11.1. Read the instructions aloud.
- Say, "When we read longer multisyllabic words, breaking them or chunking them into their syllables makes it easier to read them. It's important to remember that one word might have multiple syllable types. If that is the case, we will write both syllable types on the line."
- Write the word *blue•bird* as it appears in the activity page on the board.
- Ask, "What syllable type is *blue* in the word *blue•bird*?" (*vowel team*)
- Say, "Yes, 'ue' is a vowel team that makes the /oo/ sound." Write *vowel team*; on the board next to the word *blue•bird*, and have students write it on their activity page.
- Ask, "What type of syllable is *bird* in the word *blue•bird*?" (*r-controlled*)
- Say, "Yes, 'ir' in the word *bird* is an r-controlled vowel making the /er/ sound. That makes *bird* an r-controlled syllable." Write *r-controlled* on the board next to *vowel team*, and have students write it on their activity page.
- Repeat the routine with the words *re•lax* (*open; closed*) and *arch•way* (*r-controlled; vowel team*).
- Direct student pairs to complete the rest of the activity page together. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Support

Students may need extra help decoding words, such as *event*, that feature different pronunciations of the same vowel. Remind students that they can identify the schwa sound by asking themselves which syllable is unstressed.

### Activity Page 11.1



### Challenge

Ask students to identify which words in the activity page have a schwa sound. (*hap•pen; place•ment; un•sure*)

## Lesson 11: Review: Words with /ə/ > 'a' and 'e', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with prefixes

tele- and super-. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



Language

Learning How English Works

**Beginning**

Tell students that *tele-* and *super-* are used in several languages including Spanish, French, and Italian. They have the same meaning in these languages as they do in English. These prefixes come from the same root in both English and in these other languages. Students can use words in their home language to find the meaning of English words. For example, the Spanish words *teléfono* and *supermercado* and the French words *téléphone* and *supermarché* can be used to determine the meanings of *telephone* and *supermarket*.

**Intermediate**

Ask, “Do you know any words in your home language that start with *tele-* or *super-*?”

**Advanced/**

**Advanced High**

Ask, “Do you know any words in your home language that start with *tele-* or *super-*? What are the meanings of these words?”

**ELPS 3.A**

Activity Page 11.2



**ROOT WORDS AND PREFIXES: TELE-, SUPER- (6 MIN.)**

- Say, “We are going to practice using words with the prefixes *tele-* and *super-* in sentences.”
- According to your class size, divide students into either four or eight groups. Give each group a number.
- Say, “I am going to write a list of sentences on the board. Pay special attention to the sentence that matches your group number. Copy the sentence in your dictation journal.”
- Direct students’ attention to the numbered sentences on the board or chart paper that you prepared in advance.
- Working in their dictation journal, have one member of each group circle the word with the prefix *tele-* or *super-* in the assigned sentence. Have one student underline the prefix.
- Have groups read their sentences aloud to the whole class and identify the word with *tele-* or *super-*.
- Work with students to define the words in their sentences. Use the chart below to confirm or correct students’ definitions of the words.

| Word         | Meaning                                                            |
|--------------|--------------------------------------------------------------------|
| television   | a system for sending images and sounds across distances            |
| telescope    | a device used to see distant objects                               |
| superhero    | a person with extraordinary powers                                 |
| supermarket  | a large store that sells food and other goods                      |
| telephone    | a device for sending voices over long distances                    |
| superstar    | an extremely talented or famous person such as an actor or athlete |
| telemedicine | health care that is delivered over the telephone or computer       |
| superhuman   | beyond what humans are usually capable of                          |

- Direct students to Activity Page 11.2. Have them complete the activity page individually.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



## Lesson 11: Review: Words with /ə/ &gt; 'a' and 'e', Part 2

## Reading



**Primary Focus:** Students will read “A Trans-Galactic Dash” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details

in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

**READ “A TRANS-GALACTIC DASH” WITH ACCURACY (10 MIN.)**

- Direct students to Activity Page 11.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *chancellor, unity, telecast, transmit, transcended*
  - phrases: “supersonic transport vehicles,” “working in unison,” “witness this event”
- Have students follow along as you read “A Trans-Galactic Dash.”
- Read the story once without interruption, modeling how to read accurately and at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the story again, modeling how to sound out unfamiliar words (e.g., *metallic* and *guidance*) so you read accurately. Point out that rereading unfamiliar words is one way students can monitor their comprehension, or make sure they understand what they read.
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

**Activity Page 11.3**

**Support**

Before reading “A Trans-Galactic Dash,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

**Challenge**

Have students find an example of a schwa word in the text, for example, *debate*.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as igh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

**Beginning**

Ask students yes/no questions using simple phrases to summarize the story: “Were the students getting along? Was the race meant to help students work together? Was the race a private event? Did the students use different vehicles? Were the students who lost sad?”

**Intermediate**

Provide students with a specific sentence frame for summarizing and use temporal words: *Mr. Sharma wanted his students to \_\_\_\_ so he held a \_\_\_\_\_. First, the students \_\_\_\_\_. Then, they \_\_\_\_\_ and \_\_\_\_\_. After the race, everyone \_\_\_\_\_.*

**Advanced/**

**Advanced High**

Encourage students to expand or build on other students’ responses.

**ELPS 4.G; ELPS 4.I**

**Wrap-Up**

**Discussion Questions for “A Trans-Galactic Dash”**

1. **Literal.** What problem did Mr. Sharma see at Magnet University?
  - » Students were so different that they had trouble getting along.
2. **Literal.** What was the purpose of the Trans-Galaxy Dash?
  - » The event was meant to get students to work together.
3. **Literal.** What did students do in the Dash?
  - » They worked in teams of seven and had to do various tasks in different vehicles.
4. **Literal.** What was the result of the Dash?
  - » The students felt like superstars and learned to get along better.
5. **Inferential.** Why are events like the Dash good for students?
  - » They help students get to know each other outside of the usual classroom setting.



**Observation: Discussion Questions Observation Record**

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

**Lesson 11: Review: Words with /ə/ > ‘a’ and ‘e’, Part 2**

**Phonics—Encoding**



**Primary Focus:** Students will spell and write words with /ə/ > ‘a’ and ‘e’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## SPELL WORDS WITH SCHWA > 'A' AND 'E' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with the schwa sound that you say aloud.
- Say the word *human*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |           |             |           |
|-----------|-------------|-----------|
| 1. human  | 4. item     | 7. basket |
| 2. atlas  | 5. sofa     | 8. happen |
| 3. carpet | 6. children | 9. vowel  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                             |
|---------------------------------------------|
| 1. The system began thousands of years ago. |
| 2. We saw a camel and a zebra at the zoo.   |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.

## Lesson 11: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread “A Trans-Galactic Dash”
- Review the prompt on **Activity Page TR 11.1**.
- Tell students they will use text evidence to draw for approximately 10 minutes in response to the passage.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their drawings with the class.

**TRICKY WORDS REVIEW**

- Write the following words on index cards: *among*, *common*, *several*, *thousands*, *didn't*, and *wasn't*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *common* and say, “This word is tricky because the second ‘o’ is pronounced with the schwa sound /ə/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /o/ for this letter. We say /m/ for these letters. We say /ə/ for this letter. We say /n/ for this letter.” Point to the letters as you blend the sounds: /k/ /o/ /m/ /ə/ /n/, *common*. Say, “*Common!* It’s a word we use all the time, like when we say ‘The teams became united in their common purpose.’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *common*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 12

## REVIEW

Words with  
/ə/ > 'i' and 'o'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**
- Students will review syllable types. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *uni-* and

- trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “A Trans-Galactic Dash” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /ə/ > 'i' and 'o'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Observation



“A Trans-Galactic Dash” Anecdotal Reading Record

**TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review /ə/ > 'i' and 'o'                                                                       | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Words with /ə/ > 'i' and 'o'                                                              | 3 min.      | <input type="checkbox"/> Activity Page 12.1 |
| Review Syllable Types                                                                          | 3 min.      | <input type="checkbox"/> Activity Page 12.2 |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Prefixes: <i>uni-</i> , <i>trans-</i>                                           | 6 min.      | <input type="checkbox"/> Activity Page 12.3 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread "A Trans-Galactic Dash"                                                                 | 10 min.     | <input type="checkbox"/> Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Words with Schwa > 'i' and 'o'                                                           | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. You will continue to use this chart in Lesson 13. Cover any spellings not yet reviewed.

| /ə/ > 'a' | /ə/ > 'e' | /ə/ > 'i' | /ə/ > 'o' | /ə/ + /l/ > 'le' | /ə/ + /l/ > 'le' ('s-tle') |
|-----------|-----------|-----------|-----------|------------------|----------------------------|
| about     | taken     | basil     | oven      | circle           | bustle                     |
| alone     | model     | raisin    | purpose   | uncle            | hustle                     |
| zebra     | item      | victim    | wisdom    | little           | wrestle                    |

- Consider having students cut word cards on Activity Page 12.2 before the activity begins.

### Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *chancellor*, *unity*, *telecast*, and *transmit*.



## Lesson 12: Review: Words with /ə/ &gt; 'i' and 'o', Part 1

## Warm-Up



🗺️ **Primary Focus:** Students will identify words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**

**REVIEW /ə/ > 'I' AND 'O' (3 MIN.)**

- Say, "Today, we are going to review additional spellings of the schwa sound. The words in this lesson have the schwa sound spelled with 'i' and 'o'"
- Say, "Remember that no matter how it is spelled, schwa makes the /ə/ sound. The /ə/ sound is like a muffled version of /u/."
- Have the class say the sound /ə/.
- Say, "When a syllable with an 'i' or 'o' is unstressed, that vowel makes the schwa sound."
- Write the word *promise* on the board.
- Say, "We know that most VCe syllables make the long vowel sound. So, when we read the word *promise*, we might think it is pronounced /prom•ies/. However, because the second syllable *ise* is unstressed, the 'i' makes the schwa sound. So we pronounce the word /**prom•əs**/. Read it with me." Read the word aloud with the students.
- Write the word *button* on the board.
- Say, "We know that most vowels that are 'closed up' by consonants make the short vowel sound. So when we read the word *button*, we might think it is pronounced /but•ton/. However, because the second syllable is unstressed, the 'o' makes the schwa sound. So we pronounce the word /**but•tən**/. Read it with me." Read the word aloud with the students.
- Say, "Listen carefully to the words as I read them aloud. Raise your right hand when you hear the /oe/ or /ie/ sound. Raise your left hand when you hear the /ə/ sound."
- Read the following words aloud: *cousin* (left), *lemon* (left), *cargo* (right), *pilot* (right), *offend* (left).


**ENGLISH  
LANGUAGE  
LEARNERS**
**Foundational Skills**
**Foundational Literacy Skills**

Review stressed and unstressed sounds with students. Say the words with schwa sounds, *cousin*, *lemon*, and *pilot*, emphasizing their stressed syllables. Remind students that the schwa sound can be found in syllables that sound quicker or quieter.

**ELPS 2.A**

🗺️ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 12: Review: Words with /ə/ > 'i' and 'o', Part 1

# Phonics—Decoding



## Primary Focus

- ✚ Students will read words with /ə/ > 'i' and 'o'. **TEKS 3.2.A.i**
- ✚ Students will review syllable types. **TEKS 3.2.A.ii**

### READ WORDS WITH /ə/ > 'I' AND 'O' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.
- Write the word *April* on the board, and ask students how they might expect it to be pronounced. They might expect it to be pronounced /æ•pril/.
- Explain that this word is usually pronounced /æ•prəl/. Have students read aloud the word *April* after you.
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled *schwa > 'i'*.
- Point to /ə/ > 'i' and say the schwa sound.
- Underline the 'i' as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Write the word *occur* on the board, and ask students how they might expect it to be pronounced. They might expect it to be pronounced /oe•ker/ or /o•ker/.
- Explain that this word is often pronounced /ə•ker/. Have the students read the word aloud.
- Direct students' attention to the chart and uncover the column labeled /ə/ > 'o'.
- Point to /ə/ > 'o' and say the schwa sound.

- ✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Underline the 'o' as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Direct students to Activity Page 12.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 12.1



## REVIEW SYLLABLE TYPES (3 MIN.)

- Direct students to Activity Page 12.2. Read the instructions aloud.
- Emphasize that a word may work in more than one category. For example, *be•cause* should touch both the *open* and *vowel team* syllable-type cards.
- Students may categorize the cards independently or work with a partner.
- After students have completed their piles, assign individual students partners or assign pairs of students to small groups to go over their answers.
- Go over student responses and offer general feedback.

### Activity Page 12.2



### Challenge

Have students identify word cards that contain schwa sounds. (*lesson*, *because*)



### Check for Understanding

Support students as they sort words by syllable types. Answer questions students may have and correct mistakes as you circulate.

## Lesson 12: Review: Words with /ə/ > 'i' and 'o', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *uni-* and *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## ROOT WORDS AND PREFIXES: *UNI-*, *TRANS-* (6 MIN.)

- Remind students that prefixes are word parts added to the beginning of a root word to change the meaning of the word.
- Write the prefix *uni-* on the board. Read it aloud and have students read it aloud.
- Explain that the prefix *uni-* means “one” or “single.”
- Write the word *unicycle* on the board.
- Say, “Let’s identify the meaning of this word by breaking it into its parts. I’m going to draw a line between the prefix and the root word. Where should I draw the line?” (*after the prefix uni-*)
- Say, “We can recognize the root word *cycle* from words like *bicycle*. *Cycle* means ‘wheel’ or ‘circle.’”
- Ask, “If the prefix *uni-* means ‘one’ or ‘single’ and the root *cycle* means ‘wheel’ or ‘circle,’ then what does the word *unicycle* mean?” (*a vehicle with one wheel*)
- Repeat with the words *unicorn* and *uniform*. Alert students to the fact that the word *unicorn* comes from the Greek root *cornu* meaning “horn.”
- Write the prefix *trans-* on the board. Read it aloud and have students read it aloud.
- Explain that the prefix *trans-* means “across” or “beyond.”
- Write the word *transatlantic* on the board. Read the word aloud and have students read it aloud.
- Say, “When you read the root *atlantic*, what do you think about? (*Students may be familiar with the Atlantic Ocean or other place names that reference the ocean.*)
- Ask, “If the prefix *trans-* means ‘across’ or ‘beyond,’ then what does the word *transatlantic* mean?” (*across the Atlantic Ocean*)
- Repeat with the words *transnational* and *transform*.
- Work with students to come up with sentences using the words *unicycle*, *unicorn*, *uniform*, *transatlantic*, *transnational*, and *transform*.

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *transcript* and *unidirectional*.



- Direct students to Activity Page 12.3 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 12: Review: Words with /ə/ &gt; 'i' and 'o', Part 2

## Reading



**Primary Focus:** Students will reread “A Trans-Galactic Dash” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

**REREAD “A TRANS-GALACTIC DASH” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “A Trans-Galactic Dash” with a partner.
- Take time to answer any questions that students may have about “A Trans-Galactic Dash.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words with /ə/ > ‘a’, ‘e’, ‘i’, and ‘o’, such as *magnet*, *normal*, and *problem*;
  - circle words with prefixes *super-*, *tele-*, *trans-*, or *uni-*, such as *university*, *Trans-Galaxy*, and *telecast*; and

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eight*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 11.3



ENGLISH  
LANGUAGE  
LEARNERS



Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few words with schwa sounds.

**Intermediate**

Have students share their annotations with another student.

**Advanced/  
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.G; ELPS 4.I**

- highlight words with r-controlled syllables, such as *faraway*, *there*, and *encourage* and draw a box around the r-controlled syllables in those words.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Question-Pair-Share:** Have partners think of questions about the story to ask each other. Remind students to be sure to cite specifics from the passage to support their questions and answers. When pairs have answered each other’s questions, tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.



### Observation: “A Trans-Galactic Dash” Anecdotal Reading Record

As you listen to each student read “A Trans-Galactic Dash,” make notes about the student’s reading, such as errors in fluency and prosody, in the Anecdotal Reading Record.

## Lesson 12: Review: Words with /ə/ > ‘i’ and ‘o’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ > ‘i’ and ‘o’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### SPELL WORDS WITH SCHWA > ‘I’ AND ‘O’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with the schwa sound that you say aloud.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Say the word *raisin*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |           |            |
|------------|-----------|------------|
| 1. raisin  | 4. civil  | 7. second  |
| 2. confess | 5. ribbon | 8. kingdom |
| 3. pencil  | 6. offend | 9. pupil   |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                          |
|------------------------------------------|
| 1. I promise to bring carrots and basil. |
| 2. The parrot is named Kevin.            |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

## Support

Students may need help identifying the double letters in *confess*, *ribbon*, *offend*, *carrot*, and *parrot*.

### Lesson 12: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Read the instructions aloud and have students complete the word search.



## SHARING

- Pair up students and have one person share the drawing they made of a scene in “A Trans-Galactic Dash” on **Activity Page TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their choice of details to include was impactful, and (c) how their drawing communicated their idea clearly.

### Response Starters for Drawing About Text

1. When you \_\_\_\_\_, it showed \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it helped me understand \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you drew \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *common* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kooommmænnn*. Write the letters to spell *common* on the board.
- Point to the word *common* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled with ‘o.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /o/ for this letter. We say /m/ for these letters. We say /ə/ for this letter. And we say /n/ for this letter.” Point to the letters as you blend the sounds: /k/ /o/ /m/ /ə/ /n/, *common*. Say, “*Common!* It’s a word we use all the time.”
- Repeat with the words *among*, *several*, *thousands*, *didn’t*, and *wasn’t*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

## REVIEW

# Words with /ə/ + /l/ > 'le'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**
- Students will read multisyllabic words with final stable syllable 'le'. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *uni-* and

- trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “On the Move: How Transportation Unites Our World” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /ə/ + /l/ > 'le'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

Activity Page 13.2 Words with *uni-* and *trans-*

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Review Words That End in /ə/ + /l/ > 'le'                                                      | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Read Words with /ə/ + /l/ > 'le'                                                               | 3 min.  |                                                    |
| Read Multisyllabic Words with Final Stable Syllable 'le'                                       | 3 min.  | <input type="checkbox"/> Activity Page 13.1        |
| <b>Morphology</b>                                                                              |         |                                                    |
| Words with <i>uni-</i> and <i>trans-</i>                                                       | 6 min.  | <input type="checkbox"/> Activity Page 13.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read "On the Move: How Transportation Unites Our World"                                        | 10 min. | <input type="checkbox"/> Activity Pages 13.3, 13.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Spell Words That End in 'le'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Phonics—Decoding

- Display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. Cover any spellings not yet reviewed.

| /ə/ > 'a' | /ə/ > 'e' | /ə/ > 'i' | /ə/ > 'o' | /ə/ + /l/ > 'le' | /ə/ + /l/ > 'le' ('s-tle') |
|-----------|-----------|-----------|-----------|------------------|----------------------------|
| about     | taken     | basil     | oven      | circle           | bustle                     |
| alone     | model     | raisin    | purpose   | uncle            | hustle                     |
| zebra     | item      | victim    | wisdom    | little           | wrestle                    |

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *transnational*, and *transformed*.

## Lesson 13: Review: Words with /ə/ + /l/ &gt; 'le', Part 1

## Warm-Up



✦ **Primary Focus:** Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

**REVIEW WORDS THAT END IN /ə/ + /l/ > 'LE' (3 MIN.)**

### Challenge

Ask students to identify which of these words has a silent letter. (*castle*)

- Remind students that a stressed syllable is one that is said louder and an unstressed syllable is one that is said quieter or quicker.
- Write the word *alive* on the board. Ask, "How do people usually pronounce the word *alive*: /æ/ /l/ /ie/ /v/ or /ə/ /l/ /ie/ /v/?" (/ə/ /l/ /ie/ /v/)
- Say, "We can hear from how it is pronounced that the first syllable in *alive* is unstressed."
- Write the word *beetle* on the board and underline *bee*.
- Read the word *beetle*. Have students read the word aloud.
- Ask, "How many syllables do you hear in *beetle*?" (*two: bee•tle*) "Which syllable is stressed, or louder?" (*bee*)
- Say, "Yes, so the unstressed syllable is /təl/."
- Say, "Notice that even though the word ends in 'le', we say the schwa sound before the 'l': /əl/, and not /lə/."
- Repeat with the following words: *apple, castle, maple, shuffle, and nozzle*.

## Lesson 13 Review: Words with /ə/ + /l/ &gt; 'le', Part 1

## Phonics—Decoding


**Primary Focus**

- ✦ Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**
- ✦ Students will read multisyllabic words with final stable syllable 'le'. **TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## READ WORDS WITH /ə/ + /l/ > 'le' (3 MIN.)

- Say, “Today we are going to review more spellings of the schwa sound. The words in this lesson end in ‘le.’”
- Say, “Remember that no matter how it is spelled, schwa makes the /ə/ sound. The /ə/ sound is like a muffled version of /u/.”

**Note:** In some regions, people may pronounce some words with the schwa sound with more of an unstressed /i/ sound instead of the /u/ sound. For example, the second syllable of *wa•gon* may be pronounced /gun/ or /gin/.

- Have the class say the sound /ə/.
- Say, “When a syllable is unstressed, the vowel usually makes the schwa sound.”
- Say, “Words that end in ‘le’ commonly have the schwa sound.”
- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.
- Write *candle* on the board, and say it aloud. Have students repeat it after you.
- Mark the syllables in *candle* with a slash. Point out the schwa sound in the second syllable: /**kan**•dəl/. Circle the ‘le’.
- Have students read the word *candle*.
- Direct students’ attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > ‘le’.
- Point to /ə/ + /l/ > ‘le’ and say /əl/.
- Underline the consonant + ‘le’ as you read each word. Have students read the words aloud after you and practice pronouncing each one.

## READ MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE ‘LE’ (3 MIN.)

- Write the word *ankle* on the board with the syllables marked: *an•kle*.
- Underline ‘a’. Say, “This vowel is part of a closed syllable.” Pronounce the syllable /aen/. Point out that closed syllables usually make a short vowel sound, but this word is an exception to that rule.



### Foundational Skills

#### Foundational Literacy Skills

Say, “When we read words that end in ‘le’, we might want to say /l/ before the vowel sound. However, the order of the sounds is backward.” Ask, “What are some words in your home language that are pronounced differently than they might seem?”

#### ELPS 2.B

- Say, “The second syllable of this word is called a final stable syllable because it comes at the end of the word. A consonant and ‘le’ is one kind of final stable syllable. We know the last syllable is unstressed and has the schwa sound.” Circle *-kle*. Say, “This is a final stable syllable.” Pronounce the syllable /kəl/. Have students read the word aloud with you.
- Ask, “How many syllables does *ankle* have?” (*two*)

**Note:** You may wish to point out that there are other final stable syllables, including *-tion/-sion*, *-cian/-tian*, *-el/-il/-ul*, and *-age*. Students will continue to learn about these spellings in Units 3 and 4.

- Say, “When we read words with final stable syllables spelled ‘le’, we say the schwa sound followed by the /l/ sound.”
- Have students practice pronouncing the sound. Then, have students practice pronouncing *ankle*.
- Repeat the routine with the following words: *tri•an•gle*, *mir•a•cle* and *ex•am•ple*.
- Have students separate the words into syllables and pronounce each syllable and then read the whole word aloud.
- Direct students to Activity Page 13.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 13.1



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree with the following statement: ‘*Double* has a final stable syllable.’” (*thumbs-up*)



Lesson 13: Review: Words with /ə/ + /l/ > 'le', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *uni-* and *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## WORDS WITH UNI- AND TRANS- (6 MIN.)

- Write the following words on the board: *unidirectional*, *uniform*, *transcontinental*, and *transcribe*.
- Ask for a different student volunteer to identify the prefix in *unidirectional*.
- Ask, “What does the prefix *uni-* mean?” (*one or single*)
- Ask, “What words or word parts do you recognize in the root *directional*?” (*Students should notice the word direction.*)
- Say, “Yes, *directional* means moving in a direction or directions.”
- Underline the prefix *uni-*. Ask, “What does *unidirectional* mean?” (*moving in one direction*)
- Repeat the routine with the remaining prefix and words. If students do not recognize the meaning of roots, provide them with definitions from the chart below. You may also want to model how to use the dictionary to define the words.

| Word             | Meaning                         |
|------------------|---------------------------------|
| uniform          | one form or shape; all the same |
| transcontinental | extending across a continent    |
| transcribe       | to copy something in writing    |

- Point out that many roots words with the prefixes *uni-* and *trans-* come directly from Latin or Greek and do not stand alone as words in English. For example, *transmit* (“to send across a distance”) comes from the Latin words *trans* (*across*) and *mittere* (*send*). However, *mit* is not an English base word in the same way *atlantic* in *transatlantic* is. In cases such as *transmit*

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not, non*), *pre-*, *-ness*, *-y*, and *-ful*.

## Support

Even with teacher support, students may struggle to define complicated *uni-* and *trans-* words. Collaborate with students to find definitions for difficult words in a dictionary.

## Activity Page 13.2

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or *translate*, students will probably need to use a dictionary to define or correct their understanding of unfamiliar words. Point out that we can sometimes use context clues from the text to understand an unfamiliar word, and sometimes we need a dictionary.

- Direct students to Activity Page 13.2 and review the instructions. Define any unfamiliar words.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 13: Review: Words with /ə/ + /l/ &gt; 'le', Part 2

## Reading



**Primary Focus:** Students will read “On the Move: How Transportation Unites Our World” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

**READ “ON THE MOVE: HOW TRANSPORTATION UNITES OUR WORLD” (10 MIN.)**

- Direct students to Activity Page 13.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *enables, universal, transnational, transformed, sensible*
  - phrases: “hustle and bustle,” “work together in unison,” “universally important”
  - domain-specific language: *transport, transit system, goods*
- Have students follow along as you read “On the Move: How Transportation Unites Our World.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *continent* and *transcontinental*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 13.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Pages  
13.3, 13.4



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading

Reading Closely

**Beginning**

Ask students yes/no questions using simple phrases to summarize the story: *Is there only one mode of transportation? Is walking a kind of transportation? Is transportation only something that happens on the land? Can some kinds of transportation go to other countries?*

**Intermediate**

Provide students with a specific sentence frame for summarizing and use temporal words: *Transportation is \_\_\_\_\_. Human-powered transportation includes \_\_\_\_\_. Examples of engine-powered vehicles are \_\_\_\_\_. In addition to people, transportation can move \_\_\_\_\_.*

**Advanced/  
Advanced High**

Encourage students to expand or build on other students’ responses.

**ELPS 4.G; ELPS 4.I**

## Support

Before reading “On the Move: How Transportation Unites Our World,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

### Lesson 13: Review: Words with /ə/ + /l/ > ‘le’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ + /l/ > ‘le’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

## SPELL WORDS THAT END IN ‘LE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with final stable syllables spelled ‘le’ that you say aloud.
- Say the word *article*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |           |             |
|------------|-----------|-------------|
| 1. article | 4. mumble | 7. paddle   |
| 2. bangle  | 5. turtle | 8. sensible |
| 3. pebble  | 6. raffle | 9. tricycle |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                          |
|------------------------------------------|
| 1. Should I draw a triangle or a circle? |
| 2. The beetle lived on a maple tree.     |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate the room as students complete the encoding activity. Monitor students’ comprehension and provide assistance when necessary.

End Lesson

### Challenge

Ask, “Why are *cradle* and *paddle* pronounced differently?” (The ‘a’ in *crad•le* is open and makes the long /ae/ sound. The ‘a’ in *pad•dle* is closed up by the consonant ‘d’ and makes the short /a/ sound.)

## Lesson 13: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “On the Move: How Transportation Unites Our World.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *whether* and *wheels*. You may wish to create or gather additional Tricky Word cards to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *wheels* and say, “This word is tricky because the ‘wh’ is pronounced /w/ and the ‘s’ is pronounced /z/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /w/ for these letters. We say /ee/ for these letters. We say /l/ for this letter. We say /z/ for this letter.” Point to the letters as you blend the sounds: /w /ee/ /l/ /z/, *wheels*. Say, “*Wheels!* It’s a word we use all the time, like when we say ‘A bicycle has two wheels.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *wheels*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.

- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 14

## REVIEW

Words with  
/ə/ + /l/ > 'le'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

Students will read multisyllable words with final stable syllable 'le'.

- TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefixes *uni-* and

- trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “On the Move: How Transportation Unites Our World” fluently

- with a partner. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /ə/ + /l/ > 'le'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

“On the Move: How Transportation Unites Our World” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Words That End in /ə/ + /l/ > 'le'                                                      | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Words That End in /ə/ + /l/ > 'le'                                                        | 3 min.  | <input type="checkbox"/> Activity Page 14.1 |
| Read Multisyllabic Words with Final Stable Syllable 'le'                                       | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Prefixes: <i>uni-</i> , <i>trans-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 14.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread "On the Move: How Transportation Unites Our World"                                      | 10 min. | <input type="checkbox"/> Activity Page 13.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Words That End in 'le'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. You will continue to use this chart in Lessons 16–19.

| /ə/ > 'a' | /ə/ > 'e' | /ə/ > 'i' | /ə/ > 'o' | /ə/ + /l/ > 'le' | /ə/ + /l/ > 'le' ('s-tle') |
|-----------|-----------|-----------|-----------|------------------|----------------------------|
| about     | taken     | basil     | oven      | circle           | bustle                     |
| alone     | model     | raisin    | purpose   | uncle            | hustle                     |
| zebra     | item      | victim    | wisdom    | little           | wrestle                    |

### Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *transnational* and *transformed*.

## Lesson 14: Review: Words with /ə/ + /l/ &gt; 'le', Part 1

## Warm-Up



**Primary Focus:** Students will identify words that end in /ə/ + /l/ > 'le'.

✚ **TEKS 3.2.A.i**

**REVIEW WORDS THAT END IN /ə/ + /l/ > 'LE' (3 MIN.)**

- Say, "We have learned that words that end in 'le' are pronounced with the schwa sound followed by /l/." Say the sounds. (/ə/ /l/)
- Say, "We are going to practice identifying these words and breaking them down into syllables and sounds."
- Read the word *eagle*. Have students repeat the word.
- Ask, "What sounds are in the word *eagle*?" (/ee/ /g/ /ə/ /l/)
- Say, "Remember that even though the word ends in 'le', we say the schwa sound before the 'l'."
- Repeat with the following words: *horrible*, *buckle*, *spectacle*, *double*, and *angle*.

## Lesson 14: Review: Words with /ə/ + /l/ &gt; 'le', Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will read words that end in /ə/ + /l/ > 'le'. **TEKS 3.2.A.i**

Students will read multisyllable words with final stable syllable 'le'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**READ WORDS THAT END IN /ə/ + /l/ > 'LE' (3 MIN.)**

- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Write *castle* on the board, and say it aloud. Have students read it aloud.
- Draw a slash to mark the syllables in *cas•tle*. Point out the schwa sound in the second syllable: /**cas**•əl/.
- Say, “Notice that the ‘t’ that is in *castle* is silent and the ‘le’ at the end of the word makes the schwa sound followed by /l/. There are a few words that follow this pattern.”
- Direct students’ attention to the chart you prepared in advance.
- Point to /ə/ + /l/ > ‘le’ and say /əl/.
- Underline the ‘le’ as you read each word. Have students read the words aloud after you and practice pronouncing each one.

| /ə/ > ‘a’ | /ə/ > ‘e’ | /ə/ > ‘i’ | /ə/ > ‘o’ | /ə/ + /l/ > ‘le’ | /ə/ + /l/ > ‘le’ (‘s-tle’) |
|-----------|-----------|-----------|-----------|------------------|----------------------------|
| about     | taken     | basil     | oven      | circle           | bustle                     |
| alone     | model     | raisin    | purpose   | uncle            | hustle                     |
| zebra     | item      | victim    | wisdom    | little           | wrestle                    |

- Point out that even if a word is plural, such as *candles*, the consonant + ‘les’ still makes a final stable syllable.
- Direct students to Activity Page 14.1 and review the instructions. If time allows, have students work on the activity page in class with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 14.1



### Support

Remind students that only the unstressed syllable in these words makes the schwa sound. Even though the same vowel appears in both syllables in *wrestle*, only the second ‘e’ makes the schwa sound.

### READ MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE ‘LE’ (3 MIN.)

- Write the word *terrible* on the board, with the syllables marked: *ter•ri•ble*.
- Underline the first ‘e’. Say, “This vowel is part of an r-controlled syllable.” Pronounce the syllable /tair/. Point out that in this case, the ‘er’ does not make the /er/ sound that students might expect. Instead it makes the /air/ sound.
- Underline ‘i’. Say, “This vowel is part of an open syllable.” Pronounce the syllable /rie/.
- Underline the final ‘e’. Say, “This vowel is part of a final stable syllable.” Circle *-ble*. Pronounce the syllable /bəl/.

- Point to each syllable as you say the word /tair/ /rie/ /bəl/ aloud. Say, “That doesn’t make sense. Remember that open syllables often make a long vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again.” Read the word again, pronouncing the second syllable /rə/. Then have students read the word aloud.
- Repeat the routine with the following words: *unicycle* (u•ni•cy•cle), *drizzle* (driz•zle), and *sandcastle* (sand•ca•stle).

## Challenge

Ask, “What does the word *unicycle* mean?” (a vehicle with one wheel)



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree with the following statement: ‘Tables is an example of a final stable syllable “le” word.’” (*thumbs-up*)

## Lesson 14: Review: Words with /ə/ + /l/ > ‘le’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *uni-* and *trans-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: UNI-, TRANS- (6 MIN.)

- Direct students to Activity Page 14.2.
- Read the instructions aloud.
- Tell students that they will use their knowledge of the prefixes *uni-* and *trans-* to determine the meanings of words and use them in sentences.
- Ask, “What does *uni-* mean?” (“one” or “single”) “What does *trans-* mean?” (“across” or “beyond”)

## Activity Page 14.2



**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



## Language

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### Learning How English Works

Review the meaning of prefixes. Say, “*Uni-* and *trans-* are prefixes.

Do prefixes appear at the start or end of words?” (*start*)

**ELPS 4.A**

- Direct students or partners to complete Part 1 of the activity page as a class. Have students attempt to match words to their definitions in the chart. Go over and correct any mistakes students make to ensure that they have the correct words for the definitions provided.
- Direct students or partners to complete Part 2 of the activity page by finishing the sentences. Remind students to use the definitions from part one to help them complete the sentences.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

## Lesson 14: Review: Words with /ə/ + /l/ &gt; 'le', Part 2

## Reading



**Primary Focus:** Students will reread “On the Move: How Transportation Unites Our World” fluently with a partner. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.4**

**REREAD “ON THE MOVE: HOW TRANSPORTATION UNITES OUR WORLD” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 13.3. Tell them that today they will reread “On the Move: How Transportation Unites Our World” with a partner.
- Take time to answer any questions that students may have about the story.
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline words with /ə/ + /l/ > le, such as *enables*, *possible*, and *hustle*; and
  - circle words with the prefixes *uni-* and *trans-*, such as *transportation*, *universal*, and *unison*.

## Activity Page 13.3



**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Turn and Talk:** Have students discuss “On the Move: How Transportation Unites Our World” with their partners. Remind students to be sure to cite specifics from the passage to support their discussions. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.



### Observation: “On the Move: How Transportation Unites Our World” Anecdotal Reading Record

As you listen to each student read “On the Move: How Transportation Unites Our World,” make notes about the student’s reading, such as errors in fluency and prosody, in the Anecdotal Reading Record.

## Lesson 14: Review: Words with /ə/ + /l/ > ‘le’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ + /l/ > ‘le’.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### Challenge

Have students use a *uni-* or *trans-* word in their sentences.

### SPELL WORDS THAT END IN ‘LE’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with final stable syllables spelled ‘le’ that you say aloud.
- Say the word *possible*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.





## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Have students choose one of the words from the dictation to complete this sentence frame: *The \_\_\_\_\_ lit up the room. (candle)*

#### Intermediate

Have students choose two of the words from the dictation to complete this sentence frame: *The \_\_\_\_\_ filled the room with an \_\_\_\_\_ light. (candle; incredible)*

#### Advanced/ Advanced High

Work with students to define a word from the dictation to use in their sentences.

**ELPS 3.A**

- |             |               |             |
|-------------|---------------|-------------|
| 1. possible | 4. incredible | 7. cable    |
| 2. cycle    | 5. wrestle    | 8. sensible |
| 3. pebble   | 6. trouble    | 9. candle   |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                        |
|----------------------------------------|
| 1. My uncle is making waffles.         |
| 2. A long icicle formed on the castle. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

## Lesson 14: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Read the instructions.
- Answer any questions students have about the activity.
- Prompt student volunteers to share the words they formed to complete the sentences.

## SHARING

- Pair up students and have one person share the response they wrote about “On the Move: How Transportation Unites Our World” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *wheels* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *weellzzz*. Write the letters to spell *wheels* on the board.
- Point to the word *wheels* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /w/ sound is spelled with ‘wh’ and the /z/ sound is spelled with ‘s.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We say /ee/ for these letters. We say /l/ for this letter. We say /z/ for this letter.” Point to the letters as you blend the sounds: /w/ /ee/ /l/ /z/, *wheels*. Say, “*Wheels!* It’s a word we use all the time.”
- Repeat with the words *whether* and any other Tricky Words you reviewed in Lesson 13. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 15

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review words with /ə/. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will review reading words with /ə/. **TEKS 3.2.A.i**
- Students will read multisyllabic words with final stable syllable 'le'. **TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with prefixes and suffixes.

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Maple Talent Show” independently and will answer questions

- about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

## Phonics—Encoding

Students will review spelling and writing words with 'le' > /ə/ + /l/.

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Dictation Journal

## Phonics/Encoding Dictation

- TEKS 3.2.B.i; TEKS 3.2.B.iv**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                    | <b>Time</b> | <b>Materials</b>                                   |
|----------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                            |             |                                                    |
| <b>Warm-Up</b>                                                                                     |             |                                                    |
| Review Words with /ə/                                                                              | 3 min.      |                                                    |
| <b>Phonics—Decoding</b>                                                                            |             |                                                    |
| Read Words with /ə/                                                                                | 3 min.      | <input type="checkbox"/> Activity Page 15.1        |
| Review Multisyllabic Words with Final Stable Syllable 'le'                                         | 3 min.      |                                                    |
| <b>Morphology</b>                                                                                  |             |                                                    |
| Review Prefixes and Suffixes: <i>-hood, -ment, -en, under-, over-, tele-, super-, uni-, trans-</i> | 6 min.      | <input type="checkbox"/> Activity Page 15.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>     |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                            |             |                                                    |
| <b>Reading</b>                                                                                     |             |                                                    |
| Read "Maple Talent Show" Independently                                                             | 10 min.     | <input type="checkbox"/> Activity Pages 15.3, 15.4 |
| <b>Phonics—Encoding</b>                                                                            |             |                                                    |
| Encoding Review                                                                                    | 5 min.      | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Phonics—Decoding

- Students will complete an activity in groups. Decide beforehand if students will be assigned groups or if they may self-select.

### Morphology

- Students will complete an activity in groups. Decide beforehand if students will be assigned groups or if they may self-select.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *showcase*, *custom*, *unified*, and *spectacle*.

## Lesson 15: Review: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review words with /ə/. **TEKS 3.2.A.i**

**REVIEW WORDS WITH /ə/ (3 MIN.)**

- Tell students you are going to say some riddles, each of which has an answer containing the schwa sound.
- Say, “Listen to the riddle as I say it and then guess the word that answers the riddle.”
- Say the following riddles aloud and allow students to guess their answers.

I am a problem that is difficult to solve. (*puzzle*)

I am a big animal with a trunk. (*elephant*)

I am what happens when you dry out a grape. (*raisin*)

I am a bird that talks. (*parrot*)

I am a dish made with lettuce and other vegetables. (*salad*)

I am a sour, yellow fruit. (*lemon*)

**Challenge**

Have students come up with their own riddles using words with /ə/ from the unit.

## Lesson 15: Review: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

- Students will review reading words with /ə/. **TEKS 3.2.A.i****
- Students will read multisyllabic words with final stable syllable ‘le’. **TEKS 3.2.A.ii****

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## Activity Page 15.1



### Support

If students finish early, have them write examples of /ə/ words from the activity on the board to aid other students.

ENGLISH  
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### Foundational Skills

#### Foundational Literacy Skills

Provide students with a list of the words in the activity page. Have students find each word in the text. Tell students whether the word has the /ə/ > 'e', 'a'; /ə/ > 'i', 'o'; and/or if it has a final stable syllable.

**ELPS 3.B**

### READ WORDS WITH /ə/ (3 MIN.)

- Assign students to pairs and direct them to Activity Page 15.1.
- Read the instructions aloud. Tell students to take turns reading sentences aloud to identify words with /ə/. You may want to preview the following vocabulary: *write articles*, *next issue*, *natural world*, and *ancient life*.
- Go over student responses and offer general feedback. Review the answers as a class.

### REVIEW MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'LE' (3 MIN.)

- Write the word *humble* on the board, with the syllables marked: *hum•ble*.
- Underline the final syllable of *hum•ble*.
- Say, "Remember that this is a final stable syllable. It is unstressed. When we read this type of syllable, we pronounce the consonant followed by the schwa and /l/ sounds."
- Say *humble* aloud and have students read it aloud.
- Write the following words on the board: *baf•fle*, *in•vin•ci•ble*, *re•ver•si•ble*, *tri•cy•cle*, *in•fla•ta•ble*, *hus•tle*, and *sprin•kle*.
- Underline the final stable syllable in each word and have students practice reading the words aloud. Remind students to look for unstressed syllables and adjust the vowel sound to the schwa if necessary.

### Lesson 15: Review: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.



**REVIEW PREFIXES AND SUFFIXES: -HOOD, -MENT, -EN, UNDER-, OVER-, TELE-, SUPER-, UNI-, TRANS- (6 MIN.)**

- Tell students that they will review affixes that they have learned in this unit.
- Assign students to four groups. Divide the affixes among the groups. Use the table below for a suggestion of how to assign affixes to groups.

|                                   |
|-----------------------------------|
| Group 1: <i>-hood, -ment, -en</i> |
| Group 2: <i>under-, over-</i>     |
| Group 3: <i>tele-, super-</i>     |
| Group 4: <i>uni-, trans-</i>      |

- Direct each group to think of examples of words that use each of their affixes. Then have groups write a sentence for each of their words.
- Have groups share their sentences aloud to the class. Have the other students in the class listen to the group read the sentence and ask volunteers to identify the affix used in each sentence.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 15.2



**Check for Understanding**

Circulate as students work in groups and monitor student comprehension. If groups come up with words quickly, prompt them to offer several other examples.

## Lesson 15: Review: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “Maple Talent Show” independently and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.5**

**READ “MAPLE TALENT SHOW” INDEPENDENTLY (10 MIN.)**

- Tell students that they will be reading “Maple Talent Show.” Direct students to Activity Page 15.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
  - words: *showcase, mingled, custom, unified, spectacle*
  - phrases: “sparked universal interest,” “transported from their sofas”
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *televise* and *bulletin board*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline ten words with schwa (/ə/), such as *pencil, Maple, and announcement*;
  - circle words with the prefixes *uni-*, *trans-*, *tele-*, and *super-*, such as *unique, transition, and superpower*; and
  - highlight words with final stable syllable *-le*, such as *Maple, couple, and able*, and then draw a box around the final stable syllables.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Activity Pages  
15.3, 15.4


**Support**

Before reading “Maple Talent Show,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: "Did many students sign up for the talent show? Did anyone play music? Did anyone do a trick? Was there a first prize? Was the show a success?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *The principal of Maple Elementary decided to have a \_\_\_\_\_. April decided to \_\_\_\_\_; Reyna and Fatima would \_\_\_\_\_; and \_\_\_\_\_ would ride his unicycle. To prepare, all the students \_\_\_\_\_. Then, on the day of the show, they \_\_\_\_\_. As a result, the talent show was \_\_\_\_\_.*

#### Advanced/

#### Advanced High

Encourage students to expand or build on other students' responses.

**ELPS 4.G; ELPS 4.I**

## Lesson 15: Review: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with 'le' > /ə/ + /l/.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with schwa sounds that you say aloud.
- Say the word *horizon*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |               |                   |                 |
|---------------|-------------------|-----------------|
| 1. horizon    | 4. understandable | 7. supermarket  |
| 2. infanthood | 5. overpromise    | 8. unicycle     |
| 3. amazement  | 6. telecommute    | 9. transferable |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. A kitten is an example of an animal.
2. The lesson is about triangles and circles.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## Challenge

Ask students to name a word from the dictation activity that has an r-controlled syllable. (*alert, natural, carpet, circles*)

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

## Lesson 15: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 15.1** for each student.
- Direct students to Activity Page 15.3.
- Have them reread “Maple Talent Show.”
- Review the writing prompt on **Activity Page TR 15.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.

- Then, pair up students and have one person share the response they wrote about “Maple Talent Show” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 11 and 13 (*among, common, several, thousands, didn't, wasn't, whether, wheels*). Include any other Tricky Words you reviewed in Lesson 13. Write the following new words on index cards: *sign, second, alphabet, vowel, interest, and between*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *sign* and say, “This word is tricky because the ‘i’ is pronounced /ie/ and the ‘gn’ is pronounced /n/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /ie/ for this letter. We say /n/ for these letters.” Point to the

letters as you blend the sounds: /s/ /ie/ /n/, *sign*. Say, “*Sign!* It’s a word we use all the time, like when we say ‘Please sign up by the cafeteria bulletin board.’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *sign*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /n/ sound spelled ‘gn.’” Write *gnat* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 11 and 13. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

## 16

## REVIEW

Words with  
/ə/ + /l/ > 'al'

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'al'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Phonics—Decoding

✚ Students will read words with /ə/ + /l/ > 'al'. TEKS 3.2.A.i; TEKS 3.2.A.ii

Students will identify multisyllabic words with final stable syllable 'al'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Morphology

Students will identify the meaning of and use words with the prefix *micro-* and the

✚ suffix *-ist*. TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

## Reading

Students will read “Special Report: Coral Reefs” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the

✚ text. TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

## Phonics—Encoding

✚ Students will spell and write words with /ə/ + /l/ > 'al'. TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

Activity Page 16.1

✚ Words with /ə/ + /l/ > 'al'

TEKS 3.2.A.i; TEKS 3.2.A.ii

Observation

✚ Discussion Questions Observation Record

TEKS 3.4

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Words with /ə/ + /l/ > 'al'                                                             | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Words with /ə/ + /l/ > 'al'                                                               | 3 min.  | <input type="checkbox"/> Activity Page 16.1 |
| Identify Multisyllabic Words with Final Stable Syllable 'al'                                   | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i>                                             | 6 min.  | <input type="checkbox"/> Activity Page 16.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read "Special Report: Coral Reefs" with Accuracy                                               | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Words That End in 'al'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal  |

base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11. Create a new chart like the one shown below. You will continue to use this chart in Lessons 17–19. Cover any spellings not yet reviewed.

| /ə/ + /l/ > 'al' | /ə/ + /l/ > 'el' | /ə/ + /l/ > 'il' | /ə/ + /l/ > 'ul' |
|------------------|------------------|------------------|------------------|
| metal            | barrel           | nostril          | mindful          |
| final            | parcel           | fossil           | playful          |
| moral            | marvel           | peril            | skillful         |

### Reading

- Ensure you have the Unit 3 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *ecosystem*, *mackerel*, *cuttlefish*, *stingray*, *mussels*, *bottlenose dolphin*, *Great Barrier Reef*, *snorkel*, and *bleached coral*.

## Lesson 16: Review: Words with /ə/ + /l/ &gt; 'al', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ə/ + /l/ > 'al'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW WORDS WITH /ə/ + /l/ > 'AL' (3 MIN.)**

- Explain that students will continue to review words ending with the schwa and /l/ sounds.
- Say, "Remember that the schwa has a sound like a short 'u'. We usually hear the schwa in unstressed syllables of multisyllabic words."
- Pronounce the /ə/ sound for students, and have students repeat it.
- Say, "We have reviewed how the schwa sound can be combined with the letter 'l' to make final stable syllables. Now we will look at another one of these endings, 'al'."
- Write the word *pedal* on the board, and read it aloud, emphasizing the schwa sound in 'al'.
- Say, "A pedal is a part, such as on a bicycle or a piano, that you push with your foot."
- Underline the 'al' ending.
- Say, "The second syllable of *pedal* has a schwa sound. Read it with me."
- On the board, write the words *cymbal*, *nasal*, *mental*, *legal*, and *social*.
- Say, "Here are some other words that end with 'al' and have a schwa sound."
- Point to each word as you read it aloud. Have students read each word aloud with you. Note that sometimes the 'al' is preceded by syllables with long vowel sounds and sometimes by syllables with short vowel sounds.



**ENGLISH  
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LEARNERS**

**Foundational Skills**
**Foundational Literacy Skills**
**Beginning**

Have students blend the schwa sound and 'l' to understand the sound of 'al'. Then have them blend the two syllables in *pe•tal*.

**Intermediate**

Clarify for students that 'al' has the same sound as 'le'. Use the words *pe•tal* and *ket•tle* to illustrate this.

**Advanced/  
Advanced High**

Have students make a list of five other words with an ending of 'al' that has a schwa sound.

**ELPS 2.B**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 1

# Phonics—Decoding



## Primary Focus

✚ Students will read words with /ə/ + /l/ > 'al'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'al'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

### READ WORDS WITH /ə/ + /l/ > 'AL' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board. Ask students how to pronounce the schwa sound.
- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Any vowel can have the schwa sound.
- Write the word *tidal* on the board, and ask students how they might expect it to be pronounced. If needed, provide the clue that the first vowel sound is /ie/.
- Explain that this word is usually pronounced /**tie**•dəl/.
- Have students read aloud the word *tidal*.
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > 'al'.
- Point to /ə/ + /l/ > 'al' and say, "/əl/".
- Underline the 'al' as you read each word. Have students read the words aloud after you and practice pronouncing each one.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 16.1



✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'AL' (3 MIN.)

- Explain to students that a word that ends with a consonant and 'al' often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.
- Write the word *rental* on the board, with the syllables marked: *ren•tal*.
- Underline 'e'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ren/.
- Underline 'a'. Say, "In this word, 'a' is part of a final stable syllable." Circle *-tal*. Pronounce the syllable /təl/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, "How many syllables does *rental* have?" (*two*)
- Repeat with the following three-syllable words: *dig•i•tal*, *hos•pi•tal* and *per•so•nal*. Remind students to look for unstressed syllables and adjust the vowel sound to the schwa if necessary.



### Check for Understanding

**Turn and Talk:** Ask students to work with their partner to divide these words into syllables and then pronounce the final stable syllable in the words *mammal* and *capital*. (*məl*; *təl*) Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

## Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefix *micro-* and the suffix *-ist*.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.2.B Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; TEKS 3.3.C Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Challenge

Point out that the 'al' in *personal* changes the noun *person* into an adjective. Challenge students to brainstorm other examples in which adding 'al' changes a noun into an adjective. (*educational*, *national*, *cultural*)

## Support

### PREFIXES AND SUFFIXES: *MICRO-*, *-IST* (6 MIN.)

Help students clarify the meaning of the suffix *-ist* by discussing people they will encounter regularly in their everyday lives, such as dentists, hair stylists, and pharmacists.

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *microphone* and *microscope*.

You may wish to clarify that when computers were first invented, they were very large and filled entire rooms. Today's personal computers and tablets are much smaller and can be considered microcomputers.

## Activity Page 16.2



- Write the word *microcomputer* on the board, and read it aloud.
- Ask, “What do you think this word means?”
- If a volunteer answers correctly, ask the student to explain how they knew.
- Underline the prefix *micro-*, and circle the root *computer*.
- Say, “The prefix *micro-* means ‘small.’ So a microcomputer is a small computer, like a desktop computer or a tablet computer.”
- Say, “Now let’s talk about the suffix *-ist*.”
- Write the word *cyclist* on the board.
- Ask, “What do you think this word means?”
- If a volunteer answers correctly, ask the student to explain how they knew.
- Underline the suffix *-ist*, and circle the root *cycl*. Note that the letter ‘e’ was dropped when *-ist* was added. Explain that *cycle* most often refers to a bicycle. It can also refer to a tricycle or a motorcycle.
- Say, “The suffix *-ist* means ‘a person who does something.’ When we add this suffix to a noun, it changes the noun from a thing to a person. So a cyclist is someone who rides a bicycle.”
- Write the words *microscope* and *artist* on the board. Read the words aloud and have student volunteers define each word. Offer corrections as needed.
- Direct students to Activity Page 16.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 16: Review: Words with /ə/ + /l/ &gt; 'al', Part 2

## Reading



**Primary Focus:** Students will read “Special Report: Coral Reefs” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

**READ “SPECIAL REPORT: CORAL REEFS” WITH ACCURACY (10 MIN.)**

- Direct students to Activity Page 16.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *critical, diverse, vessel, counsel, tropical*
  - phrases: “unravel the mysteries,” “Channel 3 News travels underwater”
  - domain-specific language: *colony, ecosystems, microorganisms, microbiologists, environmentalists*
- Have students follow along as you read “Special Report: Coral Reef.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *notable* and *colossal*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

## Support

Before reading “Special Report: Coral Reefs,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Activity Page 16.3



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions: *Is coral a rock?* (no) *Does a coral reef have food for animals?* (yes) *Do rocks give coral reefs their color?* (no)

#### Intermediate

Provide students with specific sentence starters:  
*A coral reef provides sea animals with \_\_\_\_\_. (food and shelter)*

#### Advanced/ Advanced High

Encourage students to expand or build on other students' responses.

**ELPS 4.G; ELPS 4.I**

## Wrap-Up

### Discussion Questions for “Special Report: Coral Reefs”

1. **Literal.** Is coral a type of rock? Explain why or why not.
  - » Coral is not a type of rock. It is a living creature.
2. **Literal.** What does a coral reef provide to sea animals and plants?
  - » A coral reef provides food and shelter to sea life.
3. **Literal.** What makes coral reefs so colorful?
  - » Algae provide the reefs with remarkable colors.
4. **Literal.** Why are some coral reefs in danger?
  - » High sea temperatures cause algae to leave coral. Then the coral turns white, which can kill the coral.
5. **Inferential.** What can people do to help coral reefs?
  - » Possible response: People can avoid activities that cause pollution.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say, “Give a thumbs-up if you think I read these sentences at an appropriate rate or a thumbs-down if you think the rate is not appropriate.” Read the sentences too fast: “Coral reefs are found in tropical oceans around the world. Australia’s Great Barrier Reef is the most notable.” (*thumbs-down*)



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



Lesson 16: Review: Words with /ə/ + /l/ > 'al', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ + /l/ > 'al'.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

## SPELL WORDS THAT END IN 'AL' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + l > 'al' that you say aloud.
- Say the word *final*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |           |           |             |
|-----------|-----------|-------------|
| 1. final  | 4. signal | 7. animal   |
| 2. floral | 5. rural  | 8. capital  |
| 3. total  | 6. global | 9. internal |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                  |
|----------------------------------|
| 1. The flower has pink petals.   |
| 2. I like reading digital books. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## Lesson 16: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “Special Report: Coral Reefs.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

**TRICKY WORDS REVIEW**

- Write the following words on index cards: *usually*, *cells*, and *mysteries*. You may wish to create or gather cards for additional Tricky Words.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *cells* and say, “This word is tricky because the ‘c’ is pronounced /s/ and the ‘s’ is pronounced /z/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”

- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /e/ for this letter. We say /l/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /s /e/ /l/ /z/, *cells*. Say, “*Cells!* It’s a word we might have heard in science, like when we say ‘Individual algae cells can be seen only by using a microscope.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *cells*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 17

## REVIEW

Words with  
/ə/ + /l/ > 'el'

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'el'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Phonics—Decoding

✦ Students will read words with /ə/ + /l/ > 'el'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with the final stable syllable 'el'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

## Morphology

Students will identify the meaning of and use words with the prefix *micro-* and the

✦ suffix *-ist*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Special Report: Coral Reefs” fluently with a partner.

✦ **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

## Phonics—Encoding

✦ Students will spell and write words with /ə/ + /l/ > 'el'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

“Special Report: Coral Reefs” Anecdotal  
Reading Record

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Words with /ə/ + /l/ > 'el'                                                             | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Words with /ə/ + /l/ > 'el'                                                               | 3 min.      |                                             |
| Identify Multisyllabic Words with Final Stable Syllable 'el'                                   | 3 min.      | <input type="checkbox"/> Activity Page 17.1 |
| <b>Morphology</b>                                                                              |             |                                             |
| Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i>                                             | 6 min.      | <input type="checkbox"/> Activity Page 17.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread "Special Report: Coral Reefs"                                                           | 10 min.     | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Words That End in 'el'                                                                   | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11 along with the chart you created in Lesson 16 (shown below). You will continue to use this chart in Lessons 18–19. Cover any spellings not yet reviewed.

| /ə/ + /l/ > 'al' | /ə/ + /l/ > 'el' | /ə/ + /l/ > 'il' | /ə/ + /l/ > 'ul' |
|------------------|------------------|------------------|------------------|
| metal            | barrel           | nostril          | mindful          |
| final            | parcel           | fossil           | playful          |
| moral            | marvel           | peril            | skillful         |

### Morphology

- Create a chart to display with the following definitions and roots.

**Note:** The second column will be completed in class as students use the information in the first and third columns to create words with affixes *micro-* or *-ist*.

| Root    | Word with Affix | Definition                                                                |
|---------|-----------------|---------------------------------------------------------------------------|
| tour    |                 | a person who travels for fun                                              |
| wave    |                 | a small electromagnetic wave used to create heat                          |
| flute   |                 | a person who plays the flute                                              |
| final   |                 | a person who makes the last round of a competition                        |
| novel   |                 | a person who has written a book                                           |
| chip    |                 | a small circuit, or electronic part, used to process or store information |
| cartoon |                 | a person who draws comics, graphic novels, or similar illustrated works   |
| film    |                 | a technology for making printed or drawn images very small                |

## Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

## Universal Access

- Gather pictures to represent the words in the Reading activity: *ecosystem*, *mackerel*, *cuttlefish*, *stingray*, *mussels*, *bottlenose dolphin*, *Great Barrier Reef*, *snorkel*, and *bleached coral*.

## Lesson 17: Review: Words with /ə/ + /l/ &gt; 'el', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ə/ + /l/ > 'el'.

 **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW WORDS WITH /ə/ + /l/ > 'EL' (3 MIN.)**

- Explain that students will continue to review words ending with the schwa and /l/ sounds.
- Say, "Remember that the schwa has a sound like a short 'u'."
- Pronounce the /u/ sound for students, and have students repeat it.
- Say the word *nickel*, emphasizing the schwa sound in 'el'. Have students repeat the word.
- Write the word *nickel* on the board. Underline the 'el' ending. Say, "The 'el' in *nickel* has a schwa sound. Let's read it together."
- Repeat the routine with the following words: *model*, *bagel*, *chapel*, *easel*, and *travel*.

**Check for Understanding**


**Thumbs-Up/Thumbs-Down:** Write the words *channel* and *mammal*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that both words end with the /ə/ + /l/ sound. (*thumbs-up*)


**ENGLISH  
LANGUAGE  
LEARNERS**

**Foundational Skills**
**Foundational Literacy Skills**

To provide additional practice for students to distinguish words with /ə/ + /l/ > 'el' from words with /e/ + /l/ > 'el', write and read aloud the following words: *elbow* and *counsel*.

Have students identify the sound made by 'el' in each word. Point out that in *elbow*, the syllable with 'el' is stressed (/el•boe/), and in *counsel*, the syllable with 'el' is unstressed (/coun•sel/).

**ELPS 2.A**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



Lesson 17: Review: Words with /ə/ + /l/ > 'el', Part 1

# Phonics—Decoding



## Primary Focus

Students will read words with /ə/ + /l/ > 'el'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with the final stable syllable 'el'.

**TEKS 3.2.A.i; TEKS 3.2.A.ii**

### READ WORDS WITH /ə/ + /l/ > 'EL' (3 MIN.)

- Write the symbol for schwa, /ə/, on the board, and have students pronounce the schwa sound.
- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Every vowel can have the schwa sound.
- Write the word *chapel* on the board, and ask students how they might expect it to be pronounced.
- Explain that this word is usually pronounced /**cha**•pəl/.

**Note:** You may want to point out that 'a' in the syllable *cha-* makes a short vowel sound even though it is an open syllable. Explain to students that sometimes words don't follow the rules and they will become more familiar with how to read them with practice.

- Have students read and pronounce the word *chapel*.
- Say, "*Chapel* is another word for church or a place of worship."
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > 'el'.
- Point to /ə/ + /l/ > 'el' and say /əl/.
- Underline the 'el' as you read each word. Have students read the words aloud after you.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'EL' (3 MIN.)

### Support

Tell students that words in the word search are hidden horizontally and vertically, and that some letters may be used for more than one word.

- Explain to students that a word that ends with 'el' often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.
- Write the word *apparel* on the board, with the syllables marked: *ap•par•el*.
- Underline the first 'a'. Say, "This vowel is part of a closed syllable." Pronounce the syllable /ap/.
- Underline 'ar'. Say, "In this word, 'ar' is an r-controlled vowel. It is part of this syllable." Circle *-par-*. Point out that in this word, the 'ar' makes the /air/ sound. Pronounce the syllable /pair/.
- Underline 'el'. Say, "In this word, 'e' is part of a final stable syllable." Circle *-el*. Pronounce the syllable /əl/.
- Point to each syllable as you say the word aloud. /ap/ /pair/ /əl/. Say, "That doesn't make sense. Remember that closed syllables often make a short vowel sound, but in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa and try again." Read the word again, pronouncing the first syllable /əp/. Then have students read the word aloud.
- Ask, "How many syllables does *apparel* have?" (*three*)
- Say, "Words with more than two syllables usually have several unstressed syllables. In this case, I hear two unstressed syllables and one stressed syllable: /əp•**pair**•əl/."
- Repeat with the following three-syllable words: *mis•la•bel*, *su•per•mod•el*, *un•rav•el*.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have student pairs work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 17.1



Lesson 17: Review: Words with /ə/ + /l/ > 'el', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefix *micro-* and the suffix *-ist*.

 **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## PREFIXES AND SUFFIXES: MICRO-, -IST (6 MIN.)


- Write the affixes *micro-* and *-ist* on the board.
- Point to *micro-*. Say, “The prefix *micro-* means ‘small.’”
- Point to *-ist*. Say, “The suffix *-ist* means ‘a person who does something.’”
- Direct students to the chart you prepared in advance.
- Explain that students will use the information in the first two columns to create words with affixes *micro-* or *-ist*.
- Read aloud the first definition and root word.
- Ask, “Which affix should we add to the root *tour* to create a word that means ‘a person who travels for fun’?” (*-ist*)
- Have a student volunteer create the correct word by adding *-ist* to *tour*. (*tourist*)
- Record the word in the top cell in the third column of the chart.
- Repeat the routine to complete the chart.
- Direct students to Activity Page 17.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Challenge

Have students use words with the prefix *micro-* or the suffix *-ist* in a written or oral sentence.

## Activity Page 17.2



 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Lesson 17: Review: Words with /ə/ + /l/ &gt; 'el', Part 2

## Reading



**Primary Focus:** Students will reread “Special Report: Coral Reefs” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

**REREAD “SPECIAL REPORT: CORAL REEFS” (10 MIN.)**

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

## Activity Page 16.3



## Support

Remind students that they can reread or scan the passage multiple times to look for words with the target skills. For example, they might first look for words with final stable syllables ‘el’. Then they may scan for words with the prefix *micro-*. They may read the passage a third time looking for words with the suffix *-ist*.

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “Special Report: Coral Reefs” with a partner.
- Take time to answer any questions that students may have about “Special Report: Coral Reefs.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words with final stable syllables ‘al’ and ‘el’ and
  - circle words that have the prefix *micro-* or the suffix *-ist*.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few words with the final stable syllable 'el'.

**Intermediate**

Have students share their annotations with another student.

**Advanced/**

**Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



Observation: “Special Report: Coral Reefs”  
Anecdotal Reading Record

As you listen to each student read “Special Report: Coral Reefs,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 17: Review: Words with /ə/ + /l/ > ‘el’, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ + /l/ > ‘el’.

TEKS 3.2.B.i; TEKS 3.2.B.iv

## SPELL WORDS THAT END IN ‘EL’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + l > ‘el’ that you say aloud.
- Say the word *model*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|          |           |             |
|----------|-----------|-------------|
| 1. model | 4. cancel | 7. marvel   |
| 2. camel | 5. bagel  | 8. tinsel   |
| 3. level | 6. nickel | 9. mislabel |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. I want to travel when I grow up.
2. That barrel is full of water.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

## Lesson 17: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Read the words from the word bank aloud with the students and provide support for any possibly unfamiliar words, such as *kennel*, *mantel*, and *swivel*. Answer any questions students have, and then ask students to complete the activity.
- When students are done writing, ask pairs to share and check each other’s work.

### SHARING

- Pair up students and have one person share the response they wrote about “Special Report: Coral Reefs” on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and

provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *cells* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *seeellzzz*. Write the letters to spell *cells* on the board.
- Point to the word *cells* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /s/ sound is spelled with ‘c’ and the /z/ sound is spelled with ‘s.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /s/ for this letter. We say /e/ for this letter. We say /l/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /s/ /e/ /l/ /z/, *cells*. Say, “*Cells!* It’s a word we might have heard in science.”

- Repeat with the words *usually* and *mysteries* and any other Tricky Words you reviewed in Lesson 16. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.



## REVIEW

# Words with /ə/ + l > 'il'

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'il'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Phonics—Decoding

Students will identify and read words with /ə/ + /l/ > 'il'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

Students will identify multisyllabic words with final stable syllable 'il'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Morphology

Students will use words with the prefix *micro-* and the suffix *-ist*.

✚ TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

## Reading

Students will read “Life Cycle of a Wild Gerbil” fluently and will answer questions about key details in the text.

✚ TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4

## Phonics—Encoding

✚ Students will spell and write words with /ə/ + /l/ > 'il'. TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

## Activity Page 18.2

Words with *micro-* or *-ist*

✚ TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi;  
TEKS 3.2.B.vii; TEKS 3.3.C

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Review /ə/ + /l/ > 'il'                                                                        | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Read Words that End in /ə/ + /l/ > 'il'                                                        | 3 min.  | <input type="checkbox"/> Activity Page 18.1        |
| Identify Multisyllabic Words with Final Stable Syllable 'il'                                   | 3 min.  |                                                    |
| <b>Morphology</b>                                                                              |         |                                                    |
| Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i>                                             | 6 min.  | <input type="checkbox"/> Activity Page 18.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read "Life Cycle of a Wild Gerbil"                                                             | 10 min. | <input type="checkbox"/> Activity Pages 18.3, 18.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Spell Words That End in 'il'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal         |

base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

## ADVANCE PREPARATION

### Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11 along with the chart you created in Lesson 16 (shown below). You will continue to use this chart in Lesson 19. Cover any spellings not yet reviewed.

| /ə/ + /l/ > 'al' | /ə/ + /l/ > 'el' | /ə/ + /l/ > 'il' | /ə/ + /l/ > 'ul' |
|------------------|------------------|------------------|------------------|
| metal            | barrel           | nostril          | mindful          |
| final            | parcel           | fossil           | playful          |
| moral            | marvel           | peril            | skillful         |

### Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *gerbil*, *baby gerbil*, *rodent*, and *burrows*.

## Lesson 18: Review: Words with /ə/ + l &gt; 'il', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ə/ + /l/ > 'il'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /ə/ + /l/ > 'IL' (3 MIN.)**

- Explain that students will continue to review words ending with the schwa and /l/ sounds.
- Say, "Remember that the schwa has a sound like a short 'u'."
- Pronounce the /u/ sound for students, and have students repeat it.
- Say the word *pencil*, emphasizing the schwa sound in 'il'. Have students repeat the word.
- Write the word *pencil* on the board. Underline the 'il' ending. Say, "The 'il' in *pencil* has a schwa sound. Let's read it together."
- Repeat the routine with the following words: *stencil*, *council*, *pupil*, and *gerbil*.

## Lesson 18: Review: Words with /ə/ + l &gt; 'il', Part 1

## Phonics—Decoding


**Primary Focus**

✦ Students will identify and read words with /ə/ + /l/ > 'il'. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'il'.

✦ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**READ WORDS THAT END IN /ə/ + /l/ > 'IL' (3 MIN.)**

- Write the symbol for schwa, /ə/, on the board, and have students pronounce the schwa sound.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**ENGLISH  
LANGUAGE  
LEARNERS**

**Foundational Skills**
**Foundational Literacy Skills**

Point out that when 'i' is part of a team, such as in 'ai' or 'oi', the spelling 'il' does not make the /ə/ + /l/ sound. Write and read aloud the following words: *coil* and *snail*.

Underline the vowel team in each word, and have students identify the sound each makes. Then write the words *soil* and *tail* and have students practice reading them aloud.

**ELPS 2.A, ELPS 3.A**

- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Any vowel can have the schwa sound.
- Write the word *civil* on the board, and ask students how they might expect it to be pronounced.
- Explain that this word is usually pronounced /**si**•vəl/.
- Have students pronounce the word *civil*.
- Say, “*Civil* is an adjective with multiple meanings. It can mean ‘polite’ or ‘relating to a political state or its citizens.’”
- Direct students’ attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > ‘il’.
- Point to /ə/ + /l/ > ‘il’ and say, “/əl/.”
- Underline the ‘il’ as you read each word. Have students read the words aloud after you.
- Direct students to Activity Page 18.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 18.1



#### Check for Understanding

**Turn and Talk:** After students have completed the activity page, have them work with a partner to compare and self-correct their work. Tell students to signal when both partners have contributed to the conversation.

### IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE ‘IL’ (3 MIN.)

- Explain to students that a word that ends with ‘il’ often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.

## Challenge

Remind students that consonant sounds can be made up of multiple letters. Write the word *nostril*, and challenge students to identify the consonant blend in the final stable syllable. ('str')

## Support

Provide support for any unfamiliar words in the passage or word bank. For example, explain that the base word in *microphone* and *phone*, comes from a Greek word meaning "sound." A microphone is used to change a small sound into a big sound. Explain that microfilm was used to put small pictures of information, like newspaper pages, on film before there was computer storage.

## Activity Page 18.2



- Write the word *daredevil* on the board, with the syllables marked: *dare•dev•il*.
- Underline the first 'are'. Say, "This vowel team is part of an r-controlled syllable." Circle *dare-*. Pronounce the syllable /dair/.
- Underline the second 'e'. Say, "In this word, 'e' is part of a closed syllable." Circle *dev-*. Pronounce the syllable /dev/.
- Underline 'i'. Say, "In this word, 'i' is part of a final stable syllable. Circle *il*. Pronounce the syllable /əl/.
- Ask, "How many syllables does *daredevil* have?" (*three*)
- Say, "Remember that words with more than two syllables usually have several unstressed syllables. In this case, I hear two unstressed syllables and one stressed syllable: /**dair**•dev•əl/. Also in this case, only the final stable syllable makes the schwa sound."
- Repeat with the following words: *basil*, *tonsil*, and *utensil*. Ask students to identify the final stable syllable. (*basil*: 'sil'; *tonsil*: 'sil'; *utensil*: 'sil')

### Lesson 18: Review: Words with /ə/ + I > 'il', Part 1

# Morphology



**Primary Focus:** Students will use words with the prefix *micro-* and the suffix *-ist*.

✚ **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### PREFIXES AND SUFFIXES: MICRO-, -IST (6 MIN.)

- Write the affixes *micro-* and *-ist* on the board.
- Remind students that the prefix *micro-* means "small" and the suffix *-ist* means "a person who does something."
- Direct students to Activity Page 18.2 and review the instructions.
- Complete the activity page as a class. Read the passage aloud, and have student volunteers identify the word from the word bank that fits each blank. Offer corrections as needed.

**Note:** This activity page is done as a class so that there is support for unfamiliar vocabulary. In addition, these target words have been used in previous lessons.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Lesson 18: Review: Words with /ə/ + l &gt; 'il', Part 2

## Reading



**Primary Focus:** Students will read “Life Cycle of a Wild Gerbil” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.4**

### READ “LIFE CYCLE OF A WILD GERBIL” (10 MIN.)

**Note:** You may want to point out that the text includes a table. Remind students that a table is a text feature that helps an author organize important information for the reader.

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *proceed, perils, tranquil, foreseeable, proactively*
  - phrases: “settle into adulthood,” “progress in age,” “mindful of”
  - domain-specific language: *zoologists, animal behaviorists, rodent family, animal specialists, lifespan*
- Have students follow along as you read “Life Cycle of a Wild Gerbil.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *capable* and, in the table, *invincible*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Support

Have students reread or scan the text to look for key ideas and details as they answer the comprehension questions.

Before reading “Life Cycle of a Wild Gerbil,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

## Activity Pages 18.3, 18.4





Reading

Reading Closely

**Beginning**

Have a strong reader work with a struggling reader to complete the comprehension questions.

**Intermediate**

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/  
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

**Turn and Talk:** Have student pairs discuss and compare their answers to the comprehension questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 18: Review: Words with /ə/ + l > 'il', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ + l > 'il'.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**SPELL WORDS THAT END IN 'IL' (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + l > 'il' that you say aloud.
- Say the word *pencil*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|            |            |            |
|------------|------------|------------|
| 1. pencil  | 4. tonsil  | 7. stencil |
| 2. pupil   | 5. utensil | 8. peril   |
| 3. council | 6. fossil  | 9. civil   |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.



- Say the following sentences aloud, pausing to provide students time to write.

1. My sister wants a gerbil for a pet.
2. We grow fresh basil in our garden.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 18: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students to Activity Page 18.3.
- Have them reread “Life Cycle of a Wild Gerbil.”
- Review the writing prompt on **Activity Page TR 18.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following words on index cards: *wild*, *half*, and *tranquil*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *wild* and say, “This word is tricky because the ‘il’ is pronounced /ie(ə)l/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We blend and say /ie/ /əl/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /w/ /ie/ /əl/ /d/, *wild*. Say, “*Wild!* It’s a word we hear all the time, like when we say ‘A wild gerbil’s life cycle is very interesting.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *wild*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.

- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 19

## REVIEW

Words with  
/ə/ + l > 'ul'

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend words with /ə/ + /l/ > 'ul'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Phonics—Decoding

Students will identify and read words with /ə/ + /l/ > 'ul'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

Students will identify multisyllabic words with final stable syllable 'ul'.

✚ TEKS 3.2.A.i; TEKS 3.2.A.ii

## Morphology

Students will identify the meaning of and use words with the prefixes *fore-* and

✚ *pro-*. TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

## Reading

Students will reread “Life Cycle of a Wild Gerbil” fluently with a partner.

✚ TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

## Phonics—Encoding

✚ Students will spell and write words with /ə/ + /l/ > 'ul'. TEKS 3.2.B.i; TEKS 3.2.B.iv

## FORMATIVE ASSESSMENT

Observation

“Life Cycle of a Wild Gerbil” Anecdotal

✚ Reading Record TEKS 3.4

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review /ə/ + /l/ > 'ul'                                                                        | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Words That End in /ə/ + /l/ > 'ul'                                                        | 3 min.      | <input type="checkbox"/> Activity Page 19.1 |
| Identify Multisyllabic Words with Final Stable Syllable 'ul'                                   | 3 min.      |                                             |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Prefixes: <i>fore-</i> , <i>pro-</i>                                            | 6 min.      | <input type="checkbox"/> Activity Page 19.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread "Life Cycle of a Wild Gerbil"                                                           | 10 min.     | <input type="checkbox"/> Activity Page 18.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Words That End in 'ul'                                                                   | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Continue to display the chart containing examples for the various spellings of /ə/ that you created in Lesson 11 along with the chart you created in Lesson 16 (shown below).

| /ə/ + /l/ > 'al' | /ə/ + /l/ > 'el' | /ə/ + /l/ > 'il' | /ə/ + /l/ > 'ul' |
|------------------|------------------|------------------|------------------|
| metal            | barrel           | nostril          | mindful          |
| final            | parcel           | fossil           | playful          |
| moral            | marvel           | peril            | skillful         |

### Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *gerbil*, *baby gerbil*, *rodent*, and *burrows*.

## Lesson 19: Review: Words with /ə/ + l &gt; 'ul', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ə/ + /l/ > 'ul'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**REVIEW /ə/ + /L/ > 'UL' (3 MIN.)**

- Explain that students will continue to review words ending with the schwa and /l/ sounds. Today they will review the ending 'ul'.
- Say, "Even 'u', which often makes the /u/ sound anyway, can make the schwa sound. This happens in syllables that are unstressed, such as /**aw**•ful/."
- Write the word *awful* on the board. Underline the 'ul' ending. Say, "The 'ul' in *awful* has a schwa sound. Let's read it together."
- Repeat the routine with the following words: *joyful*, *lawful*, and *dutiful*.

**Challenge**

Point out that all of these words end in /fəl/. Challenge pairs or small groups to brainstorm at least one more word that ends in 'ful' to add to the list.

## Lesson 19: Review: Words with /ə/ + l &gt; 'ul', Part 1

## Phonics—Decoding


**Primary Focus**

Students will identify and read words with /ə/ + /l/ > 'ul'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Students will identify multisyllabic words with final stable syllable 'ul'.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

**READ WORDS THAT END IN /ə/ + /L/ > 'UL' (3 MIN.)**

- Write the symbol for schwa, /ə/, on the board, and have students pronounce the schwa sound.
- Remind students that the schwa sound appears in unstressed syllables. Unstressed syllables are pronounced more quietly and often more quickly than stressed syllables. Every vowel can have the schwa sound.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



**ENGLISH  
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LEARNERS**

**Foundational Skills**
**Foundational Literacy Skills**

Students may struggle with choosing the correct ending while completing the activity page. Pair students with a mentor to check and self-correct their work.

**ELPS 1.B**

## Activity Page 19.1



- Write the word *helpful* on the board, and ask students how they might expect it to be pronounced.
- Explain that this word is usually pronounced /**help**•fəl/.
- Have students read the word aloud.
- Direct students' attention to the chart with various spellings of /ə/ that you prepared in advance. Uncover the column labeled /ə/ + /l/ > 'ul'.
- Point to /ə/ + /l/ > 'ul' and say /əl/.
- Point out that when /əl/ follows the letter 'f', it is often spelled 'ul'.
- Underline the 'ul' as you read each word. Have students read the words aloud after you.
- Direct students to Activity Page 19.1 and review the instructions. Review the word endings in the bank by saying each aloud. Then read each word aloud with students.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### IDENTIFY MULTISYLLABIC WORDS WITH FINAL STABLE SYLLABLE 'UL' (3 MIN.)

- Explain to students that a word that ends with 'ul' often forms an unstressed syllable.
- Remind students that we refer to these syllable types as final stable syllables because they appear at the end of a word and follow a predictable pronunciation pattern.
- Write the word *beautiful* on the board, with the syllable marked: *beau*•*ti*•*ful*.
- Underline 'eau'. Say, "These vowels are part of a vowel team syllable." Circle *beau*-. Pronounce the syllable /bue/.
- Underline 'i'. Say, "In this word, 'i' is part of an open syllable. But it doesn't follow the rule and makes the short /i/ sound." Circle *ti*-. Pronounce the syllable /ti/.

**Note:** Some students may pronounce the second syllable /tə/, which is also acceptable.



- Underline 'u'. Say, "In this word, 'u' is part of a final stable syllable." Circle *-ful*. Pronounce the syllable /fəl/.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Ask, "How many syllables does *beautiful* have?" (*three*)
- Say, "Remember that words with more than two syllables usually have several unstressed syllables. In this case, I hear two unstressed syllables and one stressed syllable: /bue•ti•fəl/."
- Repeat with the following words: *cheerful*, *eventful*, *peaceful*, and *wonderful*, asking students to identify the final stable syllable. (*cheerful*: 'ful'; *eventful*: 'ful'; *peaceful*: 'ful'; *wonderful*: 'ful') Remind students to look for unstressed syllables and adjust the vowel sound to the schwa if necessary.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *truthful*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the final syllable has the /ə/ sound. (*thumbs-up*)

## Lesson 19: Review: Words with /ə/ + l > 'ul', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *fore-* and *pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *FORE-*, *PRO-* (6 MIN.)

- Say, "Today we will be reviewing two prefixes: *fore-* and *pro-*."
- Remind students that prefixes are word parts added to the beginning of roots to change their meaning.
- Write the words *foresee*, *forewarn*, and *forearm* on the board.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Support

Clarify that the prefix *pro-* has several meanings. Students may be familiar with the meaning “in favor of” as in the word *pro-baseball* or *pro-recess*. Point out that *pro-* words with this meaning are often hyphenated.

- Point to each word, reading it aloud. Have students read each word aloud.
- Say, “*Foresee* means ‘to see something before it happens.’ *Forewarn* means ‘to give a warning before something happens.’ *Forearm* means ‘the front part of an arm.’”
- Underline the prefix *fore-* in each word.
- Explain that the prefix *fore-* means “before.” Point out that sometimes it can be used to refer to the first part or front part of something, as in the word *forearm*.
- Write the words *proceed*, *propose*, and *protect* on the board.
- Point to each word, reading it aloud. Have students read each word aloud.
- Say, “*Proceed* means ‘to move forward.’ *Propose* means ‘to put forward a plan or idea.’ *Protect* means ‘to prevent harm or shield from danger.’”
- Underline the prefix *pro-* in each word.
- Explain that the prefix *pro-* means “forward” or “before.” Point out that sometimes the meaning of the prefix *pro-* is clear, as in the examples *proceed* and *propose*. Other times, the meaning is less obvious, as in the case of *protect*.
- Direct students to Activity Page 19.2 and review the instructions. Divide students into pairs. Tell students that they will work with a partner on the activity page.
- Complete the first item as a group.
- Then read each sentence aloud before having partners get to work on the activity page. Circulate as students work.
- If students do not complete the activity page in class, ask them to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 19.2



## Lesson 19: Review: Words with /ə/ + l &gt; 'ul', Part 2

## Reading



**Primary Focus:** Students will reread “Life Cycle of a Wild Gerbil” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**REREAD “LIFE CYCLE OF A WILD GERBIL” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Life Cycle of a Wild Gerbil” with a partner.
- Take time to answer any questions that students may have about “Life Cycle of a Wild Gerbil.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline words with /ə/ + /l/ > ‘ul’ and
  - circle words with the prefixes *pro-* or *fore-*.

**Activity Page 18.3**

**Challenge**

Challenge students to highlight words with final stable syllables with other spellings they have reviewed.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few words with /ə/ + /l/ > 'ul'.

**Intermediate**

Have students share their annotations with another student.

**Advanced/**

**Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**



Check for Understanding

**Think-Pair-Share:** Give students time to review and think about their annotations. Then have pairs of students compare annotations with another pair of students. Tell students to signal when both sets of partners have contributed to the conversation. Call on students to share one example from each category with the group.



Observation: “Life Cycle of a Wild Gerbil”  
Anecdotal Reading Record

As you listen to each student read “Life Cycle of a Wild Gerbil,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 19: Review: Words with /ə/ + l > 'ul', Part 2

Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ + /l/ > 'ul'.

**TEKS 3.2.B.i; TEKS 3.2.B.iv**

**SPELL WORDS THAT END IN 'UL' (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ + /l/ > 'ul' that you say aloud.
- Say the word *helpful*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |             |              |             |
|-------------|--------------|-------------|
| 1. helpful  | 4. wonderful | 7. lawful   |
| 2. peaceful | 5. eventful  | 8. mindful  |
| 3. awful    | 6. joyful    | 9. cheerful |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                   |
|-----------------------------------|
| 1. Our new puppy is very playful. |
| 2. I want to be a skillful cook.  |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 19: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are done, ask pairs to share and check each other's work.

SHARING

- Pair up students and have one person share the response they wrote about "Life Cycle of a Wild Gerbil" on **Activity Page TR 18.1**. Listeners should

use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *wild* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *wieəld*. Write the letters to spell *wild* on the board.
- Point to the word *wild* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ /əl/ sound is spelled ‘il’.
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /w/ for this letter. We blend and say /ie/ /əl/ for these letters. We say /d/ for this letter.” Point to the letters as you blend the sounds: /w/ /ie/ /əl/, /d/, *wild*. Say, “*Wild!* It’s a word we use all the time.”

- Repeat with the words *half* and *tranquil* and any other Tricky Words you reviewed in Lesson 18. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

20

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

Students will review identifying and blending words with /ə/ + /l/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Phonics—Decoding

Students will review reading words with different spellings of /ə/ + /l/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will review syllable types. **TEKS 3.2.A.ii**

Morphology

Students will review identifying the meaning of and using words with prefixes and

✚ suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Nigel’s Magical Pencil” independently and will answer questions about key details in the text.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5**

Phonics—Encoding

Students will review spelling and writing words that end with /ə/ + /l/.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Dictation Journal



Phonics/Encoding Dictation

TEKS 3.2.B.i; TEKS 3.2.B.iv

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review /ə/ + /l/ | 3 min. | |
| Phonics—Decoding | | |
| Review Words with 'le', 'el', 'al', 'il', and 'ul' Schwa Sounds | 3 min. | |
| Sort Words by Syllables | 3 min. | <input type="checkbox"/> Activity Page 20.1 |
| Morphology | | |
| Review Prefixes and Suffixes: <i>micro-</i> , <i>-ist</i> , <i>fore-</i> , <i>pro-</i> | 6 min. | <input type="checkbox"/> Activity Page 20.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Nigel's Magical Pencil" Independently | 10 min. | <input type="checkbox"/> Activity Pages 20.3, 20.4 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- Create a word bank for the riddle activity.

| Word Bank | | | |
|-----------|----------|---------|----------|
| pencil | mammal | towel | colorful |
| rival | cheerful | nostril | camel |

Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *cartoonist*, *mantel*, *easel*, *kennel full of puppies*, and *lasso*.

Lesson 20: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review identifying and blending words with /ə/ + /l/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

REVIEW /ə/ + /l/ (3 MIN.)

- Say, “Today we will review several spellings of /ə/ + /l/.”
- Remind students that the schwa sound appears in unstressed syllables and that every vowel can have the schwa sound.
- Say the words *global*, *model*, *stencil*, and *useful*.
- Say, “All of these words have final stable syllables that end in schwa + /l/, but they have different spellings.”
- Write the words on the board and underline their /ə/ + /l/ endings.
- Point to the ‘al’ ending in *global*. Say, “Here ‘al’ has the schwa sound. Read it with me.”
- Point to the ‘el’ ending in *model*. Say, “Here ‘el’ has the schwa sound. Read it with me.”
- Point to the ‘il’ ending in *stencil*. Say, “Here ‘il’ has the schwa sound. Read it with me.”
- Point to the ‘ul’ ending in *useful*. Say, “Here ‘ul’ has the schwa sound. Read it with me.”
- Say the words again, and have students repeat them.


Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree or a thumbs-down if you disagree that the words *rental*, *fossil*, *hopeful*, and *gravel* all end in /ə/ + /l/.” (*thumbs-up*)



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Foundational Skills
Foundational Literacy Skills

Make sure that students feel the same articulation when they say words that end in /ə/ + /l/ but have different spellings. Practice saying the words *oval*, *label*, *basil*, and *helpful*. Have students feel their mouths as they say the end sound of each word. Talk about what their mouths are doing and how it feels. Have students look in a mirror to see that their mouth looks the same as they say the word endings, even though the word endings have different spellings. Students can also look at each other’s mouths as they say the sounds. Talk about why their mouths make the same motion when saying each word ending with a different spelling.

ELPS 2.A; ELPS 2.B;

ELPS 2.C; ELPS 3.A

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Lesson 20: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review reading words with different spellings of /ə/ + /l/.

✚ **TEKS 3.2.A.i; TEKS 3.2.A.ii**

✚ Students will review syllable types. **TEKS 3.2.A.ii**

REVIEW WORDS WITH 'LE', 'EL', 'AL', 'IL', AND 'UL' SCHWA SOUNDS (3 MIN.)

- Explain that you are going to say a riddle and then students will guess the word. Each word will have an /ə/ + /l/ ending that they studied this week.
- Display the word bank you prepared in advance, and tell students that they will pick the answer to each riddle from the bank.
- Say, "This animal has a large hump on its back." (*camel*)
- Write the word *camel* on the board and underline /ə/ + /l/ ending 'el'. Have students read the word aloud.
- Repeat the routine with the following riddles.

Dogs, dolphins, and donkeys are all this type of creature. (*mammal*)

We use this to smell. (*nostril*)

This is a way to describe a painting that has blue, pink, yellow, and green in it. (*colorful*)

You use this to dry off after a bath or shower. (*towel*)

You might use this to write your name. (*pencil*)

This is a way to describe someone who is always happy. (*cheerful*)

In a sports game, the team you play against is your team's opponent, or this. (*rival*)

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

SORT WORDS BY SYLLABLES (3 MIN.)

- Explain that you are going to write and read aloud some words. When students hear a one-syllable word, they should put up one finger. When they hear a two-syllable word, they should put up two fingers. When they hear a three-syllable word, they should put up three fingers.
- Write the word *marble* on the board. Have students read the word silently to themselves and then raise a hand with the appropriate number of fingers up to indicate how many syllables it has. (*two fingers*)
- Draw a slash to mark the syllables: *mar•ble*.
- Say, “The first syllable in *marble* is an r-controlled syllable. The second is a final stable syllable.”
- Write the word *ship* on the board, as you read it aloud. Have students read aloud silently and then raise the appropriate number of fingers to answer. (*one finger*)
- Say, “The one-syllable word *ship* has a closed syllable.”
- Write the word *eventful* on the board. Have students read the word silently and then raise the appropriate number of fingers to answer. (*three fingers*)
- Draw a slash to mark the syllables: *e•vent•ful*.
- Say, “The first syllable in *eventful* is an open syllable with the schwa sound. The second is a closed syllable. The third is a final stable syllable.”
- Repeat with the following words: *wonderful* (*both: closed, r-controlled, final stable syllable*), *crate* (*left: VCe*), *staircase* (*right: r-controlled, VCe*), *play* (*left: vowel team*), *counsel* (*right: vowel team, final stable syllable*).
- Direct students to Activity Page 20.1 and review the instructions. If time allows, have student pairs work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

Review the six syllable types: closed, open, VCe, vowel team, r-controlled, and final stable syllable.

Challenge

Challenge pairs or small groups to brainstorm two-syllable words ending in /ə/ + /l/ that use each of the spellings they reviewed this week: ‘al’, ‘el’, ‘il’, and ‘ul’.

Activity Page 20.1



Lesson 20: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review identifying the meaning of and using words with prefixes and suffixes.


 **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

REVIEW PREFIXES AND SUFFIXES: *MICRO-*, *-IST*, *FORE-*, *PRO-* (6 MIN.)

- Write the affixes *micro-*, *-ist*, *fore-*, and *pro-* on the board.
- Remind students of the meaning of each affix: *micro-* means “small,” *-ist* means “a person who does something,” *fore-* means “before,” and *pro-* means “forward” or “before.”
- Direct students to Activity Page 20.2 and review the instructions.
- Complete the activity page as a class. Read each sentence and read aloud chorally with students. Have student volunteers identify the affix that should be added. Offer corrections as needed. Write the completed word on the board, noting any spelling change. Read the completed sentence chorally with students.
- After the activity page is completed, have students use one of the completed words from the activity page in a written or oral sentence.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 20.2



 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Lesson 20: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will read “Nigel’s Magical Pencil” independently and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

READ “NIGEL’S MAGICAL PENCIL” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Nigel’s Magical Pencil” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *perilous, foresee, tranquil, forewarn*
 - phrases: “novel-looking,” “artful design,” “progress further,” “lively arena”
 - domain-specific language: *foreground, cartoonist, easel, drawing utensil*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *lasso* and *chaos*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline words with /ə/ + /l/ > ‘al’ endings,
 - put a box around words with /ə/ + /l/ > ‘el’ endings,

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Support

Before reading “Nigel’s Magical Pencil,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages
 20.3, 20.4

Challenge

Have students use a different color to highlight words with /ə/ + /l/ > ‘il’. (*pupil, pencil, gerbil, tranquil, utensil, perilous*)



Reading

Reading Closely

Beginning

Have students write short phrases or draw their answers to the comprehension questions.

Intermediate

Encourage students to reread the passage as needed when answering the comprehension questions.

**Advanced/
Advanced High**

Encourage students to use new vocabulary and details from the passage when answering the comprehension questions.

ELPS 4.G

- highlight words with /ə/ + /l/ > 'ul' endings, and
- circle words with affixes *micro-*, *-ist*, *fore-*, or *pro-*.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Think-Pair-Share: Give students time to think about their answers to the comprehension questions. Have student pairs discuss their answers to the questions. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 20: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing words that end with /ə/ + /l/. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling some words with /ə/ + /l/ endings that you say aloud.
- Say the word *utensil*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- | | | |
|----------------|------------------|------------------|
| 1. utensil | 4. subtotal | 7. masterfully |
| 2. foreword | 5. microcomputer | 8. unilateral |
| 3. projectable | 6. novelist | 9. transportable |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. I have a name label on my backpack. |
| 2. My favorite animal is the panda. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Dictation Journals: Phonics/Encoding Dictation

Collect students’ dictation journals to review and monitor student progress.

End Lesson

Lesson 20: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students to Activity Page 20.3.
- Have them reread “Nigel’s Magical Pencil.”

- Review the writing prompt on **Activity Page TR 20.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Nigel’s Magical Pencil” on **Activity Page TR 20.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 16 and 18 (*usually, cells, mysteries, wild, half, tranquil*). Include any additional Tricky Words you reviewed in the lessons.

- Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *half* and say, “This word is tricky because the ‘al’ is pronounced /a/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /h/ for this letter. We say /a/ for these letters. We say /f/ for this letter.” Point to the letters as you blend the sounds: /h/ /a/ /f/, *half*. Say, “*Half!* It’s a word we use all the time, like when we say ‘A baby gerbil is about the size of a half-inch pebble.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *half*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /a/ sound spelled ‘al.’” Write *calf* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the other Tricky Word cards from Lessons 16 and 18. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.

- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.
- Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

REVIEW

Words with /h/ > 'wh'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and say words with /h/ > 'wh'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /h/ > 'wh'. **TEKS 3.2.A.i**
- Students will sort words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *fore-* and

- pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read “Visit France: A Travel Brochure” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the

- text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /h/ > 'wh'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 21.1

Sort Words with /h/ and /w/

- TEKS 3.2.A.i**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review /h/ > 'wh' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /h/ > 'wh' | 3 min. | <input type="checkbox"/> Activity Page 21.1 |
| Sort Words by Syllables | 3 min. | |
| Morphology | | |
| Words with <i>fore-</i> and <i>pro-</i> | 6 min. | <input type="checkbox"/> Activity Page 21.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Visit France: A Travel Brochure" with Accuracy | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| Phonics—Encoding | | |
| Spell Words with /h/ > 'wh' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- For the syllabication activity, create a chart on the board with the following column headings: *One Syllable*, *Two Syllables*, *Three Syllables*.

Reading

- Ensure you have the Unit 3 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *Paris*, *Eiffel Tower*, *croissant*, *crêpe*, *the Louvre*, *Mona Lisa*, *Palais Garnier*, and *Tour de France bike race*.



Foundational Skills

Foundational Literacy Skills

Spanish speakers may need guidance in producing the /h/ sound for the letter 'h'. In Spanish, 'h' is silent. Demonstrate making the /h/ sound, by opening your mouth slightly and letting the breath out of the back of your throat. Have students repeat several times.

Start Lesson: Part 1

Lesson 21: Review: Words with /h/ > 'wh', Part 1

Warm-Up



✦ **Primary Focus:** Students will identify and say words with /h/ > 'wh'. **TEKS 3.2.A.i**

REVIEW /H/ > 'WH' (3 MIN.)

- Say, "Let's review the /h/ sound."
- Read the following words as you write them on the board, having students read them aloud after you: *hat, hand, hop, and how.*
- Ask, "How do we often spell the /h/ sound?" (*the letter 'h'*)
- Say, "We're going to learn about another way to spell the /h/ sound."
- Say the following words as you write them, having students repeat them after you: *who, whole, and whom.*

Lesson 21: Review: Words with /h/ > 'wh', Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will read words with /h/ > 'wh'. **TEKS 3.2.A.i**
- ✦ Students will sort words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii**

READ WORDS WITH /H/ > 'WH' (3 MIN.)

- Write 'wh' on the board. Say, "Another spelling that can make the /h/ sound is 'wh'."
- Point to the word *who*.
- Underline the 'wh'.
- Have students read the word aloud with you.
- Repeat the routine with the words *whole* and *whom*.

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



- Direct students to Activity Page 21.1 and review the instructions. Work with students to define any unfamiliar words.
- If time allows, have students work on the activity page in class and read the words with a partner. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

SORT WORDS BY SYLLABLES (3 MIN.)

- Remind students that longer words are made up of smaller word parts called syllables. We can break up longer words into syllables to help us read them.
- Work with students to generate a list of syllable types they have learned about and write the list on the board: closed, open, VCe, vowel team, r-controlled, and final stable.
- Display the chart you prepared in advance.
- Write the word *mislabel* on the board.
- Say, "When I come across a word that I don't know, I can use what I know about all six different syllable types to help me figure out the word. I'm going to start by finding all of the vowels."
- Underline the vowels. Say, "I see three vowels here. I'm going to start out by trying to divide each syllable right after the vowel so they are open syllables that make the long vowel sound: *mi•sla•bel.*"
- Pronounce the word as if it were /mie/ • /slae/ • /bəl/.
- Say, "I don't think that's right. I've never heard a word like that before. I see two consonants after the second 'i', so I'm going to try putting the second syllable break between the consonants instead: *mis•la•bel.*"
- Pronounce the word correctly, /mis/ • /lae/ • /bəl/.
- Ask, "How many syllables does this word have?" (*three*)
- Write *mis•la•bel* in the *Three Syllables* column of the chart.
- Point to the first syllable. Ask, "What syllable type is this?" (*closed*)
- Ask, "How do you know?" (*It has a vowel that is "closed up" by a consonant.*)
- Ask, "How do you say this syllable?" (*/mis/*)
- Point to the second syllable. Ask, "What syllable type is this?" (*open*)

Challenge

Have students work in pairs to generate more words to add to a chart similar to the one on the board. Ask students to identify the different syllable types in the words.

- Ask, “How do you know?” (*It has a vowel that is not closed up by a consonant.*)
- Ask, “How do you say this syllable?” (*/lae/*)
- Point to the third syllable. Ask, “What syllable type is this?” (*final stable*)
- Ask, “How do you know?” (*It has the spelling pattern consonant + ‘el’ which I know creates a final stable syllable.*)
- Ask, “How do you say this syllable?” (*/bəl/*)
- Point to each syllable as you read the word aloud, and then have students read the word aloud.
- Repeat the routine with the following words: *grate•ful, pen•cil, cor•al, fear,* and *smear.*



Check for Understanding

Turn and Talk: Have students decide with a partner what syllable type is *heard*. (*r-controlled*) Circulate as students discuss. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Lesson 21: Review: Words with /h/ > ‘wh’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *fore-* and *pro-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

WORDS WITH *FORE-* AND *PRO-* (6 MIN.)

- Write the prefixes *fore-* and *pro-* on the board.
- Write the following root words: *active, most, claim, told, warn,* and *front.*
- Point to the word *active*. Say, “I’m going to add *pro-* to make a new word.”

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Remind students that *fore-* means “before” and *pro-* means “forward” or “before.”
- Write the word *proactive* on the board. Say the word and have students read it aloud.
- Work with students to create a definition. (*When you are proactive, you do something before it’s needed. For example, you might be proactive about cleaning your room before you are asked to do it.*)
- Say, “Some words with these prefixes are not easily decoded or defined. When you see these words, you can use context in the sentences to determine their meaning.”
- Point to the word *most*. Say, “I want to add *fore-* to make a new word, and I know how I would use the word *most* in a sentence. I’m not sure what the word *foremost* means.”
- Write the following sentence on the board: *The foremost concern of the principal is students’ education.*
- Say, “I can tell from this sentence that *foremost* means ‘first’ or ‘most important.’”
- Repeat with the remaining words on the board. (*proclaim, foretold, forewarn, forefront*)
- Direct students to Activity Page 21.2 and review the instructions. Work with students to define any unfamiliar words.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 21.2



Lesson 21: Review: Words with /h/ > 'wh', Part 2

Reading



Primary Focus: Students will read “Visit France: A Travel Brochure” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

**READ “VISIT FRANCE: A TRAVEL BROCHURE”
WITH ACCURACY (10 MIN.)**
Activity Page 21.3

Challenge

Ask volunteers to read some or part of the text aloud. After they read, point out any adjustments the student made to read with accuracy.

Support

Before reading “Visit France: A Travel Brochure,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 21.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *intrateam*, *ascend*, *intracountry*, *proactively*, *houses* (verb)
 - phrases: “first and foremost,” “catch a glimpse,” “nestled in dense greenery”
 - *domain-specific language*: *Louvre*, *Palais Garnier*, *Tour de France*, *croissant*, *crêpe*
- Have students follow along as you read “Visit France: A Travel Brochure.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *intermediate* and *elevator*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Wrap-Up

Discussion Questions for “Visit France: A Travel Brochure”

1. **Literal.** What does the author want the reader to do first in Paris?
 - » The author wants the reader to visit the Eiffel Tower.
2. **Literal.** What is a croissant?
 - » A croissant is a buttery and flaky crescent-shaped pastry.
3. **Literal.** What famous painting is at the Louvre museum?
 - » The Mona Lisa is at the Louvre.
4. **Literal.** What bike race should sports fans check out?
 - » They should check out the Tour de France.
5. **Inferential.** Why does the author mention many different things to do and see in France?
 - » Sample response: The author wants the reader to visit France.



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the text: “Is the text about going to France?” (yes) “Does the writer say it is bad to go there?” (no)

Intermediate

Provide students with a specific sentence frame for summarizing: *When you go to France, you should see ____ and ____.*

Advanced/

Advanced High

Encourage students to expand/or build on other students’ responses and phrases.

ELPS 4.G; ELPS 4.I



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you agree that I read this sentence with appropriate expression and a thumbs-down if you disagree.” Read the sentence in a monotone voice: “No one is quite sure if Mona Lisa is beginning to smile or stopping the smile.” (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Lesson 21: Review: Words with /h/ > 'wh', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /h/ > 'wh'.

 **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /H/ > 'WH' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /h/ as 'wh' that you say aloud.
- Say the word *whole*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.


- | | |
|--------------|-----------|
| 1. whole | 4. whom |
| 2. who | 5. wholly |
| 3. wholesome | 6. whose |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---|
| 1. Whoever wants to eat should get a plate. |
| 2. The whole school celebrated the win. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

Lesson 21: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 21.1** for each student.
- Direct students to Activity Page 21.3.
- Have them reread “Visit France: A Travel Brochure.”
- Review the writing prompt on **Activity Page TR 21.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *weather*, *Palais Garnier*, *crepe*, *Eiffel*, *Louvre*, and *croissant*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *crepe* and say, “This word is tricky because the first ‘e’ is pronounced /æ/.”

- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /r/ for this letter. We say /ae/ for this letter. We say /p/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /k/ /r/ /ae/ /p/, *crepe*. Say, “*Crepe!* It’s a word we might hear at a bakery, like when we say ‘I would like to devour a pancake-like crepe.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *crepe*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Words with /s/ > 'sc', 'st', 'ce', and 'se'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and say words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will read words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**
- Students will create words using syllables. **TEKS 3.2.A.ii**

Morphology

- Students will identify the meaning of and use words with the prefixes *intra-* and *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

- Students will reread “Visit France: A Travel Brochure” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

- Students will spell and write words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Observation

“Visit France: A Travel Brochure” Anecdotal

- Reading Record **TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Tricky Spellings of /s/: 'sc', 'st', 'ce', 'se' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /s/ > 'sc', 'st', 'ce', and 'se' | 3 min. | |
| Create Words Using Syllables | 3 min. | <input type="checkbox"/> Activity Page 22.1 |
| Morphology | | |
| Root Words and Prefixes: <i>intra-</i> , <i>inter-</i> | 6 min. | <input type="checkbox"/> Activity Page 22.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Visit France: A Travel Brochure" | 10 min. | <input type="checkbox"/> Activity Page 21.3 |
| Phonics—Encoding | | |
| Spell Words with /s/ > 'sc', 'st', 'ce', and 'se' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics/Decoding

- Create a chart to display with the following column headings: 's', 'ss', 'c', 'sc', 'st', 'ce', and 'se'.

Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Universal Access

- Gather pictures to represent the words in the Reading activity: *Paris*, *Eiffel Tower*, *croissant*, *crêpe*, *the Louvre*, *Mona Lisa*, *Palais Garnier*, and *Tour de France bike race*.

Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 1

Warm-Up



Primary Focus: Students will identify and say words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**

REVIEW TRICKY SPELLINGS OF /S/: 'SC', 'ST', 'CE', 'SE' (3 MIN.)

- Say, "Let's review the /s/ sound."
- Say the word *sun* as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /s/ sound in *sun*?" ('s')
- Say the word *cent* as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /s/ sound in *cent*?" ('c')
- Say the word *boss* as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /s/ sound in *boss*?" ('ss')
- Say, "We're going to learn about other ways to spell the /s/ sound. These are a little trickier."
- Say the following words as you write them, having students read them aloud after you: *scent*, *whistle*, *prince*, and *rinse*.

Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 1

Phonics—Decoding

**Primary Focus**

- ✦ Students will read words with /s/ > 'sc', 'st', 'ce', and 'se'. **TEKS 3.2.A.i**
- ✦ Students will create words using syllables. **TEKS 3.2.A.ii**

✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

ENGLISH
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Foundational Skills

Foundational Literacy Skills

Give students opportunities to identify the /s/ sound. Say the following words aloud and ask students to raise a hand when they hear the /s/ sound: *rustle*, *shrug*, *sail*, *wrestle*, *bush*, *chance*, *crepe*, *sight*, *dance*, *chop*, *piece*, *ascend*, and *cross*.

READ WORDS WITH /S/ > 'SC', 'ST', 'CE', AND 'SE' (3 MIN.)

- Display the chart you created in advance.
- Point to the 's', 'ss', and 'c' headings. Say, "These are spellings we already know about for /s/."
- Write the words from the Warm-Up under the headings, saying them aloud and underlining the sound spelling: *sun*, *cent*, and *boss*.
- Point to the columns labeled 'sc', 'st', 'ce', and 'se.'
- Say, "These are other sound spellings for /s/. They are a little trickier."
- Say *scent* as you write it in the 'sc' column. Underline the 'sc'. Have students read the word aloud.
- Repeat the routine with the following words: *whistle*, *prince*, *rinse*, *scene*, *castle*, *bounce*, and *dense*.
- Explain to students that some of these trickier /s/ spellings just have to be learned and remembered. As they practice with them, it will become easier to know which spelling to use.

CREATE WORDS USING SYLLABLES (3 MIN.)

- Direct students to Activity Page 22.1 and review the instructions. As a class, work together to put together a word using syllables from the syllable bank.
- Then have partners work together on the activity page. If they don't complete it in class, they may complete it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Write the word *scenery* on the board. Say, "In this word 'sc' makes the /s/ sound. If you agree, give a thumbs-up. If you disagree, give a thumbs-down."
(*thumbs-up*)

Activity Page 22.1



Challenge

Ask students to annotate the syllable types as they work on Activity Page 22.1. Remind them of the syllable types they've learned about: closed, open, VCe, vowel team, r-controlled, and final stable.

Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *intra-* and *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

ROOT WORDS AND PREFIXES: *INTRA-*, *INTER-* (6 MIN.)

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *intercoastal*, *intermingle*, and *interstellar*.

- Say, “We are going to learn about two prefixes: *intra-* and *inter-*.”
- Say, “The prefix *inter-* means ‘between.’ It is used to tell about something happening between two or more things.”
- Write *international* on the board and underline the prefix. Say, “The word *international* describes things happening between two or more countries. An international effort to help people after a flood is an effort happening between two or more countries.”
- Say, “The prefix *intra-* means ‘within.’ It is used to tell about something happening within one thing.”
- Write *intraschool* on the board and underline the prefix. Say, “*Intraschool* describes something happening within a school. An intraschool effort to clean up the playground is an effort happening within the school.”
- Point out that there are several tricky words that use both *intra-* and *inter-*.
- Say the following words and have students repeat them, defining words as needed: *intrapersonal*, *intragroup*, *intracoastal*, *interstate*, *intercom*, and *interaction*.
- Direct students to Activity Page 22.2 and review the instructions. Work with students to define any unfamiliar words.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 22.2



TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 2

Reading



Primary Focus: Students will reread “Visit France: A Travel Brochure” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

REREAD “VISIT FRANCE: A TRAVEL BROCHURE” (10 MIN.)

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

- Direct students back to the passage on Activity Page 21.3. Tell students that today they will reread “Visit France: A Travel Brochure” with a partner.
- Take time to answer any questions that students may have about “Visit France: A Travel Brochure.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
 - underline at least three words with tricky spellings of /s/ as ‘sc’, ‘st’, ‘ce’, or ‘se’, such as *France* and *scenery*;
 - circle at least three words that begin with the prefix *fore-*, *pro-*, *intra-*, or *inter-*, such as *intracountry* and *intertwine*; and

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Support

Have students use different colors to mark each of the tricky spellings of /s/: ‘sc’, ‘st’, ‘ce’, ‘se’.

Activity Page 21.3


**ENGLISH
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Reading
Reading Closely
Beginning

Work with student pairs to identify a few words with tricky spellings of /s/.

Intermediate

Have students share their annotations with another student.

**Advanced/
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

Challenge

Have students underline tricky spellings of /h/ in the passage as well as tricky spellings of /s/. (*wholly, whole, wholeheartedly, whose, whoever*)

- highlight words with final stable syllables with /ə/ + /l/, such as *people* and *physical*.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Observation: "Visit France: A Travel Brochure" Anecdotal Reading Record

As you listen to each student read "Visit France: A Travel Brochure," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 22: Review: Words with /s/ > 'sc', 'st', 'ce', and 'se', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /s/ > 'sc', 'st', 'ce', and 'se'.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

SPELL WORDS WITH /S/ > 'SC', 'ST', 'CE', AND 'SE' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /s/ > 'sc', 'st', 'ce', and 'se' that you say aloud.
- Say the word *scene*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|-------------|-------------|
| 1. scene | 4. whistle | 7. scissors |
| 2. descend | 5. unfasten | 8. collapse |
| 3. force | 6. entrance | 9. universe |

✚ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. In science, we learn about our muscles.
2. The prince spoke of the scenery of France.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 22: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 22.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share and check each other's work.

SHARING

- Pair up students and have one person share the response they wrote about “Visit France: A Travel Brochure” on **Activity Page TR 21.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *crepe* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *krrraep*. Write the letters to spell *crepe* on the board.
- Point to the word *crepe* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ae/ sound is spelled with ‘e.’”
- Show how the letters map to the sounds.

- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /r/ for this letter. We say /ae/ for this letter. We say /p/ for this letter. We don’t say anything for this letter.” Point to the letters as you blend the sounds: /k/ /r/ /ae/ /p/, *crepe*. Say, “*Crepe!* It’s a word we might use at a bakery.”
- Repeat with the words *weather*, *Palais Garnier*, *Eiffel*, *Louvre*, and *croissant*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

23

REVIEW

Words with
/sh/ > 'ss', 's',
and 'ch'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify and say words with /sh/ > 'ss', 's', and 'ch'. **TEKS 3.2.A.i**

Phonics—Decoding

- ✦ Students will read words with /sh/ > 'ss', 's', and 'ch'. **TEKS 3.2.A.i**
- ✦ Students will create words using syllables. **TEKS 3.2.A.ii**

Morphology

Students will identify the meaning of and use words with the prefixes *intra-* and

- ✦ *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will read "A Quiche Creation" fluently and will answer questions about

- ✦ key details in the text. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /sh/ > 'ss', 's', and 'ch'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.iv**

FORMATIVE ASSESSMENT

Activity Page 23.3

Prefixes: *intra-*, *inter-*

- ✦ **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Tricky Spellings: /sh/ > 'ss', 's', 'ch' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /sh/ > 'ss', 's', and 'ch' | 3 min. | <input type="checkbox"/> Activity Page 23.1 |
| Create Words Using Syllables | 3 min. | <input type="checkbox"/> Activity Page 23.2 |
| Morphology | | |
| Prefixes: <i>intra-</i> , <i>inter-</i> | 6 min. | <input type="checkbox"/> Activity Page 23.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "A Quiche Creation" | 10 min. | <input type="checkbox"/> Activity Pages 23.4, 23.5 |
| Phonics—Encoding | | |
| Spell Words with /sh/ > 'ss', 's', and 'ch' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- Create a chart with /sh/ as a main header and three columns labeled 'ss', 's', and 'ch'.

| /sh/ | | |
|------|-----|------|
| 'ss' | 's' | 'ch' |
| | | |

- You may want to have students cut out the cards on Activity Page 23.2 before the lesson.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *quiche*, *frozen pie crust*, *bell peppers*, *grated cheese*, *toothpick*, *chaperone*, *ingredients* (needs to include eggs), and *whisk*.



Lesson 23: Review: Words with /sh/ > 'ss', 's', and 'ch', Part 1

Warm-Up



Foundational Skills

Foundational Literacy Skills

Give students opportunities to identify the /sh/ sound. Say the following words aloud and ask students to raise a hand when they hear the /sh/ sound: *shot* (yes), *simple*, *shuck* (yes), *stop*, *shout* (yes), *sure* (yes), *sight*, *machine* (yes), *tissue* (yes).

Primary Focus: Students will identify and say words with /sh/ > 'ss', 's', and 'ch'.

✚ **TEKS 3.2.A.i**

REVIEW TRICKY SPELLINGS: /SH/ > 'SS', 'S', 'CH' (3 MIN.)

- Say, "Let's review the /sh/ sound."
- Say the word "shine" as you write it on the board, having students read it aloud after you.
- Ask, "How do we spell the /sh/ sound in *shine*?" ('sh')
- Say, "We're going to learn about other ways to spell the /sh/ sound. These are a little trickier."
- Say the following words as you write them, having students read them aloud after you: *assure*, *sugar*, and *chef*.

Lesson 23: Review: Words with /sh/ > 'ss', 's', and 'ch', Part 1

Phonics—Decoding



Primary Focus

✚ Students will read words with /sh/ > 'ss', 's', and 'ch'. **TEKS 3.2.A.i**

✚ Students will create words using syllables. **TEKS 3.2.A.ii**

READ WORDS WITH /SH/ > 'SS', 'S', AND 'CH' (3 MIN.)

- Display the chart you created in advance.
- Say, "These are tricky sound spellings for /sh/."
- Point to the sound spelling headers and say /sh/ as you point to each one.
- Say *assure* as you write it in the 'ss' column. Underline the 'ss'. Say, "The /sh/ sound in this word is spelled 'ss'." Have students read the word aloud.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Activity Page 23.1



Support

Emphasize that with tricky words, it is important to remember the words. Point out that repetition can be helpful in memorizing particular words. Students may wish to write lists of tricky words.

Challenge

After students have sorted their syllable cards, challenge them to come up with sentences using the words. Have students share their sentences with the class.

Activity Page 23.2



- Repeat the routine with the following words: *sugar, chef, issue, sure, and chute*.
- Explain to students that some of these trickier /sh/ spellings just have to be learned and remembered. As they practice with them, it will become easier to know which spelling to use.
- Direct students to Activity Page 23.1 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Thumbs-Up/Thumbs-Down: Write the word *pressure* on the board. Say, "In this word 'ss' makes the /sh/ sound. If you agree, give a thumbs-up. If you disagree, give a thumbs-down." (*thumbs-up*)

CREATE WORDS USING SYLLABLES (3 MIN.)

- Divide students into small groups or pairs.
- Direct students to the syllable cards on Activity Page 23.2.
- Instruct students to put the cards together to form words. As students work, circulate, clearing up misunderstandings.
- Invite students with successful words to write them on the board.

Lesson 23: Review: Words with /sh/ > 'ss', 's', and 'ch', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *intra-* and *inter-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

PREFIXES: *INTRA-*, *INTER-* (6 MIN.)

- Say, “Remember, we learned about two prefixes: *intra-* and *inter-*.”
- Say, “The prefix *inter-* means ‘between.’ It is used to tell about something happening between two or more things.”
- Say, “The prefix *intra-* means ‘within.’ It is used to tell about something happening within one thing.”
- Divide the class into pairs.
- Say, “I’m going to tell you a root word and a definition of a new word. You will decide if we should add *intra-* and *inter-* to the root word to make the new word.”
- Write the root word *group* on the board. Say the definition of the new word: “occurring within a single group.”
- Have students discuss which prefix to add to *group* to form the new correct word.
- Say, “Raise your left hand if you think I should add *intra-*. Raise your right hand if you think I should add *inter-*.”
- Add *intra-* to *group* to form *intragroup*. Have students read the word aloud.
- Say, “Our team has an intragroup rule to listen when others are speaking. That means that our team shares this rule.”
- Repeat the routine with the following root words and definitions:
 - *state*; “between or connecting two or more states”; *interstate*
 - *personal*; “occurring within a person”; *intrapersonal*
- Direct students to Activity Page 23.3 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 23.3





Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Support

Before reading “A Quiche Creation,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Lesson 23: Review: Words with /sh/ > ‘ss’, ‘s’, and ‘ch’, Part 2

Reading



Primary Focus: Students will read “A Quiche Creation” fluently and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

READ “A QUICHE CREATION” (10 MIN.)

- Direct students to Activity Page 23.4.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *intrapersonal*, *intervene*, *intermingled*, *ensure/ensuring*
 - phrases: “parachute into another cooking adventure,” “launch into this delicious mission,” “balance the flavors”
 - domain-specific language: *quiche*, *whisk* (noun and verb), *degrees*, *symbol*, *filling*
- Have students follow along as you read “A Quiche Creation.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *chaperone* and *guidance*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.
- Then have them turn to Activity Page 23.5 and complete the comprehension questions. If they don’t complete the activity page, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

Lesson 23: Review: Words with /sh/ > 'ss', 's', and 'ch', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /sh/ > 'ss', 's', and 'ch'.

TEKS 3.2.B.i; TEKS 3.2.B.iv

SPELL WORDS WITH /SH/ > 'SS', 'S', AND 'CH' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /sh/ > 'ss', 's', and 'ch' that you say aloud.
- Say the word *issue*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-----------|--------------|--------------|
| 1. issue | 4. brochure | 7. machine |
| 2. assure | 5. insurance | 8. sure |
| 3. tissue | 6. chute | 9. chaperone |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---|
| 1. The chef added more sugar. |
| 2. The parachute landed outside of Chicago. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

Lesson 23: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 23.1** for each student.
- Direct students to Activity Page 23.4.
- Have them reread “A Quiche Creation.”
- Review the writing prompt on **Activity Page TR 23.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *center*, *measure*, *area*, and *quiche*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”

- Display and point to the word *quiche* and say, “This word is tricky because the ‘qu’ is pronounced /k/. The ‘i’ is pronounced /ee/. The ‘che’ is pronounced /sh/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for these letters. We say /ee/ for this letter. We say /sh/ for these letters.” Point to the letters as you blend the sounds: /k/ /ee/ /sh/, *quiche*. Say, “*Quiche!* It’s a word we might hear at a restaurant, like when we say ‘Please cut the quiche into slices.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *quiche*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

24

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will review words with r-controlled vowel sounds. **TEKS 3.2.A.i**

Phonics—Decoding

- Students will review words with r-controlled vowels. **TEKS 3.2.A.i**
- Students will divide words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.iv**

Morphology

Students will review the prefixes *fore-*, *pro-*, *intra-*, and *inter-*.

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

Reading

Students will reread “A Quiche Creation” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

Phonics—Encoding

Students will review spelling and writing words with r-controlled vowels and /ə/ + /l/.

- TEKS 3.2.B.i; TEKS 3.2.B.ii**

FORMATIVE ASSESSMENT

Observation

“A Quiche Creation” Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with r-Controlled Vowel Sounds | 3 min. | |
| Phonics—Decoding | | |
| Read Words with r-Controlled Vowels | 3 min. | |
| Divide Words by Syllables | 3 min. | <input type="checkbox"/> Activity Page TR 24.1 |
| Morphology | | |
| Review Prefixes: <i>fore-</i> , <i>pro-</i> , <i>intra-</i> , <i>inter-</i> | 6 min. | <input type="checkbox"/> Activity Page 24.1 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread “A Quiche Creation” | 10 min. | <input type="checkbox"/> Activity Page 23.4 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Decoding

- Make one copy of Activity Page TR 24.1 to use for the whole class. Cut out the cards before the lesson begins. Place the cards in a bowl or basket for the syllable activity.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Reading

- Ensure you have the Unit 3 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *quiche*, *frozen pie crust*, *bell peppers*, *grated cheese*, *toothpick*, *chaperone*, *ingredients* (image should include eggs), and *whisk*.

Lesson 24: Review: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review words with r-controlled vowel sounds.

TEKS 3.2.A.i

REVIEW WORDS WITH R-CONTROLLED VOWEL SOUNDS (3 MIN.)

- Say, “We are going to review words with r-controlled vowel sounds.”
- Say, “I’m going to say words. If you hear a word with an r-controlled vowel sound, stand up.”
- Read aloud a selection of words from the chart below. Have students who have stood up sit down before you read the next word.

| Words with r-Controlled Vowel Sounds
(Stand Up) | Words without r-Controlled Vowel
Sounds (Stay Seated) |
|--|--|
| square | squat |
| barge | boast |
| boring | brag |
| artist | boss |
| hurry | dice |
| resort | crispy |
| church | handle |
| burst | fright |
| horror | stay |
| starlight | candle |
| discourage | piece |
| curfew | trying |

Challenge

Consider having select students write the words on the board as you say them for the class to see.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 24: Review: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

- ✦ Students will review words with r-controlled vowels. **TEKS 3.2.A.i**
- ✦ Students will divide words by syllables. **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.iv**

READ WORDS WITH R-CONTROLLED VOWELS (3 MIN.)

- Write the following sound spellings on the board: /ar/ > 'ar'; /er/ > 'ur', 'ir', 'er', 'ar', 'or'; /er/ > 'ear', 'our', 'urr'; and /or/ > 'or'.
- Divide the class into four groups, and assign each group one of the sound spellings.
- Have students take out a piece of scratch paper.
- Say, "I'm going to set a timer. When I say 'go,' work as a group to write down as many words as you can that correctly use your r-controlled vowel sound."
- Decide for how long you would like students to generate words. Set the timer, and then have students begin.
- Circulate as students work.
- Have groups share and read their words aloud. Write the words on the board, clearing up misunderstandings as needed.

DIVIDE WORDS BY SYLLABLES (3 MIN.)

- Write the following syllable types on the board: closed, open, VCe, vowel team, r-controlled, and final stable.
- Place the word cards from Activity Page TR 24.1 that you cut out in advance in a basket.
- Draw a card, such as *un•rav•el*.
- Write the word on the board, marking the syllables.

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

Support

Some students may benefit from approaching the board with a partner and making decisions about the syllable types in the word together. Encourage students to ask classmates for help as they work.

- Demonstrate identifying each syllable type in the word, as you mark it on the board. (*closed; closed; final stable syllable*)
- Read the word aloud.
- As needed, define words or use words in sentences. Remind students that unstressed open or closed syllables may make schwa sounds instead of the long or short vowel sounds students might expect them to make.
- Have students take turns approaching the board to repeat the routine: draw a card, write the word, and identify and mark the syllable types, and then read the word aloud.
- Correct misunderstandings as students work.



Check for Understanding

Turn and Talk: Write the following word on the board: *re•pair*. Have students work in pairs to identify the syllable types in the word. (*open; r-controlled*) Circulate as students discuss. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Foundational Literacy Skills

Beginning

Review the difference between *intra-* and *inter-*. Ask, "Does the prefix *inter-* mean 'between'?" (yes) "Does the prefix *intra-* mean 'within'?" (yes)

Intermediate

Have volunteers complete the following sentences: *The prefix inter- means 'between.' It is used to tell about something happening ____ two or more things. The prefix intra- means 'within.' It is used to tell about something happening ____ one thing.*

Advanced/ Advanced High

Have students explain in their own words the difference between *intra-* and *inter-*.

ELPS 1.C

Lesson 24: Review: Mixed Review, Part 1

Morphology



Primary Focus: Students will review the prefixes *fore-*, *pro-*, *intra-*, and *inter-*.

TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C

REVIEW PREFIXES: FORE-, PRO-, INTRA-, INTER- (6 MIN.)

- Say, "Let's review the prefixes we learned about this week: *fore-*, *pro-*, *intra-*, and *inter-*."
- Write the following sentence on the board: *The foreword is at the beginning of a book.*

TEKS 3.2.A.v Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by encoding words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Activity Page 24.1



- Read the sentence aloud as a class. Ask a volunteer to approach the board. Have them circle the word with the prefix, mark the prefix, and say the word aloud.
- Ask, “What is another word with the prefix *fore-*?” (*foreground*; *forearm*; *forecast*)
- Repeat the routine with the following sentences: *The project has three parts*; *We use the internet for research*; *Is the recycling program an intraschool project?*
- Direct students to Activity Page 24.1 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Lesson 24: Review: Mixed Review, Part 2

Reading



Primary Focus: Students will reread “A Quiche Creation” fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.4

REREAD “A QUICHE CREATION” (10 MIN.)

- Students will read today’s story with a partner. You may wish to review the partner reading routines before they read the story.
- Direct students back to the passage on Activity Page 23.4. Tell students that today they will reread “A Quiche Creation” with a partner.
- Take time to answer any questions that students may have about “A Quiche Creation.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
 - underline words with tricky spellings of /sh/: ‘ss’, ‘s’, and ‘ch’;
 - circle words with the prefix *intra-* or *inter-*; and
 - highlight words with r-controlled vowels.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Challenge

Have students highlight VCe words in addition to words with r-controlled vowels. (*parachute, make, knife, provide, intervene, arise, chaperone, place, bake, chaperone*)

Activity Page 23.4



**ENGLISH
LANGUAGE
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Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with the tricky spellings of /sh/.

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A



Observation: “A Quiche Creation” Anecdotal Reading Record

As you listen to each student read “A Quiche Creation,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 24: Review: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing words with r-controlled vowels and /ə/ + /l/. **TEKS 3.2.B.i; TEKS 3.2.B.ii**

ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with r-controlled vowels and /ə/ + /l/ that you say aloud.
- Say the word *disturb*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|------------|--------------|-------------|
| 1. disturb | 4. moral | 7. civil |
| 2. worship | 5. staircase | 8. peaceful |
| 3. nourish | 6. miracle | 9. squirrel |

- Then tell students that you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---|
| 1. The fireworks spectacle was incredible! |
| 2. Beware of going barefoot on the prairie. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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

Lesson 24: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 24.2** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished, ask pairs to share and check each other’s work.

SHARING

- Pair up students and have one person share the response they wrote about “A Quiche Creation” on **Activity Page TR 23.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *quiche* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *keeesh*. Write the letters to spell *quiche* on the board.
- Point to the word *quiche* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /k/ sound is spelled with ‘qu’, the /ee/ sound is spelled with ‘i’, and the /sh/ sound is spelled with ‘che.’”
- Show how the letters map to the sounds.
- Point to the letters as you say them. Say, “In this word, we say /k/ for these letters. We say /ee/ for this letter. We say /sh/ for these letters.” Point to the letters as you blend the sounds: /k/ /ee/ /sh/, *quiche*. Say, “*Quiche!* It’s a word we might use at a restaurant.”
- Repeat with the words *center*, *measure*, and *area*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.

- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

25

REVIEW

Foundational Skills Review

PRIMARY FOCUS OF LESSON

Phonics—Decoding

Students will review reading words with r-controlled vowels, schwa /ə/ + /I/, and tricky spellings of /h/, /s/, and /sh/. **TEKS 3.2.A.i**

Students will review words with closed, open, VCe, vowel team, r-controlled, and final stable syllables. **TEKS 3.2.A.ii**

Morphology

Students will review the meaning of and use words with prefixes and suffixes.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

Reading

Students will read “Charlotte’s Art” independently and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

Phonics—Encoding

Students will complete the dictation posttest for Unit 3.

TEKS 3.2.B.i; TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Activity Page 25.6

Unit 3 Dictation Posttest

TEKS 3.2.B.i; TEKS 3.2.B.iv

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Phonics—Decoding | | |
| Word Sort | 6 min. | <input type="checkbox"/> Activity Page 25.1 |
| Read Words with Closed, Open, VCe, Vowel Team, r-Controlled, and Final Stable Syllables | 3 min. | <input type="checkbox"/> Activity Page 25.2 |
| Morphology | | |
| Review Prefixes and Suffixes | 6 min. | <input type="checkbox"/> Activity Page 25.3 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Charlotte’s Art” Independently | 10 min. | <input type="checkbox"/> Activity Pages 25.4, 25.5 |
| Phonics—Encoding | | |
| Unit 3 Dictation Posttest | 5 min. | <input type="checkbox"/> Activity Page 25.6 |

ADVANCE PREPARATION

Phonics

- Make sure students have red, yellow, blue, green, orange, and purple pencils or crayons for the syllable activity on Activity Page 25.2.

Morphology

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *arched entrance*, *parrot*, *geologist doing fieldwork with meteorites*, *microscope*, *art workshop*, and *galaxies*.



Lesson 25: Review: Foundational Skills Review, Part 1

Phonics—Decoding



Foundational Skills

Foundational Literacy Skills

Beginning

Assign only words with r-controlled vowels.

Intermediate

Assign only words with schwa + /l/.

Advanced/ Advanced High

Assign only tricky spellings with /h/, /s/, and /sh/.

ELPS 2.B

Activity Page 25.1



Support

Review with students the definitions of each of the six types of syllables used in the activity.

Activity Page 25.2



Primary Focus

Students will review reading words with r-controlled vowels, schwa /ə/ + /l/, and tricky spellings of /h/, /s/, and /sh/. **TEKS 3.2.A.i**

Students will review words with closed, open, VCe, vowel team, r-controlled, and final stable syllables. **TEKS 3.2.A.ii**

WORD SORT (6 MIN.)

- Say, “Today, we are going to review reading words with r-controlled vowels, schwa /ə/ + /l/, and tricky spellings of /h/, /s/, and /sh/.”
- Direct students’ attention to Activity Page 25.1 and review the instructions.
- Then choral read the words aloud with students.
- Assign partners.
- Say, “Work with your partner to sort this list of words into the three columns of the chart.” Briefly review the column headings, allowing students to ask clarifying questions.
- Circulate as students work.
- Students may complete the activity page at home, if needed.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

READ WORDS WITH CLOSED, OPEN, VCE, VOWEL TEAM, R-CONTROLLED, AND FINAL STABLE SYLLABLES (3 MIN.)

- Say, “Let’s review some words with closed, open, VCe, vowel team, r-controlled, and final stable syllables.”
- Direct students to Activity Page 25.2 and review the instructions. Complete the first item together.
- Consider having students work in small groups.
- Circulate as students work, answering questions as needed.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Challenge

Ask students to identify the three types of schwa /ə/ + /ɪ/ words that they placed in the middle column. ('le,' 'al,' 'el')

- Have students complete the activity page at home, if needed, and make sure students have the supplies they need.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Lesson 25: Review: Foundational Skills Review, Part 1

Morphology



Primary Focus: Students will review the meaning of and use words with prefixes and suffixes. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

REVIEW PREFIXES AND SUFFIXES (6 MIN.)

- Say, "We are going to review the prefixes and suffixes we learned about in this unit."
- Direct students to Activity Page 25.3. Review the instructions.
- With students, read aloud the words in both word banks.
- Have students work in pairs to complete the paragraphs.
- Circulate as students work, answering questions as needed. Ask pairs who finish to take turns reading the completed paragraphs aloud.
- Have students complete the activity page at home, if needed.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 25.3



Check for Understanding

Think-Pair-Share: Tell students to choose a few words from the activity page and think about their definitions. Then have partners orally define the words they chose in their own words. Tell students to signal when both partners have contributed to the conversation. Call on students to share an example of a word and their partner's thinking with the group.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 25: Review: Foundational Skills Review, Part 2

Reading



Primary Focus: Students will read “Charlotte’s Art” independently and will answer questions about key details in the text.

TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.5

READ “CHARLOTTE’S ART” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Charlotte’s Art.” Direct students to Activity Page 25.4.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *intrastate*, *underestimated*, *foreseen*
 - phrases: “thought-provoking,” “self-assured,” “drew inspiration from,” “sisterhood of learners,” “grow and blossom”
 - domain-specific language: *geologist*, *meteorites*
- Read a few lines of the passage, modeling how to sound out unfamiliar words: *operator* and *entrance*.
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline three words with
 - /ə/ > ‘a’, ‘e’, ‘i’, or ‘o’ and
 - /ə/ + /l/ > ‘le’, ‘al’, ‘el’, ‘il’, or ‘ul’;
 - circle five words with one of the prefixes *tele-*, *super-*, *under-*, *over-*, *micro-*, *uni-*, or *trans-*;
 - highlight five words with one of the suffixes *-hood*, *-ment*, *-en*, or *-ist*.

Activity
Pages 25.4, 25.5



Support

Have students focus on one annotation at a time. For example, first have them read and underline words with schwa as ‘a’ and ‘e’. On the next read, have them circle the words with prefixes, then underline words with suffixes, and so on.

Before reading “Charlotte’s Art,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.5** Self-select text and read independently for a sustained period of time.



Language

Learning How English Works

Beginning

Help students with the challenging grammatical structure in the second paragraph.

Intermediate

Direct students to the sentence “Once, while exploring the park, the artist stumbled upon many piles of small, colorful pebbles.” Explain that in this context *stumbled upon* means “found something surprising.”

**Advanced/
Advanced High**

Have students identify three verbs in the first paragraph. (*lived, worked, had, owned, was*)

ELPS 4.A

Activity Page 25.6



- After students have annotated the passage, have them complete the comprehension questions on Activity Page 25.5 independently. If they don't complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 25: Review: Foundational Skills Review, Part 2

Phonics—Encoding



Primary Focus: Students will complete the dictation posttest for Unit 3.

TEKS 3.2.B.i; TEKS 3.2.B.iv

UNIT 3 DICTATION POSTTEST (5 MIN.)

- Direct students to Activity Page 25.6. Review the instructions together.
- Tell students that they will be spelling words with different sounds-spellings that they learned about in Unit 3.
- Say the word *harden*. Repeat it. Have students write it on Activity Page 25.6.
- Repeat with the remaining words.

- | | | |
|----------------|------------------|------------------|
| 1. harden | 4. declare | 7. intrapersonal |
| 2. foreseeable | 5. microparticle | 8. international |
| 3. proactive | 6. finalist | 9. transport |

- Then tell students that you will say two sentences aloud for them to spell on their activity page.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. I was grateful that the pupil gave me a tissue. |
| 2. Do not disturb the artist painting a castle. |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

End Lesson

Lesson 25: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 25.1** for each student.
- Direct students back to Activity Page 25.4.
- Have students reread “Charlotte’s Art.”
- Review the writing prompt on **Activity Page TR 25.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences. Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Charlotte’s Art” on **Activity Page TR 25.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide

support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lessons 21 and 23 (*weather, Palais Garnier, crepe, Eiffel, Louvre, croissant, whose, center, measure, area, quiche*). Write the following new words from Lesson 21 on index cards: *beginning* and *whole*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *whole* and say, “This word is tricky because the ‘wh’ is pronounced /h/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /h/ for these letters. We say /oe/ for this letter. We say /l/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /h/ /oe/ /l/, *whole*. Say, “*Whole!* It’s a word we use all the time, like when we say ‘You can catch a glimpse of the whole city from the Eiffel Tower.’”

- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *whole*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /h/ sound spelled ‘wh.’” Write *whoever* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lessons 21 and 23. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of Tricky Words throughout the year.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.
- Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

Teacher Resources

| | |
|---------|----------|
| Grade 3 | Skills 3 |
|---------|----------|

Teacher Guide

Teacher Resources

| | |
|--|-----|
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ANECDOTAL READING RECORD—UNIT 3

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

Additional Support Activity Pages

Grade 3

Skills 3

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Reread "Neighborhood Garden." The text describes Fern as "smart and hardworking." On the lines below, use details from the text to explain how Fern is both "smart" and "hardworking."

NAME: _____

DATE: _____

TR 3.1

Reread “Exploring Different Jobs and Professions.” Which profession is most interesting to you? Why?

NAME: _____

DATE: _____

TR 4.1

Create r-Controlled Words

First, write the word for the picture your teacher shows you. Then, add an *r* to the word to create a new word.

1. Picture word: _____

New word: _____

2. Picture word: _____

New word: _____

3. Picture word: _____

New word: _____

4. Picture word: _____

New word: _____

NAME: _____

DATE: _____

TR 6.1

Reread “Jordan Scores.” What is the story’s theme, or message, and how do you know? Use details from the story to support your answer.

NAME: _____

DATE: _____

TR 7.1

Words with 'are' and 'air'

Write the words you made by adding a letter to 'are' and 'air' in the correct column.

| are | air |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

NAME: _____

DATE: _____

TR 8.1

Reread "Tele-Ameer the Superhero." Think about other superhero stories. What characteristics does this story share with other superhero stories?

NAME: _____

DATE: _____

TR 9.1

Words with 'ear', 'eer', and 'ure'

Read each word below. If the word is spelled correctly, write C on the line. If the word is spelled incorrectly, write the correct spelling on the line.

1. appeerance _____

2. chearful _____

3. injure _____

4. feer _____

5. advencheer _____

6. nearby _____

7. career _____

8. furnitoor _____

9. clear _____

10. pionear _____

NAME: _____

DATE: _____

TR 10.1

Reread “Real-Life Superheroes.” Use details from the story and from real life to describe how first responders are similar to and different from superheroes.

NAME: _____

DATE: _____

TR 10.2

Read the passage. Underline three words with *ar*, *or*, *ir*, *er*, or *ur* (*dark*). Put a box around two words with *ear*, *ire*, *eir*, *our*, *ure* (*heard*). Highlight one r-controlled two-syllable word (*farmers*).

Concord Hymn and the “Shot Heard Round the World”

One of the first battles in the American Revolution was the Battle of Lexington and Concord in Massachusetts in 1775. As British soldiers were marching to Concord to take away colonists’ weapons, they were stopped by colonists in Lexington who decided to begin fighting back against British rule.

No one knows who fired the first shot in that battle, but it became known as “the shot heard round the world” because of a famous poem by Ralph Waldo Emerson. Emerson wrote the poem to be sung in 1837 to dedicate a monument for the fallen soldiers of the battle.

Read Emerson’s poem below, then answer the following questions.

Concord Hymn Ralph Waldo Emerson

By the rude bridge that arched the flood,
 Their flag to April’s breeze unfurled,
Here once the embattled farmers stood
 And fired the shot heard round the world.

The foe long since in silence slept;
 Alike the conqueror silent sleeps;

NAME: _____

DATE: _____

And Time the ruined bridge has swept
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set today a votive stone;
That memory may their deed redeem,
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, and leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

Comprehension Questions:

1. What are some examples of alliteration in the poem?

NAME: _____

DATE: _____

2. Emerson calls the first shot fired during this battle “the shot heard round the world.” Do you think everyone in the world actually heard the shot? Why do you think Emerson chose to describe it this way?

3. The word *votive* describes an object that is used to show respect or devotion to someone. Think about why Emerson wrote this poem. What might the “votive stone” be that he mentions?

NAME: _____

DATE: _____

TR 10.2

CONTINUED

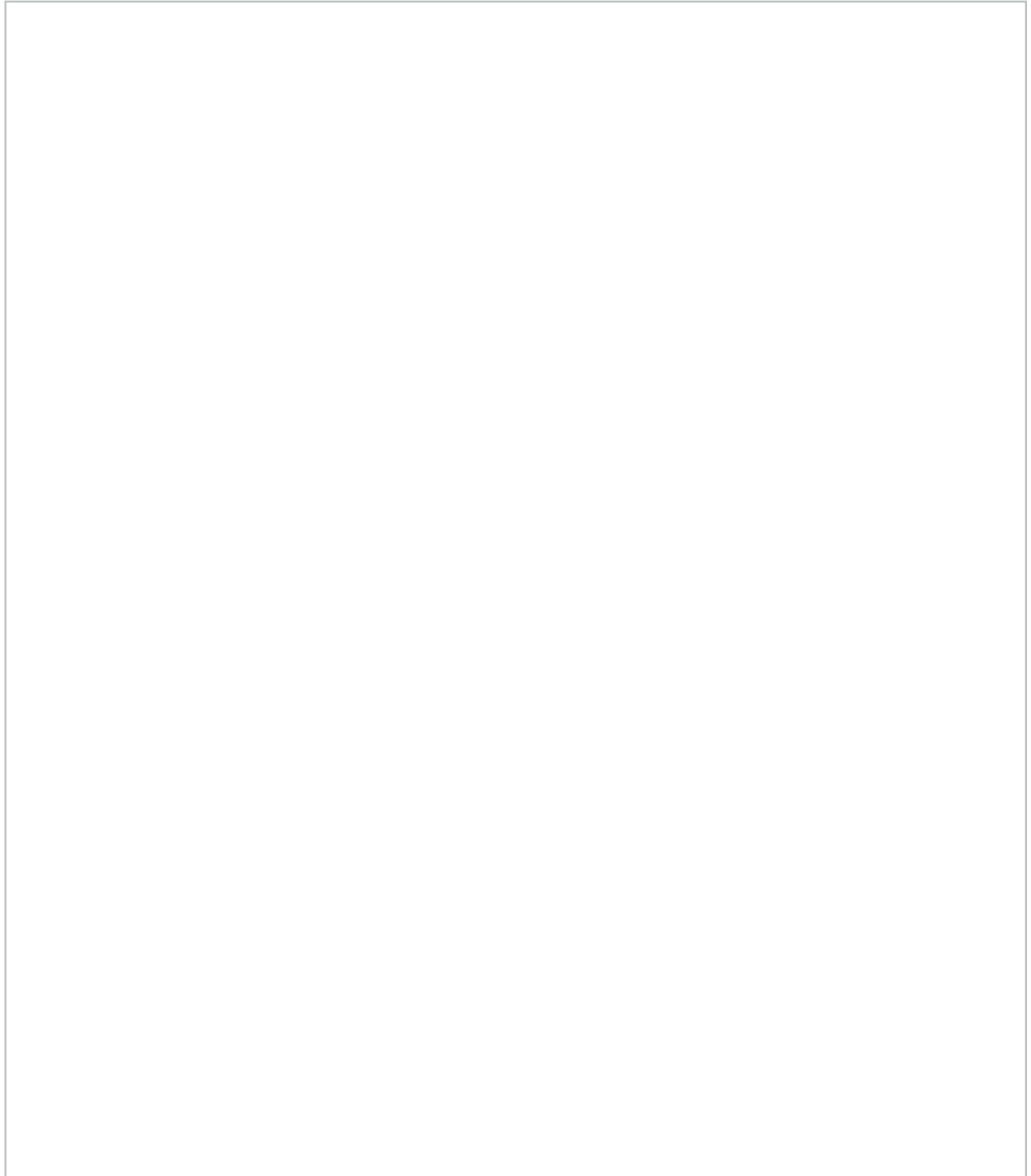
4. Why do you think it is important to build memorials for important battles or events?

NAME: _____

DATE: _____

TR 11.1

Reread “A Trans-Galactic Dash.” Choose a scene from the story and illustrate it. Be sure to include details from the story in your scene.



NAME: _____

DATE: _____

TR 12.1

Word Search

Read each word. Complete the word search by circling the words from the word bank.

Word Bank

| | | | |
|---------------|--------------|----------------|---------------|
| pencil | pilot | phantom | common |
| cousin | civil | wisdom | lemon |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P | E | P | H | A | N | T | O | M | O |
| C | E | Z | C | B | E | W | L | N | L |
| I | J | P | E | N | C | I | L | M | E |
| V | L | A | O | P | R | S | E | O | M |
| I | P | E | N | H | N | D | A | Y | O |
| L | T | F | K | A | Z | O | E | V | N |
| S | E | O | M | C | O | M | M | O | N |
| N | C | O | U | S | I | N | Y | M | S |
| D | U | V | A | W | Q | U | E | I | T |
| R | O | U | P | I | L | O | T | S | D |

NAME: _____

DATE: _____

TR 13.1

Reread “On the Move: How Transportation Unites Our World.” Use details from the passage to describe what different modes of transportation have in common.

NAME: _____

DATE: _____

TR 14.1

Words That End in 'le'

Read each sentence. Identify which word in the sentence is missing the letters 'le'. Add 'le' to the end of that word and write the complete word on the line. Read the sentence using the word to check your work.

1. The steak started to sizz when it was cooked. _____
2. A beet is a type of insect. _____
3. Can you pass the map syrup? _____
4. The belt is missing its buck. _____
5. This soup lad is made of wood. _____
6. Dad bought a cab to plug into our television. _____
7. Which app is sweetest, the green or red one? _____
8. An icic formed from freezing water. _____

NAME: _____

DATE: _____

TR 15.1

Reread "Maple Talent Show." Using evidence from the story, explain what a talent is.

NAME: _____

DATE: _____

TR 16.1

Reread “Special Report: Coral Reefs.” What are the main threats to coral reefs? What can people do to protect coral reefs? Use at least two details from the text to support your answer.

NAME: _____

DATE: _____

TR 17.1

Words with /ə/ + /l/ > 'el'

Read the words in the word bank. Read each sentence. Choose a word with the final stable syllable 'el' from the word bank to complete the sentence. Read the completed sentence to check your work.

Word Bank

| | | | |
|---------|-------|---------|--------|
| flannel | easel | kennel | tunnel |
| mantel | towel | channel | swivel |

1. Our dogs stay at a _____ when we are on vacation.
2. The artist puts her canvas on an _____.
3. My dad used a _____ to clean up the mess.
4. The _____ chair is fun to sit on because it spins.
5. Family photos are on the _____ above the fireplace.
6. Have you seen my new _____ shirt?
7. The _____ allows cars to drive under the river.
8. Please put on the sports _____ so we can watch the game.

NAME: _____

DATE: _____

TR 18.1

Reread “Life Cycle of a Wild Gerbil.” Compare and contrast a gerbil to another animal that is a common pet. Include details from the text to support your answer.

NAME: _____

DATE: _____

TR 19.1

Words with /ə/

Read each word. Circle the words that contain the schwa sound.

1. gaze
2. article
3. rewrite
4. apple
5. final
6. peril
7. label
8. skillful

NAME: _____

DATE: _____

TR 20.1

Reread "Nigel's Magical Pencil." What would you do with a magical pencil?
How would you avoid problems with it?

NAME: _____

DATE: _____

TR 21.1

Reread “Visit France: A Travel Brochure.” Which activity or place in France seems most interesting to you? Give at least two reasons for your choice.

NAME: _____

DATE: _____

TR 22.1

Words with /s/ > 's', 'ss', 'sc', 'st', 'ce', 'se', and 'c'

Read each word in the word bank. Complete the chart with words from the word bank. Then read the words in each column.

Word Bank

| | | | | |
|---------------|---------------|----------------|----------------|---------------|
| ascend | seed | tense | gross | voice |
| seat | bustle | bristle | whistle | geese |
| cent | silver | class | glisten | worse |
| moose | nurse | scene | descend | nestle |
| floss | glance | gloss | prince | bounce |
| scent | self | recite | circus | peace |

NAME: _____

DATE: _____

TR 22.1

CONTINUED

| | | | | | |
|------|--|--|--|--|--|
| 'c' | | | | | |
| 'se' | | | | | |
| 'ce' | | | | | |
| 'st' | | | | | |
| 'sc' | | | | | |
| 'ss' | | | | | |
| 's' | | | | | |

NAME: _____

DATE: _____

TR 23.1

Reread "A Quiche Creation." What are two of the main steps in making a quiche? Explain what is important about each step.

NAME: _____

DATE: _____

TR 24.1

| | | |
|-------------------|------------------------|-----------------------|
| mis•la•bel | su•per•mod•el | un•rav•el |
| u•ten•sil | hos•pi•tal | o•rig•i•nal |
| tri•cy•cle | beau•ti•ful | pur•pose•ful |
| car•a•mel | sen•ti•nel | mack•er•el |
| ca•pi•tal | pro•fes•sion•al | tra•di•tion•al |



NAME: _____

DATE: _____

TR 24.2

Sort Words

Read the words in the word bank. Complete the chart with words from the word bank.

Word Bank

| | | | | | | |
|----------------|-----------------|----------------|-----------------|-----------------|----------------|----------------|
| garden | birthday | survive | yourself | forklift | army | worker |
| nervous | flurries | earnest | polar | recharge | support | newborn |

| Words with /ar/
> 'ar' | Words with /er/
> 'ur', 'ir', 'er',
'ar', 'or' | Words with /er/
> 'ear', 'our', 'urr' | Words with /or/
> 'or' |
|--------------------------------------|--|---|--------------------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

NAME: _____

TR 25.1

DATE: _____

Reread "Charlotte's Art." Describe a time when you created something that surprised you. What was exciting about your creation? What did you learn?

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ **1.1** ACTIVITY PAGE

Sentences with 'ar' Words

Read the words in the word bank. Then read each sentence. Complete the sentences with 'ar' words from the word bank. Read each completed sentence.

Word Bank

| | | | |
|------|-----|------|------|
| car | far | yarn | park |
| bark | jar | dark | part |

1. Mom's car has a flat tire.
2. When there is no moon, it is very dark outside.
3. How far is the store from here?
4. The dog has a loud bark.
5. Please help me open this jar.
6. Let's meet at the park.
7. I like to part my hair to the side.
8. When you knit, you use yarn.

NAME: _____ DATE: _____ **1.2** ACTIVITY PAGE

Suffixes: -hood, -ment, -en

Read the words. Underline the suffix in each word.

1. basement
2. childhood
3. lengthen
4. amazement
5. knighthood
6. lessen
7. lighten
8. amusement
9. sisterhood
10. soften

NAME: _____ DATE: _____ **1.3** ACTIVITY PAGE

Follow along as your teacher reads the passage. When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ar,' 'er,' 'ir,' and 'ur'.
- Circle words with the suffixes *-hood*, *-ment*, and *-en*.
- Highlight words with r-controlled closed syllables.

Neighborhood Garden

Fernanda Garcia liked to be called Fern. She was a smart and hardworking third-grader. She loved her neighborhood garden. After school, Fern would often dart past the park and church to visit the garden. Her heart would flutter with excitement. The rich colors of the flowers always seemed to brighten her day.

One day, however, Fern noticed something alarming. The garden had been left unattended for weeks. Plus, a recent hailstorm had harmed the garden. The once bright garden had turned dark. The plants and flowers had started to weaken. The perky plants now seemed lifeless. Fern felt a pang of sadness in her heart. She had to embark on a mission to save the neighborhood garden.

Determined, Fern thought of starting a neighborhood movement to save the garden. She hung a large poster on the garden's fence. The statement read, "Help our neighborhood garden survive and thrive! Join me on Thursday, March 5th, for 'Operation Garden Survival.'" Then she nervously waited for Thursday to arrive. She certainly hoped for a good turnout. The likelihood was high, considering everyone in the neighborhood cared about the garden.

Wednesday turned to Thursday, and "Operation Garden Survival" arrived. Fern saw her childhood friends gathered by the garden curb. Seeing Mark, Kurt, and Harper made Fern's mood lighten. "Are you guys ready to help?" she asked. They all nodded in agreement. Kurt even brought his dog, Sir, to help dig. Sir greeted Fern with a sweet bark.

The friends started on the hard work right away. With enjoyment, they took turns watering the plants to moisten the soil. They also removed the weeds and tossed junk in the garbage. Together, they began to restore the garden's former charming beauty.

The next day, Mark, Kurt, Harper, and Fern decided to start a fundraiser, to earn some money to support the garden. The money raised would help buy new equipment and seeds for the garden. More neighbors came together to serve their community and cheer on Fern's movement. Everyone offered help and encouragement. "Operation Garden Survival" was going perfectly.

By the third day, the garden started to show huge signs of improvement. The plants started to brighten and strengthen. Fern could have burst with pride. She felt a sense of achievement and fulfillment because she had accomplished a big goal. The garden was no longer just a garden. It represented community, family, and togetherness. It was now a place of sisterhood and brotherhood. Fern had managed to save the garden and bring her neighborhood closer than ever.

NAME: _____
DATE: _____

1.4 ACTIVITY PAGE

Unit 3 Dictation Pretest

Write each word that your teacher dictates.

1. harden
2. foreseeable
3. proactive
4. declare
5. microparticle
6. finalist
7. intrapersonal
8. international
9. transport

Write the entire sentence that your teacher dictates.

1. I was grateful that the pupil gave me a tissue.

2. Do not disturb the artist painting a castle.

Choose a word from the list above and write a sentence of your own.

NAME: _____
DATE: _____

2.1 ACTIVITY PAGE

Sort /ar/ and /er/ Words

Read each word. Circle the words with the /ar/ sound. Underline the words with the /er/ sound. Read aloud all of the words with the /ar/ sound to yourself or a partner. Then, read aloud all of the words with the /er/ sound to yourself or a partner.

1. slurp
2. car
3. splurge
4. fern
5. far
6. verb
7. bar
8. girl
9. shirt
10. scar

NAME: _____
DATE: _____

2.2 ACTIVITY PAGE

Words with Suffixes: -hood, -ment, -en

Read each root word below.

- Then read each sentence.
- Underline the root word's part of speech.
- Complete the sentences by adding the correct suffix to each root word: *-hood, -ment, or -en.*
- Write the new word and its part of speech. Read the new sentence.

1. Root word: **sharp** Root word's part of speech: adjective or verb
Sentence: I need to sharpen my dull pencil.
New word: New word's part of speech: verb
2. Root word: **place** Root word's part of speech: adjective or verb
Sentence: The placement of the sign is a little off.
New word: New word's part of speech: noun
3. Root word: **ship** Root word's part of speech: verb or adjective
Sentence: The shipment will arrive on Tuesday.
New word: New word's part of speech: noun

4. Root word: **deep** Root word's part of speech: adjective or noun
 Sentence: You can deepen the hole by continuing to dig.
 New word: New word's part of speech: verb

5. Root word: **state** Root word's part of speech: noun or adjective
 Sentence: Hawaii achieved statehood in 1959.
 New word: New word's part of speech: noun

6. Root word: **child** Root word's part of speech: verb or noun
 Sentence: I spent my childhood in Puerto Rico.
 New word: New word's part of speech: noun

NAME: _____ **3.1** ACTIVITY PAGE
 DATE: _____

Identify Words with the /er/ Sound

Read each word in the chart. Color only the boxes that have words with the /er/ sound. Read the words with the /er/ sound.

| | | | | |
|---------|--------|-------|--------|-------|
| scholar | hurt | carp | world | sugar |
| walk | worm | polar | germ | arch |
| error | charge | bent | factor | arm |

NAME: _____ **3.2** ACTIVITY PAGE
 DATE: _____

Sort Words with Suffixes

Read each word. Color the words with *-en* red. Color the words with *-hood* blue. Color the words with *-ment* yellow.

| | | | |
|---------------------------|---------------------------|----------------------------|---------------------------|
| madden
<u>red</u> | argument
<u>yellow</u> | worriment
<u>yellow</u> | livelihood
<u>blue</u> |
| likelihood
<u>blue</u> | flatten
<u>red</u> | loosen
<u>red</u> | awaken
<u>red</u> |

Choose two words from the boxes above. Write a sentence with each word. Then write the root word.

1. Word with Suffix: Answers will vary; argument
 Sentence: Answers will vary. Kip and Bret are in an argument.

 Root Word: Answers will vary; argue

2. Word with Suffix: Answers will vary; loosen
 Sentence: Answers will vary. Can you help me loosen my tie?

 Root Word: Answers will vary; loose

NAME: _____
DATE: _____

3.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'ear', 'urr', or 'our'.
- Circle words with suffixes *-hood*, *-ment*, or *-en*.
- Highlight two-syllable words with r-controlled vowels.

Exploring Different Jobs and Professions

Livelihood can be another word for work. Someone's livelihood is what they do in adulthood to earn money for things they need or want. When it comes to jobs or professions, there's a world overflowing with interesting employment options. There are many jobs out there! The possibilities should not be underestimated. Each job is unique, and finding the right job can be a fun process.

Actors perform in plays, movies, or television shows. Actors practice and rehearse their lines and act out the actions and emotions of the characters they play. Sometimes, they need to act out states of worrimen or excitement on the spot.

Doctors help sick people. They work in hospitals and clinics. They can have long and overextended workdays. They hurriedly scurry from patient to patient while making important judgments on their health. They identify illnesses and recommend treatments.

Scholars learn and run research projects. They work in schools and universities. Scholars can be professors or researchers. They must like reading and writing. They enjoy reading articles in journals about their interests!

Vendors sell things. They sell food, clothes, or other items. They sell things in markets or online. They try not to undervalue or overprice their items.

Tailors fix and alter clothes. They can help tighten or shorten a pair of pants. Tailors work in workshops or stores. They work with sewing machines and need to be good at measuring.

Tutors give lessons to students and help deepen their knowledge. They might help students with their math or grammar homework. Tutors need to be good at explaining things.

Security guards watch over places like malls or offices. They keep places safe from threats like burglars who try to break into them. They need to be able to spot unusual activity and react in a hurry.

Chefs prepare healthy and nourishing meals. They can make tasty sandwiches or flavorful curry dishes. They work in restaurants and neighborhood cafés. Chefs need to be creative and careful. They try to avoid overcooking their food. They also avoid underseasoning their food by using the right amount of salt and spices.

Contractors work on construction sites. They oversee teams of builders, plumbers, electricians, and more. These workers build and fix things. They know how to install light fixtures, fix leaky pipes, or remodel cellars. They might use mortar, a type of glue that holds bricks together. They might use hammers, wrenches, and other tools. They must be good problem solvers to get the job done.

These are just a few of the many professions out there. Each job requires a different set of skills and interests. People are encouraged to take the time to find the right profession for themselves.

NAME: _____
DATE: _____

3.4 ACTIVITY PAGE

**“Exploring Different Jobs and Professions”
Comprehension Questions**

1. How do actors prepare for their performances?
Actors rehearse their lines and act out their characters' actions and emotions.

2. Why do you think doctors' workdays can be long?
Possible answer: Many people can be sick at the same time.

3. What is something that scholars might like to read?
They might like to read articles in journals.

4. What skill or quality helps someone be a good tutor?
Being able to explain things well can help tutors be good at their jobs.

5. Where do contractors work?
Contractors work on construction sites.

6. Which of the jobs described in the text seems most difficult? Why?
Answers will vary. Possible response: A doctor's job seems most difficult because a doctor may have to work with very sick patients.

NAME: _____
DATE: _____

4.1 ACTIVITY PAGE

Words with r-Controlled Syllables

Underline the r-controlled syllables. Then read each word.

1. jour•ney
2. your•self
3. re•hearse
4. ear•nest
5. re•learn
6. search•light
7. ear•ly
8. earth•en

NAME: _____
DATE: _____

4.2 ACTIVITY PAGE

Add Prefixes

Read each root word. Add either *under-* or *over-* to create a new word that matches the definition. Read the new word.

| Root Word | Definition | New Word with Prefix |
|-----------|------------------------------------|----------------------|
| sleep | to sleep too much or too long | oversleep |
| line | to draw a line under a word | underline |
| use | to use too much or too often | overuse |
| work | to work too much | overwork |
| water | below the water | underwater |
| cook | cook too little or not long enough | undercook |

NAME: _____
DATE: _____

5.1 ACTIVITY PAGE

Words with /er/ and /ar/

Read each word in the chart. Color the boxes of words using the key below:

- /er/ - red
- /ar/ - blue

| | | | | | | |
|----------------|---------------|-------------------|---------------|---------------|---------------|---------------|
| scholar
red | lark
blue | discourage
red | purr
red | savor
red | park
blue | twirl
red |
| charge
blue | worm
red | heard
red | cellar
red | girl
red | pearl
red | harm
blue |
| burst
red | scurry
red | herd
red | barn
blue | dollar
red | thirty
red | person
red |

NAME: _____
DATE: _____

5.2 ACTIVITY PAGE

Words with -hood, -ment, -en, under-, and over-

Part I

Read each root word. Match each root word with an affix to make a new word. Write the new words below.

| Root Word | Affix |
|-----------|--------|
| fright | -hood |
| grown | -ment |
| amaze | -en |
| child | under- |
| cook | over- |

1. frighten
2. overgrown
3. amazement
4. childhood
5. undercook

Part II

Write sentences using the words you created in Part I.

1. **Sample response: Do scary movies frighten you?**

2. **Sample response: The yard is overgrown with weeds.**

3. **Sample response: I stared at the painting in amazement.**

4. **Sample response: What is your best childhood memory?**

5. **Sample response: Don't undercook the meat.**

NAME: _____
DATE: _____

5.3 ACTIVITY PAGE

Read the passage once. Then reread it and mark up the text as follows:

- Underline words with r-controlled vowels.
- Circle words with *-hood, -ment, -en, under-*, and *over-*.

A Sweet Story

In both childhood and adulthood, most people like to enjoy a sweet treat from time to time. The likelihood that someone enjoys and savors the taste of candy or frozen yogurt is high. Sugar's popularity should not be underestimated. Through an interesting journey of discovery, sugar is now a major part of our world's history.

It all started with a plant called sugarcane. Sugarcane is one of the most farmed crops on earth.

Many centuries ago, early farmers learned they could harvest this plant to produce sugar. People heard it was delicious, and they wanted more of it. So farmers in India worked to master the art of producing sugar. These early farmers paved the way for us to have the sugar we use today.

As sugar's popularity began to widen, farmers and sugar producers advanced their methods. These new methods involve a flurry of activity happening at the same time. Farmers first cut the sugarcane stalks and make sure to leave the roots underground. Then the farmers send the sugarcane stalks to a factory. Factory workers oversee the next stage. Using special equipment, they flatten the stalks to squeeze out the juice. The juice is boiled until it thickens into a syrup. The factory workers must take care not to undercook or overcook the syrup. When they're done, the syrup cools and hardens into sugar crystals.

With this advancement, sugar became even more popular. It started to spread from India to the rest of the world. Soon sugar was made and sold everywhere. It became a major part of people's livelihoods. Now almost anyone can go to the grocery store and buy a bag of sugar.

Sweet treats made with sugar can be quite tasty. Upon seeing candy, many children's eyes light up with excitement and wonder! While overeating sweets can lead to health problems, having sugar once in a while can provide enjoyment for many people.

NAME: _____
DATE: _____

5.4 ACTIVITY PAGE

"A Sweet Story" Comprehension Questions

1. What plant does sugar come from?
Sugar comes from the sugarcane plant.

2. Who mastered the art of making sugar?
Farmers in India mastered the art of making sugar.

3. In paragraph 4, the text says that farmers leave the sugarcane roots underground. Why might farmers leave the roots in the ground when cutting sugarcane?
Possible answer: The sugarcane can grow back when the roots are left in the ground.

4. How do factory workers get juice out of sugarcane?

They flatten the stalks to squeeze out the juice.

5. What happened once factories began to produce sugar?

Sugar became more popular.

6. What are some health problems that can result from overeating sugar?

Possible answer: Sugar can make your teeth decay.

NAME: _____
DATE: _____

6.1 ACTIVITY PAGE

Words with /ar/ and /or/

Read the words in the word bank. Sort the words according to their r-controlled vowel sound. Read the words in each column to check your work.

Word Bank

| | | | | |
|------|---------|----------|--------|--------|
| star | support | recharge | card | fork |
| sort | army | thorn | garden | border |

| /ar/ | /or/ |
|----------|---------|
| army | thorn |
| garden | support |
| star | fork |
| recharge | sort |
| card | border |

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Root Words and Prefixes: under-, over-

Read each sentence. Fill in each blank by adding either *under-* or *over-* to the root word. Read the completed sentences.

- Water can overflow (flow) the riverbank during times of heavy rainfall.
- Paula could not vote in the election because she was underage (age).
- The lost underwear (wear) was in the dryer.
- The note from the library said the book was overdue (due).
- The underground (ground) roots started to break through the sidewalk.
- Veer's shirt was oversized (sized) because it belonged to his big brother.
- Let's watch the sunrise from the overlook (look) point by the lake.
- Liam damaged the underside (side) of his suitcase by dragging it on the ground.
- Our teacher asked us to underline (line) the vowels in each word.
- Bakers can overwork (work) their dough by mixing it too much.

NAME: _____
DATE: _____

6.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, you should mark up the text as follows:

- Underline words with 'are' and 'air'.
- Circle words with the suffixes *over-* and *under-*.
- Highlight two-syllable words with r-controlled vowels.

Jordan Scores

Jordan is a huge sports fan and a talented athlete. He loves playing wheelchair basketball with his team, the Ultrasonic Underdogs. It makes him feel powerful.

Claire is his best friend. She is a stylish girl with orange-colored hair. She supports Jordan and attends every one of his games. He always hears her cheering him on from the stands.

Jordan was preparing for the biggest game of the season. He spent hours shooting the ball into the air and watching it go through the net. He and the Ultrasonic Underdogs could not afford to be underprepared.

As the game got closer, worry began to overwhelm Jordan. Sometimes the stress made him have nightmares. He knew the Ultrasonic Underdogs were up against an impressive and formidable team. The Northshore Scarecrows were known for their bold plays. But Claire was always there to provide moral support and encouragement. "Never underestimate yourself, Jordan," she said. "Don't think less of yourself. Don't forget how powerful you feel on that court. The Northshore Scarecrows know they are good, but don't let their overconfidence scare you."

Game day quickly arrived. It was a dark and overcast day, but the gym was bright and noisy. Jordan absorbed the energy. He rolled his wheelchair onto the court. He could see Claire in the crowd. Her orange-colored hair made her stand out.

Soon the game was underway. The Northshore Scarecrows were tough, but the Ultrasonic Underdogs were tougher. Jordan and his teammates darted across the court in their wheelchairs. Time after time, they shot and scored!

Just seconds before the final buzzer blared, Jordan shot the ball high in the air and scored the winning point. The Northshore Scarecrows were shocked. Their overconfidence was replaced with defeat and despair. They had surely underestimated Jordan and the Ultrasonic Underdogs. Jordan's team shook hands with the Northshore Scarecrows and congratulated them on a game well played. Meanwhile, the overexcited crowd cheered loudly. Some folks even had small plastic horns that blared. Claire was overjoyed. Her cheer was the loudest in the crowd. The Ultrasonic Underdogs had won! "I love this sport," Jordan thought as he said farewell and went home. "Not much compares to this feeling."

NAME: _____
DATE: _____

7.1 ACTIVITY PAGE

Words with /air/

Read each word. Underline the spelling that makes the /air/ sound in each of the words. Then write your own sentences with two of the words on the lines below.

- | | |
|-------------|---------------|
| 1. share | 6. wheelchair |
| 2. fairness | 7. compare |
| 3. hairy | 8. upstairs |
| 4. carefree | 9. barefoot |
| 5. scare | 10. airplane |

NAME: _____
DATE: _____

7.2 ACTIVITY PAGE

Root Words and Prefixes: under-, over-

Read each sentence. Write your own definition of the underlined word. Use a dictionary to check your definition.

1. Emmett agreed to undertake the task of washing the car.

My definition: Sample response: decide to do

2. When the boat hit a rough wave, my fishing pole fell overboard.

My definition: Sample response: over the side of a boat

3. Marni likes to stay inside and read on overcast days.

My definition: Sample response: gray and cloudy

4. The football coach did not want to understate the importance of safety gear.

My definition: Sample response: to talk about something as if it is not important

5. Ana needed to overcome her fear of public speaking to audition for the play.

My definition: Sample response: get over

NAME: _____
DATE: _____

8.1 ACTIVITY PAGE

Words with 'our' and 'ore'

Read each word with 'our' or 'ore'. Divide the words into syllables. Put a box around one-syllable words. Underline two-syllable words. Circle three-syllable words.

1. p o u r / i n g
2. s c o r e / b o a r d
3. b e / f o r e
4. s o u r c e
5. t h e r e / f o r e
6. c o u r n / f u l / l y
7. d o w n / p o u r
8. f o u r t h
9. s h o r e
10. a n / y / m o r e

NAME: _____
DATE: _____

8.2 ACTIVITY PAGE

Root Words and Prefixes: *tele-*, *super-*

Read each word. Complete the chart by breaking each word into its prefix and root.

| Word | Prefix | Root |
|-------------|--------|---------|
| telegraph | tele- | graph |
| telescope | tele- | scope |
| superhero | super- | hero |
| superfine | super- | fine |
| telecommute | tele- | commute |
| supermarket | super- | market |
| television | tele- | vision |
| telegram | tele- | gram |
| superhuman | super- | human |
| supermodel | super- | model |

NAME: _____
DATE: _____

8.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, you should mark up the text as follows:

- Underline words with 'ear', 'eer', or 'ure'.
- Circle words with suffixes *tele-* and *super-*.
- Highlight multisyllabic words with r-controlled vowels.

Tele-Ameer the Superhero

At the edge of the Shorewood Forest lived a herd of four deer. They were a cheerful bunch and adored their home. However, nearly a year ago, the foursome's cheer turned to fear. They began to hear loud and erie noises. These noises weren't from other forest creatures. They were coming from a machine that tore down trees. This machine was clearing the land to make space to build a new golf course. It was destroying the deer's home. They felt sheer panic like never before. They needed help!

Ameer lived across the country. He was just your average and usual fourteen-year-old. Except for one thing... He had superpowers. Ameer had the power of teleportation. He could disappear from one place and reappear in another instantly. He also had the power of telepathy. He could talk to people and animals with his mind.

Ameer knew that he could really help others with these powers. So, he volunteered to become a superhero. He wanted his superhero name to be "Tele-Ameer".

Ameer read about the land clearing in the newspaper. He worried about the animals that lived there. He slipped into his superhero suit and teleported to the Shorewood Forest.

When he arrived, Ameer saw what was happening. He used his telepathy to talk to the deer and let them know that he would help save and restore their home.

Ameer wanted to talk to the machine operator, but she didn't notice him. She couldn't hear anything over the machine's noise. Again, Ameer decided to use his telepathy to talk to the machine operator. He figured that this form of communication would surely cut through the noise. "Excuse me," he said in a calm and purely respectful mental voice. The operator was stunned that she could hear his voice so clearly in her mind. "Could you please stop clearing the trees? A herd of deer lives here. They love it here and don't want to find a new home."

With such a polite request, the operator couldn't ignore Ameer's plea. "I'm not sure I can make that decision on my own, but I'll speak with my boss and supervisors," said the operator.

She used her telephone to make the call. After explaining the situation, she hung up the telephone and returned to Ameer. "They agreed to pause clearing the trees for now." The deer were overjoyed. Ameer would keep working to find a permanent solution one day.

The news of Ameer's heroic act spread near and far. Everyone wanted to hear the story of Tele-Ameer. Before long, a television crew arrived at Ameer's front door. They wanted to feature him on their popular show "Television's Bravest Heroes." This show celebrated fearless superheroes and other brave pioneers. Ameer cheerfully accepted. He couldn't wait to appear on the show.

4. What does Ameer do to save the forest?

He convinces the operator to call her boss.

5. What do you think will happen next?

People who see Ameer on television may ask for his help with solving other problems.

NAME: _____
DATE: _____

8.4 ACTIVITY PAGE

"Tele-Ameer the Superhero" Comprehension Questions

1. What is the problem in the story?

Shorewood Forest is going to be destroyed, and the deer will lose their home.

2. Why did Ameer choose the superhero name Tele-Ameer?

He is a superhero with powers like teleportation and telepathy.

3. How did Ameer hear about the forest?

He read about it in the newspaper.

NAME: _____
DATE: _____

9.1 ACTIVITY PAGE

Sentences with 'ear', 'eer', and 'ure' words

Read the words in the word bank, and then read each sentence. Complete the sentences with 'ear', 'eer', or 'ure' words from the word bank. Read the completed sentences.

Word Bank

| | | | |
|-----------|-----------|----------|-----------|
| clearance | pleasure | yearly | furniture |
| sculpture | volunteer | engineer | reindeer |

- The clothing store is having a clearance sale.
- The dog is not allowed to sit on the furniture.
- My yearly appointment to see the doctor is in January.
- I want to be a train engineer when I grow up.
- It was a pleasure to meet new friends at the park.
- The sculpture at the art museum is carved from stone.
- I like to volunteer to help with animals.
- Let's go see the herd of reindeer at the zoo.

Root Words and Prefixes: tele-, super-

Match each word in the word bank with its definition.

Word Bank

| | | | |
|-----------|-----------|------------|-----------|
| telegraph | supervise | telephone | telescope |
| supersize | televise | superstore | superstar |

- to make something bigger than average _____ supersize _____
- a device that sends written messages across distances _____ telegraph _____
- to oversee or manage other workers _____ supervise _____
- a device that allows people to talk across distances _____ telephone _____
- a person who is very talented or famous _____ superstar _____
- a place that sells a wide variety of items _____ superstore _____
- a device used to see objects that are far away _____ telescope _____
- to show an image or program on television _____ televise _____

Words with /or/, /air/, and /ee/ /er/

Read each word in the word bank. Sort the words according to their r-controlled vowel sound. Read the words in each column to check your work.

Word Bank

| | | | | | |
|-------|----------|----------|----------|-----------|----------|
| cheer | fork | reappear | dairy | courtyard | eerie |
| share | airplane | torch | resource | nearby | upstairs |

| /or/ | /air/ | /ee/ /er/ |
|-----------|----------|-----------|
| fork | dairy | cheer |
| torch | upstairs | eerie |
| resource | share | reappear |
| courtyard | airplane | nearby |

Review Prefixes: under-, over-, tele-, super-

Part I

Read each prefix in the prefix bank. Then read each prefix meaning. Complete the chart by matching each prefix in the word bank with its meaning.

Prefix Bank

| | | | |
|--------|-------|-------|--------|
| under- | over- | tele- | super- |
|--------|-------|-------|--------|

| Meaning | Prefix |
|---------------------------|---------------|
| "too much" or "above" | <u>over-</u> |
| "beyond" or "above" | <u>super-</u> |
| "distant" or "far" | <u>tele-</u> |
| "too little" or "beneath" | <u>under-</u> |

Part II

Read each sentence. Fill in each blank by adding either *under-*, *over-*, *tele-*, or *super-* to the root word. Read the completed sentence.

- No one has mowed the _____ overgrown _____ lawn in a long time.
(grown)
- The dog's _____ underside _____ was wet after playing in the snow.
(side)
- Mom asked to _____ telecommute _____ instead of going to the office every day.
(commute)
- Dad used _____ superglue _____ to fix the broken vase.
(glue)
- Don't leave food in the oven too long or it will _____ overcook _____.
(cook)
- The president uses a _____ teleprompter _____ when giving a speech.
(prompter)
- Sometimes detectives go _____ undercover _____ to solve a case.
(cover)
- _____ Superhero _____ movies are my favorite kind to watch.
(hero)

NAME: _____
DATE: _____

10.3 ACTIVITY PAGE

Read the "Real-Life Superheroes" once. Then reread it and mark up the text as follows:

- Underline words with 'or', 'our', or 'ore'.
- Draw a box around words with 'are' and 'air'.
- Circle words with affixes *under-*, *over-*, *tele-*, and *super-*.
- Highlight words with r-controlled vowel teams.

Real-Life Superheroes

Superheroes exist in comic books and on television shows. Superheroes use superhuman powers to overcome villains and restore peace and order. Their adventures are entertaining. But the stories are just fictional.

First responders, however, come close to being real-life superheroes except with no superpowers. As real-life superheroes, first responders care for their communities and help to ensure public safety. They show up to help in emergencies before anyone else. And they help people feel more secure by helping them overcome the fear and stress they might feel in these situations.

First responders are important community resources. A couple of these first responders are firefighters and paramedics. People with these careers share one important trait: bravery. It should not be underestimated! First responders often help in many unexpected and unforeseen situations. They rarely have a boring day on the job!

Firefighters fearlessly find the source of a fire and work to control it. They rescue people in dangerous situations too. They undergo a ton of training, which helps them run up flights of stairs and carry heavy

equipment. They help outdoors and also inside of homes. They can help in stores, supermarkets, and airports. In fact, firefighters help anywhere they are needed.

Paramedics are also like real-life superheroes in their communities. These superstars care for the health and welfare of others. They appear when someone feels extremely sick or has been seriously hurt. Paramedics help people in medical emergencies by performing life-saving procedures. Paramedics take people to the hospital quickly, but they cannot arrive instantly by teleporting. Instead, they carefully steer through traffic. Their importance cannot be overstated. They collaborate closely with doctors to ensure that people receive the best care.

Clearly, these real-life superheroes don't wear capes. And, of course, they don't fly through the air. They wear service uniforms and never ignore a call for help. They undertake a lot of responsibility to keep people safe. Their contributions should not be overlooked. People don't have to peer into comic books or television shows to hear about their fearless adventures. If people ever find themselves in a true emergency, they can dial 911 on their telephone. A first responder will surely help.

NAME: _____
DATE: _____

10.4 ACTIVITY PAGE

"Real-Life Superheroes" Comprehension Questions

1. What is a first responder?

A first responder is someone whose job is to help people first in emergencies.

2. How are first responders different from superheroes?

First responders do not have superpowers.

3. What are some things firefighters do?

A firefighter stops fires and rescues people.

4. What are some things paramedics do?

A paramedic performs lifesaving procedures when someone is very sick or badly injured, takes people to the hospital quickly, and works with doctors to make sure people get the best care.

5. Why do you think people become first responders?

Being a first responder is hard work and requires a lot of training, but it feels good to help people and first responders are respected.

Review Syllable Types

Identify the syllable type for each syllable in the words below. Write the syllable types on the line next to each word.

Syllables Types

| VCe | vowel team | closed | open | r-controlled |
|-----|------------|--------|------|--------------|
|-----|------------|--------|------|--------------|

- blue•bird vowel team; r-controlled
- re•lax open; closed
- arch•way r-controlled; vowel team
- hap•pen closed; closed
- dis•pute closed; VCe
- be•ware open; r-controlled
- e•go open; open
- stor•y r-controlled; open
- place•ment VCe; closed
- un•sure closed; r-controlled

Root Words and Prefixes: tele-, super-

Read the words in the word bank. Then read each sentence below. Complete the sentences with the words from the word bank. Read the completed sentences.

Word Bank

| | | | |
|-------------|-----------|-------------|-------------|
| television | telephone | superpowers | superheroes |
| supermarket | superstar | telescope | superhuman |

- The actor hoped to become a superstar.
- Millions of people watched the football game on television.
- Superheroes work hard to make the world safe.
- We are shopping for food at the supermarket.
- I viewed the stars through a telescope.
- Mei's grandmother called her on the telephone.
- Elephants have superhuman strength.
- The comic book is about a kid with superpowers.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline ten words with the schwa /ə/ sound; include at least one word with the sound spelled with each of the letters 'a,' 'e,' 'i,' and 'o'.
- Circle words with the prefixes *super-*, *tele-*, *trans-*, or *uni-*.
- Highlight words with r-controlled syllables.

A Trans-Galactic Dash

Magnet University wasn't a normal school. It was a unique school in a faraway galaxy. Aliens, talking animals, and humans all went to learn there. Mr. Sharma was the university's chancellor or leader. As its leader, he wanted to transform the school into the best in the universe.

But the students had trouble getting along because they were all so different from each other. This was an alarming problem. Mr. Sharma didn't approve of the constant disagreements and debates. As a man of great wisdom, he quickly devised a plan. The chancellor decided to hold a fun space race. He hoped it would encourage unity among the students.

In this race, teams would travel from one galaxy to another and would race to complete assigned tasks. Mr. Sharma named this event the "Trans-Galaxy Dash." This formal event would be telecast across the universe. Thousands of television viewers from different galaxies wanted to witness this event.

Many students signed up to race. They were randomly split into teams of seven. Each team would be made up of students from all parts of the universe. They would need to work together as teammates to succeed.

The participants dressed in their race uniforms. They wore metallic space suits with blue buttons and custom helmets. The Magnet University teachers set up a command post with telescopes to supervise the event. They prepared telephone-like devices to transmit, or send, guidance to the teams.

Each team selected a pilot. Then, the Trans-Galaxy Dash began! The teams sped off in their supersonic transport vehicles. It was as if they had been shot into space by a cannon. They quickly completed many tasks. The teams rode unicycles through alien supermarkets. They rounded up several comets. They traveled past exploding stars called supernovas. The race tested each team's ability to think quickly and adapt to changing environments. It tested their ability to respect one another and work together. The teams became united in their common purpose.

After many hours, the trans-galactic adventure ended. The first team to finish earned a first-place ribbon. They also received a basket of special items.

Even the participants who didn't win felt like superstars. Everyone rose above and transcended the race's challenges. They did this by working in unison. The students learned an important lesson. They learned that they could get along despite their differences. The Trans-Galaxy Dash transformed the students' attitudes toward one another. It had also unified them as one big team.

The school celebrated with a grand feast. The students enjoyed rare treats from across the universe. The stardust salad, comet soda, and lunar lemon pops were a huge hit. Magnet University's students could not wait for next year's race to happen. The chancellor was absolutely delighted!

NAME: _____
DATE: _____

12.1 ACTIVITY PAGE

Read Words with /ə/ > 'i' and 'o'

Read the words in the word bank. Sort the words from the word bank by the spelling of the schwa sound and complete the chart below.

Word Bank

| | | | | |
|---------|--------|--------|--------|---------|
| fossil | pilot | cousin | cannon | promise |
| blossom | wisdom | peril | ribbon | council |

| /ə/ > 'i' | /ə/ > 'o' |
|-----------|-----------|
| fossil | pilot |
| cousin | cannon |
| promise | blossom |
| peril | wisdom |
| council | ribbon |

NAME: _____
DATE: _____

12.2 ACTIVITY PAGE

Review Syllable Types

- Cut out the syllable-type cards and the word cards.
- Place each syllable-type card on the table.
- Then sort the word cards by closed, open, VCe, vowel team syllable, and r-controlled categories. Some words may fit into more than one category. If this happens, choose one category to place the word card.
- After you have created piles for each syllable type, go over your answers with your partner or small group.

Syllable-Type Cards

| | |
|--|--|
| closed
Possible response: limp, lesson, perfect | open
Possible response: no, pony, precise, because, story |
| vowel team
Possible response: because, brief | VCe
Possible response: broke, precise |
| r-controlled
Possible response: story, perfect | |

NAME: _____
DATE: _____

12.3 ACTIVITY PAGE

Root Words and Prefixes: *uni-*, *trans-*

Read the sentences. Underline the words with *uni-* and *trans-*. Then add the words to the chart below.

1. A helmet is part of a football player's uniform.
2. Riding a unicycle requires balance.
3. While shopping for gifts, Shangyang made transactions at many stores.
4. I made a transatlantic phone call from New York to Paris, France.
5. We dressed our horse up as a unicorn by putting a plastic horn on her head.
6. The teacher transplants the flowers from the classroom to the school garden.

| <i>uni-</i> | <i>trans-</i> |
|-------------|---------------|
| uniform | transactions |
| unicycle | transatlantic |
| unicorn | transplants |

NAME: _____
DATE: _____

13.1 ACTIVITY PAGE

Read Multisyllabic Words with Final Stable Syllable 'le'

Divide each word into its syllables. Underline the syllables that have a final stable syllable spelled with a consonant and 'le'. Read the words.

1. resale
2. ankle
3. mumble
4. problem
5. exhale
6. uncle
7. turtle
8. obstacle
9. cutlet
10. email
11. cradle

Words with uni- and trans-

Read each question with an underlined word. Then answer the questions.

1. If an author translates her story from English to Spanish, what does she do?

Possible response: She writes the same story in Spanish.

2. What might you enjoy seeing on a transcontinental train trip across the United States?

Possible response: I would like to see the Rocky Mountains.

3. What might a company use to transport crates of fruit?

Possible response: A company might use trains or trucks.

4. What is a job that requires you to wear a uniform?

Possible response: Firefighters must wear uniforms.

5. What are two ways you can take a transatlantic trip?

Possible response: You can take a transatlantic trip on a ship or on a plane.

6. Why might learning to ride a unicycle be difficult?

Possible response: It would be difficult to balance.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with schwa (/ə/) + /l/ = le.
- Circle words with the prefixes uni- and trans-.

On the Move: How Transportation Unites Our World

Transportation enables people to move from one place to another. It's universal! Whether it's a trip to the store or across the world, transportation makes it all possible. And there are so many incredible modes, or kinds, of transportation.

Walking is the simplest mode of transportation. When people walk, their legs, knees, and ankles work together in unison to take steps forward. Walking is one of the best ways to get through the hustle and bustle of a busy city.

Bicycling is another form of transportation. Bicycles are human-powered vehicles with two wheels. Some have only one wheel. Those unique vehicles are called unicycles! And the ones for little kids with three wheels? Those are tricycles!

Cars are engine-powered vehicles that can take people across town or beyond. There are many different types of cars. There are even cars that some say look like beetles!

Buses and trains are also examples of vehicles. Buses and trains help transport bigger groups of people to their homes, universities, or offices.

They are a part of a city's transit system. A transit system organizes how these and other vehicles move through a city. It's like figuring out a big puzzle.

Boats are vehicles too. Some boats can also be human-powered through the use of a paddle. Other boats, like ferries, have engines that power propellers. Propellers are large, flat blades that move in a circle. These propellers help push a boat through the water.

On very far trips, airplanes are the most sensible choice because they are faster. People often take airplanes to travel from one country to another. This is called transnational or international travel. What about travel from one continent to another? That's called transcontinental travel! Airplanes help unite people all over the world.

Safety is universally important in any form of transportation. Whether the vehicle seems as slow as a turtle or as fast as an eagle, if a seat belt is available, buckle up.

But transportation isn't only about moving people. Goods can be transported too! Goods are things people or companies buy. Large ships, trains, and trucks can transfer goods from one place to another. When someone orders an inflatable unicorn toy online, it gets transported on one of these vehicles!

No matter where people and goods need to go, transportation makes it all possible. It's incredible how transportation has transformed the way people live. Whether on foot, bicycle, or airplane, the world is united through transportation systems.

NAME: _____
DATE: _____

13.4 ACTIVITY PAGE

**“On the Move: How Transportation Unites Our World”
Comprehension Questions**

- What does transportation help people to do?
Possible answer: It helps them move from place to place.
- What is the simplest mode of transportation?
Walking is the simplest mode of transportation.
- What is the difference between a unicycle and a tricycle?
A unicycle has one wheel and a tricycle has three wheels.

- Why does the author say that a transit system is like a big puzzle?
Possible answer: A transit system connects different parts of a city.
- What do transportation vehicles move in addition to people?
They move goods.
- What is your favorite kind of transportation vehicle? Explain why.
Answers will vary. Students should explain why they chose a particular type of transportation.

NAME: _____
DATE: _____

14.1 ACTIVITY PAGE

Read Words That End in /ə/ + /l/ > ‘le’

Read each sentence. Circle the words with final stable syllables spelled ‘le’ in the sentences. Then, read all of the circled words.

- Our farm grows a special kind of apple.
- The article is only one page long.
- People are excited about going to the festival.
- The blue candle only costs a nickel.
- It’s possible that we’ll see a whale.
- Water plays an incredible role in our lives.
- The pebble is round and brown.
- The castle sits on a hill far away.

NAME: _____
DATE: _____

14.2 ACTIVITY PAGE

Root Words and Prefixes: uni-, trans-

Part I

Read the words in the word bank. Then, read each meaning and part of speech in the chart below. Complete the chart by matching each word in the word bank with its meaning and part of speech.

Word Bank

| | | | |
|-------------|------------|------------|------------|
| universal | transcribe | transfer | unify |
| translucent | unity | transplant | university |

| Meaning | Part of Speech | Word |
|--|----------------|-------------|
| to dig up and replant in another place | verb | transplant |
| a school you attend after high school | noun | university |
| to bring together or come together | verb | unify |
| clear enough to let light through | adjective | translucent |
| including everything or everyone | adjective | universal |
| oneness or togetherness | noun | unity |
| to copy something in writing | verb | transcribe |
| to move from one place to another | verb | transfer |

Part II

Fill in each blank by adding words from the word bank.

- The nurse received his degree at a university.
- The coach wanted the players to unify as one team before the game.
- I used a shovel to transplant the tree from the forest to my garden.
- It can be useful to have a friend transcribe notes when you miss school.
- Please transfer the files from your computer to mine so I can read them.
- Stained glass is translucent and allows the light to shine through and show its pretty colors.
- Team members show their unity by helping one another and working together.
- Water is a universal need shared by all people.

NAME: _____ 15.1 ACTIVITY PAGE

DATE: _____

Read Words with /ə/

Read the sentences below with your partner. As you are reading the sentences, mark up the text as follows:

- Circle at least two words with /ə/ > 'a', 'e'.
- Underline at least words with /ə/ > 'i', 'o'.
- Draw a box around words with final stable syllables spelled with a consonant and 'e'.

- Calling all writers with a love for animals!
- Do you like to write articles about the animal kingdom?
- Our next issue promises to take the reader around the natural world.
- No creature is too little to be considered.
- Why are turtles so slow?
- How do pelicans fly?
- What do fossils tell us about ancient life?
- Send an example of your writing and you may be the star of our next issue.

NAME: _____ 15.2 ACTIVITY PAGE

DATE: _____

Review Prefixes and Suffixes: -hood, -ment, -en, under-, over-, tele-, super-, uni-, trans-

- Read each affix in the chart.
- Then read each sentence below about the teachers at Powers Elementary.
- Underline each word that has an affix in the chart. A sentence may have more than one word.
- Complete the chart with words from the sentences.

- All the teachers at Powers Elementary have superpowers!
- The science teacher can lengthen her arms to reach the board from the back of the classroom.
- The history teacher can transport his class through time.
- The swim coach can breathe underwater.
- The bus driver can instantly teleport anywhere in the universe.
- Luckily, the teachers all use their powers for the betterment of their students.

| Affix | Example |
|--------|--------------------|
| -en | <u>lengthen</u> |
| -ment | <u>betterment</u> |
| under- | <u>underwater</u> |
| tele- | <u>teleport</u> |
| super- | <u>superpowers</u> |
| uni- | <u>universe</u> |
| trans- | <u>transport</u> |

NAME: _____
DATE: _____

15.3 ACTIVITY PAGE

Read "Maple Talent Show." Then reread the passage and mark up the text as follows:

- Underline five words with schwa (/ə/).
- Circle words with the prefixes *uni-*, *trans-*, *tele-*, and *super-*.
- Highlight words with final stable syllable *-le*.

Maple Talent Show

One day, the pupils of Maple Elementary heard an interesting announcement.

"Our school will hold a talent show! It will occur in a couple of weeks. You'll be able to showcase your unique talents. We'll televise the show so that all families can see it. Please sign up by the cafeteria bulletin board," said Principal Noble.

The news sparked universal interest at Maple Elementary. Several pupils mingled and chatted during their transition between classes.

"I have superior musical talent. I'll play a catchy jingle on my trumpet!" April said.

"Reyna and I will dazzle the crowd with a hip-hop routine! Dancing is our superpower," added Fatima.

"You could ride your unicycle," suggested Reyna.

"I could do that," confirmed Ayden. "I consider myself a natural."

"Ready to sign up?" Reyna asked.

The children silently nodded in agreement.

"This is going to be fun!" They all giggled in unison.

They practiced their talents every day after school over the next couple of weeks. Some teachers stayed after school to supervise them. The sound of April's trumpet rang through the halls. Reyna and Fatima unified their dance moves. They rehearsed their routine from top to bottom about a thousand times. Ayden practiced balancing on his custom unicycle.

On show day, the auditorium was full of excitement.

Backstage, Fatima said, "We're going to be on television just like real superstars! I'm glad the telecast will be transnational. My cousin and uncle in Mexico will be able to watch."

Viewers tuned in on their televisions to watch the show. They were transported from their sofas to the Maple Elementary auditorium.

The little kindergarten class sang the alphabet song. They stressed each vowel with their adorable voices.

Mitchell went second. He was a transfer student from another school. He was able to juggle seven beanbags.

Luca displayed his amazing math wisdom. He solved several math problems at an almost superhuman speed.

Dillon transformed a simple piece of paper with only a pencil. He made stunning doodles of gorillas, parrots, and pelicans.

NAME: _____
DATE: _____

15.3 ACTIVITY PAGE
CONTINUED

April played her trumpet jingle perfectly. Reyna and Fatima danced a flawless routine. And finally, Ayden balanced on his unicycle without a single bobble or wobble.

The talent show ended, and the pupils were met with united applause. They all received a ribbon.

"That was incredible!" said Principal Noble. "Each act was a spectacle. And we had triple the number of attendees we had expected."

The talent show became one of the most memorable events in Maple Elementary's history.

NAME: _____
DATE: _____

15.4 ACTIVITY PAGE

"Maple Talent Show" Comprehension Questions

1. Where do students sign up for the talent show?

They sign up by the cafeteria bulletin board.

2. What kind of dancing will Reyna and Fatima do?

They will do hip-hop dancing.

3. How do teachers help with the talent show?

The teachers supervise after-school practices.

4. The author says that viewers were transported from their sofas to the school auditorium. What does the author mean?
Possible answer: Viewers felt as if they were at the school, watching the show.

5. What does the principal think of the show?
He thinks it was incredible.

6. Which of the acts at the Maple Talent show would you be most interested in seeing? Explain why.
Answers will vary. Students should provide reasons for their choice.

NAME: _____ 16.1 ACTIVITY PAGE
 DATE: _____

Words with /ə/ + /l/ > 'al'

Read each word in the table. Write *yes* if the letters 'al' in the word include a schwa sound. Write *no* if they do not.

| Word | Is there a schwa (ə) sound in 'al'? (yes/no) |
|-------------|--|
| pal | no |
| goal | no |
| pedal | yes |
| alley | no |
| coral | yes |
| mammal | yes |
| charcoal | no |
| natural | yes |
| personal | yes |
| educational | yes |

NAME: _____ 16.2 ACTIVITY PAGE
 DATE: _____

Words with *micro-* or *-ist*

Read the words in the word bank. Sort the words according to whether they have the prefix *micro-* or the suffix *-ist*. If a word does not contain either prefix or suffix, write it in the column labeled "Neither." Read the words in each column to check your work.

Word Bank

| | | |
|------------|------------|-----------|
| novelist | consist | microwave |
| microphone | motorist | resist |
| exist | microscope | stylist |

| Prefix <i>micro-</i> | Suffix <i>-ist</i> | Neither |
|----------------------|--------------------|---------|
| microphone | motorist | exist |
| microscope | stylist | resist |
| microwave | novelist | consist |

NAME: _____ 16.3 ACTIVITY PAGE
 DATE: _____

Follow along as your teacher reads the passage.
 When you reread the passage with a partner, mark up the text as follows:

- Underline words with the final stable syllable 'el'.
- Circle words with *micro-* or *-ist*.

Special Report: Coral Reefs

Global, December 14, 2023 — Channel 3 News travels underwater to deliver an important message on the critical condition of coral reefs.

A coral reef is an underwater structure. It may look like a group of colorful rocks. But it's actually a living colony of creatures called coral. A healthy coral reef is usually beautiful.

Scientists classify coral reefs as ecosystems. They provide food and shelter for diverse sea life. Mackerel, cuttlefish, and many other sea animals call them home. Gentle sea turtles and stingrays often live on the reef. Hard-shelled mussels usually live there too. Sea mammals sometimes visit. It's possible to see a couple of bottlenose dolphins swimming nearby.

Coral reefs are also home to multiple microorganisms like algae. Individual algae cells can be seen only by using a microscope. Algae provides the coral with its remarkable color.

Coral reefs are found in tropical oceans around the world. Australia's Great Barrier Reef is the most notable. It's colossal! It's so large that it's even visible from a space vessel.

The incredible Florida Reef is in the United States. Global tourists from many countries travel there. They snorkel below the water and marvel at the coral's exceptional beauty.

Globally, coral reefs are in trouble. They face serious obstacles, like pollution and unsuitable sea temperatures. When the water is too warm, the microscopic algae leaves the coral. With no algae, the fragile coral turns white. This process is known as "bleaching." Bleaching can be fatal. Some coral reefs do not survive it.

This news is quite terrible, but the harm is possibly reversible. Several experts are working to unravel the mysteries that will save the coral reefs. This panel of experts includes biologists, ecologists, and microbiologists.

Environmentalists and conservationists are also joining in to help. They want to bring awareness to the reefs' critical condition and counsel people on how to get involved. They encourage individuals to help by reducing pollution.

For Channel 3 News, December 14, 2023

NAME: _____
DATE: _____

17.1 ACTIVITY PAGE

Word Search

Read the words in the word bank that have the schwa + /l/ spelled 'el'. Then, circle the words in the word search.

Word Bank

| | | | |
|--------|------------|--------|--------|
| level | mislabeled | novel | weasel |
| cancel | camel | tinsel | bagel |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| S | M | I | S | L | A | B | E | L | D |
| L | E | H | E | L | P | I | N | G | E |
| E | J | E | L | P | C | A | M | E | L |
| V | L | A | H | C | R | W | E | O | I |
| E | O | S | B | A | G | E | L | Y | T |
| L | T | F | K | N | Z | A | E | V | N |
| S | E | O | M | C | Y | S | K | X | O |
| T | I | N | S | E | L | E | Y | M | V |
| D | U | V | A | L | K | L | E | B | E |
| R | O | U | D | N | M | E | L | S | L |

NAME: _____
DATE: _____

17.2 ACTIVITY PAGE

Words with *micro-* or *-ist*

Read the sentences. Fill in the blanks by adding either *micro-* or *-ist* to the root in each sentence. Change the spelling as needed. Read each completed sentence to check your work.

- Kara was a finalist in the baking contest.
(final)
- Scientists may use a microscope to study germs.
(scope)
- A careful cyclist always wears a helmet when on the road.
(cycle)
- We clapped when the vocalist finished her song.
(vocal)
- The microchip inside the tablet holds a lot of information.
(chip)
- People use their smartphones as a kind of microcomputer.
(computer)
- Sam got his driver's license, so he is now a motorist.
(motor)
- Jaquim loves animation and wants to be a cartoonist someday.
(cartoon)
- The librarian found the old picture on a microfilm.
(film)
- A stylist dresses film stars for big events.
(style)

NAME: _____
DATE: _____

18.1 ACTIVITY PAGE

Words with /ə/ + /l/ > 'il'

Each word below contains the letters 'il'. Read each word. Circle only the words with /ə/ + /l/ spelled 'il'. Read all of the words that you circled to check your work.

- | | | | | |
|----------------|----------------|---------------|--------------|---------------|
| <u>council</u> | still | detail | <u>pupil</u> | <u>tonsil</u> |
| <u>civil</u> | uncoil | <u>pencil</u> | mailbox | <u>gerbil</u> |
| <u>fossil</u> | <u>stencil</u> | sail | retail | spoil |

Words with *micro-* or *-ist*

Read the words in the word bank. Then read the paragraph. Use the words from the word bank to complete the paragraph. Remember to capitalize the words at the beginning of sentences. Read the completed paragraph to check your work.

Word Bank

| | | | | |
|---------------|-------------|------------|-------------|-------------|
| microcomputer | vocalists | tourists | microchips | microscopes |
| microfilm | cartoonists | scientists | microphones | novelists |

People use technology in many ways. Some scientists study things we cannot see without tools. They use microscopes to see very small things. Vocalists are singers. They can perform for large crowds. Microphones make their voices louder so the audience can hear them. Some cartoonists draw images by hand. Others use a microcomputer to create their art. Maps are stored in microchips in cell phones and GPS devices. Tourists use this technology to find new places. Sometimes novelists write books that are set in the past. They do research to find out what life was like back then. They might read articles on microfilm at their local library.

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with /ə/ + /l/ > 'ul'.
- Circle all instances of these words with *pro-* or *fore-*.

Life Cycle of a Wild Gerbil

A gerbil is a small but incredible creature. It belongs to the rodent family. Zoologists and animal specialists claim that most of them live for a little over two years. Some may live for three years. Although specialists forecast they will have a short lifespan, a wild gerbil's life cycle is very interesting.

| Stage | Age | Description |
|---------|------------------------------|---|
| Birth | Birth to twenty-one days old | Baby gerbils are called "pups." They are born quite small. A baby gerbil is about the size of a half-inch pebble. They are born unable to see or hear until their eyes and ears open. These micro-sized rodents start their life drinking the milk their mother <u>provides</u> for them. |
| Weaning | One month old | Gerbils start to nibble on solid food. They like seeds and apples. They <u>progress</u> in age and become more active and curious. They are <u>playful</u> creatures and sometimes wrestle with their littermates. They are not quite yet the length of a popsicle. |

| | | |
|-----------|-------------------------------|---|
| Adulthood | Three months to two years old | Gerbils quickly settle into adulthood. Animal behaviorists claim that by three months old, gerbils <u>proceed</u> to care for themselves. They also reach full size. They can be as long as a pencil or an eating utensil, like a fork or a spoon. They are measured from their nostrils to the end of their tails.

Adult gerbils skillfully create their homes from simple materials like sand and soil. These burrows are like tiny, cozy, stable microcastles. Adult gerbils think ahead and prepare for the future. They <u>proactively</u> find a mate and <u>produce</u> offspring. Adult gerbils <u>protect</u> and are <u>mindful</u> of their micro-sized babies. |
| Old age | Two to three years old | Gerbils reach old age at about two to three years old. Their health begins to weaken. They become less capable of <u>protecting</u> themselves against danger. They struggle to survive the perils of hunger and injuries. Like all living creatures, gerbils are not invincible. They eventually pass away. |

As a pet, a gerbil lives a life that looks a bit different. Zoologists and animal specialists claim they can live up to four years. Many people love having one or more gerbils as pets. Caring for them is fairly easy and joyful. They make peaceful and tranquil companions. Optimists predict that pet gerbils will likely stay popular for the foreseeable future. Either in the wild or as pets, gerbils are fascinating creatures.

"Life Cycle of a Wild Gerbil" Comprehension Questions

1. What is a gerbil?

A gerbil is a small rodent.

2. How long do gerbils usually live?

They can live up to three or four years in captivity.

3. How long does it take for a gerbil to reach full size?

They become adults after three months.

4. Where do gerbils live?

Gerbils live in burrows in sand or soil.

5. Why are gerbils popular pets?

Gerbils are fairly easy to care for, and they are peaceful.

6. Why might gerbils live longer as pets than in the wild?

There are more dangers in the wild and food may not be as easy to find.

NAME: _____

19.1

ACTIVITY PAGE

DATE: _____

Words with /ə/ + /l/

Read each word. Identify each /ə/ + /l/ word ending from the bank. Write the word ending next to each word.

Word Ending Bank

| | | | |
|-----|-----|-----|-----|
| -al | -el | -il | -ul |
|-----|-----|-----|-----|

1. bagel _____ -el

2. pencil _____ -il

3. petal _____ -al

4. cheerful _____ -ul

5. tidal _____ -al

6. skillful _____ -ul

7. channel _____ -el

8. final _____ -al

9. fossil _____ -il

10. playful _____ -ul

NAME: _____

19.2

ACTIVITY PAGE

DATE: _____

Words with *fore-* or *pro-*

Read each sentence. Then, read each root word. Complete each sentence by circling the prefix that completes the missing word. Read the completed sentence to check your work.

1. The weather _____ says it should be sunny next week.

| | |
|------|------|
| fore | cast |
| pro | |

2. The game could _____ once all the players arrived on the field.

| | |
|------|------|
| fore | ceed |
| pro | |

3. I would like to _____ a solution to your problem.

| | |
|------|------|
| fore | pose |
| pro | |

4. Tim had some soap on his _____ after cleaning the car.

| | |
|------|------|
| fore | head |
| pro | |

5. The team is making _____ on their goal.

| | |
|------|-------|
| fore | gress |
| pro | |

6. A robin is in the _____ of the picture of the forest.

| | |
|------|--------|
| fore | ground |
| pro | |

7. The bandage will _____ the cut on her hand so it can heal.

| | |
|------|------|
| fore | tect |
| pro | |

Sort Words by Syllables

Read the words in the word bank. Sort the words from the word bank according to how many syllables they have. After you have finished, check your work by reading the words in each column.

Word Bank

| | | | |
|-----------|---------|--------|---------|
| skull | unravel | cymbal | capital |
| graceful | pencil | stall | utensil |
| beautiful | fill | gravel | well |

| One Syllable | Two Syllables | Three Syllables |
|--------------|---------------|-----------------|
| fill | graceful | beautiful |
| stall | gravel | unravel |
| well | cymbal | capital |
| skull | pencil | utensil |

Words with *micro-*, *-ist*, *fore-*, and *pro-*

Read each sentence and root. Fill in the blank by adding *micro-*, *-ist*, *fore-*, or *pro-* to the root. Change the spelling as needed. Read the completed sentence to check your work.

- The artist
(art) painted a landscape.
- We do not foresee
(see) any problems with our project plan.
- The speaker used a microphone
(phone) during her presentation.
- Remember to wash your muddy hands and forearms
(arms) with soap.
- This helmet will protect
(tect) your head from injury.
- The cyclist
(cycle) watched out for cracks in the road.
- You can use the microwave
(wave) to make popcorn.
- The wave will propel
(pel) the surfer across the water.
- The scientist
(science) is studying how the brain processes color.
- The spelling test is at the forefront
(front) of our concerns.

Read "Nigel's Magical Pencil" once. Then reread the passage and mark up the text as follows:

- Underline words with /ə/ + /l/ > 'al' endings.
- Draw a box around words with /ə/ + /l/ > 'el' endings.
- Highlight words with /ə/ + /l/ > 'ul' endings.
- Circle words with affixes *micro-*, *-ist*, *fore-*, or *pro-*.

Nigel's Magical Pencil

Nigel was a third-grade pupil and skillful artist. Many people marveled at his impressive drawings. He dreamed of becoming a cartoonist in the foreseeable future.

Nigel traveled to visit his uncle. Nigel saw a small pencil box sitting on his living room mantel. The box had no label. So, Nigel opened the box. Inside, he found an interesting and novel-looking pencil. The pencil had a crystal-clear tip and an artful design etched onto it.

Nigel took the pencil to the next room and found a sheet of paper. He placed the paper on an easel and proceeded to draw. He soon realized this was not a normal pencil. This was a magical pencil! Everything he drew came to life.

He drew colorful flower petals in the paper's foreground. They instantly appeared before him.

He sketched a microphone. It emerged in his hand. Nigel sang into it like a talented vocalist. He drew a playful gerbil. It immediately jumped off the page and into the room.

Nigel used the pencil to draw an almost microscopic beetle, a squirrel, and a graceful eagle. He even drew a kennel full of puppies. The once tranquil room quickly became a lively arena filled with Nigel's magical creations. It was an exceptional sight!

Nigel got hungry and drew a bowl of spaghetti. It appeared and looked ready to eat. He didn't even need a microwave to heat it up. He drew tons of caramel treats and turned the room into a plentiful candy store.

However, while trying to create a pet turtle, Nigel mistakenly sketched a sharp-clawed monster. The monster began causing trouble. It destroyed the room with its claws and bothered the other delightful creatures. Nigel did not foresee this disaster. Nigel, although scared, remembered he needed to stay calm and hopeful. He took a deep breath. He came up with a plan to face the danger of this perilous monster.

With a shaky hand, Nigel drew a rope with the powerful pencil. He could use this rope as a lasso. This rope appeared in his hand, and he used it to catch and hold the monster. He quickly erased the sketch, and the monster disappeared. He was glad the chaos did not progress further.

This stressful event made Nigel realize that the pencil was not a simple drawing utensil. The magical pencil had to be used in a careful and responsible way. He returned it to the box. Then, Nigel asked his uncle to protect the pencil and to forewarn others of its magical power.

NAME: _____ 20.4 ACTIVITY PAGE
 DATE: _____

“Nigel’s Magical Pencil” Comprehension Questions

- Where did Nigel find the pencil?
The pencil was in a box on the living room mantel in his uncle’s home.
- What was magical about the pencil?
Things drawn by the pencil became real.
- What kinds of things did Nigel draw?
He drew a microphone, some animals, and some food.

- How did Nigel stop the monster?
He drew a rope to catch the monster, and then he erased it.
- What did Nigel do with the pencil?
He put it back in the box and told his uncle about it.
- What did Nigel learn from the experience?
He learned that he should be careful, especially when using something with great power.

NAME: _____ 21.1 ACTIVITY PAGE
 DATE: _____

Sort Words with /h/ and /w/

Read the words in the word bank. Then sort the words in the chart. Read the words in each column to check your work.

Word Bank

| | | | |
|--------|---------|--------|-------|
| who’ll | whether | what | whale |
| whose | whole | wholly | which |

| /h/ | /w/ |
|--------|---------|
| who’ll | what |
| wholly | whether |
| whose | which |
| whole | whale |

NAME: _____ 21.2 ACTIVITY PAGE
 DATE: _____

Words with fore- and pro-

Read each question with an underlined word. Then answer the questions.

- If you are working on a project about zoos, what might it contain?
Possible response: It might contain videos, pictures, and text about animals.
- What might a mother bear protect?
Possible response: She might protect her cubs.
- What might a king proclaim?
Possible response: He might proclaim that he is going to have a party.
- What might you learn in a weather forecast?
Possible response: You might learn that it is going to rain.

5. Look out a nearby window. What is in the foreground?

Possible response: Bushes are in the foreground.

6. What do you foresee will happen in your future?

Possible response: I foresee that my team will win our baseball game this weekend.

NAME: _____
DATE: _____

213 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline at least three words with tricky spellings of /s/ as 'sc', 'st', 'ce', or 'se'.
- Circle at least three words with the prefix *fore-*, *pro-*, *intra-*, or *inter-*.
- Highlight words that end with schwa (/ə/) + /l/ syllables, such as 'le', 'al', and 'el'.

Visit France: A Travel Brochure

France is known for its fascinating culture and lovely scenery. It's a wholly unique and amazing international destination.

Explore the bustling city of Paris. Do this first and foremost. You'll get the chance to see the Eiffel Tower. Ascend its stairs and catch a glimpse of the whole city. The climb is an intermediate physical challenge. Once you hustle up to the top, you will wholeheartedly love the scene before you. An elevator is also available to ensure no one misses this memorable experience.

Ready for a tasty treat? France is known for providing delicious dining experiences. Be forewarned, you won't find anything like it elsewhere! Let your taste buds discover how unique French flavors wonderfully intermingle. Savor a tasty croissant. It's a buttery and flaky crescent-shaped pastry. Enjoy the variety of cheeses. And devour a delicate pancake-like crepe.

Satisfy your love for art at the Louvre. This museum houses countless masterpieces. View the portrait of Mona Lisa, whose mysterious smile captivates whoever lays their eyes on it. The smile on her face has puzzled people and historians for centuries. No one is quite sure if Mona Lisa is beginning to smile or stopping the smile.

Catch a show at the world-famous opera house, the Palais Garnier. Make sure to grab a tasty French snack during the intermission. As the performance progresses, your appreciation of French culture will surely deepen.

Sports enthusiasts must check out the Tour de France bike race. It happens every year, no matter the weather forecast. Watch as world-class athletes race for first place. You'll be fascinated by the intrateam cheering and encouragement during the race.

Embark on an intracountry adventure. Spend some time exploring the diverse natural beauty France has to offer. Wander through the countryside and see castles nestled in dense greenery. Visit the local parks and enjoy the stunning beaches.

France is a place where beauty and culture intertwine. Don't just admire it from afar. Chart your course for France! Plan ahead and proactively book your trip today.

NAME: _____
DATE: _____

221 ACTIVITY PAGE

Create Words with Syllables

Put together syllables from the syllable bank to create words. Read the words you create to check your work.

Syllable Bank

| | | | |
|-------|-------|-------|-----|
| round | neath | le | con |
| un | uni | cloud | ue |

| Two Syllables | Three Syllables |
|---------------|-----------------|
| un_sure | cloud_iness |
| be_neath | con_tin_ue |
| a_round | uni_cyc_le |

NAME: _____ 22.2 ACTIVITY PAGE
 DATE: _____

Identify Prefixes

Read the words below. Underline *inter-* or *intra-* in the words.

1. intergroup
2. interchange
3. intrashop
4. interferre
5. intraoffice
6. interlock
7. internet
8. intrastate
9. intradistrict
10. interview

NAME: _____ 23.1 ACTIVITY PAGE
 DATE: _____

Sort Words

Read each word. Then complete the chart with words from the word bank.
 Read each column of words to check your work.

Word Bank

| | | |
|-------|-------|-------|
| chick | sip | send |
| chef | sugar | chomp |
| song | chip | sure |

| /s/ | /ch/ | /sh/ |
|------|-------|-------|
| send | chick | chef |
| sip | chip | sugar |
| song | chomp | sure |

NAME: _____ 23.2 ACTIVITY PAGE
 DATE: _____ CONTINUED

| | | |
|-----|-----|-------|
| i | hos | sil |
| tal | an | pi |
| mal | ful | light |

Accept reasonable responses. Students may make the following words: *delightful; powerful; unlawful; utensil; hospital; animal.*

NAME: _____ 23.3 ACTIVITY PAGE
 DATE: _____

Prefixes: *intra-*, *inter-*

Read each sentence. Complete each sentence by adding *intra-* or *inter-* to form a word with the root word. Read each completed sentence.

1. An inter state highway joins Oregon and Washington.
2. An intra school group is writing a song for our school to sing together each morning.
3. Mexico, Canada, and the United States made an inter national deal.
4. The workers have an intra office rule to clean up their own trash.
5. I am going to inter view the principal for my story.
6. The scientist studies the inter action between honeybees and flowers.

- Follow along as your teacher reads the passage.
- When you reread the passage with a partner, mark up the text as follows:
- Underline words with two examples of each tricky spelling of /sh/: 'ss', 's', and 'ch'.
 - Circle words with the prefix *intra-* or *inter-*.
 - Highlight words with r-controlled vowels.

A Quiche Creation

Welcome, young chefs! Let's **parachute** into **another** cooking **adventure**. Being a **chef** involves much **more** than just **preparing** food. It involves delicate **interactions** with ingredients, tools, and machines. It also involves **self-discovery** and **intrapersonal** growth. When cooking, you **learn** patience and creativity as you tackle obstacles and **issues**. And you discover new tastes. So, put on your aprons, and let's **launch** into this delicious **mission**.

In today's **session**, you will learn how to make a vegetable **quiche**. This is a **popular international** breakfast dish. Let's begin!

Ingredients and Materials:

- 1 pre-rolled frozen pie crust and 1 pie dish
- Bowl
- Whisk
- 4 eggs
- 1 cup milk
- 1 cup grated cheese
- 1 cup chopped vegetables, like spinach and bell **peppers**

- Salt and **pepper**
- A pinch of **sugar** (optional)
- Toothpick
- Knife

Instructions:

Step 1: **Ensure** an adult **chaperone** is **nearby** and ready to assist.

An adult **chaperone** can provide **support**, guidance, and safety. They can **oversee** the cooking process and **intervene** if any **issues** arise. The adult **chaperone** should handle the oven.

Step 2: **Prepare** the ingredients and **materials**.

Gather and **measure** all of the ingredients. **Ensure** that the oven is empty and **working**. Preheat the oven to 375°F.

Step 3: **Prepare** the pie crust.

Place the pie crust into a pie dish. Press it into the bottom and sides. Make **sure** not to apply too much **pressure** or you might **tear** the crust.

Step 4: **Prepare** the filling.

While the oven preheats, **prepare** the quiche filling. Beat the eggs in a bowl, add the milk, and whisk **together**. Then, add the cheese, chopped vegetables, salt, and **pepper**. Whisk again, **ensuring** that all the ingredients have **intermingled**. If preferred, add a tiny bit of **sugar** to balance the **flavors**.

Step 5: Add the filling.

Fill the pie crust with the vegetable, cheese, and egg **mixture**. Make **sure** to spread it evenly.

Step 6: Bake the quiche.

The adult **chaperone** should **carefully** place the **quiche** into the hot oven. Let it bake **for** 30–35 minutes or until the filling is **firm** and lightly browned.

Step 7: Check the **quiche** and let it cool.

The adult **chaperone** should **ensure** the **quiche** is done by **inserting** a toothpick into the **center**. If it comes out clean, the **quiche** is ready. They should **carefully** remove the **quiche** from the oven. Let it cool for a few minutes.

Step 8: **Serve** the quiche.

Cut the **quiche** into slices and serve to **others**. Enjoy **interacting** with your taste **testers** as you **gather** feedback.

Step 9: Clean up the kitchen.

After enjoying this **mouthwatering international dish**, it's time for cleaning duties. Wash the dishes and clean **your** cooking area.

Congratulations, chefs! You've completed the mission and **prepared** a delicious **quiche**. Keep **discovering** and **exploring your** cooking talents as you continue your **intrapersonal journey** of becoming a **better** chef. And **remember** to take **proper** safety **measures** with any cooking **adventure**.

"A Quiche Creation" Comprehension Questions

1. What can a young chef learn from cooking?
Chefs can learn patience and creativity. They might also learn about different foods and how to plan meals.
2. What is a quiche?
It is a popular breakfast dish. It is a dish that contains eggs, dairy, and vegetables. A quiche has a crust like a pie.
3. How many eggs are needed for this recipe?
Four eggs are needed.

4. Why should you have an adult chaperone help you make a quiche?

Possible response: Ovens are dangerous and can burn you.

5. After you have made the filling, where do you put it?

You put the filling in the pie crust.

6. What ingredient might you add to the quiche? Explain your choice.

Possible response: I would add potatoes because they are one of my favorite breakfast vegetables.

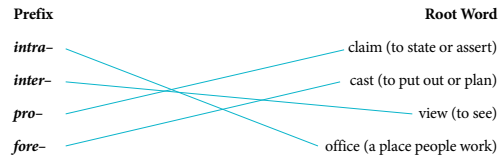
NAME: _____ **24.1** ACTIVITY PAGE

DATE: _____

Prefixes: fore-, pro-, intra-, inter-

Part I

Read each prefix. Then read each root word. Draw a line between each prefix and a root word to form a new word. Read the new word out loud.



Part II

Use the words you created in Part I to complete the sentences.

- A snowstorm is in the forecast for Friday.
- During the interview for the school newspaper, the coach talked about changes to the team.
- In his speech, the school president will proclaim that sports programs need more funding.
- What intraoffice project are you working on to improve teamwork within this group?

NAME: _____ **25.1** ACTIVITY PAGE

DATE: _____

Review Unit 3 Phonics

- Read the words in the word bank. The words include sound spellings you studied in this unit.

Word Bank

| | | |
|-----------|-------------|-------------|
| 1. star | 10. birth | 18. legal |
| 2. total | 11. whole | 19. paddle |
| 3. tissue | 12. farm | 20. nickel |
| 4. maple | 13. curl | 21. number |
| 5. serve | 14. bounce | 22. art |
| 6. travel | 15. pencil | 23. playful |
| 7. who | 16. morning | 24. scenery |
| 8. apple | 17. dense | 25. chef |
| 9. fasten | | |

- Sort the words from the word bank into the correct columns in the chart below. Read the words in each column to check your work.

| Words with r-Controlled Vowel Sounds | Words with /ə/ + /l/ | Words with Tricky Spellings of /h/, /s/, and /sh/ |
|--------------------------------------|----------------------|---|
| star | total | tissue |
| serve | maple | who |
| birth | travel | fasten |
| farm | apple | whole |
| curl | pencil | bounce |
| morning | legal | dense |
| number | paddle | chef |
| art | nickel | scenery |
| | playful | |

NAME: _____ **25.2** ACTIVITY PAGE

DATE: _____

Sort Words by Syllable Type

Read each word in the chart. Complete the chart by writing the syllables of each word. Then color in the syllable types using the key below.

Syllable Type Key

Closed: blue Open: red r-Controlled: purple
VCe: green Vowel Team: yellow Final Stable Syllable: orange

| Word | First Syllable | Second Syllable |
|----------|----------------|-----------------|
| tur•tle | tur (purple) | tle (orange) |
| po•lar | po (red) | lar (purple) |
| per•son | per (purple) | son (blue) |
| ea•sel | ea (yellow) | sel (orange) |
| sur•vive | sur (purple) | vive (green) |
| glo•bal | glo (red) | bal (orange) |
| use•ful | use (green) | ful (orange) |

Review Prefixes and Suffixes

Part I

Read the words in the word bank. Choose the word from the word bank that correctly completes the sentences in the paragraph.

Word Bank

| | |
|------------|-----------|
| telephone | biologist |
| microscope | statement |

The biologist looked again into his microscope with delight. He was looking at a cell. It was behaving in a new and exciting way. He wrote a statement explaining what he had discovered. Then he picked up the telephone to call his boss and share the news.

Part II

Read the words in the word bank. Choose the word from the word bank that correctly completes the sentences in the paragraph.

Word Bank

| | |
|-----------|-----------|
| enjoyment | telescope |
| undergo | scientist |

The scientist was working at night. She was using a telescope to see faraway things in the night sky. She was filled with enjoyment as she studied Jupiter and Saturn. She wanted to see if the planets would undergo any changes as they lined up with Earth.

Read "Charlotte's Art" once. Then reread the passage and mark the text as follows:

- Underline three words with:
 - /ə/ > 'a, 'e, 'i, or 'o'; and
 - /ə/ + /l/ > 'le, 'al, 'el, 'il, or 'ul'.
- Circle five words with one of these prefixes: *tele-*, *super-*, *under-*, *over-*, *micro-*, *uni-*, or *trans-*.
- Highlight five words with one of these suffixes: *-hood*, *-ment*, *-en*, or *-ist*.

Charlotte's Art

Charlotte lived in a farm town near a wonderful park. Her older brother, Kurt, worked as a machinery operator at a nearby factory. Their farmhouse had a large arched entrance. They owned a tiny barnyard filled with charming farm animals and treasured pets. Charlotte's favorite was a cheerful parrot named Pearl.

Charlotte was an artist. She loved painting and drew inspiration from her surroundings. Once, while exploring the park, the artist stumbled upon many piles of small, colorful pebbles. These microsized rocks were scattered throughout the park and hidden by the overgrown grass. Pearl, perched on Charlotte's forearm, cawed with excitement as Charlotte picked up a handful of the pebbles.

Charlotte carefully examined the pebbles in her hand. They looked very different from any pebbles she had seen before. They were oddly shaped. Their surfaces were rough and uneven. Yet, the artist felt inspired by the unusual rocks. She decided to paint them red, blue, and yellow. Using Pearl

as her model, Charlotte arranged the pebbles to resemble the parrot. She placed the arrangement on a tray outside her farmhouse. She transformed the unique rocks into an appealing, artful display.

One day, an expert geologist named Dr. Blair Irwin stopped by the farmhouse during a fieldwork session. Dr. Irwin noticed the art display and asked to inspect the pebbles. Charlotte gave her approval. Dr. Irwin inspected the pebbles with her microscope and other equipment.

The geologist identified the pebbles as meteorite parts or fallen objects from space. She shared this discovery with Charlotte. The artist was wholeheartedly shocked! She had not foreseen this discovery. Charlotte had not just been painting pebbles. She had been painting meteorites the whole time!

Charlotte called her family and childhood friends on the telephone to tell them about her meteorite art. She also shared pictures. Soon, the word about this meteorite art spread across town. People started coming by to check it out. The townspeople all admired Charlotte's artwork. They encouraged her to make more of it. They proposed that she set up a workshop to create and showcase more of her unique art.

This idea was certainly thought-provoking for the artist. Feeling self-assured, Charlotte and Kurt set up an art workshop near the park. Dr. Irwin also set up a laboratory to study more of the remaining meteorites scattered throughout the park.

Charlotte began learning more from Dr. Irwin. The two formed a sisterhood of learning. They shared their knowledge of the universe, rocks,

NAME: _____ 25.4 ACTIVITY PAGE
DATE: _____ (CONTINUED)

and art. Charlotte began to intertwine this knowledge into her artwork. She painted more meteorites and arranged them to look like planets and galaxies. Now, Charlotte's creations blended and unified science and art.

The fascinating news of the meteorite art continued to travel fast. It was televised across several intrastate television channels. Little by little, the workshop began to grow and blossom. Tourists, artists, and scientists started pouring into Charlotte's workshop. Pearl cheerfully greeted every visitor.

Charlotte had underestimated her art's popularity. She was overjoyed and felt like a superstar! Kurt was surely proud of Charlotte's hard work and creativity.

NAME: _____ 25.5 ACTIVITY PAGE
DATE: _____

"Charlotte's Art" Comprehension Questions

1. What does Charlotte find at the park?
She finds piles of colorful pebbles.

2. What does Charlotte's first work of art resemble?
It resembles her parrot, Pearl.

3. What does Dr. Blair tell Charlotte after she examines Charlotte's art?
Possible response: Dr. Blair says the pebbles are from space.

4. How did the pebbles get to the park?
Possible response: They fell from the sky.

5. What did Charlotte's second work of art look like?
It looked like planets and galaxies.

6. Do you think it was a good idea for Charlotte to turn meteorites into art? Why or why not?
Possible response: Yes, using meteorites for art could make people more interested in both science and art.

NAME: _____ 25.6 ACTIVITY PAGE
DATE: _____

Unit 3 Dictation Posttest

Write each word that your teacher dictates.

1. harden
2. foreseeable
3. proactive
4. declare
5. microparticle
6. finalist
7. intrapersonal
8. international
9. transport

Write the entire sentence that your teacher dictates.

1. I was grateful that the pupil gave me a tissue.

2. Do not disturb the artist painting a castle.

Choose a word from the list above and use it to write your own sentence.

Responses will vary. Possible response: The shirt is made from cotton.

NAME: _____ TR 10.1
DATE: _____

Reread "Real-Life Superheroes." Use details from the story and from real life to describe how first responders are similar to and different from superheroes.

Sample response: Both first responders and superheroes show up in emergencies to help people. They save people from danger, treat their injuries, and make them safe. Unlike superheroes, first responders do not have superpowers or wear costumes. Unlike superheroes, first responders are real people.

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Skills 3

NAME: _____ TR 10.2
DATE: _____

Read the passage. Underline three words with *ar, or, ir, er, or ur (dark)*. Put a box around two words with *ear, ire, eir, our, ure (heard)*. Highlight one r-controlled two-syllable word (*farmers*).

Concord Hymn and the "Shot Heard Round the World"

One of the first battles in the American Revolution was the Battle of Lexington and Concord in Massachusetts in 1775. As British soldiers were marching to Concord to take away colonists' weapons, they were stopped by colonists in Lexington who decided to begin fighting back against British rule.

No one knows who fired the first shot in that battle, but it became known as "the shot heard round the world" because of a famous poem by Ralph Waldo Emerson. Emerson wrote the poem to be sung in 1837 to dedicate a monument for the fallen soldiers of the battle.

Read Emerson's poem below, then answer the following questions.

Concord Hymn Ralph Waldo Emerson

By the rude bridge that arched the flood,

Their flag to April's breeze unfurled,

Here once the embattled farmers stood

And fired the shot heard round the world.

The foe long since in silence slept;

Alike the conqueror silent sleeps;

Teacher Resources

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NAME: _____ TR 10.2
DATE: _____ CONTINUED

And Time the ruined bridge has swept

Down the dark stream which seaward creeps.

On this green bank, by this soft stream,

We set today a votive stone;

That memory may their deed redeem.

When, like our sires, our sons are gone.

Spirit, that made those heroes dare

To die, and leave their children free,

Bid Time and Nature gently spare

The shaft we raise to them and thee.

Comprehension Questions:

1. What are some examples of alliteration in the poem?

Sample Response: Some examples of alliteration in the poem are

"since in silence slept," "soft stream," and "them and thee."

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Skills 3

NAME: _____ TR 10.2
DATE: _____ CONTINUED

2. Emerson calls the first shot fired during this battle "the shot heard round the world." Do you think everyone in the world actually heard the shot? Why do you think Emerson chose to describe it this way?

Sample Response: No, everyone in the world did not actually hear the shot. Emerson describes it this way because it was considered the start of the fight for freedom and that fight influenced many people around the world. The battle had a big impact on history.

3. The word *votive* describes an object that is used to show respect or devotion to someone. Think about why Emerson wrote this poem. What might the "votive stone" be that he mentions?

Sample Response: The "votive stone" might be the monument that was being dedicated to honor and show respect for the soldiers who fought and died in that battle.

Teacher Resources

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NAME: _____ DATE: _____ **TR 10.2**
CONTINUED

4. Why do you think it is important to build memorials for important battles or events?

Sample Response: It is important to build memorials because they honor the bravery or service of those who were part of the events, and they teach people about what happened.

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Skills 3

NAME: _____ DATE: _____ **TR 11.1**

Reread "A Trans-Galactic Dash." Choose a scene from the story and illustrate it. Be sure to include details from the story in your scene.

Drawings will vary but could include teams at the starting line, students riding unicycles through a market, the feast at the end, or another scene.

Teacher Resources

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NAME: _____ DATE: _____ **TR 12.1**

Word Search

Read each word. Complete the word search by circling the words from the word bank.

Word Bank

| | | | |
|--------|-------|---------|--------|
| pencil | pilot | phantom | common |
| cousin | civil | wisdom | lemon |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| P | E | P | H | A | N | T | O | M | O |
| C | E | Z | C | B | E | W | L | N | L |
| I | J | P | E | N | C | I | L | M | E |
| V | L | A | O | P | R | S | E | O | M |
| I | P | E | N | H | N | D | A | Y | O |
| L | T | F | K | A | Z | O | E | V | N |
| S | E | O | M | C | O | M | M | O | N |
| N | C | O | U | S | I | N | Y | M | S |
| D | U | V | A | W | Q | U | E | I | T |
| R | O | U | P | I | L | O | T | S | D |

324

Skills 3

NAME: _____ DATE: _____ **TR 13.1**

Reread "On the Move: How Transportation Unites Our World." Use details from the passage to describe what different modes of transportation have in common.

Sample responses: All modes of transportation move things and people from one place to another. Safety is important no matter how you travel. Walking, bicycling, and some boats are powered by humans. Cars, buses, trucks, trains, most boats, and airplanes are powered by engines. Cars and buses travel on the ground. Boats travel on the water, and airplanes travel through the air.

Teacher Resources

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NAME: _____ TR 14.1
DATE: _____

Words That End in 'le'

Read each sentence. Identify which word in the sentence is missing the letters 'le'. Add 'le' to the end of that word and write the complete word on the line. Read the sentence using the word to check your work.

1. The steak started to sizz when it was cooked. _____ sizzle
2. A beet is a type of insect. _____ beetle
3. Can you pass the map syrup? _____ maple
4. The belt is missing its buck. _____ buckle
5. This soup lad is made of wood. _____ ladle
6. Dad bought a cab to plug into our television. _____ cable
7. Which app is sweetest, the green or red one? _____ apple
8. An icic formed from freezing water. _____ icicle

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Skills 3

NAME: _____ TR 15.1
DATE: _____

Reread "Maple Talent Show." Using evidence from the story, explain what a talent is.

Sample response: A talent is something special a person can do.

For example, dancing is Reyna and Fatima's talent, which they call their superpower. Talents are often entertaining, like playing an instrument or doing a trick. Having a talent often requires a lot of practice.

Teacher Resources

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NAME: _____ TR 16.1
DATE: _____

Reread "Special Report: Coral Reefs." What are the main threats to coral reefs? What can people do to protect coral reefs? Use at least two details from the text to support your answer.

Sample response: The main threats to coral reefs are pollution and high sea temperatures. We can be careful about how we throw away garbage, especially chemicals that can harm reefs. Scientists can also study the reefs to learn more about how to help them.

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Skills 3

NAME: _____ TR 17.1
DATE: _____

Words with /ə/ + /l/ > 'el'

Read the words in the word bank. Read each sentence. Choose a word with the final stable syllable 'el' from the word bank to complete the sentence. Read the completed sentence to check your work.

Word Bank

| | | | |
|---------|-------|---------|--------|
| flannel | easel | kennel | tunnel |
| mantel | towel | channel | swivel |

1. Our dogs stay at a _____ kennel _____ when we are on vacation.
2. The artist puts her canvas on an _____ easel _____.
3. My dad used a _____ towel _____ to clean up the mess.
4. The _____ swivel _____ chair is fun to sit on because it spins.
5. Family photos are on the _____ mantel _____ above the fireplace.
6. Have you seen my new _____ flannel _____ shirt?
7. The _____ tunnel _____ allows cars to drive under the river.
8. Please put on the sports _____ channel _____ so we can watch the game.

Teacher Resources

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NAME: _____ TR 18.1
DATE: _____

Reread "Life Cycle of a Wild Gerbil." Compare and contrast a gerbil to another animal that is a common pet. Include details from the text to support your answer.

Sample response: Gerbils and cats are both popular pets. Both drink milk as babies and are playful. Gerbils grow to the size of a pencil within three months. Cats are much larger and take longer to grow. Gerbils normally live only a few years, while cats can live for over ten years.

NAME: _____ TR 19.1
DATE: _____

Words with /ə/

Read each word. Circle the words that contain the schwa sound.

1. gaze
2. article
3. rewrite
4. apple
5. final
6. peril
7. label
8. skillful

NAME: _____ TR 20.1
DATE: _____

Reread "Nigel's Magical Pencil." What would you do with a magical pencil? How would you avoid problems with it?

Sample response: If I had a magical pencil, I would draw a superhero. My superhero would fly high above the city looking for people or animals who were in trouble. Then she would land and use her superpowers to save them and make them feel safe. I would also draw a safe to keep the pencil in so no one could steal it and use it to do bad things.

NAME: _____ TR 21.1
DATE: _____

Reread "Visit France: A Travel Brochure." Which activity or place in France seems most interesting to you? Give at least two reasons for your choice.

Sample response: I think the Louvre museum sounds interesting. I like to look at famous paintings. I would like to see if Mona Lisa is starting or stopping her smile.

NAME: _____ TR 22.1
 DATE: _____

Words with /s/ > 's', 'ss', 'sc', 'st', 'ce', 'se', and 'c'

Read each word in the word bank. Complete the chart with words from the word bank. Then read the words in each column.

Word Bank

| | | | | |
|--------|--------|---------|---------|--------|
| ascend | seed | tense | gross | voice |
| seat | bustle | bristle | whistle | geese |
| cent | silver | class | glisten | worse |
| moose | nurse | scene | descend | nestle |
| floss | glance | gloss | prince | bounce |
| scent | self | recite | circus | peace |

NAME: _____ TR 22.1
 DATE: _____ CONTINUED

| | | | | | |
|------|---------|---------|--------|---------|---------|
| 'c' | cent | circus | recite | | |
| 'se' | moose | nurse | tense | geese | worse |
| 'ce' | voice | peace | glance | prince | bounce |
| 'st' | bristle | bustle | nestle | whistle | glisten |
| 'sc' | ascend | descend | scent | scene | |
| 'ss' | class | gloss | gross | floss | |
| 's' | seat | silver | seed | self | |

NAME: _____ TR 23.1
 DATE: _____

Reread "A Quiche Creation." What are two of the main steps in making a quiche? Explain what is important about each step.

Sample response: You must gather and measure the ingredients.

It is important to use the right ingredients and measure them correctly or the quiche may not turn out. You must clean up when you're done. After you clean up, your kitchen will be ready for the next time you want to cook.

NAME: _____ TR 24.2
 DATE: _____

Sort Words

Read the words in the word bank. Complete the chart with words from the word bank.

Word Bank

| | | | | | | |
|---------|----------|---------|----------|----------|---------|---------|
| garden | birthday | survive | yourself | forklift | army | worker |
| nervous | flurries | earnest | polar | recharge | support | newborn |

| Words with /ar/ > 'ar' | Words with /er/ > 'ur', 'ir', 'er', 'ar', 'or' | Words with /er/ > 'ear', 'our', 'urr' | Words with /or/ > 'or' |
|------------------------|--|---------------------------------------|------------------------|
| garden | survive | flurries | forklift |
| recharge | nervous | yourself | support |
| army | birthday | earnest | newborn |
| | worker | | |
| | polar | | |

NAME: _____ TR 25.1
DATE: _____

Reread "Charlotte's Art." Describe a time when you created something that surprised you. What was exciting about your creation? What did you learn?

Sample response: Once I wrote a story about Martians whose spaceship crashed on Earth and they had to ask the Earthlings for help getting back home. I read about Mars so I could put more details in my story. I was surprised to learn that while Mars is colder than Earth in most places and it doesn't have a breathable atmosphere or a source of food, humans could survive there for a while if they had the right equipment. I ended up putting those details in my story.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 3

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 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments | U3: p. 13, U3: p. 20, U3: p. 77, U3: p. 84, U3: p. 141, U3: p. 149, U3: p. 208, U3: p. 216 |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action | |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols | U3: p. 26, U3: p. 33, U3: p. 51, U3: p. 59, U3: p. 90, U3: p. 98, U3: p. 116, U3: p. 123, U3: p. 155, U3: p. 162, U3: p. 181, U3: p. 189, U3: p. 222, U3: p. 230, U3: p. 248, U3: p. 255 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations | |
| (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 and apply phonetic knowledge by: | | |
| TEKS 3.2.A.i | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en | U3: p. 5, U3: p. 8, U3: p. 12, U3: p. 18, U3: p. 21, U3: p. 24, U3: p. 28, U3: p. 31, U3: p. 40, U3: p. 43, U3: p. 47, U3: p. 52, U3: p. 55, U3: p. 59, U3: p. 65, U3: p. 68, U3: p. 72, U3: p. 77, U3: p. 80, U3: p. 85, U3: p. 90, U3: p. 93, U3: p. 98, U3: p. 102, U3: p. 105, U3: p. 106, U3: p. 110, U3: p. 115, U3: p. 118, U3: p. 119, U3: p. 122, U3: p. 129, U3: p. 133, U3: p. 134, U3: p. 137, U3: p. 142, U3: p. 145, U3: p. 146, U3: p. 150, U3: p. 155, U3: p. 158, U3: p. 163, U3: p. 168, U3: p. 171, U3: p. 175, U3: p. 180, U3: p. 183, U3: p. 186, U3: p. 192, U3: p. 195, U3: p. 196, U3: p. 199, U3: p. 204, U3: p. 208, U3: p. 209, U3: p. 212, U3: p. 217, U3: p. 220, U3: p. 223, U3: p. 228, U3: p. 231, U3: p. 235, U3: p. 240, U3: p. 243, U3: p. 244, U3: p. 247, U3: p. 253, U3: p. 256, U3: p. 260, U3: p. 265, U3: p. 268, U3: p. 271, U3: p. 276, U3: p. 279, U3: p. 282, U3: p. 286, U3: p. 289, U3: p. 290, U3: p. 293, U3: p. 298, U3: p. 301, U3: p. 303 |
| TEKS 3.2.A.ii | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U3: p. 5, U3: p. 8, U3: p. 12, U3: p. 18, U3: p. 21, U3: p. 24, U3: p. 28, U3: p. 31, U3: p. 35, U3: p. 40, U3: p. 43, U3: p. 47, U3: p. 52, U3: p. 55, U3: p. 59, U3: p. 65, U3: p. 68, U3: p. 72, U3: p. 77, U3: p. 80, U3: p. 85, U3: p. 90, U3: p. 93, U3: p. 98, U3: p. 102, U3: p. 105, U3: p. 106, U3: p. 110, U3: p. 115, U3: p. 118, U3: p. 119, U3: p. 122, U3: p. 129, U3: p. 134, U3: p. 137, U3: p. 142, U3: p. 146, U3: p. 150, U3: p. 155, U3: p. 158, U3: p. 163, U3: p. 168, U3: p. 171, U3: p. 175, U3: p. 180, U3: p. 183, U3: p. 186, U3: p. 192, U3: p. 195, U3: p. 196, U3: p. 199, U3: p. 204, U3: p. 208, U3: p. 209, U3: p. 212, U3: p. 217, U3: p. 220, U3: p. 223, U3: p. 228, U3: p. 231, U3: p. 235, U3: p. 240, U3: p. 243, U3: p. 244, U3: p. 247, U3: p. 253, U3: p. 256, U3: p. 260, U3: p. 265, U3: p. 268, U3: p. 271, U3: p. 276, U3: p. 279, U3: p. 282, U3: p. 286, U3: p. 290, U3: p. 293, U3: p. 298, U3: p. 301, U3: p. 303 |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations | |
| TEKS 3.2.A.iv | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts | U3: p. 286, U3: p. 290 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 3 | | Correlation—Teacher’s Guide |
|--|---|--|
| TEKS 3.2.A.v | decoding words using knowledge of prefixes | U3: p. 40, U3: p. 45, U3: p. 47, U3: p. 52, U3: p. 57, U3: p. 65, U3: p. 70, U3: p. 72, U3: p. 77, U3: p. 83, U3: p. 85, U3: p. 90, U3: p. 96, U3: p. 98, U3: p. 102, U3: p. 108, U3: p. 110, U3: p. 115, U3: p. 120, U3: p. 122, U3: p. 129, U3: p. 135, U3: p. 142, U3: p. 147, U3: p. 155, U3: p. 161, U3: p. 168, U3: p. 173, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 199, U3: p. 204, U3: p. 211, U3: p. 212, U3: p. 217, U3: p. 222, U3: p. 223, U3: p. 228, U3: p. 233, U3: p. 235, U3: p. 240, U3: p. 246, U3: p. 247, U3: p. 253, U3: p. 258, U3: p. 260, U3: p. 265, U3: p. 270, U3: p. 271, U3: p. 276, U3: p. 280, U3: p. 282, U3: p. 286, U3: p. 291, U3: p. 293, U3: p. 298, U3: p. 302, U3: p. 303 |
| TEKS 3.2.A.vi | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U3: p. 5, U3: p. 10, U3: p. 18, U3: p. 23, U3: p. 28, U3: p. 33, U3: p. 35, U3: p. 52, U3: p. 57, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 199, U3: p. 204, U3: p. 211, U3: p. 212, U3: p. 217, U3: p. 222, U3: p. 223, U3: p. 240, U3: p. 246, U3: p. 247, U3: p. 298, U3: p. 302, U3: p. 303 |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list | |
| (B) demonstrate and apply spelling knowledge by: | | |
| TEKS 3.2.B.i | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U3: p. 5, U3: p. 14, U3: p. 18, U3: p. 25, U3: p. 28, U3: p. 36, U3: p. 40, U3: p. 48, U3: p. 52, U3: p. 60, U3: p. 65, U3: p. 74, U3: p. 77, U3: p. 86, U3: p. 90, U3: p. 99, U3: p. 102, U3: p. 111, U3: p. 115, U3: p. 123, U3: p. 129, U3: p. 138, U3: p. 142, U3: p. 151, U3: p. 155, U3: p. 164, U3: p. 168, U3: p. 176, U3: p. 180, U3: p. 187, U3: p. 192, U3: p. 201, U3: p. 204, U3: p. 213, U3: p. 217, U3: p. 224, U3: p. 228, U3: p. 236, U3: p. 240, U3: p. 248, U3: p. 253, U3: p. 262, U3: p. 265, U3: p. 272, U3: p. 276, U3: p. 283, U3: p. 286, U3: p. 294, U3: p. 298, U3: p. 304 |
| TEKS 3.2.B.ii | spelling homophones | |
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations | |
| TEKS 3.2.B.iv | spelling multisyllabic words with multiple sound-spelling patterns | U3: p. 5, U3: p. 14, U3: p. 18, U3: p. 25, U3: p. 28, U3: p. 36, U3: p. 40, U3: p. 48, U3: p. 52, U3: p. 60, U3: p. 65, U3: p. 74, U3: p. 77, U3: p. 86, U3: p. 90, U3: p. 99, U3: p. 102, U3: p. 111, U3: p. 115, U3: p. 123, U3: p. 129, U3: p. 138, U3: p. 142, U3: p. 151, U3: p. 155, U3: p. 164, U3: p. 168, U3: p. 176, U3: p. 180, U3: p. 187, U3: p. 192, U3: p. 201, U3: p. 204, U3: p. 213, U3: p. 217, U3: p. 224, U3: p. 228, U3: p. 236, U3: p. 240, U3: p. 248, U3: p. 253, U3: p. 262, U3: p. 265, U3: p. 272, U3: p. 276, U3: p. 283, U3: p. 298, U3: p. 304 |
| TEKS 3.2.B.v | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV | |
| TEKS 3.2.B.vi | spelling words using knowledge of prefixes | U3: p. 40, U3: p. 45, U3: p. 52, U3: p. 57, U3: p. 65, U3: p. 70, U3: p. 77, U3: p. 83, U3: p. 90, U3: p. 96, U3: p. 102, U3: p. 108, U3: p. 115, U3: p. 120, U3: p. 129, U3: p. 135, U3: p. 142, U3: p. 147, U3: p. 155, U3: p. 161, U3: p. 168, U3: p. 173, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 204, U3: p. 211, U3: p. 217, U3: p. 222, U3: p. 228, U3: p. 233, U3: p. 240, U3: p. 246, U3: p. 253, U3: p. 258, U3: p. 265, U3: p. 270, U3: p. 276, U3: p. 280, U3: p. 286, U3: p. 291, U3: p. 298, U3: p. 302 |

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| TEKS 3.2.B.vii | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U3: p. 5, U3: p. 10, U3: p. 18, U3: p. 23, U3: p. 28, U3: p. 33, U3: p. 36, U3: p. 52, U3: p. 57, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 204, U3: p. 211, U3: p. 217, U3: p. 222, U3: p. 240, U3: p. 246, U3: p. 298, U3: p. 302 |
| TEKS 3.2.C | alphabetize a series of words to the third letter | |
| TEKS 3.2.D | write complete words, thoughts, and answers legibly in cursive 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 3.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | |
| TEKS 3.3.B | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words | |
| TEKS 3.3.C | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U3: p. 5, U3: p. 10, U3: p. 18, U3: p. 23, U3: p. 28, U3: p. 33, U3: p. 40, U3: p. 45, U3: p. 52, U3: p. 57, U3: p. 65, U3: p. 70, U3: p. 77, U3: p. 83, U3: p. 90, U3: p. 96, U3: p. 102, U3: p. 108, U3: p. 115, U3: p. 120, U3: p. 129, U3: p. 135, U3: p. 142, U3: p. 147, U3: p. 155, U3: p. 161, U3: p. 168, U3: p. 173, U3: p. 180, U3: p. 184, U3: p. 192, U3: p. 197, U3: p. 204, U3: p. 211, U3: p. 217, U3: p. 222, U3: p. 228, U3: p. 233, U3: p. 240, U3: p. 246, U3: p. 253, U3: p. 258, U3: p. 265, U3: p. 270, U3: p. 276, U3: p. 280, U3: p. 286, U3: p. 291, U3: p. 298, U3: p. 302 |
| TEKS 3.3.D | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | |
| (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 3.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | U3: p. 5, U3: p. 12, U3: p. 18, U3: p. 24, U3: p. 28, U3: p. 35, U3: p. 40, U3: p. 47, U3: p. 65, U3: p. 72, U3: p. 77, U3: p. 85, U3: p. 90, U3: p. 98, U3: p. 102, U3: p. 110, U3: p. 129, U3: p. 137, U3: p. 142, U3: p. 150, U3: p. 155, U3: p. 163, U3: p. 168, U3: p. 175, U3: p. 192, U3: p. 199, U3: p. 204, U3: p. 212, U3: p. 217, U3: p. 223, U3: p. 228, U3: p. 235, U3: p. 253, U3: p. 260, U3: p. 265, U3: p. 271, U3: p. 276, U3: p. 282, U3: p. 286, U3: p. 293 |
| (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 read independently for a sustained period of time. | | |
| TEKS 3.5 | self-select text and read independently for a sustained period of time | |
| (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 3.6.A | establish purpose for reading assigned and self-selected texts | |
| TEKS 3.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | |
| TEKS 3.6.C | make and correct or confirm predictions using text features, characteristics of genre, and structures | |

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| TEKS 3.6.D | create mental images to deepen understanding | |
| TEKS 3.6.E | make connections to personal experiences, ideas in other texts, and society | |
| TEKS 3.6.F | make inferences and use evidence to support understanding | |
| TEKS 3.6.G | evaluate details read to determine key ideas | |
| TEKS 3.6.H | synthesize information to create new understanding | |
| TEKS 3.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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 3.7.A | describe personal connections to a variety of sources including self-selected texts | |
| TEKS 3.7.B | write a response to a literary or informational text that demonstrates an understanding of a text | |
| TEKS 3.7.C | use text evidence to support an appropriate response | |
| TEKS 3.7.D | retell and paraphrase texts in ways that maintain meaning and logical order | |
| TEKS 3.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | |
| TEKS 3.7.F | respond using newly acquired vocabulary as appropriate | |
| TEKS 3.7.G | discuss specific ideas in the text that are important to the meaning | |
| (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 3.8.A | infer the theme of a work, distinguishing theme from topic | |
| TEKS 3.8.B | explain the relationships among the major and minor characters | |
| TEKS 3.8.C | analyze plot elements, including the sequence of events, the conflict, and the resolution | |
| TEKS 3.8.D | explain the influence of the setting on the plot | |
| (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 3.9.A | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths | |
| TEKS 3.9.B | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems | |
| TEKS 3.9.C | discuss the elements in drama such as characters, dialogue, setting, and acts | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 3.9.D.i | the central idea with supporting evidence | |

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| TEKS 3.9.D.ii | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding | |
| TEKS 3.9.D.iii | organizational patterns such as cause and effect and problem and solution | |
| (E) recognize characteristics and structures of argumentative text by: | | |
| TEKS 3.9.E.i | identifying the claim | |
| TEKS 3.9.E.ii | distinguishing facts from opinion | |
| TEKS 3.9.E.iii | identifying the intended audience or reader | |
| TEKS 3.9.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 3.10.A | explain the author’s purpose and message within a text | |
| TEKS 3.10.B | explain how the use of text structure contributes to the author’s purpose | |
| TEKS 3.10.C | explain the author’s use of print and graphic features to achieve specific purposes | |
| TEKS 3.10.D | describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes | |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view | |
| TEKS 3.10.F | discuss how the author’s use of language contributes to voice | |
| TEKS 3.10.G | identify and explain the use of hyperbole | |
| (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 3.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 3.11.B.i | organizing with purposeful structure including an introduction and conclusion | |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details | |
| TEKS 3.11.C | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | |
| (D) edit drafts using standard English conventions, including: | | |
| TEKS 3.11.D | edit drafts using standard English conventions | |
| TEKS 3.11.D.i | complete simple and compound sentences with subject-verb agreement | |
| TEKS 3.11.D.ii | past, present, and future verb tense | |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns | |

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| TEKS 3.11.D.iv | adjectives, including their comparative and superlative forms | |
| TEKS 3.11.D.v | adverbs that convey time and adverbs that convey manner | |
| TEKS 3.11.D.vi | prepositions and prepositional phrases | |
| TEKS 3.11.D.vii | pronouns, including subjective, objective, and possessive cases | |
| TEKS 3.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | |
| TEKS 3.11.D.ix | capitalization of official titles of people, holidays, and geographical names and places | |
| TEKS 3.11.D.x | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series | |
| TEKS 3.11.D.xi | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | |
| TEKS 3.11.E | publish written work for appropriate audiences | |
| (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 3.12.A | compose literary texts, including personal narratives and poetry, using genre characteristics and craft | |
| TEKS 3.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | |
| TEKS 3.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | |
| TEKS 3.12.D | compose correspondence such as thank you notes or letters | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| TEKS 3.13.A | generate questions on a topic for formal and informal inquiry | |
| TEKS 3.13.B | develop and follow a research plan with adult assistance | |
| TEKS 3.13.C | identify and gather relevant information from a variety of sources | |
| TEKS 3.13.D | identify primary and secondary sources | |
| TEKS 3.13.E | demonstrate understanding of information gathered | |
| TEKS 3.13.F | recognize the difference between paraphrasing and plagiarism when using source materials | |
| TEKS 3.13.G | create a works cited page | |
| TEKS 3.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 3

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| | | |
|----------|--|---|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | U3: p. 231 |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | U3: p. 23, U3: p. 33, U3: p. 44, U3: p. 291 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal 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 | U3: p. 58 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | U3: p. 11, U3: p. 120 |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| | | |
|----------|---|--|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | U3: p. 68, U3: p. 93, U3: p. 105, U3: p. 145, U3: p. 208, U3: p. 220, U3: p. 243 |
| 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 | U3: p. 68, U3: p. 159, U3: p. 195, U3: p. 243, U3: p. 301 |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | U3: p. 68, U3: p. 81, U3: p. 243 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |

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| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | |
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | |
| 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 | U3: p. 68, U3: p. 134, U3: p. 136, U3: p. 177, U3: p. 220, U3: p. 243 |
| 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 | U3: p. 184 |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| ELPS 3.E | share information in cooperative learning interactions | |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | |

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| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | |
| 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 | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | U3: p. 24, U3: p. 47, U3: p. 60, U3: p. 85, U3: p. 110, U3: p. 122, U3: p. 174, U3: p. 213, U3: p. 236, U3: p. 271, U3: p. 293, U3: p. 304 |
| 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 topic-related vocabulary and other prereading activities to enhance comprehension of written text | |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | |
| 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 | U3: p. 13, U3: p. 72, U3: p. 138, U3: p. 150, U3: p. 163, U3: p. 187, U3: p. 200, U3: p. 248, U3: p. 261 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U3: p. 13, U3: p. 36, U3: p. 98, U3: p. 138, U3: p. 150, U3: p. 163, U3: p. 187, U3: p. 200, U3: p. 224, U3: p. 261, U3: p. 282 |

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| 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 | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | |

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Skills 4

Teacher Guide

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(6 min.) <ul style="list-style-type: none"> Read Words with /shən/ > ‘tion’ Divide and Read Words with the VC/CV Pattern | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-tion</i> | Reading (10 min.) <ul style="list-style-type: none"> Read “Volcanic Eruptions” with Accuracy | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Unit 4 Dictation Pretest |

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|--|---|---|---|--|
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|---|---|---|---|---|
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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|--|---|---|---|--|
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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|---|---|--|--|--|
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(6 min.) <ul style="list-style-type: none"> Read Words with /oo/ > 'o_e' Construct and Read Words with V/CV and VC/V Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>semi-</i>, <i>anti-</i> | Reading (10 min.) <ul style="list-style-type: none"> Reread "Bacteria Fighters!" | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Words with /oo/ > 'o_e' |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|--|---|---|--|--|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Review /ə/ > 'o_e', /oo/ > 'o_e', and /oe/ > 'o_e' | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Read Words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial'; /ə/ > 'o_e'; and /oo/ > 'o_e' Read Words with the VC/V and V/CV Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Affixes: <i>-scope</i>, <i>spect</i>, <i>meter/metr</i>, <i>semi-</i>, <i>anti-</i> | Reading (10 min.) <ul style="list-style-type: none"> Read "Tools of the Trade" Independently | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
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| Warm-Up
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(6 min.) <ul style="list-style-type: none"> Read Contractions with <i>Would</i> and <i>Had</i> Divide and Read Words with the CV/VC Pattern | Morphology (6 min.) <ul style="list-style-type: none"> Root Words: <i>port</i>, <i>mot/mov</i> | Reading (10 min.) <ul style="list-style-type: none"> Read "Violet's Poems" with Accuracy | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Contractions with <i>Would</i> and <i>Had</i> |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|--|---|---|--|---|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Review Contractions with <i>Will</i> and <i>Had</i> | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Read Contractions with <i>Will</i> and <i>Are</i> Divide and Read Words with the CV/VC Pattern | Morphology (6 min.) <ul style="list-style-type: none"> Root Words: <i>port</i>, <i>mot/mov</i>, <i>form</i> | Reading (10 min.) <ul style="list-style-type: none"> Reread "Violet's Poems" | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Contractions with <i>Will</i> and <i>Are</i> |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|---|---|--|--|--|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Review Contractions with <i>Have, Has, and Not</i> | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Read Contractions with <i>Have, Has, and Not</i> Construct and Read Words with the CV/VC Pattern | Morphology (6 min.) <ul style="list-style-type: none"> Root Words: <i>phon/phone</i> | Reading (10 min.) <ul style="list-style-type: none"> Read “The Queen of Soul: A Musical Biography” | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Contractions with <i>Have, Has, and Not</i> |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|---|---|--|--|--|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Review Possessives | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Read Possessives Construct and Read Words with the CV/VC Pattern | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>-able/-ible</i> | Reading (10 min.) <ul style="list-style-type: none"> Reread “The Queen of Soul: A Musical Biography” | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Possessives |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|--|---|---|---|--|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Review Contractions | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Review Contractions Divide and Read Words with Syllable Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Review Root Words and Affixes: <i>port, mot/mov, form, phon/phone, -able/-ible</i> | Reading (10 min.) <ul style="list-style-type: none"> Read “Adaptable Animals” Independently | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Encoding Review |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|---|--|---|---|---|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Orally Substitute Sounds to Make New Words | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Read Homophones Divide and Read Words with the VC/CCV and VCC/CV Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>dict, multi-</i> | Reading (10 min.) <ul style="list-style-type: none"> Read “Riddle Game” with Accuracy | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Homophones |

Lesson 17 Review: Homophones

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|---|--|--|---|---|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Orally Substitute Sounds to Make New Words | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Read Homophones Divide and Read Words with the VC/CCV and VCC/CV Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Prefixes: <i>dict</i>, <i>multi-</i> | Reading (10 min.) <ul style="list-style-type: none"> Reread “Riddle Game” | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Homophones |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|---|---|---|---|---|
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(6 min.) <ul style="list-style-type: none"> Read Homographs Construct and Read Words with the VC/CCV and VCC/CV Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Root Words and Suffixes: <i>graph</i>, <i>scrib/script</i> | Reading (10 min.) <ul style="list-style-type: none"> Read “Photography and Cameras” | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Homographs |

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|--|--|---|---|---|
| Warm-Up
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(6 min.) <ul style="list-style-type: none"> Read Homographs Divide and Read Words with the VC/CCV and VCC/CV Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Suffixes: <i>-ly</i> | Reading (10 min.) <ul style="list-style-type: none"> Reread “Photography and Cameras” | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Spell Homographs |

Lesson 20 Review: Mixed Review

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| Part 1 (15 min.) | | | Part 2 (15 min.) | |
|--|--|--|---|--|
| Warm-Up
(3 min.) <ul style="list-style-type: none"> Review: Substitute Sounds to Make New Words | Phonics—Decoding
(6 min.) <ul style="list-style-type: none"> Review Homophones Review Syllable Division Patterns | Morphology (6 min.) <ul style="list-style-type: none"> Review Root Words and Affixes | Reading (10 min.) <ul style="list-style-type: none"> Read “How to Grow a Sunflower” Independently | Phonics—Encoding (5 min.) <ul style="list-style-type: none"> Unit 4 Dictation Posttest |

Introduction

UNIT 4 CONTENT

In Unit 4, students will review: (1) a number of spellings from Grade 2 with an emphasis on words with /ə/, alternative sound-spellings, contractions, possessives, homophones, and homographs; (2) words with common vowel-and-consonant syllabication patterns; and (3) words with common prefixes, suffixes, and roots.

VOWEL SPELLINGS

In Unit 4, students continue to review the /ə/ sound and other tricky vowel spellings. They practice reading and writing different spellings of the /shən/ and /shəl/ sounds as well as tricky spellings of the /ə/ and /oo/ sounds.

The 'tion', 'sion', 'cian', 'tian', 'tial', and 'cial' spellings:

- /shən/ > 'tion' (*action*), 'sion' (*mission*), 'tian' (*Dalmatian*), 'cian' (*magician*)
- /zhən/ > 'sion' (*vision*)
- /shəl/ > 'tial' (*initial*), 'cial' (*special*)

Additional tricky spellings:

- /ə/ > 'o_e' (*love*)
- /oo/ > 'o_e' (*move*)

The vowel sound-spelling list for Unit 4 deepens students' understanding that the same sound can be made by a variety of spellings. In Unit 3, students reviewed that the /ə/ sound can be made by any vowel. This knowledge is strengthened in Unit 4 as students identify, read, and write words with various spellings that make the same /ə/ sound.

Unit 4 also furthers students' knowledge of tricky spellings. When a spelling can represent more than one sound, it is a tricky spelling. In Unit 2, students learned that the split digraph 'o_e' can make the long /oe/ vowel sound (*cone*). In Unit 4, students learn that this spelling can also make the /ə/ sound (*glove*) and the /oo/ sound (*improve*). Tricky spellings often cause problems for students when they are reading. When they come upon an unfamiliar printed word with the split digraph 'o_e', they may need to try pronouncing it as a long /oe/ vowel sound, the /ə/ sound, and the /oo/ sound to correctly identify the word.

CONSONANT SPELLINGS

Unit 4 focuses on some complexities in the English writing system: the existence of words that are made by combining two words as well as words that share the same spelling or pronunciation as other words. Unit 4 reviews:

- contractions (*can't, I'll*);
- possessives (*my dog's, both classes', the group's*);
- homophones (*hair/hare, write/right*); and
- homographs (*wind, dove*).

In Unit 4, students will apply their knowledge of consonant sound-spellings from previous units as they tackle how to identify, read, and spell contractions and possessives. For example, they will draw upon their knowledge that the tricky spelling 's' can stand for /s/ as in *cat's* or /z/ as in *dog's*. Likewise, they will use their knowledge of words that end in /v/ to form contractions such as *I've* and *would've*.

Students will also apply their knowledge of consonant sound-spellings and vowel sound-spellings as they practice identifying, reading, and spelling homophones and homographs. For instance, knowing that the /h/ sound can be made by both 'h' and 'wh' will help students review the homophone pair *whole* and *hole*. Likewise, knowing that the vowel 'i' can make the short /i/ vowel sound as well as the long /ie/ vowel sound will help them review both pronunciations of the homograph *live* as /l/ /i/ /v/ and /l/ /ie/ /v/.

For more information on the program's approach to how phonics is taught with the basic and advanced code, please visit the program's digital components site.

SYLLABICATION

In Unit 4, students will review vowel-and-consonant syllabication patterns in two-syllable and multisyllabic words. The following patterns will be reviewed:

- VC/CV (*fic•tion*)
- CV/VC (*cre•ate*)
- V/CV (*hu•mor*)
- VC/V (*plan•et*)
- VCC/CV (*hand•book*)
- VC/CCV (*com•plex*)

Students will also practice using vowel-and-consonant patterns to divide words into syllables, both as a class and in independent work. Students will be given opportunities to first identify the vowels and consonants in words before applying their knowledge of syllabication patterns to divide the words into syllables.

For more information on the program’s approach to using chunking to decode multisyllabic words, please visit the program’s digital components site and look for Appendix C in the Teacher Resources.

MORPHOLOGY

Unit 4 focuses on the prefixes *mid-*, *post-*, *semi-*, *anti-*, and *multi-*; the suffixes *-tion*, *-sion*, *-scope*, *-able*, *-ible*, and *-ly*; and the roots *spect*, *meter/metr*, *port*, *mot/mov*, *form*, *phon/phone*, *dict*, *graph*, and *scrib/script*. Students will review how the affixes change the meaning and/or part of speech of the root word. They will practice reading the words and using them in sentences. Students will identify spelling changes such as dropping a final ‘e’, changing ‘y’ to ‘i’, or doubling a final consonant before adding a suffix.

WRITING

Encoding

Students practice spelling and writing words and sentences with all of the target sound-spellings, morphemes, and syllable types covered in Unit 4. Dictation words include schwa sound-spellings; contractions, possessives, homophones, and homographs. In addition, students practice spelling multisyllabic words with the prefixes *mid-*, *post-*, *semi-*, *anti*, and *multi-*; the suffixes *-tion*, *-sion*, *-scope*, *-able*, *-ible*, and *-ly*; and the roots *spect*, *meter/metr*, *port*, *mot/mov*, *form*, *phon/phone*, *dict*, *graph*, and *scrib/script*.

Reading Comprehension Questions and Writing Extension

All twelve reading passages include comprehension questions. Students get alternating opportunities to respond to these orally or as a written exercise in their Activity Books. Each reading passage also includes an optional writing prompt that allows students to write for 10 minutes.

These are great opportunities for students to practice their cursive writing, and for teachers to check students’ letter formation, letter and word spacing, line quality, slant, and letter connections. In all instances that involve student writing, be sure that students write their responses legibly in cursive with complete words, thoughts, and answers, leaving appropriate spaces between words. Provide modeling when necessary.

HIGH FREQUENCY IRREGULAR WORDS (TRICKY WORDS)

The digital components site includes a list of high-frequency irregular words used in the Unit 4 passages. The list also indicates each word’s correlation to other research-based lists (e.g., Dolch, Fry, and Zeno). Each Tricky Words lesson in the Additional Support section includes four to seven words from this list. Additional words from the Unit 4 Tricky Words list can be included or swapped out with the words in the lesson, if time allows and if students need practice with different words.

ASSESSMENT

Dictation Pretest and Posttest

Unit 4 has an encoding pretest and posttest. Both assessments use the same words so you can monitor students' mastery of the sound-spellings addressed in the unit.

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick "Check for Understanding" sections 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 you 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.

TEACHER RESOURCES

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

- Anecdotal Reading Record—Unit 4
- Discussion Questions Observation Record—Unit 4
- Additional Support Activity Pages
- Activity Book Answer Key
- Additional Support Activity Page Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

REVIEW

Words with /shən/ > 'tion'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and blend words with /shən/ > 'tion'. **TEKS 3.2.A.ii**

Phonics—Decoding

- Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the VC/CV pattern.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

Morphology

- Students will identify the meaning of and use words with the suffix *-tion*.
- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

- Students will read “Volcanic Eruptions” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.
- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

Phonics—Encoding

- Students will take the dictation pretest for Unit 4.
- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Activity Page 1.1

- VC/CV Words**
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

Observation

- Discussion Questions Observation Record**
- TEKS 3.4**

Activity Page 1.4

- Unit 4 Dictation Pretest**
- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---------------------|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /shən/ > 'tion' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /shən/ > 'tion' | 3 min. | |
| Divide and Read Words with the VC/CV Pattern | 3 min. | ☐ Activity Page 1.1 |
| Morphology | | |
| Root Words and Suffixes: <i>-tion</i> | 6 min. | ☐ Activity Page 1.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Volcanic Eruptions" with Accuracy | 10 min. | ☐ Activity Page 1.3 |
| Phonics—Encoding | | |
| Unit 4 Dictation Pretest | 5 min. | ☐ Activity Page 1.4 |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

ADVANCE PREPARATION

Reading

- Prepare the Unit 4 Discussion Questions Observation Record found in the Teacher Resources for use with students as they read aloud. Over the course of each week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to answer questions about characters, setting, and main event and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *volcanic eruption*, *earth's crust*, *magma*, *lava*, and *vapor*.



Foundational Skills

Foundational Literacy Skills

Beginning

Review that there are regional differences in pronunciation of the /ə/ sound and that the /ə/ sound is called a “schwa.”

Ask students to identify words in their home language or English that people pronounce in different ways.

Intermediate

Have students complete sentence frames about the /ə/ sound. For example:
There are different ways to say the /ə/ sound. It depends on the _____ or _____. (word; where you are from).

**Advanced/
Advanced High**

Ask students to say something they recall about the schwa sound. For example, students may say that there are regional differences in how the schwa sound is pronounced. For example, sometimes it sounds more like /u/ and other times, it might sound more like /i/.

ELPS 3.A

Lesson 1: Review: Words with /shən/ > ‘tion’, Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /shən/ > ‘tion’.

TEKS 3.2.A.ii

REVIEW WORDS WITH /SHƏN/ > ‘TION’ (3 MIN.)

- Say, “Let’s review the /sh/ sound.”
- Have students say the /sh/ sound.
- Say the following words, having students repeat each: *shine, assure, sugar, and chef.*
- Point out that the words all have the /sh/ sound.
- Say, “Let’s also review the tricky schwa vowel sound.”
- Have students say the /ə/ sound.
- Say, “Remember schwa often sounds like /u/, but any of the vowels can make the schwa sound.”
- Write the following words, underlining the vowel that makes the /ə/ sound: *around, broken, comma, and item.* Read the words aloud, and have students repeat each word after you.
- Say, “Listen to the following words: *nation, lotion, fiction.* They all end with the /sh/ + /ə/ + /n/ sounds.” Have students repeat each word after you.
- Say /shən/ and have students repeat it.

TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

Lesson 1: Review: Words with /shən/ > 'tion', Part 1

Phonics—Decoding



Primary Focus

Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v

READ WORDS WITH /SHƏN/ > 'TION' (3 MIN.)

- Say, “Remember, we can often break up words into smaller parts so that they’re easier to read.”
- Write *nation* on the board.
- Underline ‘tion’. Remind students that it is pronounced /shən/.
- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*open*; /*nae*/)
- Have students read the word aloud as you point to each syllable. (/nae/ /shən/, *nation*)
- Write *lotion* on the board. Underline ‘tion’ and ask students to pronounce it. (/shən/)
- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*open*; /*loe*/)
- Have students read the word aloud as you point to each syllable. (/loe/ /shən/, *lotion*)
- Repeat the routine with the following words: *fiction*, *function*, *potion*, and *section*.

DIVIDE AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Say, “When we encounter multisyllabic words, knowing how to break longer words into smaller parts can help us read and understand the words.”
- Say, “When two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV, or vowel + consonant / consonant + vowel.”
- Write *fiction* on the board again.
- Say, “I see a syllable pattern in this word.”
- Circle the vowels. Underline the consonants.
- Write VC/CV under the word and mark with a slash where to divide the word into its syllables. Say, “This word has a VC/CV pattern, so we divide the syllables between the consonants.”
- Demonstrate dividing syllables: *fic•tion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Point out that ‘tion’ is also a final stable syllable. Remind students that they learned that a final stable syllable is one that is unstressed and uses a predictable sound spelling. Remind students that they have learned about the final stable syllables with /ə/ + /l/, and that they will continue to learn about final stable syllables with the /shən/ sound in Unit 4.
- Repeat the routine with the following words: *function, section, pencil, action, tennis, and suction*.
- Define the words as needed.
- Direct students to Activity Page 1.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 1.1



Check for Understanding

Thumbs-Up/Thumbs-Down Write the following word: *op•tion*. Have students give a thumbs-up if the word is divided correctly and a thumbs-down if it is not. (*thumbs-up*)

Lesson 1: Review: Words with /shən/ > 'tion', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-tion*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND SUFFIXES: *-TION* (6 MIN.)

- Write the suffix *-tion*. Say, "Remember, when a suffix is added to a root word, it can change the meaning of the word and part of speech."
- Say, "When the suffix *-tion* is added to the end of a verb, it changes the word to a noun. The suffix *-tion* forms a noun and describes an action, state, or condition."
- Write the word *rotate*. Explain that one meaning for the word *rotate* is to move around a center point, usually in a circular motion.
- Tell students that *rotate* is a verb.
- Say, "Let's add the suffix *-tion* and change the word to a noun."
- Demonstrate dropping the 'e' and adding the suffix *-tion* to form *rotation*.
- Say, "*Rotation* means 'the act of rotating.'" Read the word aloud with students.
- Use the word in a sentence. Say, "I moved the handle all the way around in a single *rotation*."
- Direct students to Activity Page 1.2 and review the instructions. Complete the first item as a class.
- Then have students work on the activity page with a partner. Circulate as students work, addressing misunderstandings.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *formation*, *evolution*, *disruption*, and *fascination*.

Support

Review that a suffix is word ending. Write words with suffixes students are familiar with, such as *neighborhood* and *artist*, and have them underline the suffix. (*-hood*; *-ist*)

Activity Page 1.2



TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Challenge

Ask volunteers to read some or part of the text aloud. After they read, point out any adjustments students made to read with accuracy.

Lesson 1: Review: Words with /shən/ > 'tion', Part 2

Reading



Primary Focus: Students will read “Volcanic Eruptions” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4

READ “VOLCANIC ERUPTIONS” WITH ACCURACY (10 MIN.)

Activity Page 1.3



- Direct students to Activity Page 1.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *evolution, disruption, influence* (have an effect on), *condensation, eruptions*
 - domain-specific language: *land formations, water vapor, underground rock slabs, plates, pressure buildup*
- Remind students that a synonym is a word that has a meaning that is the same as or similar to the meaning of another word. Explain that students can use synonyms to help them increase their understanding of the words in a text. For example, point out the following sentence: *A volcano is a hill or mountain with a crater, or hole, at the top.* Tell students that *crater* and *hole* are synonyms. Understanding the meaning of *hole* can help them understand the meaning of *crater*.
- Have students follow along as you read “Volcanic Eruptions.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “These rock slabs fit together like puzzle pieces. These slabs are called plates.”

Support

Before reading “Volcanic Eruptions,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Ask students yes/no questions using simple phrases to summarize the text: *Is a volcano a mountain with a crater? Is the crater caused by an eruption? Did volcanoes help create the earth's oceans?*

Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *After a volcano erupts, _____ comes out of the crater.*

Advanced/ Advanced High

Encourage students to expand and/or build on other students' responses and learned phrases.

ELPS 4.G; ELPS 4.I

- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn't sound conversational, you didn't use appropriate phrasing of words, and your reading didn't have the right rhythm.
- Say, "To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread these sentences: "These rock slabs fit together like puzzle pieces. These slabs are called plates."
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *magma*, *atmosphere*, and *fascination*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

Wrap-Up

Discussion Questions for "Volcanic Eruptions"

1. **Literal.** What is a volcano?
 - » A volcano is a hill or mountain with a crater, or hole, at the top.
2. **Literal.** What happens when lava cools?
 - » When lava cools, it becomes rock.
3. **Literal.** How do volcanic eruptions change the earth?
 - » Volcanic eruptions change the shape of the land and create new islands.
4. **Evaluative.** Why did the author include information about oceans in a passage about volcanoes?
 - » Volcanoes helped with the formation of the earth's oceans, and the oceans cover three-quarters of the earth.
5. **Literal.** What synonym in the passage helps you understand the meaning of *eruption*?
 - » *explosion*



Check for Understanding

Thumbs-Up/Thumbs-Down: Say, “Give a thumbs-up if you think I read this sentence with appropriate expression, and give a thumbs-down if you think I didn’t read it with appropriate expression: ‘These collisions cause a disruption to the earth’s crust and can form a volcano.’” [Read the sentence in a monotone voice.] (*thumbs-down*)



Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the evaluative question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.

Lesson 1: Review: Words with /shən/ > ‘tion’, Part 2

Phonics—Encoding



Primary Focus: Students will take the dictation pretest for Unit 4.

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii

UNIT 4 DICTATION PRETEST (5 MIN.)

- Direct students to Activity Page 1.4. Review the instructions together.
- Tell students that they will spell words with different sound spellings that they will learn about in Unit 4.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

Activity Page 1.4



- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *transportation*. Repeat it. Have students write it on Activity Page 1.4.
- Repeat with the remaining words.

- | | | |
|-------------------|-----------------|------------------|
| 1. transportation | 4. dictation | 7. indescribable |
| 2. persuasion | 5. multilingual | 8. descriptively |
| 3. telephone | 6. bibliography | 9. semiyearly |

- Then tell students you will say two sentences aloud for them to spell on their activity page.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. She'd like to hear every option. |
| 2. The man's Dalmatian loves the dog park. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly. You may accept *Dalmatian* spelled with an initial capital or lowercase letter.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

Lesson 1: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 1.1** for each student.
- Direct students to Activity Page 1.3.

- Have them reread “Volcanic Eruptions.”
- Review the writing prompt on **Activity Page TR 1.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following words on index cards: *oceans*, *islands*, and *Hawaiian*.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *oceans* and say, “This word is tricky because the ‘cean’ is pronounced /shən/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /oe/ for this letter. We say /shən/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /oe/ /shən/ /z/, *oceans*. Say, “*Oceans*! It’s a word we hear all the time, like when we say ‘Today, oceans cover nearly three-quarters of the earth.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *oceans*. What’s the word?”

- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

2

REVIEW

Words with
/shən/ > 'tion'

PRIMARY FOCUS OF LESSON

Warm-Up

- ✦ Students will identify and blend words with /shən/ > 'tion'. **TEKS 3.2.A.ii**

Phonics—Decoding

- ✦ Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the VC/CV pattern.
- ✦ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

Morphology

Students will identify the meaning of and use words with the suffix *-tion*.

- ✦ **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will reread “Volcanic Eruptions” with a partner and will answer questions about key details in the text.

- ✦ **TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /shən/ > 'tion'.

- ✦ **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Observation

“Volcanic Eruptions” Anecdotal Reading Record

- ✦ **TEKS 3.4**

- ✦ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e,

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /shən/ > 'tion' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /shən/ > 'tion' | 3 min. | <input type="checkbox"/> Activity Page 2.1 |
| Divide and Read Words with the VC/CV Pattern | 3 min. | |
| Morphology | | |
| Root Words and Suffixes: <i>-tion</i> | 6 min. | <input type="checkbox"/> Activity Page 2.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Volcanic Eruptions" | 10 min. | <input type="checkbox"/> Activity Page 1.3 |
| Phonics—Encoding | | |
| Spell Words with /shən/ > 'tion' | 5 min. | <input type="checkbox"/> dictation journal |

changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

ADVANCE PREPARATION

Reading

- Prepare one copy of the blank Unit 4 Anecdotal Reading Record for every student in your class. Label each record with a student's name. Place all these records in alphabetical order on a new clipboard with a pen so they are ready for use when students read aloud.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire text.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the text.

Universal Access

- Gather pictures to represent the words in the Reading activity: *volcanic eruption, earth's crust, magma, lava, and vapor*.

Lesson 2: Review: Words with /shən/ > 'tion', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /shən/ > 'tion'.

✚ **TEKS 3.2.A.ii**

REVIEW WORDS WITH /SHƏN/ > 'TION' (3 MIN.)

- Write the spelling 'tion' on the board. Say, "Remember, we learned about this spelling. It has the /sh/ + /ə/ + /n/ sounds. It is pronounced /shən/."
- Say *lotion* in a segmented and blended fashion: /loē/ /shən/, *lotion*. Have students repeat it.
- Say the following words in a segmented and blended fashion and have students repeat each: /næ/ /shən/ *nation*; /fik/ /shən/ *fiction*; /fʌnk/ /shən/ *function*; /poe/ /shən/ *potion*; /sek/ /shən/ *section*.

Lesson 2: Review: Words with /shən/ > 'tion', Part 1

Phonics—Decoding


Primary Focus

✚ Students will identify and read words with /shən/ > 'tion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

READ WORDS WITH /SHƏN/ > 'TION' (3 MIN.)

- Say, "Remember, we can often break up words into smaller parts so that they're easier to read."
- Write *station* on the board.
- Underline 'tion'. Remind students that it is pronounced /shən/.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*open; /stæ/*)
- Have students read the word aloud as you point to each syllable. (*/stæ/ /shən/, station*)
- Write *attention* on the board. Underline the spelling 'tion' and ask students to pronounce it. (*/shən/*)
- Ask, "Where does the first syllable end?" (*between the two t's*)
- Mark with a slash where the first syllable ends. Show the VC/CV pattern that was taught in Lesson 1.
- Point to the first syllable and ask students what type of syllable it is. Then ask them to read it. (*closed; /at/*)
- Point to the second syllable and ask students what type of syllable it is. Then ask them to read it. (*closed; /ten/*)
- Have students read the word aloud as you point to each syllable. (*/at/ /ten/ /shən/*)
- Say, "That doesn't sound right. Remember that in multisyllabic words, some syllables are stressed and others are unstressed. In unstressed open syllables, vowels make the /ə/ sound. Let me adjust the vowel sound to the schwa in the first syllable and try again."
- Read the word again, pronouncing the first syllable /ət/. Then have students read the word aloud.
- Repeat the routine with the following words: *addition, audition, and condition*.
- Define the words as needed.
- Direct students to Activity Page 2.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 2.1



DIVIDE AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.

- Say, “Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV, or vowel + consonant / consonant + vowel.”
- Write *friction* on the board.
- Say, “I see a syllable pattern in this word.”
- Circle the vowels. Underline the consonants.
- Mark VC/CV under the word. Say, “This word has a VC/CV pattern, so we divide the syllables between the consonants.”
- Demonstrate dividing syllables: *fric•tion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the following words on the board: *dinner, offend, publish, and practice*.
- Have volunteers take turns approaching the board to mark the vowels and then the consonants. Tell students to divide each word into its syllables. Then have students read the word aloud.

Challenge

Have students scan text in the classroom, such as posters, book titles, or charts, for words with the VC/CV pattern. Have them list and divide the words.



Check for Understanding

Thumbs-Up/Thumbs-Down Write the following word: *cus•tom*. Ask students to give a thumbs-up if the word is divided correctly and a thumbs-down if it is not. (*thumbs-up*)

Lesson 2: Review: Words with /shən/ > ‘tion’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-tion*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND SUFFIXES: *-TION* (6 MIN.)

- Say, “Remember, when a suffix is added to a root word, it can change the meaning of the word and part of speech.”

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Support

If students struggle with completing the sentences on the activity page, direct them to cover the *-tion* suffix with their hands to see if they know the meaning of the root word. If they cannot identify a root word, encourage them to quietly read aloud each sentence twice, with each word option. Have them listen for which word sounds right to their ears.



Language

Learning How English Works

Beginning

Use images and gestures to aid students' understanding of the *-tion* words on the activity page.

Intermediate

Ask yes or no questions to aid students' understanding of the *-tion* words on the activity page.

For example: *Does a volcano erupt? Do you go to a doctor if you think you have an infection?*

Advanced/

Advanced High

Encourage each student to expand and/or build on other students' responses; for example, by adding their own knowledge.

ELPS 4.A

Activity Page 2.2



- Say, "When the suffix *-tion* is added to the end of a verb, it changes the word to a noun. The suffix *-tion* forms a noun and describes an action, state, or condition."
- Write the word *act*. Tell students that *act* is a verb, a word that shows action.
- Say, "Let's add the suffix *-tion* and change the word to a noun. The root word ends in 't' and the suffix begins in 't'. So, let's drop the final 't' of the root word and add the suffix."
- Demonstrate adding the suffix *-tion* to form *action*.
- Ask a volunteer to use *action* in a sentence. (*Her quick action saved the boy's life.*)
- Repeat the routine with the following words: *add/addition; adopt/adoption; erupt/eruption; infect/infection; invent/invention*. As necessary, help students define words.
- Direct students to Activity Page 2.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Lesson 2: Review: Words with /shən/ > 'tion', Part 2

Reading



Primary Focus: Students will reread “Volcanic Eruptions” with a partner and will answer questions about key details in the text.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4

REREAD “VOLCANIC ERUPTIONS” (10 MIN.)

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

- Direct students back to the passage on Activity Page 1.3. Tell students that today they will reread “Volcanic Eruptions” with a partner.
- Take time to answer any questions that students may have about “Volcanic Eruptions.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students what they learned about identifying synonyms in context, pointing out that a synonym is a word with a meaning that is the same as or similar to the meaning of another word.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Challenge

Have students identify words with skills they learned about in Unit 3 in the text, such as words with the *-ment* suffix or the *over-* prefix, and mark them in the text.

Activity Page 1.3



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with 'tion.'

Intermediate

Have students share their annotations with another student.

Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

- After students read the passage, have them work together to
 - underline words with 'tion';
 - highlight two-syllable words with the VC/CV syllable pattern; and
 - write two words from the text that are synonyms.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Observation: "Volcanic Eruptions" Anecdotal Reading Record

As you listen to each student read "Volcanic Eruptions," make notes about student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 2: Review: Words with /shən/ > 'tion', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with /shən/ > 'tion'.

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii

SPELL WORDS WITH /SHƏN/ > 'TION' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /shən/ > 'tion' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *suction*. Repeat it. Have students write it in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Repeat with the remaining words.

- | | | |
|--------------|-------------|-------------|
| 1. suction | 4. option | 7. edition |
| 2. portion | 5. caution | 8. solution |
| 3. condition | 6. equation | 9. vacation |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. This old book about the space station on the moon is fiction. |
| 2. What section of the book did you want to mention? |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 2: Foundational Skills

Additional Support

PHONICS SUPPORT

- Write the following words on the board. Have students approach the board and mark words with the VC/CV pattern. Then have students read the word aloud.

| | | | |
|--------------------|------------------|--------------------|--------------------|
| 1. accept | 6. rabbit | 11. velvet | 16. caption |
| 2. distance | 7. tennis | 12. victim | 17. swift |
| 3. house | 8. fairy | 13. enough | 18. dinner |
| 4. brand | 9. hiccup | 14. publish | 19. mitten |
| 5. practice | 10. state | 15. comfort | 20. test |

SHARING

- Pair up students and have one person share the response they wrote about “Volcanic Eruptions” on **Activity Page TR 1.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *oceans* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *oeshənz*. Write the letters to spell *oceans* on the board.
- Point to the word *oceans* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /shən/ sound is spelled ‘cean.’”
- Show how the letters map to the sounds. Say, “We say /oe/ for this letter. We say /shən/ for these letters. We say /z/ for this letter.” Point to the letters as you blend the sounds: /oe/ /shən/ /z/, *oceans*. Say, “*Oceans!* It’s a word we use all the time.”
- Repeat with the words *islands* and *Hawaiian*. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

3

REVIEW

Words with 'sion'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and blend words with 'sion'. **TEKS 3.2.A.ii**

Phonics—Decoding

- Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

Morphology

Students will identify the meaning of and use words with the suffix *-sion*.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Soccer History Club" fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with 'sion'.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Activity Page 3.2

Words with the Suffix *-sion*

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

| | Time | Materials |
|--|-------------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with 'sion' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with 'sion' | 3 min. | <input type="checkbox"/> Activity Page 3.1 |
| Construct and Read Words with the VC/CV Pattern | 3 min. | |
| Morphology | | |
| Root Words and Suffixes: <i>-sion</i> | 6 min. | <input type="checkbox"/> Activity Page 3.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Soccer History Club" | 10 min. | <input type="checkbox"/> Activity Pages 3.3, 3.4 |
| Phonics—Encoding | | |
| Spell Words with 'sion' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *midfield* (soccer), *bleacher*, and *biography*.

Lesson 3: Review: Words with 'sion', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with /shən/ > 'sion'.

TEKS 3.2.A.ii

REVIEW WORDS WITH 'SION' (3 MIN.)

- Write 'tion' on the board.
- Say, "Remember, we learned about this spelling. It has the /sh/ + /ə/ + /n/ sounds. It is pronounced /shən/."
- Read the following words aloud and have students repeat them: *station*, *option*, *addition*, *adoption*, *attention*, *audition*, and *condition*.
- Say, "Now, listen to the following words: *mission*, *session*, *version*."
- Write *mission* on the board. Underline 'sion'.
- Tell students that 'sion' can also be pronounced /shən/.
- Say *mission*, and have students read it aloud after you.
- Repeat with *session*.
- Say *version* and have students read it aloud after you. Write the word on the board. Say, "*Version* is also spelled with 'sion', but the sound of the spelling is /zhən/ and not /shən/."
- Point out that in some cases, when a vowel or an 'r' comes before 'sion', the spelling makes the /zhən/ sound, as in *version* and *vision*, instead of the /shən/ sound as in *expansion*.

TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

Lesson 3: Review: Words with 'sion', Part 1

Phonics—Decoding



Primary Focus

✚ Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

READ WORDS WITH 'SION' (3 MIN.)

- Emphasize that /shən/ can be spelled 'tion' or 'sion'.
- Write *session* on the board.
- Underline 'sion'. Remind students that 'sion' can be pronounced /shən/ or /zhən/.
- Read *session* syllable by syllable. Then read it as a whole word. Have students read it aloud, emphasizing the /shən/ pronunciation.
- Repeat the routine with the following words: *vision*, *division*, and *expansion*. Use a slash to mark each syllable first. Then read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Point out that *vision* and *division* have the /zhən/ sound. As students continue to practice reading words with 'sion' they will learn when to use the /shən/ or the /zhən/ pronunciations.
- Define the words as needed.
- Direct students to Activity Page 3.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 3.1



✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

CONSTRUCT AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide syllables as they read and spell words.
- Say, “Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV, or vowel + consonant / consonant + vowel.”
- Write *version* again.
- Say, “I see a syllable pattern in this word.”
- Circle the vowels. Underline the consonants.
- Mark VC/CV under the word. Say, “This word has a VC/CV pattern, so we divide the syllables between the consonants.”
- Demonstrate dividing syllables with a slash: *ver•sion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the following words: *tension, blanket, bobcat, and cactus*.
- Have volunteers take turns approaching the board to mark the vowels and then the consonants. Have students divide the word into syllables, and then have students read the word aloud.



Check for Understanding

Thumbs-Up/Thumbs-Down Write the following word: *den•tist*. Ask students to give a thumbs-up if the word is divided correctly or a thumbs-down if it is not. (*thumbs-up*)



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Beginning

Ask yes/no questions; for example, “Do ‘tion’ and ‘sion’ both make the /shən/ sound?” (yes)

Intermediate

Provide students with specific sentence frames; for example, *Both ‘tion’ and _____ make the /shən/ sound.*

Advanced/

Advanced High

Encourage each student to expand and/or build on other students’ responses.

ELPS 1.C

Support

As you write words with the spelling ‘sion’ on the board, ask students to copy them down on a piece of scratch paper. Have students highlight or underline the spelling on their copy as you do it on the board.

Lesson 3: Review: Words with ‘sion’, Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the suffix *-sion*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

It might be helpful to define the following root words to help students understand how the affix changes their meanings: *corrosion, admission, extension, omission.*

ROOT WORDS AND SUFFIXES: *-SION* (6 MIN.)

- Say, “Remember, when a suffix is added to a root word, it can change the meaning of the word and its part of speech.”
- Say, “When the suffix *-sion* is added to the end of a verb, it changes the word to a noun. The suffix *-sion* forms a noun and describes an action, state, or condition.”
- Write the word *confess*.
- Say, “The word *confess* is a verb that means ‘to admit something.’”
- Say, “Let’s add the suffix *-sion* and change the word *confess* to a noun.”
- Write the following: ‘d’, ‘de’, ‘l’, ‘r’, ‘s’, and ‘t’.
- Say, “If a root word ends in ‘d’, ‘de’, ‘l’, ‘r’, ‘s’, or ‘t’, we drop the ending before adding the suffix. The root word *confess* ends in ‘s’, so we drop the ‘s’ before we add the suffix *-sion*.”
- Demonstrate adding the suffix *-sion* to form *confession*. Read the word aloud with students.
- Say, “*Confession* means ‘the act of admitting something’ or ‘something that is admitted.’”
- Use *confession* in a sentence: *Mara made a confession that she ate all the cookies.*
- Write the word *conclude*.
- Say, “*Conclude* is a verb that means ‘to bring to an end.’”
- Say, “Let’s add the suffix *-sion* and change the word to a noun.”
- Say, “The root word ends in ‘de’, so we will drop the ‘de’ before adding the suffix.”
- Demonstrate adding the suffix *-sion* to form *conclusion*. Read the word aloud with students.
- Say, “*Conclusion* can mean ‘an outcome,’ ‘the ending,’ or ‘a judgment.’”
- Use *conclusion* in a sentence: *In the conclusion of the book, the characters finally find the treasure.*

- Direct students to Activity Page 3.2 and review the instructions. Complete the first item as a class. Define words as needed. Tell students that the list of root word endings on the board might help them as they change the spelling before adding the suffix.
- Then have students work on the activity page. Circulate as students work.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Activity Page 3.2



Support

Before reading “Soccer History Club,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages
3.3, 3.4

Lesson 3: Review: Words with ‘sion’, Part 2

Reading



Primary Focus: Students will read “Soccer History Club” fluently and will answer questions about key details in the text.

TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4

READ “SOCCER HISTORY CLUB” (10 MIN.)

- Direct students to Activity Page 3.3.
- Define unfamiliar words and phrases for students. You may want to include the following:
 - words: *inseparable, envision, fusion, brainstorm, passions*
 - phrases: “historical accounts,” “shared vision,” “bond began to weaken”
- Remind students that an antonym is a word whose meaning is the opposite to the meaning of another word. Explain that students can use antonyms to help them increase their understanding of the text. For example, point out that in the text that *similar* and *different* are antonyms. Understanding the meaning of *similar* can help them understand the meaning of *different*.
- Have students follow along as you read “Soccer History Club.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *academy, precision, superior*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Then have them turn to Activity Page 3.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Challenge

Have students write a brief summary of the text. Remind them that a summary should only include the main points.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Reading Closely

Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

Advanced/ Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

ELPS 4.1

Lesson 3: Review: Words with 'sion', Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with 'sion'.

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii

SPELL WORDS WITH 'SION' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with 'sion' that you say aloud. Point out that sometimes words with this spelling make the /shən/ or the /zhən/ sound.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *confession*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|---------------|--------------|----------------|
| 1. confession | 4. session | 7. expansion |
| 2. version | 5. decision | 8. impression |
| 3. erosion | 6. obsession | 9. progression |

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. In the conclusion of the book, the space mission fails.
2. The group made a decision to meet at the station.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

End Lesson

Lesson 3: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 3.1** for each student.
- Direct students to Activity Page 3.3.
- Have them reread “Soccer History Club.”
- Review the writing prompt on **Activity Page TR 3.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

TRICKY WORDS REVIEW

- Write the following word on an index card: *figure*. You may create cards for additional Tricky Words in this unit or gather cards from previous units to include in this review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *figure* and say, “This word is tricky because the ‘ure’ is pronounced /yər/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /f/ for this letter. We say /i/ for this letter. We say /g/ for this letter. We say /yər/ for these letters.” Point to the letters as you blend the sounds: /f/ /i/ /g/ /yər/, *figure*. Say, “*Figure!* It’s a word we hear all the time, like when we say ‘Maybe we can figure out how to combine our separate passions.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *figure*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.

- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

REVIEW

Words with 'sion'

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and blend words with 'sion'. **TEKS 3.2.A.ii**

Phonics—Decoding

- Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

Morphology

Students will identify the meaning of and use words with the prefixes *mid-* and

- post-*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Soccer History Club" fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with 'sion'.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Observation

"Soccer History Club" Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
- TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;
- TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;
- TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols;
- TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text;
- TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with 'sion' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with 'sion' | 3 min. | |
| Construct and Read Words with the VC/CV Pattern | 3 min. | <input type="checkbox"/> Activity Page 4.1 |
| Morphology | | |
| Root Words and Prefixes: <i>mid-</i> , <i>post-</i> | 6 min. | <input type="checkbox"/> Activity Page 4.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Reread "Soccer History Club" | 10 min. | <input type="checkbox"/> Activity Page 3.3 |
| Phonics—Encoding | | |
| Spell Words with 'sion' | 5 min. | <input type="checkbox"/> dictation journal |

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
 - Have students take turns reading the entire story.
 - Have one student be the leader, reading a line at a time for the partner to echo.
 - Have students read chorally, keeping their voices together to read the story.

Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

Universal Access

- Gather pictures to represent the words in the Reading activity: *midfield* (soccer), *tension*, *bleacher*, and *biography*.

Lesson 4: Review: Words with 'sion', Part 1

Warm-Up



Primary Focus: Students will identify and blend words with 'sion'. **TEKS 3.2.A.ii**

REVIEW WORDS WITH 'SION' (3 MIN.)

- Write 'sion' on the board. Say, "Remember, we learned about this spelling. It has the /sh/ + /ə/ + /n/ sounds or the /zh/ + /ə/ + /n/ sounds. It can be pronounced /shən/ or /zhən/."
- Say the following words and have students repeat them: *mission, session, version, vision, division, expansion*.
- Write each word on the board. Circle the 'sion'.
- Remind students that 'sion' is pronounced /shən/ or /zhən/.
- Point to each word again and say it aloud, having students read it aloud after you. Ask students which sounds they hear in each word: /shən/ or /zhən/.

Lesson 4: Review: Words with 'sion', Part 1

Phonics—Decoding


Primary Focus

Primary Focus: Students will identify and read words with 'sion'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the VC/CV pattern.

TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v

READ WORDS WITH 'SION' (3 MIN.)

- Remind students that /shən/ can be spelled 'tion' or 'sion'.
- Write *revision* on the board.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Underline 'sion'. Point out that in this case it is pronounced /zhən/.
- Use a slash to mark each syllable. Read *revision* syllable by syllable. Then read it as a whole word. Have students read it aloud, emphasizing the /zhən/ pronunciation.
- Repeat the routine with the following words: *fusion*, *passion*, *tension*, *corrosion*, *illusion*, and *omission*.
- Define words as needed.



Check for Understanding

Say, "I'm going to say some words. If you hear the /shən/ sound, raise your right hand. If you hear the /zhən/ sound, raise your left hand." Read the following words: *expression* (*right*), *vision* (*left*), *mission* (*right*), *decision* (*left*), *expansion* (*right*), and *illusion* (*left*).

CONSTRUCT AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Say, "Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV."
- Direct students to Activity Page 4.1 and review the instructions. Complete the first item together.
- Write the word on the board with the syllables marked with a slash. For example: *mis•sion*. Point out the VC/CV pattern.
- Point to each syllable as you say the word aloud, and then have students read the word aloud.
- Circulate as students work with a partner on the activity page.
- If needed, have students complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

Challenge

Challenge partners to come up with a sentence for each word they create on the activity page.

Activity Page 4.1



Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *postscript*, *postgraduate*, and *postseason*.

ENGLISH
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Foundational Skills

Foundational Literacy Skills

Beginning

Ask yes or no questions to reinforce words with the prefix *mid-*. For example: Does a midmorning walk happen in the beginning of the morning? (*no*) Does it happen in the middle of the morning? (*yes*)

Intermediate

Have volunteers complete this sentence frame: A *midmorning walk* happens in the _____ of the morning. (*middle*)

Advanced/

Advanced High

Have students answer a question to practice using words with the prefix *mid-*. For example: *What do you often do in the midmorning? In the midmorning, I am at recess.*

ELPS 1.C

Lesson 4: Review: Words with 'sion', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use words with the prefixes *mid-* and *post-*.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

ROOT WORDS AND PREFIXES: *MID-*, *POST-* (6 MIN.)

- Say, "Remember, a prefix is a word part added to the beginning of a root word to change the meaning of the word."
- Say, "Let's focus on the prefix *mid-*." Write the prefix *mid-* on the board.
- Write *morning* on the board under the prefix. Read the word aloud with your students. Then add and underline the prefix *mid-*.
- Say, "The prefix *mid-* often means 'middle,' so *midmorning* means 'middle of the morning.'"
- Use the word in a sentence: *I usually take a midmorning walk.*
- Have students read the word aloud.
- Point out that the spelling of *morning* did not change when you added the prefix.
- Write the prefix *post-* on the board.
- Write *game* on the board under the prefix. Read the word aloud with your students. Then add and underline the prefix *post-*.
- Say, "The prefix *post-* often means 'after or following,' so *postgame* means 'after the game.'"
- Use the word in a sentence: *Are you going to the postgame party?*
- Have students read the word aloud.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- Point out to students that several words with *post-* are actually related to the mail, such as *postage*, *postmark*, *postal*, and do not refer to something that is “after or following.”
- Direct students to Activity Page 4.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Activity Page 4.2



Support

Have students work on one annotation at a time.

For example, first have them look for words with 'sion'. Then have them look for words with *mid-* and *post-*, and so on.

Activity Page 3.3



ENGLISH
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Reading

Reading Closely

Beginning

Work with student pairs to identify a few words with 'sion'.

Intermediate

Have students share their annotations with another student.

**Advanced/
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

ELPS 4.A

Lesson 4: Review: Words with 'sion', Part 2**Reading**

Primary Focus: Students will read "Soccer History Club" fluently with a partner.

TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4

REREAD "SOCCER HISTORY CLUB" (10 MIN.)

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

- Direct students back to the passage on Activity Page 3.3. Tell students that today they will reread "Soccer History Club" with a partner.
- Take time to answer any questions that students may have about "Soccer History Club."
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that an antonym is a word whose meaning is opposite to the meaning of another word. Explain that students can use antonyms to help them increase their understanding of the text.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

- Tell students that after they finish reading, they should work together to
 - underline words with ‘sion’,
 - circle words with the prefixes *mid-* and *post-*,
 - highlight words with the VC/CV syllable pattern, and
 - write two words from the text that are antonyms.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Observation: “Soccer History Club” Anecdotal Reading Record

As you listen to each student read “Soccer History Club,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

Lesson 4: Review: Words with ‘sion’, Part 2

Phonics—Encoding



Primary Focus: Students will spell and write words with ‘sion’.

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii

SPELL WORDS WITH ‘SION’ (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with ‘sion’ that you say aloud. Point out that words with this spelling can make either the /shən/ or the /zhən/ sound.
- Remind them to use what they know about syllable division patterns as they spell the words.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Say the word *invasion*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|-------------|-------------|---------------|
| 1. invasion | 4. division | 7. passion |
| 2. occasion | 5. fusion | 8. conclusion |
| 3. revision | 6. tension | 9. impression |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---|
| 1. Have you made a decision about which session you liked the most? |
| 2. I wrote a long and short version of the conclusion to the story. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

Lesson 4: Foundational Skills

Additional Support

PHONICS SUPPORT

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the directions as a class.
- When students are finished, ask pairs to check each other's work and take turns reading the words aloud.

SHARING

- Pair up students and have one person share the response they wrote about "Soccer History Club" on **Activity Page TR 3.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *figure* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *fiiigyørrr*. Write the letters to spell *figure* on the board.
- Point to the word *figure* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /yər/ sound is spelled ‘ure.’”
- Show how the letters map to the sounds. Say, “We say /f/ for this letter. We say /i/ for this letter. We say /g/ for this letter. We say /yər/ for these letters.” Point to the letters as you blend the sounds: /f/ /i/ /g/ /yər/, *figure*. Say, “*Figure!* It’s a word we use all the time.”
- Repeat with any additional Tricky Words you reviewed in Lesson 3. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

REVIEW

Mixed Review

PRIMARY FOCUS OF LESSON

Warm-Up

Students will review identifying and blending words with 'tion' and 'sion'.

 **TEKS 3.2.A.ii**

Phonics—Decoding

Students will review identifying and reading words with 'tion' and 'sion'.

 **TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/CV

 pattern. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

Morphology

Students will review using words with prefixes and suffixes.

 **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read "Postgame Report" independently and will answer questions about key details in the text.

 **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

Phonics—Encoding

Students will review spelling and writing words with 'tion' and 'sion'.


 **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Dictation Journal

Phonics/Encoding Dictation

 **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with 'tion' and 'sion' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with 'tion' and 'sion' | 3 min. | |
| Divide and Read Words with the VC/CV Pattern | 3 min. | <input type="checkbox"/> Activity Page 5.1 |
| Morphology | | |
| Review Root Words and Affixes:
<i>mid-</i> , <i>post-</i> | 6 min. | <input type="checkbox"/> Activity Page 5.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read "Postgame Report" Independently | 10 min. | <input type="checkbox"/> Activity Pages 5.3, 5.4 |
| Phonics—Encoding | | |
| Encoding Review | 5 min. | <input type="checkbox"/> dictation journal |

(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

ADVANCE PREPARATION

Phonics—Decoding

- Have students cut word cards on Activity Page 5.1.

Universal Access

- Gather pictures to represent the words in the Reading activity: *sports page* (newspaper), *Carli Lloyd* (2015 photo in uniform if possible), *spectators*, *World Cup* (women's trophy), *interview* (sports), *midfield* (soccer field).

Lesson 5: Mixed Review, Part 1

Warm-Up



Primary Focus: Students will review identifying and blending words with 'tion' and 'sion'. **TEKS 3.2.A.ii**

REVIEW WORDS WITH 'TION' AND 'SION' (3 MIN.)

- Draw a two-column chart like the one below.
- Pointing to each heading, say, "Remember, we learned about two spellings: 'tion' and 'sion.' They can both be pronounced /shən/, and 'sion' can also be pronounced /zhən/."
- Say *mention*. Have students repeat the word.
- Write the word in the correct column. Underline 'tion'.
- Repeat with the words below. Students will continue to add to this chart throughout the lesson.

| Words with 'tion' | Words with 'sion' |
|-------------------|-------------------|
| <i>mention</i> | <i>decision</i> |
| <i>fraction</i> | <i>version</i> |
| <i>lotion</i> | <i>obsession</i> |

Lesson 5: Mixed Review, Part 1

Phonics—Decoding



Primary Focus

Students will review identifying and reading words with 'tion' and 'sion'.

TEKS 3.2.A.ii

Students will review dividing and reading multisyllabic words with the VC/CV

pattern. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.i; TEKS 3.2.B.v**

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

READ WORDS WITH 'TION' AND 'SION' (3 MIN.)

- Say, "Let's continue to review words with 'tion' and 'sion'!"
- Show the chart from the Warm-Up.
- Write *invention* in the correct column. Ask a volunteer to underline the 'tion' or 'sion' spelling.
- Have students work together to break up the word into syllables.
- Then have the class read the word aloud together.
- Repeat with the following words: *addition*, *solution*, *admission*, *confession*, *audition*, *invasion*, and *persuasion*.

DIVIDE AND READ WORDS WITH THE VC/CV PATTERN (3 MIN.)

- Say, "Remember, when two consonants stand between two vowels, the word is usually divided between the two consonants. This pattern is called VC/CV."
- Write the word *tension* on the board.
- Circle the vowels. Underline the consonants.
- Mark VC/CV under the word. Say, "This word has a VC/CV pattern, so we divide the syllables between the consonants."
- Use a slash to demonstrate dividing syllables: *ten•sion*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Direct students to Activity Page 5.1 and review the instructions.
- Ask, "If I were to cut *uphill* into syllables, where should I do it?" (*after the 'p'*)
- Circulate as students work with a partner on the activity page.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Say, "I'm going to say some words. If you hear the /shən/ sound, raise your hand." Read the following words: *edition* (yes), *smash* (no), *impression* (yes), *progression* (yes), *obsess* (no), *mission* (yes).

Challenge

Have students come up with their own 'tion' and 'sion' words to add to the chart.

Activity Page 5.1





Foundational Skills

Foundational Literacy Skills

Beginning

Ask yes or no questions to reinforce words with the prefix *post-*.

For example: Does a postconcert event happen before the concert? (*no*)
Does it happen after the concert? (*yes*)

Intermediate

Have volunteers complete this sentence frame: A *postconcert event happens* _____ *the concert.* (*after*)

**Advanced/
Advanced High**

Have students answer a question to practice using words with the prefix *post-*. For example:
What might you do at a postconcert event? I might discuss what I liked about the concert.

ELPS 1.C

Activity Page 5.2



Lesson 5: Mixed Review, Part 1

Morphology



Primary Focus: Students will review using words with prefixes and suffixes.

TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C

REVIEW ROOT WORDS AND AFFIXES: MID-, POST- (6 MIN.)

- Say, "Remember, the prefix *mid-* often means 'middle.'"
- Write *day* on the board. Then add the prefix *mid-*.
- Say, "The word *midday* means 'middle of the day.'"
- Ask a volunteer to use the word in a sentence: for example, *The midday sun is very hot.*
- Have students read the word aloud.
- Say, "Remember, the prefix *post-* often means 'after or following.'"
- Write *concert* on the board. Then add the prefix *post-*.
- Say, "The word *postconcert* means 'after the concert.'"
- Ask a volunteer to use the word in a sentence: *At a postconcert event, we met the musicians.*
- Have students read the word aloud.
- Direct students to Activity Page 5.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 5: Mixed Review, Part 2

Reading



Primary Focus: Students will read “Postgame Report” independently and will answer questions about key details in the text.

TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5

READ “POSTGAME REPORT” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Postgame Report” independently. Direct students to Activity Page 5.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *intense, dedication, recognition, displayed, humbly*
 - phrases: “insights and reflections,” “her mission was clear,” “eruption of joyful clapping”
 - domain-specific language: *midfielder, postseason, post-match, World Cup*
- Remind students that a synonym is a word whose meaning is the same as or similar to the meaning of another word. An antonym is a word whose meaning is the opposite of the meaning of another word. Explain that students can use synonyms and antonyms to help them increase their understanding of the text. For example, point out that the underlined antonyms in the text show how focused Lloyd was. *The stadium atmosphere felt tense with nervous energy. Even under such tension, Carli showed her calm and focused attitude.*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *emotional, especially, performance*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Activity Pages 5.3, 5.4



Support

Have students focus on one annotation at a time. For example, first have them read and underline words with ‘tion’ or ‘sion’. During the next reading, have them circle words with *mid-* or *post-*, and so on.

Before reading “Postgame Report,” show the images you prepared in advance. Have students repeat the word after you as you show each image.



Reading

Reading Closely

Beginning

Assist students in creating columns on their own paper for each category (e.g., words with 'tion' and 'sion'). Provide them with or help them identify one example word from the passage for each category.

Then have them find one additional example on their own or with a partner by focusing on one paragraph at a time.

Intermediate

Have students work with a partner to annotate the text.

Advanced/ Advanced High

After students have worked independently to annotate the text, ask them to share their work with a partner.

ELPS 4.A

- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
 - underline words with 'tion' and 'sion',
 - circle words with the prefixes *mid-* and *post-*,
 - highlight at least ten words with the VC/CV syllable pattern, and
 - write two words from the text that are synonyms and two words that are antonyms.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 5.4 independently.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

Lesson 5: Mixed Review, Part 2

Phonics—Encoding



Primary Focus: Students will review spelling and writing words with 'tion' and 'sion'

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii

ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- Tell students that they will be spelling some words with 'mid' and 'post' and some words with 'tion' and 'sion' that you say aloud. Point out that words with this spelling can make either the /shən/ or the /zhən/ sound.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *eruption*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- | | | |
|--------------|-----------------|---------------|
| 1. eruption | 4. postelection | 7. admission |
| 2. expansion | 5. adoption | 8. posttest |
| 3. midyear | 6. inversion | 9. midsection |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|--|
| 1. In math, we do addition and division. |
| 2. What solution will fix the erosion on the hill? |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Dictation Journals: Phonics/Encoding Dictation

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

Lesson 5: Foundational Skills

Additional Support

WRITING EXTENSION

- Make one copy of **Activity Page TR 5.1** for each student.
- Direct students to Activity Page 5.3.
- Have them reread “Postgame Report.”
- Review the writing prompt on **Activity Page TR 5.1**.
- Tell students they will write for approximately 10 minutes in response to the passage and that they should try to write at least 3–5 sentences.
- Students should:
 - use evidence from the text or from their lives to support the idea, claim, or description and
 - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Postgame Report” on **Activity Page TR 5.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

Response Starters for Writing About Text

1. When you used the word(s) _____, it helped me understand _____.
2. When you used the evidence about _____, it convinced me that _____.
3. The idea that stood out to me was _____ because you wrote _____.

TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 1 and Lesson 3 (*oceans, islands, Hawaiian, figure*) and any other Tricky Words that you reviewed in the lessons. Write the following new words on an index card: *obvious* and *atmosphere*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *obvious* and say, “This word is tricky because the ‘i’ is pronounced /ee/, and the ‘ous’ is pronounced /əs/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /o/ for this letter. We say /b/ for this letter. We say /v/ for this letter. We say /ee/ for this letter. We say /əs/ for these letters.” Point to the letters as you blend the sounds: /o/ /b/ /v/ /ee/ /əs/, *obvious*. Say, “*Obvious!* It’s a word we use all the time, like when we say ‘Her training and intense passion were obvious with every move she made.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *obvious*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /əs/ sound spelled ‘ous.’” Write *curious* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.

- Add the Tricky Word cards from Lesson 1 and Lesson 3. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

Additional Activities to Review All Tricky Words from This Week

(1) Tricky Words Race

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

Note: Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

(2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 5.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings and syllable types they have recently learned.
- Direct students to the passage “The Declaration of Independence.” Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
 - underline three words with *-tion* such as *question*
 - and select and divide three VCCV words into their syllables, such as *in-de-pen-dence*.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other's responses with the following sentence starters:
 - I agree with _____ because. . .
 - I have an additional perspective about. . .
 - That is a great point because. . .
 - Another example is. . .

6

REVIEW

Words with /shən/ > ‘tian’, ‘cian’

PRIMARY FOCUS OF LESSON

Warm-Up

- Students will identify and blend words with /shən/ > ‘tian’, ‘cian’. **TEKS 3.2.A.ii**

Phonics—Decoding

- Students will identify and read words with /shən/ > ‘tian’, ‘cian’. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the V/CV and VC/V patterns.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

Morphology

- Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

Reading

Students will read “Dr. Dalmatian” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

Phonics—Encoding

Students will spell and write words with /shən/ > ‘tian’, ‘cian’.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

FORMATIVE ASSESSMENT

Activity Page 6.1

Read Words with /shən/ > ‘tian’, ‘cian’

- TEKS 3.2.A.ii**

Observation

Discussion Questions Observation Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Part 1 (15 min.) | | |
| Warm-Up | | |
| Review Words with /shən/ > 'tian', 'cian' | 3 min. | |
| Phonics—Decoding | | |
| Read Words with /shən/ > 'tian', 'cian' | 3 min. | <input type="checkbox"/> Activity Page 6.1 |
| Divide and Read Words with V/CV and VC/V Patterns | 3 min. | |
| Morphology | | |
| Root Words and Affixes: <i>-scope, spect, meter/metr</i> | 6 min. | <input type="checkbox"/> Activity Page 6.2 |
| This is a good opportunity to take a break. Part 2 can be completed on a different day. | | |
| Part 2 (15 min.) | | |
| Reading | | |
| Read “Dr. Dalmatian” with Accuracy | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| Phonics—Encoding | | |
| Spell Words with 'tian' and 'cian' | 5 min. | <input type="checkbox"/> dictation journal |

consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

ADVANCE PREPARATION

Reading

- Ensure you have the Unit 4 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

Universal Access

- Gather pictures to represent the words in the Reading activity: *pediatrician*, *Dalmatian dog*, *stethoscope*, *barometer*, *thermometer*, and *spectacles*.



Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 1

Warm-Up

**Primary Focus:** Students will identify and blend words with /shən/ > 'tian', 'cian'.✚ **TEKS 3.2.A.ii****REVIEW WORDS WITH /SHƏN/ > 'TIAN', 'CIAN' (3 MIN.)**

- Say, "Today we will review another way to combine the /sh/ sound with the schwa sound."
- Say /shən/, and have students repeat.
- Remind students that any vowel can make the /ə/ sound in an unstressed syllable and that /sh/ can be made by several spellings, such as 'sh', 'ss', 's', and 'ch'. The sound is also part of the sound-spellings 'tion' and 'sion'.
- Say *Martian*, emphasizing /shən/ in the final syllable. Have students repeat.
- If needed, explain that Martian is an adjective used to describe a feature of the planet Mars; for example, *the Martian atmosphere*.
- Write *Martian* on the board, and underline the spelling 'tian'.
- Say *magician*, emphasizing /shən/ in the final syllable. Have students repeat.
- Write *magician* on the board, and underline the spelling 'cian'.
- Leave the words *Martian* and *magician* on the board to use in the next activity.

Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 1

Phonics—Decoding

**Primary Focus**✚ Students will identify and read words with /shən/ > 'tian', 'cian'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the V/CV and VC/V patterns.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;

TEKS 3.2.B.v Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Foundational Skills**Foundational Literacy Skills**

Make sure students feel the same articulation when they say words that end 'tian' and 'cian'. Have them repeat the words *Martian* and *magician* again, paying special attention to how their mouths feel as they say the end sound of each word. Talk about what their mouths are doing and how it feels. Have students look in a mirror to see that their mouth looks the same as they say the word endings, even though the word endings have different spellings. Students can also look at each other's mouths as they say the sounds. Talk about why their mouths make the same motion when saying each word ending with a different spelling.

ELPS 2.A; ELPS 2.B;**ELPS 2.C; ELPS 3.A**

Support

Define any unfamiliar words from the lesson and activity page for students. For example, *Grecian* is an adjective used to describe anything related to the country Greece. *Egyptian* can be both a noun, meaning a person from Egypt, or an adjective used to describe anything related to that country. *Dalmatian* is a breed of dog from the Dalmatia region of the country of Croatia.

Martian, *Grecian*, *Egyptian*, and *Dalmatian* are capitalized because they describe things related to a specific planet, country, or region.

Challenge

Write the words *beautician* and *technician* on the board, and provide definitions. Challenge students to use each in a sentence.

Activity Page 6.1



READ WORDS WITH /SHƏN/ > 'TIAN', 'CIAN' (3 MIN.)

- Say, “Both *Martian* and *magician* end with /shən/.”
- Point to the underlined word endings. Say, “‘tian’ and ‘cian’ are tricky spellings that are pronounced /shən/.”
- Point to *Martian* and say the word again.
- Say, “In this word, the spelling ‘tian’ makes the sounds /shən/.”
- Write the words *Egyptian* and *Dalmatian* on the board, and underline the ‘tian’ endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.
- Point to *magician* and say the word again.
- Say, “In this word, the spelling ‘cian’ makes the sounds /shən/.”
- Write the words *Grecian* and *musician* on the board, and underline the ‘cian’ endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.
- Direct students to Activity Page 6.1 and review the instructions.
- Have students read the words individually. Then read the words as a class, ensuring that students have correctly divided the words and identified syllables containing the /shən/ sound.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

DIVIDE AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)

- Remind students that vowels can make long and short vowel sounds.
- Review the short vowel sounds /a/, /e/, /i/, /o/, and /u/. Then review the long vowel sounds /ae/, /ee/, /ie/, /oe/, and /ue/.

Support

Explain to students that in both the VC/V pattern and the V/CV pattern, V stands for *vowel* and C stands for *consonant*.

- Write *silent* on the board.
- Say, “We know that every syllable has a vowel sound. Let’s find and circle the vowels and underline the consonants. We’ve learned how to divide words that have the CV/VC pattern. I don’t see this pattern here; I see a different pattern. I see the VCV, or vowel + consonant + vowel, pattern.”
- Write VCV under the word.
- Say, “I need to figure out whether to divide this word after or before the consonant ‘l.’”
- Say, “Let me try to divide the word after the consonant.” Put a slash after the ‘l’ to divide the word into the syllables: *sil•ent*.
- Say, “Both the first and second syllables are closed, so the vowel sound is short.” As you read the word *silent*, pronounce the first syllable with the /i/ sound: /sil/ /ent/.
- Say, “That does not sound right to me. Let me try to divide the word before the consonant.” Put a slash before the ‘l’ to divide the word into the syllables: *si•lent*.
- Say, “Now, the first syllable is open, so the vowel sound is long.” As you read the word *silent*, pronounce the first syllable with the /ie/ sound: /sie/ /lent/.
- Say, “That sounds much better. /sie/ /lent/: *silent*! This is the V/CV pattern.”
- Write *camel* on the board.
- Say, “Remember, every syllable has a vowel sound. Let’s find and circle the vowels and underline the consonants.”
- Write VCV under the word.
- Say, “We see the VCV, or vowel + consonant + vowel, pattern. We want to know whether we should divide this word after or before the consonant ‘m.’”
- Say, “Let’s try to divide the word after the consonant.” Put a slash after the ‘m’ to divide the word into the syllables: *cam•el*.
- Say, “Both the first and second syllables are closed, so the vowel sound is short.” Let’s read each syllable together, and then read the whole word. Read the word *camel* with students: first, syllable by syllable, and then as a whole word. /cam/ /el/: camel. This is the VC/V pattern.”



Check for Understanding

Thumbs-Up/Thumbs-Down: Write and read aloud the word *flavor*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *flavor* should be broken into syllables after the long /ae/ sound, making a V/CV pattern. (*thumbs-up*)

Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 1

Morphology



Primary Focus: Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

ROOT WORDS AND AFFIXES: *-SCOPE, SPECT, METER/METR* (6 MIN.)

- Write *microscope* on the board.
- Say, "The word *microscope* has two parts: *micro-* and *-scope*."
- Remind students that a prefix is a word part that is added to the beginning of a word to change its meaning and that a suffix is a word part added to the end of a word to change its meaning.
- Say, "We already reviewed that the prefix *micro-* means 'small.' Today, we will look at the suffix that comes at the end of *microscope*, *-scope*."
- Explain that the suffix *-scope* means "an instrument to observe."
- Say, "Let's put these word parts together. If *micro-* means 'small' and *-scope* means 'an instrument to observe,' then *microscope* means 'an instrument to observe small things.' *Micro-* refers to what the instrument does (observes small things) and not what it is (a small instrument)."
- Explain that sometimes words can be made by attaching a prefix directly to a suffix, but often prefixes and suffixes are added to roots. A root is a word part from which other words are created.

TEKS 3.2.A.vi Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Write *spect* and *meter* on the board.
- Tell students that *spect* and *meter* are roots. *Spect* means “to see, watch, or observe.” *Meter* means “related to measuring.”
- Explain that we add prefixes or suffixes to roots to form words. Note that sometimes the spelling of the root *meter* changes to *metr* when adding a suffix, like in the word *geometry*.
- Write *inspector* on the board. Circle the root *spect*, and underline the prefix *in-* and the suffix *-or*.
- Say, “The word *inspector* has three parts: *in-*, *spect*, and *-or*.” Have students repeat each word part.
- Say, “Let’s put these word parts together. The prefix *in-* means ‘within’ or ‘inside.’ The root *spect* means ‘to see, watch, or observe.’ The suffix *-or* means ‘a person who does something.’ So *inspector* means ‘a person who looks into things.’”
- Write *pedometer* on the board. Circle the root *meter*, and underline the prefix *ped-*
- Say, “The word *pedometer* has two parts: *ped-* and *meter*.” Have students repeat each word part. Note that the leftover ‘o’ does not contribute to the word’s meaning.
- Say, “Let’s put these word parts together. The prefix *ped-* means ‘foot,’ and the root *meter* means ‘related to measuring.’ So *pedometer* means ‘a device for measuring a person’s footsteps.’”
- Direct students to Activity Page 6.2 and review the instructions.
- Have students work in pairs to complete the activity page in class.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *retrospect*, *prospect*, *perimeter*. Model for students how to look up words in the dictionary when the root word is not a standalone word in English. For example, you can look up *retrospect* and point out that the word *retro* means “back” so knowing that the root *spect* means “to see” helps you define *retrospect* as “looking back” or “thinking about the past.”

Activity Page 6.2



Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 2

Reading



Primary Focus: Students will read “Dr. Dalmatian” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

READ “DR. DALMATIAN” WITH ACCURACY (10 MIN.)

Activity Page 6.3



Support

Before reading “Dr. Dalmatian,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 6.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
 - words: *specializes, spectacular, potential/potentially, assured, substantial*
 - phrases: “essential role,” “positive perspective,” “spectrum of emotions”
 - domain-specific language: *stethoscope, barometer, technician, chest X-ray, charting, symptoms, reactions*
- Tell students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words. For example, if you are “in good hands,” it means that you are being well cared for. Prompt students to look for idioms as you read the passage and think about their impact on the story, and provide support for their meanings. (*felt under the weather, cut corners, in good hands, called it a day, hit the sack*)
- Have students follow along as you read “Dr. Dalmatian.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice.
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



Reading

Reading Closely

Beginning

Review questions and ask them in a yes/no format rather than an open-ended format.

Intermediate

Allow students to work with a partner to answer the discussion questions.

Advanced/ Advanced High

Provide minimal support as students work independently to answer the discussion questions.

ELPS 4.G

- Confirm that your reading didn't sound conversational, you didn't use appropriate phrasing of words, and your reading didn't have the right rhythm.
- Say, "To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: 'Almost like a magician, Dr. Dalmatian had a spectacular way of making his patients feel better.'"
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *initials*, *pediatrician*, *appointment*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

Wrap-Up

Discussion Questions for "Dr. Dalmatian"

1. Why does Dr. Dalmatian have his silly nickname?
 - » He wears a fuzzy white coat with black spots and has three Dalmatian dogs.
2. What does Dr. Dalmatian do with his bone-shaped thermometer?
 - » He uses it to take temperatures.
3. What idea does the author express about Sebastian with the idiom "felt under the weather"?
 - » Sebastian felt sick.
4. What is wrong with Sebastian?
 - » He has a bad cold.
5. Do you think Sebastian's parents still felt worried after they left Dr. Dalmatian's office? Why or why not?
 - » They probably felt less worried because Sebastian only has a cold and because Dr. Dalmatian took good care of him.



Check for Understanding

Think-Pair-Share: Give students time to think about the answers to the discussion questions. Then have students share their responses to the questions with a partner. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.



Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

Lesson 6: Review: Words with /shən/ > 'tian', 'cian', Part 2 Phonics—Encoding



Primary Focus: Students will spell and write words with /shən/ > 'tian', 'cian'.

TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii

SPELL WORDS WITH 'TIAN' AND 'CIAN' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with 'tian' and 'cian' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *Martian*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

TEKS 3.2.B Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

- | | | |
|-------------|------------------|-----------------|
| 1. Martian | 4. Egyptian | 7. physician |
| 2. Grecian | 5. mathematician | 8. politician |
| 3. musician | 6. electrician | 9. pediatrician |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- | |
|---|
| 1. The magician put on a show. |
| 2. I have a pet Dalmatian named Millie. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

Note: You may accept *Dalmatian* spelled with an initial capital or lowercase letter.

You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 6: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 6.1** for each student.
- Direct students to Activity Page 6.3.
- Have them reread "Dr. Dalmatian."
- Review the writing prompt on **Activity Page TR 6.1**.

- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following words on index cards: *exhausted* and *routine*. Create or gather additional Tricky Word cards to include in this review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *routine* and say, “This word is tricky because the ‘ou’ is pronounced /oo/ and the ‘i’ is pronounced /ee/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /r/ for this letter. We say /oo/ for these letters. We say /t/ for this letter. We say /ee/ for this letter. We say /n/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /r/ /oo/ /t/ /ee/ /n/, *routine*. Say, “*Routine!* It’s a word we hear all the time, like when we say ‘This was an important step in Dr. Dalmatian’s routine.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *routine*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.

- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 7

## REVIEW

Words with  
/shəl/ > ‘tial’, ‘cial’

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /shəl/ > ‘tial’, ‘cial’. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /shəl/ > ‘tial’, ‘cial’. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the V/CV and VC/V patterns.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

- Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “Dr. Dalmatian” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words with /shəl/ > ‘tial’, ‘cial’.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

Observation

“Dr. Dalmatian” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful;

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review /shəl/ > 'tial', 'cial'                                                                 | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with /shəl/ > 'tial', 'cial'                                                        | 3 min.  |                                            |
| Divide and Read Words with V/CV and VC/V Patterns                                              | 3 min.  | <input type="checkbox"/> Activity Page 7.1 |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Affixes: <i>–scope, spect, meter/met</i>                                        | 6 min.  | <input type="checkbox"/> Activity Page 7.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread “Dr. Dalmatian”                                                                         | 10 min. | <input type="checkbox"/> Activity Page 6.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with 'tial', 'cial'                                                                | 5 min.  | <input type="checkbox"/> dictation journal |

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *pediatrician*, *Dalmatian dog*, *stethoscope*, *barometer*, *thermometer*, and *spectacles*.

## Lesson 7: Review: Words with /shəl/ &gt; 'tial', 'cial', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /shəl/ > 'tial', 'cial'.

**TEKS 3.2.A.ii**

**REVIEW /SHƏL/ > 'TIAL', 'CIAL' (3 MIN.)**

- Say, “Today we will review another way to combine the /sh/ sound with the schwa sound.”
- Say /sh/ sound and the /ə/ (schwa) sound, and have students repeat.
- Remind students that any vowel can make the /ə/ sound in an unstressed syllable and that /sh/ can be made by several spellings, such as ‘sh’, ‘ss’, ‘s’, and ‘ch’. The sound is also part of the sound-spellings ‘tion’, ‘sion’, ‘tian’, and ‘cian’.
- Say *partial*, emphasizing the /sh/ and /ə/ in the final syllable. Have students repeat.
- Write *partial* on the board, and underline the spelling ‘tial’.
- Say *social*, emphasizing the /sh/ and /ə/ in the final syllable. Have students repeat.
- Write *social* on the board, and underline the spelling ‘cial’.
- Leave the words *partial* and *social* on the board to use in the next activity.

**Support**

Clarify for students that the /sh/ sound is made by the letters ‘ti’ in *partial* and by ‘ci’ in *social*.


**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *partial*. Tell students that *partial* is an adjective that means “only in part or incomplete.” Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *partial* ends in the same sound as the words *martial* and *social*. (*thumbs-up*)

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.





Foundational Skills

Foundational Literacy Skills

Have students compare and contrast their articulation when they say words that end in 'tial' and 'tian'. Ask them to say the words *Martian* and *magician*, focusing on how their mouths feel as they say the end of each word. Talk about what is the same (the /sh/ and /ə/ sounds) and what is different (the final consonant sound).

Have students look in a mirror to see how the movements they make with their mouths while saying each word are similar and different. Students can also look at each other's mouths as they say the words. Talk about why their mouths make these motions when saying each word ending with a different spelling.

**ELPS 2.A; ELPS 2.B;**

**ELPS 2.C; ELPS 3.A**

Lesson 7: Review: Words with /shəl/ > 'tial', 'cial', Part 1

# Phonics—Decoding



**Primary Focus**

Students will identify and read words with /shəl/ > 'tial', 'cial'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the V/CV and VC/V patterns.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

**READ WORDS WITH /SHƏL/ > 'TIAL', 'CIAL' (3 MIN.)**

- Say, "We have reviewed several tricky spellings that can make the /shən/ sounds."
- Write the words *nation*, *mission*, *Martian*, and *magician* on the board and underline the /shən/ endings: 'tion', 'sion', 'tian', and 'cian'. Read each word aloud with students.
- Explain that 'tial' and 'cial' are other tricky spellings that can also make the /shə/ sounds, but followed by /l/ instead of by /n/.
- Point to *partial*. Say, "In this word, the spelling 'tial' makes the sounds /shəl/."
- Use a slash to mark each syllable in the word.
- Read the word aloud: first, syllable by syllable, and then, as a whole word. Have students read the word aloud with you.
- Write the words *initial* and *essential* on the board, and underline the 'tial' endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.
- Point to *social*. Say, "In this word, the spelling 'cial' makes the sounds /shəl/."
- Use a slash to mark each syllable in the word.
- Read the word aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Write the words *special* and *official* on the board, and underline the 'tial' endings.
- Use a slash to mark each syllable in the words.
- Point to each word as you read it aloud: first, syllable by syllable, and then, as a whole word. Have students read each word aloud with you.

### **DIVIDE AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)**

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write V/CV and VC/V on the board.
- Point to V/CV. Say, "When we divide before the consonant, the first syllable is open and the vowel has a long sound. This is a V/CV pattern."
- Point to VC/V. Say, "When we divide after the consonant, the first syllable is closed and the vowel has a short sound. This is a VC/V pattern."
- Direct students to Activity Page 7.1 and review the instructions.
- Model the first word for students. Write the word *legal* on the board.
- Say, "I need to figure out whether to divide this word after or before the consonant 'g'."
- Say, "Let me try to divide the word after the consonant." Put a slash after the 'g' to divide the word into the syllables: *leg•al*.
- Say, "Both the first and second syllables are closed, so the vowel sound is short." As you read the word *legal*, pronounce the first syllable with the /e/ sound: /leg/ /al/.
- Say, "That does not sound right to me. Let me try to divide the word before the consonant." Put a slash before the 'g' to divide the word into the syllables: *le•gal*.
- Say, "Now, the first syllable is open, so the vowel sound is long." As you read the word *legal*, pronounce the first syllable with the /ee/ sound: /lee/ /gal/.
- Say, "That sounds much better, but still sounds a bit off. Remember that in unstressed syllables, the vowel can change to the schwa sound. Let me try to read the word again with the schwa. /lee/ /gəl/: *legal!* *Legal* follows the V/CV pattern, so we will color this box red."
- Instruct students to color the box red.

#### Activity Page 7.1



#### Support

Review how to differentiate short vowel sounds /a/, /e/, /i/, /o/, and /u/ from long vowel sounds /ae/, /ee/, /ie/, /oe/, and /ue/.

- Complete the activity page as a class. Have student volunteers first identify how to divide each word into syllables and read each word aloud to check and identify which pattern each word follows. Offer corrections as needed.

## Lesson 7: Review: Words with /shəl/ > 'tial', 'cial' Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the suffix *-scope* and the root words *spect* and *meter/metr*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND AFFIXES: *-SCOPE, SPECT, METER/METR* (6 MIN.)

#### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *stethos* (“chest”); *retro* (“past, behind, back”); and *therm* (“heat”).

#### Challenge

Write the word *altimeter*. Tell students that this word has two word parts: *alti-* and *meter*. Explain that the prefix *alti-* means “high.” Have students use this information along with their knowledge of the root *meter* to determine what an *altimeter* measures (*how high something is*) and what kind of vehicle might have one (*aircraft, spacecraft, etc.*).

- Write the word parts *-scope*, *spect*, and *meter/metr* on board.
- Tell students that *spect* and *meter/metr* are word roots and *-scope* is a suffix.
- Remind students that a root is a word part from which other words are created, and a suffix is a word part added to the end of a root to change its meaning or part of speech.
- Write the word *stethoscope* on the board, and have a volunteer read it aloud. Offer corrections in pronunciation as needed.
- Ask, “Which word part do you recognize in the word *stethoscope*?” (*-scope*)
- Say, “The suffix *-scope* means ‘an instrument to observe.’ A stethoscope is an instrument doctors use to observe heartbeats or other sounds in the body.”
- Write the word *retrospect* on the board, and have a volunteer read it aloud. Offer corrections in pronunciation as needed.
- Ask, “Which word part do you recognize in the word *retrospect*?” (*spect*)
- Say, “The root *spect* means ‘to see, watch, or observe.’ *Retrospect* means ‘a look back on past events.’”

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Write the word *metronome* on the board, and have a volunteer read it aloud. Offer corrections in pronunciation as needed.
- Ask, “Which word part do you recognize in the word *metronome*?” (*metr*)
- Point out that the root *meter* is spelled *metr* in this word.
- Say, “The root *meter/metr* means ‘related to measuring.’ A metronome is a device that clicks on a regular beat to help musicians keep time while playing or singing.”
- Direct students to Activity Page 7.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 7.2

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## Lesson 7: Review: Words with /shəl/ &gt; 'tial', 'cial', Part 2

## Reading



**Primary Focus:** Students will reread “Dr. Dalmatian” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

**REREAD “DR. DALMATIAN” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 6.3. Tell students that today they will reread “Dr. Dalmatian” with a partner.
- Take time to answer any questions that students may have about “Dr. Dalmatian.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 6.3



ENGLISH  
LANGUAGE  
LEARNERS



Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few two-syllable words with a VC/V pattern.

**Intermediate**

Have students share their annotations with another student.

**Advanced/**
**Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

- After students read the passage, have them work together to
  - underline words with /shəl/ > 'tial', 'cial';
  - circle words with *-scope, spect, meter/metr*;
  - highlight words with *-tian* and *-cian*; and
  - write one idiom and its meaning.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.



### Observation: "Dr. Dalmatian" Anecdotal Reading Record

As you listen to each student read "Dr. Dalmatian," make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 7: Review: Words with /shəl/ > 'tial', 'cial', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /shəl/ > 'tial', 'cial'.

**TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

### SPELL WORDS WITH 'TIAL', 'CIAL' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with 'tial' and 'cial' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *initial*. Repeat it. Have students write it in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

## Support

The double letters in *essential* and *official* may prove particularly difficult for students to spell. Prioritize the correct spelling of 'tial' and 'cial' in these words and help students to correct mistakes in their spellings of the rest of the word.

- Repeat with the remaining words.

- |            |               |              |
|------------|---------------|--------------|
| 1. initial | 4. potential  | 7. essential |
| 2. partial | 5. beneficial | 8. official  |
| 3. facial  | 6. artificial | 9. special   |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                               |
|-------------------------------|
| 1. Dogs are social animals.   |
| 2. That commercial was funny. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

### Lesson 7: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 7.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share their responses with a partner and check each other's work.

## SHARING

- Pair up students and have one person share the response they wrote about “Dr. Dalmatian” on **Activity Page TR 6.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *routine* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *rrrooteen*. Write the letters to spell *routine* on the board.
- Point to the word *routine* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /oo/ sound is spelled ‘ou’ and the /ee/ sound is spelled ‘i.’”
- Show how the letters map to the sounds. Say, “We say /r/ for this letter. We say /oo/ for these letters. We say /t/ for this letter. We say /ee/ for this letter. We say /n/ for this letter. We do not say anything for this letter.” Point to the



letters as you blend the sounds: /r/ /oo/ /t/ /ee/ /n/, *routine*. Say, “*Routine!* It’s a word we use all the time.”

- Repeat with the word *exhausted* and any additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 8

## REVIEW

# Words with /ə/ > 'o\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /ə/ > 'o\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /ə/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will divide and read multisyllabic words with the V/CV and VC/V patterns.

- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will identify the meaning of and use words with the prefixes *semi-* and

- anti-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “Bacteria Fighters!” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /ə/ > 'o\_e'. **TEKS 3.2.B.i; TEKS 3.2.B.v**

## FORMATIVE ASSESSMENT

## Activity Page 8.2

Root Words and Prefixes: *semi-*, *anti-*

- TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                        |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                  |
| <b>Warm-Up</b>                                                                                 |         |                                                  |
| Review Words with /ə/ > 'o_e'                                                                  | 3 min.  |                                                  |
| <b>Phonics—Decoding</b>                                                                        |         |                                                  |
| Read Words with /ə/ > 'o_e'                                                                    | 3 min.  | <input type="checkbox"/> Activity Page 8.1       |
| Divide and Read Words with V/CV and VC/V Patterns                                              | 3 min.  |                                                  |
| <b>Morphology</b>                                                                              |         |                                                  |
| Root Words and Prefixes: <i>semi-</i> , <i>anti-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 8.2       |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                  |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                  |
| <b>Reading</b>                                                                                 |         |                                                  |
| Read "Bacteria Fighters!"                                                                      | 10 min. | <input type="checkbox"/> Activity Pages 8.3, 8.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                  |
| Spell Words with /ə/ > 'o_e'                                                                   | 5 min.  | <input type="checkbox"/> dictation journal       |

## ADVANCE PREPARATION

### Phonics—Decoding

Write the following chart on the board to use during the Warm-Up.

| Sound-Spelling | /ə/ Example       |
|----------------|-------------------|
| 'a'            | ab <u>o</u> t     |
| 'e'            | bel <u>o</u> ng   |
| 'i'            | bas <u>i</u>      |
| 'o'            | reas <u>o</u> n   |
| 'el'           | bag <u>e</u> l    |
| 'al'           | pet <u>a</u> l    |
| 'le'           | puzz <u>l</u> e   |
| 'il'           | penc <u>i</u> l   |
| 'ul'           | mind <u>fu</u> l  |
| 'tion'         | nati <u>o</u> n   |
| 'sion'         | missi <u>o</u> n  |
| 'cian'         | musici <u>a</u> n |
| 'tian'         | Marti <u>a</u> n  |
| 'tial'         | parti <u>a</u> l  |
| 'cial'         | speci <u>a</u> l  |

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the word in the Reading activity: *bacteria* (several kinds) and *antibodies*.

## Lesson 8: Review: Words with /ə/ &gt; 'o\_e', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /ə/ > 'o\_e'.

**TEKS 3.2.A.ii**

**REVIEW WORDS WITH /ə/ > 'O\_E' (3 MIN.)**

- Say, "We have already reviewed many sound-spellings with the schwa sound."
- Display the chart below that you created in Advance Preparation. Review the sound-spellings with /ə/ that students have already learned by pointing out each sound-spelling and example word, reading the words aloud, and having students repeat the words after you.

| Sound-Spelling | /ə/ Example       |
|----------------|-------------------|
| 'a'            | ab <u>o</u> t     |
| 'e'            | bel <u>o</u> ng   |
| 'i'            | bas <u>i</u> l    |
| 'o'            | reas <u>o</u> n   |
| 'el'           | bag <u>e</u> l    |
| 'al'           | pet <u>a</u> l    |
| 'le'           | puzz <u>l</u> e   |
| 'il'           | penc <u>i</u> l   |
| 'ul'           | mind <u>fu</u> l  |
| 'tion'         | nati <u>o</u> n   |
| 'sion'         | missi <u>o</u> n  |
| 'cian'         | musici <u>a</u> n |
| 'tian'         | Marti <u>a</u> n  |
| 'tial'         | parti <u>a</u> l  |
| 'cial'         | speci <u>a</u> l  |

- Say, "Today we will review another sound-spelling with schwa."
- Say *love*, emphasizing the /ə/ sound in the middle of the word. Have students repeat.

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Write *love* on the board, and underline the spelling 'o\_e'.
- Leave the word *love* on the board to use in the next activity.



### Check for Understanding

**Turn and Talk:** Assign partners. Have one partner say and write a word other than *love* with the /ə/ sound. Have the other partner identify and circle the sound-spelling within the word that makes the /ə/ sound. Students should then reverse roles. Tell students to signal when both partners have contributed to the conversation. Ask students to share the words and sound-spellings with the class.

## Lesson 8: Review: Words with /ə/ > 'o\_e', Part 1

# Phonics—Decoding



### Primary Focus

- Students will identify and read words with /ə/ > 'o\_e'. **TEKS 3.2.A.ii**
- Students will divide and read multisyllabic words with the V/CV and VC/V patterns.
- TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

### READ WORDS WITH /ə/ > 'O\_E' (3 MIN.)

- Remind students that any vowel can make the /ə/ sound in an unstressed syllable.
- Explain that 'o\_e' can also make the /ə/ sound.
- Point to *love* and say the word again.
- Say, "This word is pronounced /l/ /ə/ /v/ because the spelling 'o\_e' makes the /ə/ sound."
- Say, "We're already learned that the spelling 'o\_e' can also make the /oe/ sound. When we see words with the 'o\_e' spelling, we can say them aloud to figure out which sound the spelling makes."

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;
- TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### Challenge

Write the word *dove*. First ask students to say the word with the /ə/ sound for the 'o\_e' spelling. Then have them say the word again using the /oe/ sound for the 'o\_e' spelling. Ask, "Which is the correct way to say this word: with the schwa sound or with the /oe/ sound? Or are both correct?" (*both*) Explain that *dove* has multiple meanings and pronunciations. Challenge students to define both meanings. (*a kind of bird, the past tense of dive*)

## Activity Page 8.1

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### Support

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Clarify that the 'o\_e' spelling can make the /ə/ sound anywhere within a word, not just at the end.

Provide students with the following examples: *money, oven, and shovel.*

- Write the word *cone* on the board. First say the word with the /ə/ sound and then say it again with the /oe/ sound.
- Say, "Which is the correct way to say this word: with the /ə/ sound or with the /oe/ sound?" (*the /oe/ sound*) Read the word aloud with students.
- Write *done* on the board. First say the word with the /ə/ sound and then say it again with the /oe/ sound.
- Say, "Which is the correct way to say this word: with the /ə/ sound or with the /oe/ sound?" (*the /ə/ sound*) Read the word aloud with students.
- Direct students to Activity Page 8.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### **DIVIDE AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)**

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write V/CV and VC/V on the board.
- Point to V/CV. Say, "When we divide before the consonant, the first syllable is open and the vowel has a long sound. This is a V/CV pattern."
- Point to VC/V. Say, "When we divide after the consonant, the first syllable is closed and the vowel has a short sound. This is a VC/V pattern."
- Write the words *magic, novel, open, clover, and frozen* on the board.
- Ask student volunteers use a slash to divide the words and read them aloud. (*mag•ic, nov•el, o•pen, clo•ver, fro•zen*). Remind students that they may have to adjust the vowel sound to the schwa in unstressed syllables.

## Lesson 8: Review: Words with /ə/ > 'o\_e', Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *semi-* and *anti-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: SEMI-, ANTI- (6 MIN.)

- Write *semi-* and *anti-* on the board, and read them aloud.
- Explain that *semi-* and *anti-* are prefixes. They can be added to the beginning of a word to change or add to its meaning.
- Point to *semi-*. Explain that the 'i' in *semi-* has a long 'e' sound. Tell students that *semi-* means "half, or partly." Write the definition on the board next to the prefix. Have students repeat the prefix and its definition.
- Point to *anti-*. Explain that the 'i' in *anti-* has a short 'i' sound before a consonant but a long 'e' sound before a vowel. Tell students that *anti-* means "against; opposite." Write the definition on the board next to the prefix. Have students repeat the definition of the prefix and both of its possible pronunciations.
- Divide students into four groups. Assign one of the following words to each group: *semifinal*, *semisweet*, *antilock*, and *antitheft*.
- Have groups discuss what their word might mean. Then ask them to share their ideas with the class. Confirm or correct each meaning.
- Direct students to Activity Page 8.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *formal* ("relating to or following a rule or custom").



**ENGLISH  
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## Language

### Learning How English Works

#### Beginning

Review the meaning of the prefix *semi-* with a demonstration. Draw a colon and a semicolon on the board. Say, "A *semicolon* is a punctuation mark that has the same top half as a colon."

#### Intermediate

Ask students to act out a word with the prefix *semi-* or the prefix *anti-*. For example, a student may ask classmates to stand together in a *semicircle* at the front of the room.

#### Advanced/ Advanced High

Have students say a sentence using a word with prefix *semi-* or the prefix *anti-*.

#### ELPS 1.E

## Activity Page 8.2



**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



## Lesson 8: Review: Words with /ə/ &gt; 'o\_e', Part 2

## Reading



**Primary Focus:** Students will read “Bacteria Fighters!” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

### READ “BACTERIA FIGHTERS!” (10 MIN.)

- Direct students to Activity Page 8.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *semiannual, beneficial, semi-effective, prescribe, hygiene*
  - phrases: “gut bacteria,” “natural defenses,” “unwelcome guests”
  - domain-specific language: *bacteria, digestion, bacterial infections, strep throat, antidotes*
- Remind students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words. For example, “The homework is a piece of cake” means “The homework is easy.” Prompt students to look for idioms as you read the passage and think about their impact on the text, and provide support for their meanings. (*out of sorts, at bay, once in a blue moon, struck gold, stay fit as fiddles*)
- Have students follow along as you read “Bacteria Fighters!”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *organisms, antibodies, and frequent*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Activity Pages 8.3, 8.4



### Support

Remind students to scan or reread the passage to look for key details as they complete the comprehension questions.

Before reading “Bacteria Fighters!” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Then have them turn to Activity Page 8.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



**ENGLISH  
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## Reading

### Reading Closely

#### Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

#### Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

#### Advanced/ Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**



### Check for Understanding

Circulate as students are working, asking them to explain their responses to the comprehension questions.

## Lesson 8: Review: Words with /ə/ > 'o\_e', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /ə/ > 'o\_e'.

**TEKS 3.2.B.i; TEKS 3.2.B.v**

### SPELL WORDS WITH /ə/ > 'O\_E' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /ə/ > 'o\_e' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *none*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|          |          |          |
|----------|----------|----------|
| 1. none  | 4. cover | 7. money |
| 2. love  | 5. glove | 8. above |
| 3. dozen | 6. done  | 9. shove |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Say the following sentences aloud, pausing to provide students time to write.

1. This honey was made by local bees.
2. Beth used a shovel to plant foxglove flowers in her garden.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 8: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 8.1** for each student.
- Direct students to Activity Page 8.3.
- Have them reread “Bacteria Fighters!”
- Review the writing prompt on **Activity Page TR 8.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

## TRICKY WORDS REVIEW

- Write the following word on an index card: *hygiene*. Create or gather cards for additional Tricky Words to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *hygiene* and say, “This word is tricky because the ‘y’ is pronounced /ie/ and the ‘ie’ is pronounced /ee/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /h/ for this letter. We say /ie/ for this letter. We say /j/ for this letter. We say /ee/ for these letters. We say /n/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /h/ /ie/ /j/ /ee/ /n/, *hygiene*. Say, “*Hygiene!* It’s a word we hear all the time, like when we say ‘Good hygiene habits include frequent hand washing.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *hygiene*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### Additional Ways to Practice Tricky Words

- Have students take turns reading each Tricky Word to a partner.

- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## REVIEW

# Words with /oo/ > 'o\_e'

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will identify and blend words with /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

## Phonics—Decoding

- Students will identify and read words with /oo/ > 'o\_e'. **TEKS 3.2.A.ii**
- Students will construct and read multisyllabic words with the V/CV and VC/V patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

- Students will identify the meaning of and use words with the prefixes *semi-* and *anti-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “Bacteria Fighters!” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words with /oo/ > 'o\_e'. **TEKS 3.2.B.i; TEKS 3.2.B.v**

## FORMATIVE ASSESSMENT

## Observation

## “Bacteria Fighters” Anecdotal Reading Record

- TEKS 3.4**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                  |
|------------------------------------------------------------------------------------------------|---------|--------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                            |
| <b>Warm-Up</b>                                                                                 |         |                                            |
| Review Words with /oo/ > 'o_e'                                                                 | 3 min.  |                                            |
| <b>Phonics—Decoding</b>                                                                        |         |                                            |
| Read Words with /oo/ > 'o_e'                                                                   | 3 min.  |                                            |
| Construct and Read Words with V/CV and VC/V Patterns                                           | 3 min.  | <input type="checkbox"/> Activity Page 9.1 |
| <b>Morphology</b>                                                                              |         |                                            |
| Root Words and Prefixes: <i>semi-</i> , <i>anti-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 9.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                            |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                            |
| <b>Reading</b>                                                                                 |         |                                            |
| Reread "Bacteria Fighters!"                                                                    | 10 min. | <input type="checkbox"/> Activity Page 8.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                            |
| Spell Words with /oo/ > 'o_e'                                                                  | 5 min.  | <input type="checkbox"/> dictation journal |

## ADVANCE PREPARATION

### Morphology

- Prepare the following chart in advance.

| Root   | Definition                                                                                                                          | New Word |
|--------|-------------------------------------------------------------------------------------------------------------------------------------|----------|
| annual | happening twice a year                                                                                                              |          |
| social | against being with other people                                                                                                     |          |
| rural  | somewhat far from a city                                                                                                            |          |
| virus  | used to protect against becoming infected with an illness; or used to protect a computer from a code that will disrupt its function |          |

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *bacteria* (several kinds) and *antibodies*.



## Lesson 9: Review: Words with /oo/ &gt; 'o\_e', Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend words with /oo/ > 'o\_e'.

✚ **TEKS 3.2.A.ii**

**REVIEW WORDS WITH /OO/ > 'O\_E' (3 MIN.)**

- Say, "We already reviewed one way to make the /oo/ sound."
- Write *moon* on the board, and read it aloud.
- Say, "In words like *moon*, the /oo/ sound is made by the spelling 'oo'. Today we will review another spelling that can make the /oo/ sound."
- Say *move*, emphasizing the /oo/ sound in the middle of the word.
- Write *move* on the board, and underline the spelling 'o\_e'.
- Leave the word *move* on the board to use in the next activity.

## Lesson 9: Review: Words with /oo/ &gt; 'o\_e' Part 1

## Phonics—Decoding


**Primary Focus**

✚ Students will identify and read words with /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will construct and read multisyllabic words with the V/CV and VC/V

✚ patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

**READ WORDS WITH /OO/ > 'O\_E' (3 MIN.)**

- Remind students that they have already reviewed the /oo/ sound.
- Say, "Sometimes the spelling 'oo' makes the /oo/ sound."
- Write the words *moon* and *soon* on the board. Have students read them aloud.

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

**Support**

Provide additional practice to reinforce that the spelling of words that end with 'o\_e' can change when adding a suffix. Write the words *remove* and *prove*. Read each aloud and have students repeat. Then work with students to form the words *removal* and *proven*.



## Foundational Skills

### Foundational Literacy Skills

To provide students an additional opportunity to practice distinguishing /oo/ from /ə/ and /oe/, write and read aloud the following words: *remove*, *above*, *bone*, *come*, *disprove*, and *vote*. Have students identify which words have the /oo/ sound (*remove*, *disprove*), which have the /ə/ sound (*above*, *come*), and which have the /oe/ sound (*bone*, *vote*).

**ELPS 2.A; ELPS 2.B**

- Remind students that they have already reviewed the spelling 'o\_e'.
- Say, "Sometimes the spelling 'o\_e' makes the /oe/ sound."
- Write the words *cove* and *stove* on the board. Underline the 'o\_e' spellings in each word.
- Point to each word, read it aloud, and have students read it aloud.
- Say, "The spelling 'o\_e' can also make the /ə/ sound."
- Write the words *shove* and *love* on the board. Underline the 'o\_e' spellings in each word.
- Point to each word, read it aloud, and have students read it aloud.
- Say, "The spelling 'o\_e' can also make the /oo/ sound."
- Point to *move* from the Warm-Up and say the word again.
- Say, "This word is pronounced /m/ /oo/ /v/ because the spelling 'o\_e' makes the /oo/ sound."
- Write the words *remove*, *approve*, and *improvement* on the board. Underline the 'o\_e' spellings in each word.
- Point to each word, read it aloud, and have students read it aloud.
- Point out that the word *improvement* is made from the root *improve* and the suffix *-ment*.
- Explain that when adding a suffix to a word that ends in 'o\_e', the final 'e' is sometimes removed before adding the suffix.
- Point to *approve* again. Model how to remove the final 'e' and add the suffix *-al* to make *approval*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *prove*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the word *prove* has the /oo/ sound. (*thumbs-up*)

## CONSTRUCT AND READ WORDS WITH V/CV AND VC/V PATTERNS (3 MIN.)

### Activity Page 9.1



### Challenge

Challenge partners or small groups to use as many words from the activity page as they can to create a paragraph or short story.

- Direct students to Activity Page 9.1 and review the instructions.
- Explain that you will be creating words with a V/CV pattern in Part 1 of the activity page. Remind students that when with the V/CV pattern, we divide before the consonant. The first syllable is open and the vowel has a long sound.
- Model how to complete the first item in Part 1. Read the first syllable *hu-* aloud. Explain to students that you are going to construct words by adding ending syllables from the word bank.
- Ask, “Which ending created a real word? Which word did it create? (*man, human*) Read the completed word.
- Complete the rest of Part 1 of the activity page as a class.
- Explain that you will be creating words with a VC/V pattern in Part 2 of the activity page. Remind students that when with the VC/V pattern, we divide after the consonant. The first syllable is closed and the vowel has a short sound.
- Model how to complete the first item of Part 2. Read the first syllable *lin-* aloud. Explain to students that you are going to construct words by adding ending syllables from the word bank.
- Ask, “Which ending created a real word? Which word did it create? (*-en, linen*) Read the completed word.
- Complete the rest of Part 2 of the activity page as a class.

### Lesson 9: Review: Words with /oo/ > ‘o\_e’, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the prefixes *semi-* and *anti-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

## ROOT WORDS AND PREFIXES: SEMI-, ANTI- (6 MIN.)

- Write *semi-* and *anti-* on the board.
- Explain that *semi-* and *anti-* are prefixes. They can be added to the beginning of a word to change or add to its meaning.
- Remind students that *semi-* means “half, or partly” and *anti-* means “against, or opposite.”
- Display the following chart you prepared in advance. Discuss the roots and definitions with students. You will fill in the new word column with students:

| Root   | Definition                                                                                                                          | New Word              |
|--------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| annual | happening twice a year                                                                                                              | ( <i>semiannual</i> ) |
| social | against being with other people                                                                                                     | ( <i>antisocial</i> ) |
| rural  | somewhat far from a city                                                                                                            | ( <i>semirural</i> )  |
| virus  | used to protect against becoming infected with an illness; or used to protect a computer from a code that will disrupt its function | ( <i>antivirus</i> )  |

- Explain that you are going to read each root and definition aloud. Students will decide which prefix, *semi-* or *anti-*, should be added to the root to make a word that matches the definition.
- Read *annual* aloud. Tell students that *annual* means “once a year.”
- Read the definition “happening twice a year” aloud. Ask, “Which prefix should we add to *annual* to create a word that means ‘happening twice a year’?” (*semi-*)
- Write the word *semiannual* next to the definition on the board. Read the word aloud, and then have students read the word aloud.
- Repeat with the remaining roots and definitions, providing definitions of the roots as needed.
- Direct students to Activity Page 9.2, review the instructions, and complete the first item as a class.
- Have students pick one root from the activity page and work with a partner to discuss how adding a new affix would change the meaning of the word. Then, have students share their partner’s response.

### Support

Remind students that the ‘i’ in *anti-* is pronounced with a short ‘i’ sound when it appears before a consonant, and it has a long ‘e’ sound before a vowel.

### Activity Page 9.2



- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 9: Review: Words with /oo/ &gt; 'o\_e', Part 2

## Reading



**Primary Focus:** Students will reread “Bacteria Fighters!” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

### REREAD “BACTERIA FIGHTERS!” (10 MIN.)

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

- Direct students back to the passage on Activity Page 8.3. Tell students that today they will reread “Bacteria Fighters!” with a partner.
- Take time to answer any questions that students may have about “Bacteria Fighters.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that an idiom is a kind of expression that has a meaning different from the literal meaning of its words.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline words with /oo/ > 'o\_e'.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Have students first look for words with the prefix *semi-*, and then have them look for words with the prefix *anti-*.

### Activity Page 8.3



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### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few words with /oo/ > 'ove'.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

#### ELPS 4.A

- circle words with the prefixes *semi-* or *anti-*,
  - highlight multisyllabic words with V/CV patterns, and
  - write one idiom and its meaning.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
  - Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

**Note:** As you go over student responses, check for students who circled words with /ə/ > 'o\_e' and /oe/ > 'o\_e'. Have them reread the word to ensure correct pronunciation, and point out that even though those words may have 'o\_e' spelling, they do not make the /oo/ sound.



### Check for Understanding

**Think-Pair-Share:** Give students one minute to look at their annotations and think about some of their choices. Have pairs of partners explain their annotations to each other. Tell students to signal when both partners have contributed to the conversation. Call on students to share some of their annotations with the group.



### Observation: “Bacteria Fighters!” Anecdotal Reading Record

As you listen to each student read “Bacteria Fighters!” make notes about the student's reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 9: Review: Words with /oo/ > 'o\_e', Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words with /oo/ > 'o\_e'.

**TEKS 3.2.B.i; TEKS 3.2.B.v**

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## SPELL WORDS WITH /OO/ > 'O\_E' (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with /oo/ > 'o\_e' that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *move*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |            |               |                |
|------------|---------------|----------------|
| 1. move    | 4. disprove   | 7. removal     |
| 2. prove   | 5. proven     | 8. approval    |
| 3. approve | 6. disapprove | 9. improvement |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                      |
|--------------------------------------|
| 1. Please remove your shoes.         |
| 2. I want to improve my math skills. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



## Lesson 9: Foundational Skills

# Additional Support

**PHONICS SUPPORT**

- Make one copy of **Activity Page TR 9.1** for each student.
- Review the directions. Answer any questions that students have, and then ask students to complete the activity. Assist students as needed to ensure they can recognize each word.
- When students are finished, ask pairs to share and check each other's work.

**SHARING**

- Pair up students and have one person share the response they wrote about “Bacteria Fighters” on **Activity Page TR 8.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

**Response Starters for Writing About Text**

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *hygiene* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *hiejeen*. Write the letters to spell *hygiene* on the board.
- Point to the word *hygiene* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ie/ sound is spelled ‘y’ and the /ee/ sound is spelled ‘ie.’”
- Show how the letters map to the sounds. Say, “We say /h/ for this letter. We say /ie/ for this letter. We say /j/ for this letter. We say /ee/ for this letter. We say /n/ for this letter. We do not say anything for this letter.” Point to the letters as you blend the sounds: /h/ /ie/ /j/ /ee/ /n/, *hygiene*. Say, “*Hygiene!* It’s a word we use all the time.”
- Repeat with any additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 10

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will review blending words with /ə/ > 'o\_e', /oo/ > 'o\_e', and /oe/ > 'o\_e'.

✚ **TEKS 3.2.A.ii**

## Phonics—Decoding

Students will review reading words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial';

✚ /ə/ > 'o\_e'; and /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/V and V/

✚ CV patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will review identifying the meaning of and using prefixes and root words.

✚ **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Tools of the Trade” independently and will answer questions about key details in the text.

✚ **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

## Phonics—Encoding

Students will review spelling and writing words with /ə/ and /oo/.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.v**

## FORMATIVE ASSESSMENT

## Dictation Journal

## Phonics/Encoding Dictation

✚ **TEKS 3.2.B.i; TEKS 3.2.B.v**

✚ **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## LESSON AT A GLANCE

|                                                                                                 | Time    | Materials                                          |
|-------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                         |         |                                                    |
| <b>Warm-Up</b>                                                                                  |         |                                                    |
| Review /ə/ > 'o_e', /oo/ > 'o_e', and /oe/ > 'o_e'                                              | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                         |         |                                                    |
| Read Words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial'; /ə/ > 'o_e'; and /oo/ > 'o_e' | 3 min.  |                                                    |
| Read Words with the VC/V and V/CV Patterns                                                      | 3 min.  | <input type="checkbox"/> Activity Page 10.1        |
| <b>Morphology</b>                                                                               |         |                                                    |
| Root Words and Affixes: <i>-scope, spect, meter/ metr, semi-, anti-</i>                         | 6 min.  | <input type="checkbox"/> Activity Page 10.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b>  |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                         |         |                                                    |
| <b>Reading</b>                                                                                  |         |                                                    |
| Read "Tools of the Trade" Independently                                                         | 10 min. | <input type="checkbox"/> Activity Pages 10.3, 10.4 |
| <b>Phonics—Encoding</b>                                                                         |         |                                                    |
| Encoding Review                                                                                 | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Warm-Up

- Create a set of three index cards labeled /oo/, /ə/, and /oe/ for each student.

### Phonics—Decoding

- Before the lesson, display signs or cards in each corner of the classroom with the following categories:
  - /shən/ > 'tian', 'cian'
  - /shəl/ > 'tial', 'cial'
  - /ə/ > 'o\_e'
  - /oo/ > 'o\_e'
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *metronome*, *multimeter*, *commercial buildings* (pair of office buildings), *curling iron*, *files* (for fingernails), *manicure* (woman having her nails done), *stethoscope*, and *protractor*.

## Lesson 10: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review blending words with /ə/ > 'o\_e', /oo/ > 'o\_e', and /oe/ > 'o\_e'. **TEKS 3.2.A.ii**

**REVIEW /ə/ > 'O\_E', /OO/ 'O\_E', AND /OE/ > 'O\_E' (3 MIN.)**

- Distribute the sets of index cards you prepared in advance to each student. Explain that you will say a series of words, and students will raise the appropriate card when they hear the sound that the spelling 'o\_e' makes.
- Say *move*, emphasizing the /oo/ sound at the end of the word.
- Tell students to raise the index card that matches the sound the 'o\_e' spelling in *move* makes: /oo/, /ə/, or /oe/. (/oo/)
- Repeat with the following words: love (/ə/), home (/oe/), above (/ə/), bone (/oe/), shove (/ə/), improve (/oo/).

## Lesson 10: Mixed Review, Part 1

## Phonics—Decoding

**Primary Focus**

Students will review reading words with /shən/ > 'tian', 'cian'; /shəl/ > 'tial', 'cial'; /ə/ > 'o\_e'; and /oo/ > 'o\_e'. **TEKS 3.2.A.ii**

Students will review dividing and reading multisyllabic words with the VC/V and V/CV patterns. **TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.B.v**

**READ WORDS WITH /SHƏN/ > 'TIAN', 'CIAN'; /SHƏL/ > 'TIAL', 'CIAL'; /Ə/ > 'O\_E'; AND /OO/ > 'O\_E' (3 MIN.)**

- Direct students' attention to the signs or cards in the corners of the classroom that you prepared in advance. Remind students that these are the sounds and spellings we have been reviewing this week. Read each card or sign as you point to each one.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.



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**Foundational Literacy Skills**

When you distribute the sound index cards to students, also provide an oral and written example word for each, such as *prove*: /oo/, *glove*: /ə/, and *cove*: /oe/. Encourage students to use the example words as a reference as they identify sounds during the Warm-Up activity.

**ELPS 2.A; ELPS 2.B;**

**ELPS 2.E**

**Challenge**

Extend the activity by challenging student volunteers to suggest additional words for their classmates to identify.

## Support

Review the rules for using long and short vowel sounds to divide words into syllables. Words have a V/CV pattern if the first vowel has a long sound and we divide after the following consonant: *bro•ken*. Words have a VC/V pattern if the first vowel has a short sound and we divide after the following consonant: *hab•it*.

## Activity Page 10.1



- Say, “I am going to write some words. We will read a word together. Then you will walk calmly to the corner of the classroom that matches the word.”
- Write the word *social* on the board, and read it aloud. Have students read the word aloud.
- Ask, “What sound-spelling do you see in the word *social*?” (/shəl/ > ‘cial’)
- Have students move to the corner of the classroom labeled /shəl/ > ‘cial’.
- Repeat with the following words: *approve*, *Egyptian*, *improvement*, *money*, *initial*, *electrician*, and *govern*.

## READ WORDS WITH THE VC/V AND V/CV PATTERNS (3 MIN.)

- Direct students to Activity Page 10.1 and review the instructions.
- Have student pairs work together to complete the activity page in class.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Turn and Talk:** Ask pairs to share and compare their completed activity page with another pair. Have them self-correct their work as needed. Tell students to signal when both pairs have shared and compared.

## Lesson 10: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using prefixes and root words.

**TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

**ROOT WORDS AND AFFIXES: –SCOPE, SPECT, METER/METR, SEMI–, ANTI– (6 MIN.)**

- Divide students into five groups. Assign each group one of the following roots/affixes: *–scope*, *spect*, *meter/metr*, *semi–*, and *anti–*.
- Have each group come up with a written or oral sentence using a word that features their assigned root or affix.
- Ask one member from each group to share their sentence with the class. Record students' sentences on the board, providing corrections as needed. Ensure that the sentence demonstrates an understanding of the meaning of the word. Provide support as needed.
- Direct students to Activity Page 10.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

Activity Page 10.2





## Support

Before reading “Tools of the Trade,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages  
10.3, 10.4



## Challenge

Have students use a different color to highlight multisyllabic words with the V/CV pattern.

Part 2

### Lesson 10: Mixed Review, Part 2

# Reading



**Primary Focus:** Students will read “Tools of the Trade” independently and will answer questions about key details in the text.

**TEKS 3.2.A.ii; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.5**

## READ “TOOLS OF THE TRADE” INDEPENDENTLY (10 MIN.)

- Tell students they will be reading “Tools of the Trade” independently. Direct students to Activity Page 10.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *residential, precision, accuracy, digital, inspections*
  - phrases: “facial treatment,” “arrange their melody into a masterpiece,” “commercial buildings”
  - domain-specific language: *metronome, nonconductive gloves, antibiotics, anti-frizz treatment, virtual learning*
- Remind students that an idiom is an expression that has a meaning different from the literal meaning of its words. For example, “hold your horses” means “wait” or “slow down.” Prompt students to look for idioms as you read the passage and think about their impact on the text, and provide support for their meanings. (*game changers, get the rundown, like a million bucks, a whole heap*)
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *electricity, geometry, spectacular*).
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline words with with /shən/ > 'tian', 'cian' or /shəl/ > 'tial', 'cial';
  - put a box around words with /ə/ > 'o\_e' or /oo/ > 'o\_e';
  - circle words with the roots and affixes *-scope, spect, meter/metr, semi-, anti-*;
  - highlight multisyllabic words with the VC/V pattern; and
  - write one idiom and its meaning.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 10.4 independently. If they don't complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



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## Reading

### Reading Closely

#### Beginning

Form small groups and have students focus on one annotation at a time. For example, first have them read and underline words with /shən/ > 'tian', 'cian' or /shəl/ > 'tial', 'cial'. For the next reading, have them put a box around words with /ə/ > 'o\_e' or /oo/ > 'o\_e', and so on.

#### Intermediate

Have students work with a partner to annotate the text.

#### Advanced/

#### Advanced High

Have students work independently to annotate the text and then share their work with a partner.

**ELPS 4.A**



### Check for Understanding

Circulate as students are working, asking them to explain their annotation decisions.

## Lesson 10: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words with /ə/ and /oo/.

**TEKS 3.2.B.i; TEKS 3.2.B.v**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words with prefixes and suffixes and some words with /ə/ and /oo/ that you say aloud.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *magician*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |                 |               |                |
|-----------------|---------------|----------------|
| 1. magician     | 4. inspection | 7. thermometer |
| 2. government   | 5. Martian    | 8. disapproval |
| 3. semiofficial | 6. telescope  | 9. antisocial  |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                  |
|----------------------------------|
| 1. We put a cover on the pool.   |
| 2. The musician plays the drums. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Dictation Journals: Phonics/Encoding Dictation

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

## Lesson 10: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 10.1** for each student.
- Direct students to Activity Page 10.3.
- Have them reread “Tools of the Trade.”
- Review the writing prompt on **Activity Page TR 10.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Tools of the Trade” on **Activity Page TR 10.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 6 and Lesson 8 (*exhausted*, *routine*, *hygiene*) and the additional Tricky Words that you reviewed in the lessons. Write the following new words on an index card: *million*, *iron*, *crucial* and *physicians*.
- Use the cards with the new words. Say, "Today we will review some more Tricky Words together. You can sound out these words, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Display and point to the word *crucial* and say, "This word is tricky because the 'u' is pronounced /oo/, and the 'cial' is pronounced /shəl/."
- Show how the letters map to the sounds. Say, "Let's sound out this word. My turn first."
- Point to the letters as you say them. Say, "In this word, we blend and say /k/ /r/ for these letters. We say /oo/ for this letter. We say /shəl/ for these letters." Point to the letters as you blend the sounds: /c/ /r/ /oo/ /shəl/, *crucial*. Say, "*Crucial!* It's a word we use all the time, like when we say 'Electricians use important and crucial safety gear.'"
- Say, "Now it's your turn. When I touch the letters, you say the sounds and then read the word." Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, "We say *crucial*. What's the word?" Ask them to sound it out and then read it again. Say, "It is helpful to remember another word that has the /shəl/ sound spelled 'cial.'" Write *special* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.
- Add the Tricky Word cards from Lesson 6 and Lesson 8. Say, "Now we're going to practice reading all the new words we learned this week. Let's play

a game. We're going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let's see how fast we can go. My turn first."

- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, "Do you think you can go faster than I did?"
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, "Okay, now let's go faster." Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, "Remember, some words are tricky. You can sound them out, just like you've been doing. But some letter sounds in these words are pronounced differently than we would expect."
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

## **Additional Activities to Review All Tricky Words from This Week**

### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

## (2) Call, Flip, Read, Roll

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1–10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.

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### ENRICHMENT PASSAGE

- Make one copy of **Activity Page TR 10.2** for each student.
- Tell students they will be reading a short passage with some of the sound spellings and syllable types they have recently learned.
- Direct students to the passage “Father and Son in the White House.” Tell students that they may read the passage either silently or softly to themselves.
- Then have them read the passage again and
  - select and divide two VCCV words into their syllables, such as *con-~~ne~~-tion*
  - and select and divide two V/CV words into its syllables, such as *be-~~ca~~me*.
- After students have annotated the passage, have them complete the comprehension questions independently. If they do not complete the activity page in class, instruct them to work on it at home.
- If time allows, review student responses and engage students in a discussion when the opportunity arises. Encourage students to build on each other’s responses with the following sentence starters:
  - I agree with \_\_\_\_\_ because. . .
  - I have an additional perspective about. . .
  - That is a great point because. . .
  - Another example is. . .

## REVIEW

# Contractions with *Would* and *Had*

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend contractions with the words *would* and *had*.

✚ TEKS 3.2.A.iii

## Phonics—Decoding

✚ Students will read contractions with *would* and *had*. TEKS 3.2.A.iii; TEKS 3.2.B.iii

Students will divide and read multisyllabic words with the CV/VC pattern.

✚ TEKS 3.2.A.iv; TEKS 3.2.B.v

## Morphology

Students will identify the meaning of and use the root words *port* and *mot/mov*.

✚ TEKS 3.3.C

## Reading

Students will read “Violet’s Poems” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

✚ TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.3.B; TEKS 3.4

## Phonics—Encoding

Students will spell and write words that are contractions.

✚ TEKS 3.2.B.i; TEKS 3.2.B.iii

## FORMATIVE ASSESSMENT

## Activity Page 11.1

## Divide and Read Words with CV/VC Pattern

✚ TEKS 3.2.A.iv

## Observation

## Discussion Questions Observation Record

✚ TEKS 3.4

✚ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.3.C** Identify the meaning of and



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Review Contractions with <i>Would</i> and <i>Had</i>                                           | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Contractions with <i>Would</i> and <i>Had</i>                                             | 3 min.  |                                             |
| Divide and Read Words with the CV/VC Pattern                                                   | 3 min.  | <input type="checkbox"/> Activity Page 11.1 |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words: <i>port, mot/mov</i>                                                               | 6 min.  | <input type="checkbox"/> Activity Page 11.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read “Violet’s Poems” with Accuracy                                                            | 10 min. | <input type="checkbox"/> Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Contractions with <i>Would</i> and <i>Had</i>                                            | 5 min.  | <input type="checkbox"/> dictation journal  |

use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## ADVANCE PREPARATION

### Morphology

Create the chart below to use during the activity. The chart will be used in Lesson 12 as well.

| Root Word      | Meaning | Example(s) | Sentence(s) |
|----------------|---------|------------|-------------|
| <i>port</i>    |         |            |             |
| <i>mot/mov</i> |         |            |             |

### Reading

- Ensure you have the Unit 4 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *flyer* (event publicity), *platform* (stage), *formula* (math), *paper boat*, *commotion* (cheering), and *beamed* (face).



Foundational Skills

Foundational Literacy Skills

**Beginning**

Remind students that contractions are words that are made by shortening and combining two words. Ask, “Can you think of a contraction in your home language?”

**Intermediate**

Remind students that contractions are words that are made by shortening and combining two words. Ask, “Can you think of a contraction in your home language? What words does it combine?”

**Advanced/**

**Advanced High**

Remind students that contractions are words that are made by shortening and combining two words. Ask, “Can you think of contractions in your home language? What words do they combine? Explain if it is or is not similar to a contraction in English.”

**ELPS 1.A; ELPS 2.C**

Lesson 11: Review: Contractions with *Would* and *Had*, Part 1

# Warm-Up



**Primary Focus:** Students will identify and blend contractions with the words *would* and *had*. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS WITH WOULD AND HAD (3 MIN.)**

- Say, “In this lesson, we are going to practice using contractions. Contractions are words that are made by shortening and combining two words. The word *he’d* is an example of a contraction.”
- Separate the pronoun and the contraction: /hee/ + /d/. Then say them together: *he’d*. Have students repeat the separated and blended word.
- Say, “*He’d* is a combination of the words *he would* or *he had*.”
- Say, “Instead of saying the sentence, ‘He would go,’ we can use *he’d* to shorten the sentence to ‘He’d go.’ Instead of saying the sentence, ‘He had gone,’ we can use *he’d* to shorten the sentence to ‘He’d gone.’”
- Say, “When we read the word *he’d*, we can use clues in the rest of the sentence to decide whether the contraction replaces *he would* or *he had*.”
- Say, “We can make contractions with different pronouns and the verbs *would* and *had*.”
- Have students pronounce the following contractions: *I’d*, *you’d*, *we’d*, *she’d*, *they’d*, and *it’d*.

Lesson 11: Review: Contractions with *Would* and *Had*, Part 1

# Phonics—Decoding



**Primary Focus**

Students will read contractions with *would* and *had*. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will divide and read multisyllabic words with the CV/VC pattern.

**TEKS 3.2.A.iv; TEKS 3.2.B.v**

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### READ CONTRACTIONS WITH *WOULD* AND *HAD* (3 MIN.)

- Write the phrases *she would* and *she had* on the board.
- Underline *would* and *had*. Say, “If we want to make a contraction out of these words, we’ll have to change the spelling. To form a contraction, we add an apostrophe to the pronoun and shorten the words *had* or *would*.”
- Model adding an apostrophe to *she* and crossing out the letters to shorten *would*: *She’~~would~~*.
- Model adding an apostrophe to *she* and crossing out the letters to shorten *had*: *She’~~had~~*.
- Say, “*She would* and *she had* can become *she’d*.”
- Write *she’d* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Repeat the routine with the contractions *I’d*, *you’d*, *we’d*, *they’d*, and *it’d*, writing the pronoun and the verbs *would* and *had*, writing the contraction, and having students read the contraction aloud.
- Write the following sentences on the board:
  - *I’d take the bus to school if I were you.*
  - *I’d taken the bus to school that day.*
- Say, “When I read these sentences, it is not immediately clear whether the contraction shortens *would* or *had*. To find out, I can place *would* and *had* back into the sentence to see if it makes sense.”
- Read the first sentence. Have students repeat it. Ask, “If the sentence read *I had take the bus to school if I were you*, would that make sense?” (*no*)
- Ask, “If the sentence read *I would take the bus to school if I were you*, would that make sense?” (*yes*)
- Repeat the routine with the second sentence.

### DIVIDE AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide syllables.
- Write the word *meow* on the board. Circle the vowels.

### Support

Provide students with tools for recognizing when a contraction is a shortening of *would* or *had*. Remind them that *would* often appears in sentences with the word *if*. For example: *I’d go to the play if I did not have homework*. Meanwhile, *had* often appears next to a verb. For example: *I’d walked for a mile before I remembered my backpack*.

## Activity Page 11.1



- Say, “I am going to try dividing this word after the first vowel, ‘e’, which would make an open syllable. Open syllables often make a long vowel sound. That would mean this word is pronounced /mee/ • /ou/. I recognize that word, so I think I divided it correctly.”
- Write CV/VC under the word. Say, “This word has a CV/VC pattern, so we divide the syllables between the vowels.”
- Demonstrate dividing the syllables with a slash: *me•ow*. Point out the syllable type (open; vowel combination). Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the following: *di•et*, *li•ar*, *sci•ence*, and *po•et•ry*.
- Direct students to Activity Page 11.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Have students raise one, two, three, or four fingers to indicate the number of syllables in these words: *gradual*, *evaluate*, *trial*, and *ruin*.

## Lesson 11: Review: Contractions with *Would* and *Had*, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the root words *port* and *mot/mov*. **TEKS 3.3.C**

### ROOT WORDS: *PORT, MOT/MOV* (6 MIN.)

- Display the chart below that you created in Advance Preparation with the roots *port* and *mot/mov* in the first column.

**TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

| Root Word      | Meaning | Example(s) | Sentence(s) |
|----------------|---------|------------|-------------|
| <i>port</i>    |         |            |             |
| <i>mot/mov</i> |         |            |             |

- Remind students that a root is a word part from which other words are created.
- Say, “The root *port* means ‘to carry.’” Write the definition in the second column.

| Root Word      | Meaning  | Example(s) | Sentence(s) |
|----------------|----------|------------|-------------|
| <i>port</i>    | to carry |            |             |
| <i>mot/mov</i> |          |            |             |

- Write the word *transport* in the third column. Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s) |
|----------------|----------|------------|-------------|
| <i>port</i>    | to carry | transport  |             |
| <i>mot/mov</i> |          |            |             |

- Say, “This word has two parts: *trans* and *port*.”
- Say, “We have learned that the prefix *trans-* means ‘across’ or ‘beyond.’ The root *port* means ‘to carry.’ Therefore, we can tell that the word *transport* means ‘to carry from one place to another.’”
- Write the following sentence in the fourth column and underline the word *transports*: *The boat transports people from one island to another.* Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> |          |            |                                                               |

## Support

Some words that use these roots are not easily decodable even if students understand the meaning of the root. Examples include *emotion*, *remove*, *remote*, and *report*. Remind students that a dictionary can help them define unfamiliar words.

- Say, “The roots *mot* and *mov* are similar. Both mean ‘to move.’” Write the definition in the second column.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> | to move  |            |                                                               |

- Write the word *motor* in the third column. Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> | to move  | motor      |                                                               |

- Say, “*Motor* has two parts: *mot* and *-or*.”
- Say, “The root *mot* means ‘to move.’ We have learned that the suffix *-or* means ‘a person or thing that does something.’ Therefore, we can tell that a *motor* is something that causes something to move.”
- Write the following sentence in the fourth column and underline the word *motor*: *The car is fast because it has a powerful motor.* Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                   |
|----------------|----------|------------|---------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another. |
| <i>mot/mov</i> | to move  | motor      | The car is fast because it has a powerful <u>motor</u> .      |

- Write the word *movement* under the word *motor*.
- Say, “*Movement* has two parts: *mov* and *-ment*. Notice that in this case the root is spelled with an ‘e.’”
- Say, “The root *mov* means ‘to move.’ We have learned that the suffix *-ment* means ‘the action or the state of doing something.’ Therefore, we can tell that *movement* means ‘the action or state of moving.’”

- Write the following sentence in the fourth column and underline the word *movements*: *Athletes practice running, jumping, and other movements.* Have students read it aloud.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                      |
|----------------|----------|------------|------------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another.    |
| <i>mot/mov</i> | to move  | motor      | The car is fast because it has a powerful <u>motor</u> .         |
|                |          | movement   | Athletes practice running, jumping, and other <u>movements</u> . |

- Direct students to Activity Page 11.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

### Activity Page 11.2





Lesson 11: Review: Contractions with *Would* and *Had*, Part 2

## Reading



**Primary Focus:** Students will read “Violet’s Poems” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the

text. **TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.3.B; TEKS 3.4**

**READ “VIOLET’S POEMS” WITH ACCURACY (10 MIN.)**

## Activity Page 11.3



## Support

Before reading “Violet’s Poems,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 11.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *promote, teleport, portable, free-form, genuine*
  - phrases: “formula of joy,” “beamed with pride,” “triumphant as a champion”
  - domain-specific language: *art form*
- Tell students that they can use context clues to find the meanings of unfamiliar words. Model using context clues to determine the meaning of the word *flyer* in the sentence: “One day a flyer caught Violet’s attention.” Draw their attention to the beginning of the next sentence.
- Point out to students that there is a poem within the story. Remind students that poems often include rhyming words, figurative language, and phrases that help readers visualize events, characters, and feelings.
- Have students follow along as you read “Violet’s Poems.”
- Read the story once without interruption, modeling how to read accurately and at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “Violet was a poet. She’d spend hours writing poems in her diary.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: Does Violet write poems? (*yes*) Does she read her poem only to Noelle? (*no*)

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *Violet reads her poem to an \_\_\_\_\_. (audience) After reading the poem out loud, Violet feels more \_\_\_\_\_. (confident)*

#### Advanced/ Advanced High

Encourage students to expand or build on other students' responses.

**ELPS 4.G; ELPS 4.I**

- Confirm that your reading did not sound conversational, you did not use appropriate phrasing of words, and your reading did not have the right rhythm.
- Say, "To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: "Violet was a poet. She'd spend hours writing poems in her diary."
- Read a few lines of the story again, modeling how to sound out unfamiliar words (e.g., *intimidating*, *courageous*, and *commotion*) so you read accurately. Point out that rereading unfamiliar words is one way students can monitor their comprehension, or make sure they understand what they read.
- Have students practice pronouncing the words with you.
- Read the story once more with the whole class as a choral read.

## Wrap-Up

### Discussion Questions for "Violet's Poems"

1. **Literal.** What does Noelle suggest that Violet do?
  - » Noelle suggests that Violet share her poems at a poetry showcase.
2. **Literal.** What phrase provides a context clue to the meaning of the word *showcase*?
  - » Possible response: The phrase "read their poems to an audience" provides a context clue.
3. **Literal.** How does Violet feel when she is on the platform?
  - » Violet feels nervous and wishes she could teleport away.
4. **Inferential.** What is the message of Violet's poem?
  - » Answers will vary. Sample response: The poem provides the message that creating art makes the world a more exciting place.
5. **Literal.** How does reading a poem at the showcase change Violet?
  - » Violet becomes more confident about her poetry.



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.
- **Turn and Talk:** For the inferential question, have students share their thoughts with one another. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

## Lesson 11: Review: Contractions with *Would* and *Had*, Part 2 Phonics—Encoding



**Primary Focus:** Students will spell and write words that are contractions.

**TEKS 3.2.B.i; TEKS 3.2.B.iii**

### SPELL CONTRACTIONS WITH *WOULD* AND *HAD* (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling contractions with *would* or *had* that you say aloud.
- Say the word *I'd*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

- |           |          |
|-----------|----------|
| 1. I'd    | 5. she'd |
| 2. we'd   | 6. he'd  |
| 3. they'd | 7. it'd  |
| 4. you'd  |          |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations.

- Say the following sentences aloud, pausing to provide students time to write.

**Note:** Tell students that the sentences include names. They should listen to the names and try their best to spell them.

1. Lien and Hong An said they'd start reading the book tonight.
2. Hanif wanted to know who'd already eaten lunch today.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.

End Lesson

## Lesson 11: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 11.1** for each student.
- Direct students to Activity Page 11.3.
- Have them reread "Violet's Poems."
- Review the writing prompt on **Activity Page TR 11.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.

- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

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### TRICKY WORDS REVIEW

- Write the following word on an index card: *courageous*. Create or gather some additional Tricky Word cards to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *courageous* and say, “This word is tricky because the ‘ou’ is pronounced /ə/. The ‘ae’ is pronounced /æ/, and the ‘geous’ is pronounced /jəs/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /k/ for this letter. We say /ə/ for these letters. We say /r/ for this letter. We say /æ/ for these letters. We say /jəs/ for these letters.” Point to the letters as you blend the sounds: /k/ /ə/ /r/ /æ/ /jəs/, *courageous*. Say, “*Courageous!* It’s a word we hear all the time, like when we say ‘Violet would have to let go of her fears and be courageous.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *courageous*. What’s the word?”
- Repeat the steps when introducing the remaining review words, mapping the correct sounds to the letters in the irregular word.

- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 12

## REVIEW

# Contractions with *Will* and *Are*

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend contractions with the words *will* and *are*.

✚ **TEKS 3.2.A.iii**

## Phonics—Decoding

✚ Students will read contractions with *will* and *are*. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will divide and read multisyllabic words with the CV/VC pattern.

✚ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will identify the meaning of and use the root words *port*, *mot/mov*, and

✚ *form*. **TEKS 3.3.C**

## Reading

Students will reread “Violet’s Poems” fluently with a partner.

✚ **TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words that are contractions.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iii**

## FORMATIVE ASSESSMENT

## Observation

## Observation: “Violet’s Poems” Anecdotal Reading

✚ **Record** **TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.4**

- ✚ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Contractions with <i>Will</i> and <i>Are</i>                                            | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Contractions with <i>Will</i> and <i>Are</i>                                              | 3 min.      | <input type="checkbox"/> Activity Page 12.1 |
| Divide and Read Words with the CV/VC Pattern                                                   | 3 min.      |                                             |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words: <i>port, mot/mov, form</i>                                                         | 6 min.      | <input type="checkbox"/> Activity Page 12.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “Violet’s Poems”                                                                        | 10 min.     | <input type="checkbox"/> Activity Page 11.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Contractions with <i>Will</i> and <i>Are</i>                                             | 5 min.      | <input type="checkbox"/> dictation journal  |



## ADVANCE PREPARATION

### Warm-Up

- To learn more about how your students' language varieties may affect their pronunciation of certain sounds as they decode words, refer to the Language Varieties' Influence on Letter Sounds document, available under the General English Learners resource in the program's digital components site

### Morphology

Get the chart from Lesson 11 and add another row to use during the activity.

| Root Word      | Meaning | Example(s) | Sentence(s) |
|----------------|---------|------------|-------------|
| <i>port</i>    |         |            |             |
| <i>mot/mov</i> |         |            |             |
| <i>form</i>    |         |            |             |

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the story.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

## Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

## Universal Access

- Gather pictures to represent the words in the Reading activity: *flyer* (event publicity), *platform* (stage), *formula* (math), *paper boat*, *commotion* (cheering), and *beamed* (face).

Lesson 12: Review: Contractions with *Will* and *Are*, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend contractions with the words *will* and *are*. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS WITH WILL AND ARE (3 MIN.)**

- Say, “In this lesson, we are going to practice using contractions. Contractions are words that are made by shortening and combining two words. The word *we’ll* is an example of a contraction.”
- Separate the sounds of the pronoun and the contraction: /wee/ + /I/. Then say them together: *we’ll*. Have students repeat the separated and blended word.
- Say, “*We’ll* is a combination of the words *we will*.”
- Say, “Instead of saying the sentence, ‘We will see,’ we can use *we’ll* to shorten the sentence to ‘We’ll see.’”
- Have students pronounce the following contractions: *I’ll*, *you’ll*, *he’ll*, *she’ll*, *it’ll*, and *they’ll*.
- Say, “If we want to form a contraction of the words *we are*, we can use the contraction *we’re*.”
- Tell students that *we’re* is usually pronounced /w/ /ə/ /r/ or /w/ /i/ /r/. Say the blended word: *we’re*. Have students repeat the separated and blended word.
- Say, “Instead of saying the sentence, ‘We are cold,’ we can use *we’re* to shorten the sentence to ‘We’re cold.’”
- Have students pronounce the following contractions: *they’re*, *you’re*.

### Support

Explain that language variety (regional inflection) plays an important role in how contractions are pronounced. For example, *we’ll* may be pronounced /w/ /i/ /l/ in certain regions of the United States. Likewise, *you’re* may be pronounced /y/ /er/, /y/ /or/, and /y/ /ue/ /r/.

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations.

Lesson 12: Review: Contractions with *Will* and *Are*, Part 1

# Phonics—Decoding



## Primary Focus

Students will read contractions with *will* and *are*. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will divide and read multisyllabic words with the CV/VC pattern.

**TEKS 3.2.A.iv; TEKS 3.2.B.v**

### READ CONTRACTIONS WITH *WILL* AND *ARE* (3 MIN.)

- Write the phrases *you will* and *you are* on the board.
- Underline *will* and *are*. Say, “If we want to make a contraction out of these words, we’ll have to change the spelling.”
- Model adding an apostrophe to *you* and crossing out the letters to shorten *will*: *You’ will*.
- Say, “To form the contraction *you’ll*, we add an apostrophe to the pronoun and shorten the word *will*. *You will* can become *you’ll*.”
- Write *you’ll* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Model adding an apostrophe to *you* and crossing out the letter ‘a’ to shorten *are*: *You’ are*.
- Say, “To form the contraction *you’re*, we add an apostrophe to the pronoun and shorten the word *are*. *You are* can become *you’re*.”
- Write *you’re* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Repeat the routine with the contractions *I’ll*, *he’ll/she’ll*, *it’ll*, *they’ll*, *what’ll* *who’ll*, *they’re*, *what’re*, and *we’re*.
- Direct students to Activity Page 12.1 and review the instructions.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

## Activity Page 12.1





### Check for Understanding

**Thumbs-Up/Thumbs-Down** Write these contractions on the board and have students confirm whether they are correct: *I'll* (thumbs-up), *I're* (thumbs-down), *it're* (thumbs-down), *it'll* (thumbs-up).

### Support

Explain that some CV/VC words have more than two consecutive vowels. If a vowel is part of a digraph, such as 'qu,' the word is still considered CV/VC. Demonstrate this pattern with the word *quiet*, which divides between the vowels that are not a part of the 'qu' digraph: *qui•et*.

### DIVIDE AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write the word *create*.
- Circle the vowels. Underline the consonants.
- Say, "I see two vowels together in this word. I know that sometimes the vowels 'ea' can work together to make one sound, like /ee/ or /e/. I'll try to read this word that way first."
- Pronounce the word /k/ /r/ /ee/ /t/.
- Say, "That doesn't sound right. I'm going to try dividing the word after the first 'e' which would mean it is an open syllable. I know that open syllables often make a long vowel sound. That would mean the second syllable has a pattern I recognize: 'a\_e' which often makes the long /ae/ sound."
- Pronounce the word /k/ /r/ /ee/ • /ae/ /t/, /kree/ /aet/.
- Say, "*Create* is a word I have heard before."
- Write CV/VC under the word. Say, "This word has a CV/VC pattern, so we divide the syllables between the vowels."
- Demonstrate dividing the syllables with a slash: *cre•ate*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the following words: *trial, triumph, fluid, realize*.
- Have volunteers take turns approaching the board to mark the vowels and then the consonants. Then have students divide the word into syllables. Have them identify each syllable type to help them decode syllable by syllable first, and then the whole word.

Lesson 12: Review: Contractions with *Will* and *Are*, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the root words *port*, *mot/mov*, and *form*. **TEKS 3.3.C**

## ROOT WORDS: *FORM* (6 MIN.)

- Add to the chart below created in Lesson 11. Write the root *form* in the first column, in the last row.

| Root Word      | Meaning  | Example(s) | Sentence(s)                                                      |
|----------------|----------|------------|------------------------------------------------------------------|
| <i>port</i>    | to carry | transport  | The boat <u>transports</u> people from one island to another.    |
| <i>mot/mov</i> | to move  | motor      | The car is fast because it has a powerful <u>motor</u> .         |
|                |          | movement   | Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    |          |            |                                                                  |

- Say, “The root *form* has two meanings. It can mean ‘the shape of’ or ‘resembling something.’” Write the definitions in the second column.

| Root Word      | Meaning                              | Example(s) | Sentence(s)                                                      |
|----------------|--------------------------------------|------------|------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport  | The boat <u>transports</u> people from one island to another.    |
| <i>mot/mov</i> | to move                              | motor      | The car is fast because it has a powerful <u>motor</u> .         |
|                |                                      | movement   | Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    | the shape of or resembling something |            |                                                                  |

- Write the word *uniform* in the third column. Have students read it aloud.

**TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Challenge

Based on your knowledge of the root *form* and the meaning of *transformation*, what do you think the word *formation* means? (“the act or process of giving something its shape”)

## Challenge

In this lesson, students learned about the meaning of *uniform* as an adjective. Ask, “What does *uniform* mean as a noun?” (*a type of dress worn by members of a group, such as students or athletes*)



Language

Learning How English Works

Review the meaning of prefixes and suffixes. Say, “The word part *trans-* is a prefix. Do prefixes appear at the start or at the end of words?” (*start*) “The word part *-tion* is a suffix.

Do suffixes appear at the start or at the end of words?” (*end*)

**ELPS 4.A**

| Root Word      | Meaning                              | Example(s)        | Sentence(s)                                                                                                                  |
|----------------|--------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport         | The boat <u>transports</u> people from one island to another.                                                                |
| <i>mot/mov</i> | to move                              | motor<br>movement | The car is fast because it has a powerful <u>motor</u> .<br>Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    | the shape of or resembling something | uniform           |                                                                                                                              |

- Say, “We have learned that the prefix *uni-* means ‘single’ or ‘one.’ The root *form* in this case means ‘the shape of.’ Therefore, we can tell that when things are *uniform*, they are the same shape, size, or condition.”
- Write the following sentence in the fourth and underline the word *uniform*:  
*The desks are uniform in size, so all students have the same amount of space.*  
Have students read it aloud.

| Root Word      | Meaning                              | Example(s)        | Sentence(s)                                                                                                                  |
|----------------|--------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport         | The boat <u>transports</u> people from one island to another.                                                                |
| <i>mot/mov</i> | to move                              | motor<br>movement | The car is fast because it has a powerful <u>motor</u> .<br>Athletes practice running, jumping, and other <u>movements</u> . |
| <i>form</i>    | the shape of or resembling something | uniform           | The desks are <u>uniform</u> in size, so all students have the same amount of space.                                         |

- Write the word *transformation* in the third column of the chart. Read the word and then have students read it aloud.

| Root Word   | Meaning  | Example(s) | Sentence(s)                                                   |
|-------------|----------|------------|---------------------------------------------------------------|
| <i>port</i> | to carry | transport  | The boat <u>transports</u> people from one island to another. |

|                |                                      |                        |                                                                                      |
|----------------|--------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| <i>mot/mov</i> | to move                              | motor                  | The car is fast because it has a powerful <u>motor</u> .                             |
|                |                                      | movement               | Athletes practice running, jumping, and other <u>movements</u> .                     |
| <i>form</i>    | the shape of or resembling something | uniform transformation | The desks are <u>uniform</u> in size, so all students have the same amount of space. |

- Say, “Some words with these roots can be hard to break apart and understand. It can be useful to read the sentence in which a word appears to gather clues about its meaning. We call this context clues.”
- Write the following sentence in the fourth column and underline the word *transformation*: *The transformation of water into ice is called freezing.* Have students read it aloud.

| Root Word      | Meaning                              | Example(s)             | Sentence(s)                                                                          |
|----------------|--------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| <i>port</i>    | to carry                             | transport              | The boat <u>transports</u> people from one island to another.                        |
| <i>mot/mov</i> | to move                              | motor                  | The car is fast because it has a powerful <u>motor</u> .                             |
|                |                                      | movement               | Athletes practice running, jumping, and other <u>movements</u> .                     |
| <i>form</i>    | the shape of or resembling something | uniform transformation | The desks are <u>uniform</u> in size, so all students have the same amount of space. |
|                |                                      |                        | The <u>transformation</u> of water into ice is called freezing                       |

- Say, “By reading this sentence, we can tell that *transformation* describes a type of change. I know that the prefix *trans-* means ‘across’ or ‘beyond,’ the root *form* can mean ‘the shape of,’ and the suffix *-tion* describes an action, state, or condition.”
- Say, “By combining the context of the sentence with its word parts, I can guess that *transformation* means ‘the action of completely changing shape.’”
- Direct students to Activity Page 12.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 12.2





Lesson 12: Review: Contractions with *Will* and *Are*, Part 2

## Reading



**Primary Focus:** Students will reread “Violet’s Poems” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.4**

**REREAD “VIOLET’S POEMS” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 11.3. Tell students that today they will reread “Violet’s Poems” with a partner.
- Take time to answer any questions that students may have about “Violet’s Poems.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that they can use context clues to find the meanings of unfamiliar words.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.
- After students read the passage, have them work together to
  - underline three contractions;
  - circle three words with *port*, *mot/mov*, and *form*;

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 11.3



## Challenge

Have students write a brief summary of the text. Remind them that a summary should only include the main points.

- highlight three words with the CV/VC syllable pattern; and
- write one unfamiliar word that you can define with context clues.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

**Question-Pair-Share:** Have partners think of questions about the text to ask each other. Remind students to be sure to cite specifics from the passage to support their answer. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s question and the answer with the group.



### Observation: “Violet’s Poems” Anecdotal Reading Record

As you listen to each student read “Violet’s Poems,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 12: Review: Contractions with *Will* and *Are*, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are contractions.

✚ **TEKS 3.2.B.i; TEKS 3.2.B.iii**

### **SPELL CONTRACTIONS WITH *WILL* AND *ARE* (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling contractions with *will* and *are* that you say aloud.

✚ **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) spelling compound words, contractions, and abbreviations.



## Foundational Skills

### Foundational Literacy Skills

#### Beginning

Have students complete the contraction to finish this sentence frame: *The students are learning.*  
*They' \_\_\_\_\_ learning. (re)*

#### Intermediate

Have students complete the contractions to finish this sentence frame: *The students are learning.*  
*They' \_\_\_\_\_ sure that they' \_\_\_\_\_ pass the test. (re; ll)*

#### Advanced/

#### Advanced High

Work with students to define a word from the dictation to use in their sentences.

**ELPS 3.A**

- Say the word *you'll*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

**Note:** The contractions *we're* and *we'll* have different regional pronunciations. You may want to read the words several times, adjusting the pronunciation to include the long, short, and schwa vowel sounds. You may want to present each contraction in a sentence.

- |           |            |           |
|-----------|------------|-----------|
| 1. you'll | 4. they'll | 7. we'll  |
| 2. he'll  | 5. they're | 8. we're  |
| 3. you're | 6. what'll | 9. who'll |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                                                    |
|--------------------------------------------------------------------|
| 1. We'll see if it'll rain later today before we plant the garden. |
| 2. They're not going there until Monday.                           |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

## Lesson 12: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 12.1** for each student.
- Have them mark correct and incorrect divisions of words into syllables.

## SHARING

- Pair up students and have one person share the response they wrote about “Violet’s Poems” on **Activity Page TR 11.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *courageous* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *kəreɪjəs*. Write the letters to spell *courageous* on the board.
- Point to the word *courageous* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ə/ sound is spelled ‘ou’. The /eɪ/ sound is spelled ‘a’, and the /jəs/ sound is spelled ‘geous.’”

- Show how the letters map to the sounds. Say, “We say /k/ for this letter. We say /ə/ for this letter. We say /r/ for this letter. We say /æ/ for this letter. We say /jəs/ for these letters.” Point to the letters as you blend the sounds: /k/ /ə/ /r/ /æ/ /jəs/, *courageous*. Say, “*Courageous!* It’s a word we use all the time.”
- Repeat with any additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

# Contractions with *Have, Has, and Not*

## PRIMARY FOCUS OF LESSON

## Warm-Up

Students will identify and blend contractions with the words *have*, *has*, and *not*.

✚ TEKS 3.2.A.iii

## Phonics—Decoding

Students will create and read contractions with *have*, *has*, and *not*.

✚ TEKS 3.2.A.iii; TEKS 3.2.B.iii

Students will construct and read multisyllabic words with the CV/VC pattern.

✚ TEKS 3.2.A.iv; TEKS 3.2.B.v

## Morphology

Students will identify the meaning of and use the root words *phone* and *phon*.

✚ TEKS 3.3.C

## Reading

Students will read “The Queen of Soul: A Musical Biography” fluently and will answer questions about key details in the text.

✚ TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.3.B; TEKS 3.4

## Phonics—Encoding

Students will spell and write words that are contractions.

✚ TEKS 3.2.B.i; TEKS 3.2.B.iii

## FORMATIVE ASSESSMENT

Activity Page 13.2

✚ Root Words: *phon/phone*

TEKS 3.3.C

- ✚ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.3.B** Use context within and beyond a sentence to

## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                   |
|------------------------------------------------------------------------------------------------|---------|-----------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                             |
| <b>Warm-Up</b>                                                                                 |         |                             |
| Review Contractions with <i>Have, Has, and Not</i>                                             | 3 min.  |                             |
| <b>Phonics—Decoding</b>                                                                        |         |                             |
| Read Contractions with <i>Have, Has, and Not</i>                                               | 3 min.  | ☐ Activity Page 13.1        |
| Construct and Read Words with the CV/VC Pattern                                                | 3 min.  |                             |
| <b>Morphology</b>                                                                              |         |                             |
| Root Words: <i>phon/phone</i>                                                                  | 6 min.  | ☐ Activity Page 13.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                             |
| <b>Reading</b>                                                                                 |         |                             |
| Read “The Queen of Soul: A Musical Biography”                                                  | 10 min. | ☐ Activity Pages 13.3, 13.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                             |
| Spell Contractions with <i>Have, Has, and Not</i>                                              | 5 min.  | ☐ dictation journal         |

determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.i** Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

## ADVANCE PREPARATION

### Morphology

- Gather pictures to represent words that use the root *phon/phone* that may be unfamiliar to students: *saxophone*, *megaphone*, and *symphony*.

### Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *Aretha Franklin*, *minister (church)*, *lyrics*, *Rock & Roll Hall of Fame*, *inauguration*, and *saxophones*.



Lesson 13: Review: Contractions with *Have*, *Has*, and *Not*, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend contractions with the words *have*, *has*, and *not*. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS WITH HAVE, HAS, AND NOT (3 MIN.)**

- Say, “In this lesson, we are going to continue to practice using contractions. Contractions are words that are made by shortening and combining two words. The word *I’ve* is an example of a contraction.”
- Separate the word from the contraction in *I’ve*: /ie/ /v/. Then say them together: *I’ve*. Have students repeat the separated and blended word.
- Say, “*I’ve* is a combination of the words *I have*.”
- Say, “Instead of saying the sentence, ‘I have been to the city,’ we can use *I’ve* to shorten the sentence to ‘I’ve been to the city.’”
- Have students pronounce the following contractions: *you’ve*, *we’ve*, *they’ve*.
- Say, “We can also use this contraction with the verbs *could*, *would*, and *should*. An example of this type of contraction is *could’ve*.”
- Separate the word from the contraction in *could’ve*: /kood/ /əv/. Then say them together: *could’ve*. Have students repeat the separated and blended word.
- Say, “Instead of saying the sentence, ‘We could have met,’ we can use *could’ve* to shorten the sentence to ‘We could’ve met.’”
- Have students pronounce the following contractions: *should’ve*, *would’ve*.
- Say, “Contractions can also shorten sentences with the word *not*. These contractions are called negative contractions. An example of this type of contraction is *hasn’t*.”
- Separate the word from the contraction in *hasn’t*: /haz/ /ənt/. Then say them together: *hasn’t*. Have students repeat the separated and blended word.
- Say, “Instead of saying the sentence, ‘It has not rained,’ we can use the negative contraction *hasn’t* to shorten the sentence to ‘It hasn’t rained.’”

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviation.

- Have students pronounce the following contractions: *haven't, hadn't, can't, wouldn't, couldn't, don't, doesn't, didn't, isn't, aren't, wasn't, weren't*.
- Say, "The contraction of *will not* is irregular. When we combine these words, we use the contraction *won't*." Have students repeat *won't*.

## Challenge

Ask students to form their own sentences with contractions featuring *has, have, and not*.

### Lesson 13: Review: Contractions with *Have, Has, and Not*, Part 1

# Phonics—Decoding



## Primary Focus

Students will create and read contractions with *have, has, and not*.

✚ **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will construct and read multisyllabic words with the CV/VC pattern.

✚ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## READ CONTRACTIONS WITH *HAVE, HAS, AND NOT* (3 MIN.)

- Write the phrase *I have* on the board. Have students read the phrase aloud.
- Say, "If we want to make a contraction out of these words, we'll have to change the spelling."
- Model adding an apostrophe to *I* and crossing out the letters to shorten *have*: *I' have*.
- Say, "To form the contraction *I've*, we add an apostrophe to the pronoun and shorten the word *have*. *I have* can become *I've*."
- Write *I've* on the board. Have students read the word aloud. Ask a volunteer to use the word in a sentence.
- Write the phrase *she has* on the board. Have students read the phrase aloud.
- Model adding an apostrophe to *she* and crossing out the letters to shorten *has*: *she' has*.
- Say, "To form the contraction *she's*, we add an apostrophe to the pronoun and shorten the word *has*. *She has* can become *she's*."

✚ **TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviation;  
**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;  
**TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Write *she's* on the board. Have students read the word aloud.
- Write the phrase *Casey has* on the board. Have students read the phrase aloud.
- Say, "We can also form contractions with proper nouns. In this case, we add an apostrophe to the proper noun and shorten the word *has*. *Casey has* can become *Casey's*."
- Explain that we can also use the contraction 's for the word *is*. Point out to students that depending on context, or the information in the story, *Casey's* may mean *Casey has* or *Casey is*.

**Note:** Adding an apostrophe to a noun also creates the possessive form of the noun. Students will review possessive nouns in the next lesson.

- Write the phrase *has not* on the board. Have students read the phrase aloud.
- Say, "To form the contraction *hasn't*, we make the phrase into one word and replace the 'o' in the word *not* with an apostrophe. *Has not* can become *hasn't*."
- Write *hasn't* on the board. Have students read the word aloud.
- Repeat the routine with the contractions *we've*, *could've*, *couldn't*, *won't*.
- Direct students to Activity Page 13.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 13.1



### CONSTRUCT AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Remind students that they can look for patterns to divide words into syllables as they read and spell words.
- Write the word *readmit* on the board.
- Circle the vowels. Underline the consonants.
- Say, "I recognize the VC/CV pattern here, so I will divide these two syllables." Mark the syllables in *ad•mit* with a slash.
- Say, "I see two vowels together in this word. I know that sometimes the vowels 'ea' can work together to make one sound, like /ee/ or /e/. We also

learned that when two vowels stand between two consonants, the word can be divided between the two vowels. This pattern is called CV/VC."

- Say, "I want to know whether I should divide this word after or before the second vowel, 'a'."
- Say, "I see letters that might be a vowel team I've learned about: 'ea'. I can read the word with a long /ee/ sound for the vowel team 'ea' to see if I should divide the word after the vowel 'a'."
- Read the word *readmit* with the long vowel sound /ee/ for the vowel team 'ea': /r/ /ee/ /d/ /m/ /i/ /t/, /reed/ /mit/.
- Say, "That does not sound right to me. I'm going to try dividing the word after the 'e' which would mean it is an open syllable. I know that open syllables often make a long vowel sound."
- Read the word *readmit* syllable by syllable, with separate vowel sounds for 'e' and 'a': /ree/ /ad/ /mit/.
- Say, "That sounds much better, but still sounds a bit off. Remember that in unstressed syllables, the vowel can change to the schwa. Let me try to read the word again with the schwa: /ree/ /əd/ /mit/. *Readmit* is a word I have heard before. To readmit means to allow someone to enter a space again."
- Write CV/VC under the word. Say, "This word has a CV/VC pattern, so we divide the syllables between the vowels."
- Mark with a slash where the first syllable ends: *re•ad•mit*.
- Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat the routine with the following words: *a•re•a*, *fli•er*, *cas•u•al*, *bi•ol•o•gy*.



### Check for Understanding

**Turn and Talk:** Have student pairs come up with a word that follows the CV/VC pattern. Tell students to signal when both partners have contributed to the conversation. Then have pairs share their words with the class.

Lesson 13: Review: Contractions with Have, Has, and Not, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use the root words *phon/phone*. **TEKS 3.3.C**

## ROOT WORDS: PHON/PHONE (6 MIN.)

- Write the root *phon/phone* on the board.
- Remind students that a root is a word part from which other words are created.
- Say, “The root *phon* or *phone* means ‘sound or voice.’” Write the word *telephone* on the board. Have students read the word aloud.
- Say, “This word has two parts: *tele-* and *phone.*”
- Say, “We have learned that the prefix *tele-* means ‘distant or far’ and the root *phone* means ‘sound or voice.’ Therefore, we can tell that a *telephone* is something that carries sounds over distances.”
- Repeat the routine with the word *microphone*. (*The prefix micro-*, meaning “small,” combines with the root *phone*, meaning “sound or voice,” to refer to a device that makes a quiet sound louder.)
- Direct students to Activity Page 13.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### Activity Page 13.2



### Support

Many words that use the root *phon/phone* are technical terms that may be unfamiliar to students. As time allows before or after students complete the activity page, it may be useful to display images for the words *saxophone*, *megaphone*, and *symphony*.

**TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

Lesson 13: Review: Contractions with *Have*, *Has*, and *Not*, Part 2

## Reading



**Primary Focus:** Students will read “The Queen of Soul: A Musical Biography” fluently and will answer questions about key details in the text.

**TEKS 3.1.A; TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.3.B; TEKS 3.4**

**READ “THE QUEEN OF SOUL: A MUSICAL BIOGRAPHY” (10 MIN.)**

- Direct students to Activity Page 13.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *notable*, *pursuit*, *relatable*, *genuine*, *valuable*
  - phrases: “voice’s power could fill a room,” “touch every listener’s heart,” “dedicated to her craft”
  - domain-specific language: *soul music*, *the industry*, *lyrics*
- Remind students that they can use context clues to find the meanings of unfamiliar words. Model using context clues to determine the meaning of the word *sizable* in the sentence: “She sang for a sizable crowd, a huge group of more than one million people.”
- Have students follow along as you read “The Queen of Soul: A Musical Biography.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *characterized* and *symphonies*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Pages  
13.3, 13.4



ENGLISH  
LANGUAGE  
LEARNERS

**Foundational Skills**
**Foundational Literacy Skills**
**Beginning**

Remind students that the consonant cluster ‘ph’ is pronounced /f/. Have students practice saying the words *phone* and *graph*.

**Intermediate**

Remind students that the consonant cluster ‘ph’ is pronounced /f/. Have students practice saying the words *phonics*, *symphony*, and *telegraph*.

**Advanced/  
Advanced High**

Remind students that the consonant cluster ‘ph’ is pronounced /f/. Ask, “What words use these letters?” Have students practice pronouncing the words *phonics*, *symphony*, and *telegraph*.

**ELPS 3.A**



Reading

Reading Closely

**Beginning**

Have a strong reader work with a struggling reader to complete the comprehension questions.

**Intermediate**

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

**Advanced/  
Advanced High**

Have students read independently and then work with a partner to share their responses to the comprehension questions.

**ELPS 4.1**

Support

Before reading “The Queen of Soul: A Musical Biography,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Then have them turn to Activity Page 13.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



Check for Understanding

**Turn and Talk:** Have students work in pairs to identify unfamiliar words. Prompt pairs to use context clues to find the meaning of these words in the text. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

Lesson 13: Review: Contractions with *Have, Has, and Not*, Part 2

Phonics—Encoding



**Primary Focus:** Students will spell and write words that are contractions.

**TEKS 3.2.B.i; TEKS 3.2.B.iii**

**SPELL CONTRACTIONS WITH HAVE, HAS, AND NOT (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling contractions with *has, have, and not* that you say aloud.
- Say the word *isn't*. Repeat it. Have students write it in their dictation journal.
- Repeat with the remaining words.

|           |              |              |
|-----------|--------------|--------------|
| 1. isn't  | 4. won't     | 7. shouldn't |
| 2. it's   | 5. wasn't    | 8. I've      |
| 3. hadn't | 6. should've | 9. weren't   |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write.

1. Dan's already finished the test.
2. They could've come, but they didn't.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

### Lesson 13: Foundational Skills

# Additional Support

## WRITING EXTENSION

- Make one copy of **Activity Page TR 13.1** for each student.
- Direct students to Activity Page 13.3.
- Have them reread “The Queen of Soul: A Musical Biography.”
- Review the writing prompt on **Activity Page TR 13.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.

## Support

Students may not be familiar with the spelling of the proper noun *Dan*. If they struggle to understand the word, have them substitute their own names.



- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following word on an index card: *lyrics*. Create or gather some additional Tricky Word cards to review in this lesson.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *lyrics* and say, “This word is tricky because the ‘yr’ is pronounced /eer/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /l/ for this letter. We say /eer/ for these letters. We say /i/ for this letter. We say /k/ for this letter. We say /s/ for this letter.” Point to the letters as you blend the sounds: /l/ /eer/ /i/ /k/ /s/, *lyrics*. Say, “*Lyrics!* It’s a word we hear all the time, like when we say ‘The song’s lyrics express moving and relatable emotions.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *lyrics*. What’s the word?”
- Repeat the steps when introducing the remaining review words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.

- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 14

## REVIEW

## Possessives

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✦ Students will identify and blend possessives. **TEKS 3.2.A.i**

## Phonics—Decoding

- ✦ Students will create and read possessives. **TEKS 3.2.A.i; TEKS 3.11.D.vii**

Students will construct and read multisyllabic words with the CV/VC pattern.

- ✦ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will identify the meaning of and use words with the suffixes *-able* and

- ✦ *-ible*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will reread “The Queen of Soul: A Musical Biography” fluently with a

- ✦ partner. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.4**

## Phonics—Encoding

- ✦ Students will spell and write possessives. **TEKS 3.2.B.iv; TEKS 3.11.D.vii**

## FORMATIVE ASSESSMENT

## Observation

## “The Queen of Soul: A Musical Biography” Anecdotal Reading Record

- ✦ **TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.4**

- ✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as *VCCV*, *VCV*, and *VCCCV* with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as *VCCV*, *VCV*, and *VCCCV*; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (*into*), *non-*, *dis-*, *in-* (*not*, *non*), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                            |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                             |
| <b>Warm-Up</b>                                                                                 |             |                                             |
| Review Possessives                                                                             | 3 min.      |                                             |
| <b>Phonics—Decoding</b>                                                                        |             |                                             |
| Read Possessives                                                                               | 3 min.      |                                             |
| Construct and Read Words with the CV/VC Pattern                                                | 3 min.      | <input type="checkbox"/> Activity Page 14.1 |
| <b>Morphology</b>                                                                              |             |                                             |
| Root Words and Suffixes: <i>-able/-ible</i>                                                    | 6 min.      | <input type="checkbox"/> Activity Page 14.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                             |
| <b>Reading</b>                                                                                 |             |                                             |
| Reread “The Queen of Soul: A Musical Biography”                                                | 10 min.     | <input type="checkbox"/> Activity Page 13.3 |
| <b>Phonics—Encoding</b>                                                                        |             |                                             |
| Spell Possessives                                                                              | 5 min.      | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Warm-Up

- Write the following sentences on chart paper or on the board and keep them covered.
  - That is Josie's dog.
  - The cat is hers.
  - The boys' bird is green.
  - The car is theirs.
  - The hat is yours.
  - James's pen is blue.
  - The dog's ball is soft.

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity:  
*Aretha Franklin, minister (church), lyrics, Rock & Roll Hall of Fame, inauguration, and saxophones.*

## Lesson 14: Review: Possessives, Part 1

## Warm-Up



**Primary Focus:** Students will identify and blend possessives. **TEKS 3.2.A.i**

**REVIEW POSSESSIVES (3 MIN.)**

- Get the chart paper with the sentences that you've prepared. Uncover sentences one at a time.
- Say, "In this lesson, we are going to review how to use possessives. Possessives are words that describe ownership."
- Tell students that you are going to speak sentences aloud. Have them listen for the part of the sentence that is possessive, or shows ownership.
- Say, "That is Josie's dog." Uncover the sentence.
- Ask, "To whom does the dog in this sentence belong?" (*Josie*) Underline *Josie's*.
- Say, "The word *Josie's* is possessive. Notice that we use an apostrophe to show that Josie is the owner of the dog."
- Say, "The cat is hers." Uncover the sentence.
- Ask, "To whom does the cat in this sentence belong?" (*her*) Underline *hers*.
- Say, "In this case, we used a pronoun as the possessive. Notice that the possessive pronoun does not use an apostrophe."
- Say, "The boys' bird is green." Uncover the sentence.
- Ask, "To whom does the bird in this sentence belong?" (*the boys*) Underline *boys'*.
- Say, "The word *boys'* is possessive. Notice that when the noun is plural the apostrophe comes after the 's'."
- Repeat the routine with the following sentences:
  - *The car is theirs.*
  - *The hat is yours.*
  - *James's pen is blue.*
  - *The dog's ball is soft.*

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 14: Review: Possessives, Part 1

# Phonics—Decoding



## Primary Focus

✦ Students will create and read possessives. **TEKS 3.2.A.i; TEKS 3.11.D.vii**

Students will construct and read multisyllabic words with the CV/VC pattern.

✦ **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Support

Students have previously learned that adding an apostrophe and an 's' to a word can replace the verbs *is* or *has*. Explain that when they see a word with an apostrophe and an 's', they'll have to use context to decide if the word is a contraction replacing *has*, a contraction replacing *is*, or if the word is possessive.

### READ POSSESSIVES (3 MIN.)

- Remind students that possessives are used to describe ownership.
- Demonstrate forming possessives by writing your name and then the word *class*.
- Say, "To make my name possessive, I will add an apostrophe and an 's'." Write the apostrophe and 's' after your name on the board.
- Ask for three student volunteers. Have the volunteers write their names on the board.
- Have the volunteers add an apostrophe and an 's' to make their names possessive. Have students read the possessive name aloud.
- Circle the word *class* on the board. Ask, "How would we make this noun possessive to show that something belongs to the class?" (*class's*) Write *class's* on the board. Have students read it aloud.
- Ask, "What if we want to make this noun plural and possessive to show that something belongs to more than one class?" (*classes'*) Write the word *classes'* on the board. Have students read it aloud. Say, "Remember that when the noun is plural the apostrophe comes after the 's'."

### CONSTRUCT AND READ WORDS WITH THE CV/VC PATTERN (3 MIN.)

- Direct students to Activity Page 14.1 and review the instructions.

## Activity Page 14.1



✦ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

- Demonstrate how to complete the activity page by pointing out the syllables *qui-* and *-et* in the first two columns.
- Write *quiet* on the board. Have students draw a line to connect the two syllables. Then have them write the word in the third column on their activity page and read the completed word.
- Have partners complete the rest of the activity page together.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



### Check for Understanding

Circulate as partners complete the syllable activity. Monitor students’ comprehension and provide assistance when necessary.

## Lesson 14: Review: Possessives, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the suffixes *-able* and *-ible*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**



**ENGLISH  
LANGUAGE  
LEARNERS**

### ROOT WORDS AND SUFFIXES: *-ABLE/-IBLE* (6 MIN.)

- Remind students that a suffix is a word part that is added to the end of a word.
- Write the suffixes *-able* and *-ible* on the board. Have students read the suffixes aloud.
- Say, “The suffixes *-able* and *-ible* mean ‘can be done.’”
- Write the word *readable* on the board. Underline the suffix *-able*.
- Say, “At the start of this word I see the root word *read*.” Circle *read*. Have students read the root aloud.

### Language

#### Learning How English Works

Remind students that the prefixes *un-* and *im-* most often mean “not” or “the opposite of.” Knowledge of these prefixes can help them determine the meanings of the words *impossible* and *unable* in Part 2 of the activity page.

**ELPS 2.C**

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.



## Support

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It might be helpful to define the following root words to help students understand how the affix changes their meaning: *ador* (“to love”), *vis* (“to see”), and *pos* (“can be done”).

## Activity Page 14.2

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## Challenge

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Have students form their own sentences with a word from the activity page.

- Say, “I know the suffix *-able* means ‘can be done.’ If I put the word parts together, I can tell that *readable* means ‘can be read.’”
- Write the word *reversible* on the board. Underline the suffix *-ible*.
- Say, “At the start of this word I see part of the word *reverse*. Unlike words with *-able*, words that end in *-ible* usually do not include the full root.” Circle *revers-*. Have students read the root aloud.
- Say, “I know the suffix *-ible* means ‘can be done.’ If I put the word parts together, I can tell that *reversible* means ‘able to be reversed.’”
- Direct students to Activity Page 14.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 14: Review: Possessives, Part 2

## Reading



**Primary Focus:** Students will reread “The Queen of Soul: A Musical Biography” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.4**

### REREAD “THE QUEEN OF SOUL: A MUSICAL BIOGRAPHY” (10 MIN.)

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

- Direct students back to the passage on Activity Page 13.3. Tell students that today they will reread “The Queen of Soul: A Musical Biography” with a partner.
- Take time to answer any questions that students may have about “The Queen of Soul: A Musical Biography.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Remind students that they can use context clues to find the meanings of unfamiliar words.
- Have partners use one of the partner reading routines to read the text.
- Remind students to listen carefully while their partner reads.
- Students may ask their partners questions about the text and discuss what they read.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Have students work on one annotation at a time. For example, first have them look for possessives. Then have them look for words with the two suffixes.

### Activity Page 13.3



**ENGLISH LANGUAGE LEARNERS**

### Reading

#### Reading Closely

#### Beginning

Work with student pairs to identify a few possessives.

#### Intermediate

Have students share their annotations with another student.

#### Advanced/ Advanced High

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

- After students read the passage, have them work together to
  - underline three possessives;
  - circle three words with the suffixes *-ible/-able*;
  - highlight three words with the CV/VC syllable pattern; and
  - write one unfamiliar word that you can define with context clues.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.



Observation: “The Queen of Soul: A Musical Biography”  
Anecdotal Reading Record

As you listen to each student read “The Queen of Soul: A Musical Biography,” make notes about the student’s reading, such as errors in fluency and prosody, in the Anecdotal Reading Record.

Lesson 14: Review: Possessives, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write possessives.

**TEKS 3.2.B.iv; TEKS 3.11.D.vii**

## SPELL POSSESSIVES (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling possessive words. Explain that you will say a short sentence aloud, and they will spell the correct form of the possessive in that sentence.
- Say, “The men’s hats are large,” and emphasize the possessive word *men’s*. Repeat the possessive word. Have students write the word in their dictation journal. Say, “In your journal, write *men’s*.”

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

- Repeat with the remaining sentences with possessive words.

- |                                       |                                                             |                                         |
|---------------------------------------|-------------------------------------------------------------|-----------------------------------------|
| 1. The <i>men's</i> hats are large.   | 4. Is that bus <i>ours</i> ?                                | 7. All <i>foxes'</i> fur grows.         |
| 2. Those books are <i>theirs</i> .    | 5. Only peel one <i>potato's</i> skin.                      | 8. <i>People's</i> opinions can change. |
| 3. <i>Ohio's</i> capital is Columbus. | 6. The student counted her left <i>hand's</i> five fingers. | 9. The dog chases <i>its</i> tail.      |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write. Make clear that students are expected to write the full sentence.

- |                                       |
|---------------------------------------|
| 1. Both schools' students learn math. |
| 2. James's house is next to yours.    |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.

## Lesson 14: Foundational Skills

# Additional Support

## PHONICS SUPPORT

- Make one copy of **Activity Page TR 14.1** for each student.
- Have them complete the sentences by filling in the blanks with the correct possessive.

## SHARING

- Pair up students and have one person share the response they wrote about “The Queen of Soul: A Musical Biography” on **Activity Page TR 13.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *lyrics* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *llleerriks*. Write the letters to spell *lyrics* on the board.
- Point to the word *lyrics* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /eer/ sound is spelled ‘yr.’”
- Show how the letters map to the sounds. Say, “We say /l/ for this letter. We say /eer/ for these letters. We say /i/ for this letter. We say /k/ for this letter. We say /s/ for this letter.” Point to the letters as you blend the sounds: /l/ /eer/ /i/ /k/ /s/, *lyrics*. Say, “*Lyrics!* It’s a word we use all the time.”
- Repeat with any additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 15

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review identifying contractions. **TEKS 3.2.A.iii**

## Phonics—Decoding

Students will review reading and creating contractions.

- TEKS 3.2.A.iii; TEKS 3.2.B.iii**

- Students will review dividing and reading multisyllabic words with syllable patterns. **TEKS 3.2.A.iv; TEKS 3.2.B.v**

## Morphology

Students will review identifying the meaning of and using root words and suffixes.

- TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Adaptable Animals” independently and will answer questions about key details in the text.

- TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.5**

## Phonics—Encoding

Students will review spelling and writing words that are contractions.

- TEKS 3.2.B.iii; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Dictation Journal



## Phonics/Encoding Dictation

**TEKS 3.2.B.iii; TEKS 3.2.B.iv**

- TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations; **TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                   |
|------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                    |
| <b>Warm-Up</b>                                                                                 |             |                                                    |
| Review Contractions                                                                            | 3 min.      |                                                    |
| <b>Phonics—Decoding</b>                                                                        |             |                                                    |
| Review Contractions                                                                            | 3 min.      |                                                    |
| Divide and Read Words with Syllable Patterns                                                   | 3 min.      | <input type="checkbox"/> Activity Page 15.1        |
| <b>Morphology</b>                                                                              |             |                                                    |
| Review Root Words and Affixes: <i>port, mot/mov, form, phon/phone, -able/-ible</i>             | 6 min.      | <input type="checkbox"/> Activity Page 15.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                    |
| <b>Reading</b>                                                                                 |             |                                                    |
| Read “Adaptable Animals” Independently                                                         | 10 min.     | <input type="checkbox"/> Activity Pages 15.3, 15.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                    |
| Encoding Review                                                                                | 5 min.      | <input type="checkbox"/> dictation journal         |



## ADVANCE PREPARATION

### Warm-Up

- Create signs for each corner of the classroom to prepare for the Four Corners game: *would/had*, *have*, *will*, and *are*.

### Phonics—Encoding

- To learn more about how your students' language varieties may affect their encoding skills, refer to the Language Varieties' Influence on Oral Reading Fluency and Accuracy document, available under the General English Learners resource in the program's digital components site.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *expedition* (zoology), *Arctic*, *blubber* (animal), *Arabian desert*, *navigation system* (electronic), and *chameleon*.

## Lesson 15: Mixed Review, Part 1

## Warm-Up



**Primary Focus:** Students will review identifying contractions. **TEKS 3.2.A.iii**

**REVIEW CONTRACTIONS (3 MIN.)**

- Say, “We are going to play a game to practice recognizing contractions.”
- Point to the signs in the corners of the room that you prepared in advance.
- Say, “I will read a list of contractions. Listen carefully for which word is shortened to form the contraction, either *would/had*, *have*, *will*, or *are*. I will repeat the word a second time. Then calmly go to the corner labeled with that word.”
- Begin the activity by reading the word *would’ve*. Repeat the word.
- Tell students to choose the corner that corresponds to the shortened verb.
- Confirm that *would’ve* is a contraction of *would* and *have*; therefore, *have* is the shortened verb.
- Repeat the exercise with the following words: *they’re*, *we’ll*, *could’ve*, *she’d*, *it’ll*.

## Lesson 15: Mixed Review, Part 1

## Phonics—Decoding


**Primary Focus**

**Primary Focus:** Students will review reading and creating contractions. **TEKS 3.2.A.iii; TEKS 3.2.B.iii**

Students will review dividing and reading multisyllabic words with syllable

**Primary Focus:** patterns. **TEKS 3.2.A.iv; TEKS 3.2.B.v**

**TEKS 3.2.A.iii** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and abbreviations;  
**TEKS 3.2.B.iii** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and abbreviations;  
**TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; **TEKS 3.2.B.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

### Challenge

Ask students to use one of the contractions in a sentence.

#### REVIEW CONTRACTIONS (3 MIN.)

- Say, “We are going to play a game to practice recognizing contractions.”
- Say, “I will write a list of contractions. If the contraction is negative, calmly and slowly stand up. Otherwise, remain seated. When I ask, answer with what two words the contraction combines.”
- Write the word *haven't* on the board. Prompt students to stand up.
- Say, “The word *haven't* is a negative contraction. What words does it combine?” (*have and not*)
- Prompt students to sit back down.
- Repeat the routine with the following words: *isn't, would've, we'll, they're, it'd, Kim's, won't, that'd*.

#### DIVIDE AND READ WORDS WITH SYLLABLE PATTERNS (3 MIN.)

- Direct students to Activity Page 15.1, and read the passage aloud. Draw students' attention to the word *define* in the first sentence.
- Write the word *define* on the board. Circle the vowels.
- Say, “I'll try to figure out how to read this word by first looking at the vowels. Circle the vowels and underline the consonant. I need to figure out whether to divide this word after or before the consonant 'f'. Let me try to divide the word after the consonant.” Put a slash after the 'f' to divide the word into the syllables: *def•ine*.
- Say, “The first second syllable is closed, so the vowel sound is short.” As you read the word *define*, pronounce the first syllable with the /e/ sound: /def/ /ien/.
- Say, “That does not sound right to me. Let me try to divide the word before the consonant.” Put a slash before the 'f' to divide the word into the syllables: *de•fine*.
- Say, “Now, the first syllable is open, so the vowel sound is long.” As you read the word *define*, pronounce the first syllable with the /ee/ sound: /dee/ /fien/.
- Say, “That sounds much better, but still sounds a bit off. Remember that in unstressed syllables, the vowel can change to the schwa sound. Let me try to read the word again with the schwa. /də/ /fien/: *define*. That makes sense! The word follows the V/CV pattern.”

- Have students read the word aloud and write the divided word in the V/CV column in the chart on the activity page.
- Assign students to pairs.
- Have partners complete the rest of Activity Page 15.1.
- After pairs finish the activity page, read aloud each bold word from the passage again, and have student volunteers write each divided word on the board.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 15.1



### Check for Understanding

Circulate as students complete the activity page. Monitor students' comprehension and provide assistance when necessary.

## Lesson 15: Mixed Review, Part 1

# Morphology



**Primary Focus:** Students will review identifying the meaning of and using root words and suffixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW ROOT WORDS AND AFFIXES: **PORT, MOT/MOV, FORM, PHONE/PHONE, -ABLE/-IBLE (6 MIN.)**

- Write the words *formless*, *mover*, *portable*, and *microphone* on the board. Have students read each word aloud.
- Ask, "Which of these words uses the root *port*? (*portable*) Underline the root in *portable*."
- Say, "I know the root *port* means 'to carry.'" Write *to carry* under the root.
- Circle the suffix *-able*. Ask, "What does the suffix *-able* mean?" (*can be done*) Write *can be done* under the suffix.

## Support

If students struggle to choose definitions in the activity page, write the words on the board and underline the roots and/or suffixes to help students recognize the patterns of meaning.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Activity Page 15.2

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ENGLISH  
LANGUAGE  
LEARNERS



## Foundational Skills

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### Foundational Literacy Skills

#### Beginning

Ask yes or no questions to reinforce words with the suffixes and/or roots covered this week. For example: *Is a mountain portable? (no) Is a backpack portable? (yes)*

#### Intermediate

Have volunteers complete this sentence frame: *It is important for backpacks to be \_\_\_\_\_ so students can easily take them to school.*  
(portable)

#### Advanced/

#### Advanced High

Have students answer a question to practice using words with the suffixes and/or roots covered this week. For example: *What objects are portable? A calculator is portable.*

**ELPS 1.C**

- Say, "If I combine the root and the suffix, I see that *portable* means 'can be carried.'"
- Ask, "Which of these words uses the root *mot* or *mov*? (*mover*) Underline the root in *mover*."
- Say, "I know the root *mov* means 'to move.'" Write *to move* under the root."
- Circle the suffix *-er*. Say, "I know the suffix *-er* means 'someone or something that does an action.'"
- Say, "If I combine the root and the suffix, I see that *mover* means 'something or someone that moves or causes something else to move.'"
- Repeat the routine with the remaining words.
- Direct students to Activity Page 15.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 15: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “Adaptable Animals” independently and will answer questions about key details in the text.

**TEKS 3.2.A.iii; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.B; TEKS 3.3.C; TEKS 3.5**

### READ “ADAPTABLE ANIMALS” INDEPENDENTLY (10 MIN.)

- Tell students that they will be reading “Adaptable Animals” independently. Direct students to Activity Page 15.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *portable, isolated, navigating, insulator*
  - phrases: “built-in solution,” “living navigation systems,” “masters of disguise,” “function properly”
  - domain-specific language: *zoology expeditions, landscape, nutrients, predators, prey*
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *fascinating, Madagascar, and chameleons*).
- Remind students that they can use context clues to find the meanings of unfamiliar words. Model using context clues to determine the meaning of the word *adapt* in the sentence: “I’ve found that many animal groups are able to change over time to adapt to challenges in their environments.” (*change over time*)
- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Activity Pages  
15.3, 15.4



## Support

Have students focus on one annotation at a time.

For example, first have them read and underline words with contractions.

On the next read, have them highlight words with the root word *port*, and so on.

Before reading “Adaptable Animals,” show the images you prepared in advance.

Have students repeat the word after you, as you show each image.

ENGLISH  
LANGUAGE  
LEARNERS



## Reading

Reading Closely

### Beginning

Ask students yes/no questions using simple phrases to summarize the text: Does Ninette study animals? (yes) Does Ninette work at a zoo? (no)

### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: *When Ninette went to the Arctic, she studied \_\_\_\_\_.* (polar bears)

### Advanced/ Advanced High

Encourage students to expand or build on other students' responses.

**ELPS 4.G; ELPS 4.I**

- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and
  - underline three contractions;
  - draw a box around three words with *port*, *mot/mov*, *form*, or *phon/phone*;
  - circle three words with *-ible* and *-able*;
  - highlight three multisyllabic words with the VC/CV pattern; and
  - write one unfamiliar word that they can define with context clues.
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 15.4 independently.
- If time allows, have students complete the activity page in class. If not, ask students to complete it at home. If they don't complete it, instruct them to work on it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Lesson 15: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will review spelling and writing words that are contractions. **TEKS 3.2.B.iii; TEKS 3.2.B.iv**

### ENCODING REVIEW (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling some words with prefixes and suffixes and some words that are contractions and possessives. Explain that you will say a short sentence aloud for the contractions and possessives, and they will spell the correct form of the possessive or contraction in that sentence.
- Say, “You’re my best friend,” and emphasize the contraction *you’re*. Repeat the contraction. Have students write the word in their dictation journal. Say, “In your journal, write *you’re*.”
- Repeat with the remaining sentences with contractions and possessive words. Then, say the word *teleportation*. Repeat it. Have students write it in their journal. Repeat with the remaining words.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (iii) spelling compound words, contractions, and abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- |                                                  |                  |                |
|--------------------------------------------------|------------------|----------------|
| 1. You're my best friend.                        | 4. teleportation | 7. formable    |
| 2. I wish I <i>would've</i> worn a jacket.       | 5. motivation    | 8. microphone  |
| 3. The <i>women's</i> restroom is down the hall. | 6. removable     | 9. convertible |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write. Make clear that students are expected to write the full sentence.

- |                                                   |
|---------------------------------------------------|
| 1. It'd be good if you didn't lose the pen's cap. |
| 2. Who'll eat Chris's apple if he doesn't?        |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students complete the encoding activity. Monitor students' comprehension and provide assistance when necessary.



### Dictation Journals: Spelling Dictation

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



## Lesson 15: Foundational Skills

# Additional Support

**WRITING EXTENSION**

- Make one copy of **Activity Page TR 15.1** for each student.
- Direct students to Activity Page 15.3.
- Have them reread “Adaptable Animals.”
- Review the writing prompt on **Activity Page TR 15.1**
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “Adaptable Animals” on **Activity Page TR 15.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 11 and Lesson 13 (*courageous*, *lyrics*) and any additional Tricky Words that you reviewed in the lessons. Write the following new words on an index card: *chameleon*, *imagine*, *direction*, and *built*.
- Use the cards with the new words. Say, “Today we will review some more Tricky Words together. You can sound out these words, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Display and point to the word *built* and say, “This word is tricky because the ‘ui’ is pronounced /i/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, say /b/ for this letter. We say /i/ for these letters. We say /l/ for this letter. We say /t/ for this letter.” Point to the letters as you blend the sounds: /b/ /i/ /l/ /t/, *built*. Say, “*Built!* It’s a word we use all the time, like when we say ‘Camels have a built-in solution for that.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *built*. What’s the word?” Ask them to sound it out and then read it again. Say, “It is helpful to remember another word that has the /i/ sound spelled ‘ui.’” Write *guilt* on the board, then blend and read the word aloud with students.
- Repeat the steps when introducing the remaining word(s), mapping the correct sounds to the letters in the irregular word.

- Add the Tricky Word cards from Lesson 11 and Lesson 13. Say, “Now we’re going to practice reading all the new words we learned this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.
- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the unit.

### **Additional Activities to Review All Tricky Words from This Week**

#### **(1) Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

## **(2) Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1–10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student's set of cards.

## 16

## REVIEW

## Homophones

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally substitute initial sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**
- Students will divide and read multisyllabic words with the VC/CCV and VCC/CV patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

## Morphology

- Students will identify the meaning of and use words with the root *dict* and the prefix *multi-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will read “Riddle Game” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words that are homophones.

- TEKS 3.2.B.ii; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 16.1

- Read Homophones**
- TEKS 3.2.A.i; TEKS 3.3.D**

## Observation

- Discussion Questions Observation Record**
- TEKS 3.4**

- TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Orally Substitute Sounds to Make New Words                                                     | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Homophones                                                                                | 3 min.  | <input type="checkbox"/> Activity Page 16.1 |
| Divide and Read Words with the VC/CCV and VCC/CV Patterns                                      | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Prefixes: <i>dict</i> , <i>multi-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 16.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Read “Riddle Game” with Accuracy                                                               | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Homophones                                                                               | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a chart to present the VCC/CV and VC/CCV Patterns. Save this chart for Lesson 17.

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Reading

- Ensure you have the Unit 4 Discussion Questions Observation Record that you prepared in Lesson 1. Remember to ask each student to respond to at least one discussion question over the course of the week. Make notes regarding each student's ability to answer literal, inferential, and evaluative questions and to respond using complete sentences.
- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *multilingual* (text in three or more languages) and *multicolored notecards* (3 by 5).

## Lesson 16: Review: Homophones, Part 1

## Warm-Up



**Primary Focus:** Students will orally substitute initial sounds to make new words.

**TEKS 3.2.A.i**

**ORALLY SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)**

- Remind students that changing one sound in a word can change its meaning.
- Say the word *puzzle*. Demonstrate how to make a new word by changing the sound at the beginning of the word.
- Say, "If I change the /p/ at the beginning of *puzzle* to /m/, I can make the word *muzzle*."
- Continue the routine with the remaining examples. Have students create new words by changing the sound at the beginning of each word.

| Example | Possible New Word |
|---------|-------------------|
| loyal   | <i>royal</i>      |
| vocal   | <i>local</i>      |
| medal   | <i>pedal</i>      |
| sandal  | <i>candle</i>     |
| dental  | <i>mental</i>     |

**Support**

Remind students to be careful to only change the beginning sound and not other sounds within each word. For example, changing *puzzle* to *nozzle* would require substituting the first two sounds.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.



Lesson 16: Review: Homophones, Part 1

# Phonics—Decoding



## Primary Focus

✚ Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**

✚ Students will divide and read multisyllabic words with the VC/CCV and VCC/CV patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

### READ HOMOPHONES (3 MIN.)

- Tell students that homophones are words that sound the same but are spelled differently.
- Write the words *piece* and *peace* on the board. Point to each word and read it aloud. Then have students read them aloud.
- Say, “These words sound the same, but they have different spellings and meanings. They are homophones.”
- Point to *piece* again. Say, “This word means ‘one part of something.’”
- Point to *peace* again. Say, “This word means ‘a state of calm or quiet.’”
- Work with students to generate sentences using each homophone.
- Repeat with the homophones *meet/meat* and *real/reel*.
- Direct students to Activity Page 16.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### DIVIDE AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

- Remind students that they can look for patterns of vowels and consonants to divide syllables in order to make it easier to read longer words.

✚ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## Challenge

Provide small groups with another homophone pair, such as *here/hear*, *your/you’re*, or *fair/fare*, and challenge them to write a set of fill-in-the-blank sentences to exchange with another group.

## Activity Page 16.1





## Language

### Learning How English Works

#### Beginning

Simplify the activity page by providing shorter sentences or phrases based on students' level of proficiency.

#### Intermediate

Have students work with a proficient reader who acts as a mentor.

#### Advanced/ Advanced High

Students can work on the activity independently.

#### ELPS 1.F

- Display the chart you prepared in advance.
- Point out the VC/CCV pattern, and read aloud the rule for dividing words with the VC/CCV pattern.
- Draw students' attention to the divided word *hun•dred*. Say, "This word has three consonants ('n', 'd', and 'r') between two vowels ('u' and 'e')."
- Explain that when three consonants appear between two vowels, the word is often divided after the first consonant, but the division depends on whether two of the consonants blend together. Consonant blends stay together in a syllable. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Say, "The word *hundred* follows the VC/CCV pattern because we divide the word before the consonant blend 'dr'."
- Write *concentrate* on the board.
- Circle the vowels in *concentrate*, and underline the consonants. Draw students' attention to the three consonants ('n', 't', 'r') between the two vowels ('e', 'a').
- Say, "In this word, the 't' and 'r' blend, so they stay together in the third syllable."
- Draw slashes to break the word into syllables: *con•cen•trate*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Point out the VCC/CV pattern on the chart, and read aloud the rule for dividing words with the VCC/CV pattern.
- Draw students' attention to the divided word *pump•kin*. Point out that the word *pumpkin* has three consonants ('m', 'p', and 'k') between two vowels ('u' and 'i').
- Say, "In this case, 'm' and 'p' form a consonant blend that should stay together in the syllable, so we divide after the second consonant. The word follows the VCC/CV pattern because we divide the word after the consonant blend 'mp'." Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Write the word *handsome* on the board. Circle the vowels and underline the consonants, pointing out that the blend 'nd' appears as the first two consonants in the VCC/CV pattern.
- Say, "In this case, 'n' and 'd' are a consonant blend that should stay together in a syllable, so we divide after the second consonant."

- Demonstrate dividing the syllables with a slash: *hand•some*. Read the word aloud with students: first, syllable by syllable, and then, as a whole word.
- Repeat with the words *explosion* (*ex•plo•sion*) and *mushroom* (*mush•room*).
- Remind students that words with double consonants are usually divided between the consonants, as in *ad•dress*.
- Point out that consonant digraphs (two consonants that work together to make a single sound) count as one consonant, as with the 'th' in *earth•ly*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write the syllable division *subt•rac•tion* on the board. Say the word *subtraction* aloud, emphasizing the consonant blend 'tr'. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that this is the correct way to divide *subtraction* into syllables. (*thumbs-down*)

## Lesson 16: Review: Homophones, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the root *dict* and the prefix *multi-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *DICT, MULTI-* (6 MIN.)

- Write the word parts *dict* and *multi-* on the board.
- Tell students that *dict* is a root and *multi-* is a prefix.
- Remind students that a root is a word part from which other words are created, and a prefix is a word part added to the beginning of a root to change its meaning.
- Write the word *predict* on the board.
- Point out that the word *predict* has two parts: the prefix *pre-* and the root *dict*.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

### Support

It might be helpful to define the following root words to help students understand how the affix changes their meaning: *multifunctional* and *multimedia*.

- Say, “We already reviewed that the prefix *pre-* means ‘before.’ The root *dict* means ‘say, tell, or speak.’”
- Say, “Let’s put these word parts together. If *pre-* means ‘before’ and *dict* means ‘say, tell, or speak,’ then *predict* means ‘to say something before it happens.’”
- Write the words *contradict*, *dictionary*, and *verdict* on the board. Work as a class to break each word into its parts. Circle the roots and underline the affixes. (*contradict*: *contra-*, *dict*; *dictionary*: *dict*, *-tion*, *-ary*; *verdict*: *ver*, *dict*). Then have students read each word aloud. Provide corrections and definitions as needed.
- Write the word *multitask* on the board.
- Point out that the word *multitask* has two parts: the prefix *multi-* and the root *task*.
- Tell students that the prefix *multi-* means “many or much,” and a task is something that has to be done.
- Say, “Let’s put these word parts together. If *multi-* means ‘many or much’ and *task* means ‘something that needs to be done,’ then *multitask* means ‘to do many things at once.’”
- Say, “We can use a dictionary or we can think about how the word is used in a sentence to check our definition. Listen to this sentence: *Florence had so many things to do before noon that she had to multitask to get them all done.* This sentence tells me that Florence had to do many things at one time, so our definition is correct. To *multitask* means ‘to do many things at one time.’”
- Write the words *multicultural*, *multitask*, and *multilevel* on the board. Work as a class to break each word into its parts. Circle the roots and underline the affixes. (*multicultural*: *multi-*, *cultur*, *-al*; *multitask*: *multi-*, *task*; *multilevel*: *multi-*, *level*). Then have students read each word aloud. Provide corrections and definitions as needed.
- Direct students to Activity Page 16.2 and review the instructions. Read the paragraph aloud for students, and have them follow along.
- Have students pick one word with an affix from the activity page and work with a partner to discuss how the affix changed the meaning of the root word. Then, have students share their partner’s response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Activity Page 16.2

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## Lesson 16: Review: Homophones, Part 2

## Reading



**Primary Focus:** Students will read “Riddle Game” orally with appropriate fluency (rate, accuracy, and prosody) and will answer questions about key details in the text. **TEKS 3.1.A; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

**READ “RIDDLE GAME” WITH ACCURACY (10 MIN.)**

## Activity Page 16.3



## Support

Before reading “Riddle Game,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

- Direct students to Activity Page 16.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *multilingual, multitude, dictated, complex*
  - phrases: “excitement multiplied,” “What’s the verdict?” “exploded with laughter”
- Remind students that homophones are pairs or sets of words that have the same pronunciation but different meanings and spellings. Prompt students to look for homophones as you read the passage and use context to determine the correct meaning.
- Have students follow along as you read “Riddle Game.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read the first three or four paragraphs of the passage again, this time without awareness of phrasing and with a flat, expressionless voice. For example, “So, he decided to entertain the children with an exciting word game.”
- Ask students to explain how your voice was different and to identify which reading was the most enjoyable to listen to.
- Confirm that your reading didn’t sound conversational, you didn’t use appropriate phrasing of words, and your reading didn’t have the right rhythm.



**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.



## Reading

### Reading Closely

#### Beginning

Review questions and ask them in a yes/no format rather than an open-ended format.

#### Intermediate

Allow students to work with a partner to answer the discussion questions.

#### Advanced/ Advanced High

Provide minimal support as students work independently to answer the discussion questions.

#### ELPS 4.G

- Say, “To read fluently, we have to read accurately and with expressive voices that sound the way the characters would talk. Listen as I reread the sentence: “So, he decided to entertain the children with an exciting word game.”
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *multiple* and *indicated*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read. Encourage them to read with appropriate expression. Explain that they will be practicing reading with appropriate expression throughout the week.

## Wrap-Up

### Discussion Questions for “Riddle Game”

1. **Literal.** What kinds of words does Uncle Alfredo put in the riddles?
  - » Uncle Alfredo puts homophones in the riddles.
2. **Literal.** What homophones appear in the first two paragraphs of the story?
  - » The word *eight* appears in the first paragraph, and the word *ate* appears in the second paragraph.
3. **Literal.** What is another word for *also*?
  - » *Too* is another word for *also*.
4. **Literal.** Did anyone win the game? Explain why or why not.
  - » Nobody won. The game finished in a three-way tie.
5. **Inferential.** Do you think the children solved many riddles or only a few riddles? Why?
  - » The children probably solved many riddles, because the text says they played the game for a long time.



### Check for Understanding

**Think-Pair-Share:** Have students turn and talk to a partner to share their responses to the discussion questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner’s thinking with the group.



### Observation: Discussion Questions Observation Record

- Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

## Lesson 16: Review: Homophones, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homophones.

**TEKS 3.2.B.ii; TEKS 3.2.B.iv**

### SPELL HOMOPHONES (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homophones. Explain that you will say a short sentence aloud, and they will identify and spell the correct form of the homophone in that sentence.
- Say, “Melba rode a horse” and emphasize the homophone *rode*. Repeat the homophone. Say, “In your journal, write *rode*.”
- Repeat with the remaining sentences with homophones.

- |                                       |                                         |                                       |
|---------------------------------------|-----------------------------------------|---------------------------------------|
| 1. Melba <i>rode</i> a horse.         | 4. Taylor went <i>to</i> the store.     | 7. Mei <i>heard</i> a noise.          |
| 2. Delia combed her <i>hair</i> .     | 5. Ali will <i>write</i> a short story. | 8. Janina saw a <i>herd</i> of goats. |
| 3. Paul raised his <i>right</i> hand. | 6. Gabriel has <i>two</i> sisters.      | 9. Kyle crossed the <i>road</i> .     |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write. Make clear that students are expected to write the full sentence.

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

1. A rabbit is smaller than a hare.
2. I like bananas, but I like peaches too.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

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

## Lesson 16: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 16.1** for each student.
- Direct students to Activity Page 16.3.
- Have them reread “Riddle Game.”
- Review the writing prompt on **Activity Page TR 16.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - include clear and accurate description, examples, and details to describe both meanings of each homograph pair and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.



## TRICKY WORDS REVIEW

- Write the following word on an index card: *English*. Choose additional Tricky Words to review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *English* and say, “This word is tricky because the ‘eng’ is pronounced /ing/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /ing/ for these letters. We say /l/ for this letter. We say /i/ for this letter. We say /sh/ for these letters.” Point to the letters as you blend the sounds: /ing/ /l/ /i/ /sh/, *English*. Say, “*English!* It’s a word we hear all the time, like when we say ‘Uncle Alfredo spoke English, Spanish, and French.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *English*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.
- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 17

## REVIEW

## Homophones

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally substitute medial sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

- patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

## Morphology

Students will identify the meaning of and use words with the root *dict* and the

- prefix *multi-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

## Reading

Students will reread “Riddle Game” fluently with a partner.

- TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

Students will spell and write words that are homophones.

- TEKS 3.2.B.ii; TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## Observation: “Riddle Game” Anecdotal Reading Record

- TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.4**

- TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Orally Substitute Sounds to Make New Words                                                     | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Homophones                                                                                | 3 min.  | <input type="checkbox"/> Activity Page 17.1 |
| Divide and Read Words with the VC/CCV and VCC/CV Patterns                                      | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Root Words and Prefixes: <i>dict</i> , <i>multi-</i>                                           | 6 min.  | <input type="checkbox"/> Activity Page 17.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread “Riddle Game”                                                                           | 10 min. | <input type="checkbox"/> Activity Page 16.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Homophones                                                                               | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a list of scrambled homophones that students will match.

|                                  |                                      |
|----------------------------------|--------------------------------------|
| 1. course - a golf course        | A. led - led the way                 |
| 2. lead - lead pipes             | B. which - which one                 |
| 3. fur - the dog's fur           | C. hole - hole in the ground         |
| 4. one - one thing after another | D. see - see the light               |
| 5. whole - a whole egg           | E. fir - fir trees                   |
| 6. maid - a maid cleaning        | F. rows - rows of crops              |
| 7. threw - threw the ball        | G. coarse - coarse to the touch      |
| 8. sea - swim in the sea         | H. through - path through the forest |
| 9. witch - a black witch hat     | I. made - made a sandwich            |
| 10. rose - a red rose            | J. won - won the game                |

- Use the chart you prepared in Lesson 16, to present the VCC/CV and VC/CCV Patterns.

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire story.

- Have one student be the leader, reading a line at a time for the partner to echo.
- Have students read chorally, keeping their voices together to read the story.

### **Universal Access**

- Gather pictures to represent the words in the Reading activity: *multilingual* (text in three or more languages) and *multicolored notecards (3 by 5)*.

## Lesson 17: Review: Homophones, Part 1

## Warm-Up



**Primary Focus:** Students will orally substitute medial sounds to make new words.

**TEKS 3.2.A.i**

**ORALLY SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)**

- Remind students that changing one sound in a word can change its meaning.
- Say the word *flip*. Demonstrate how to make a new word by changing a sound in the middle of the word.
- Say, “If I change the /i/ in the middle of *flip* to /a/, I can make the word *flap*.”
- Continue the routine with the remaining examples. Have students create new words by changing one sound in the middle of each word.

| Example | Possible New Word |
|---------|-------------------|
| clock   | <i>click</i>      |
| stomp   | <i>stamp</i>      |
| track   | <i>trick</i>      |
| think   | <i>thank</i>      |
| miss    | <i>mess</i>       |

ENGLISH  
LANGUAGE  
LEARNERS


**Foundational Skills**
**Foundational Literacy Skills**

If students struggle with identifying a sound to change in each word, have them first identify the vowel sound in each word. Then have them substitute different vowel sounds until they've created a word.

**ELPS 2.A; ELPS 2.B;**

**ELPS 3.A**


**Check for Understanding**

**Thumbs-Up/Thumbs-Down:** Say the words *grass* and *glass*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that you can change *grass* into *glass* by changing one sound. (*thumbs-up*)

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

Lesson 17: Review: Homophones, Part 1

# Phonics—Decoding



## Primary Focus

Students will identify and read homophones. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

### READ HOMOPHONES (3 MIN.)

- Display the list of scrambled homophone pairs you prepared in advance.
- Explain that the class will work together to match all the homophones in the first column with the ones in the second column.
- Read aloud the homophone *course* and its short phrase, and then have students read the word aloud.
- Ask, “Which homophone in the second column matches this one?” (*coarse*) Read aloud the homophone *coarse* and its short phrase, and then have students read the word aloud.
- Continue with the remaining homophones.
- Direct students to Activity Page 17.1 and review the instructions. If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

### DIVIDE AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

- Remind students that they can look for patterns of vowels and consonants to divide syllables, in order to make it easier to read longer words.
- Display the chart you prepared in advance for Lesson 16.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## Activity Page 17.1



## Challenge

Challenge student volunteers to define each word in the homophone pairs. Provide corrections as needed.



- Explain that when three consonants appear between two vowels, the word is often divided after the first consonant, but the division depends on whether two of the consonants blend together. Consonant blends stay together in a syllable.
- Point to VC/CCV on the chart. Say, “If the single consonant appears before the consonant blend, the word has a VC/CCV pattern, like *com•plex*.”
- Point to VCC/CV on the chart. Say, “If the consonant blend appears before the single consonant, the word has a VCC/VC pattern, like *king•dom*.”
- Write the words *sandwich*, *conclusion*, *extremely*, and *inspection*.
- Ask student volunteers to approach the board. First ask them to mark vowels and consonants and identify blends/digraphs. Then have them use a slash to divide the word into syllables and read it aloud. (*sand•wich*, *con•clu•sion*, *ex•tre•me•ly*, *in•spec•tion*)

## Lesson 17: Review: Homophones, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the root *dict* and the prefix *multi-*. **TEKS 3.2.A.v; TEKS 3.2.B.vi; TEKS 3.3.C**

### ROOT WORDS AND PREFIXES: *DICT*, *MULTI-* (6 MIN.)

- Write the word parts *dict* and *multi-* on the board.
- Remind students that *dict* is a root that means “say, tell, or speak” and *multi-* is a prefix that means “many or much.”
- Divide students into small groups.
- Ask students in each group to work together to write sentences. First, have them write sentences that include words with the root *dict*. Then have them write sentences that include words with the prefix *multi-*.
- Have groups swap sentences and identify the *dict* and *multi-* words.

### Support

If students struggle to generate *dict* and *multi-* words, provide examples such as *contradict*, *indicate*, *predict*, *multipurpose*, *multiuse*, and *multivitamin*.

**TEKS 3.2.A.v** Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes; **TEKS 3.2.B.vi** Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Collect students' sentences. Read the sentences aloud, and work with the class to define the *dict* and *multi-* words words used.
- Direct students to Activity Page 17.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 17.2

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## Lesson 17: Review: Homophones, Part 2

## Reading



**Primary Focus:** Students will reread “Riddle Game” fluently with a partner.

**TEKS 3.1.D; TEKS 3.2.A.i; TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.3.D; TEKS 3.4**

**REREAD “RIDDLE GAME” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 16.3. Tell students that today they will reread “Riddle Game” with a partner.
- Take time to answer any questions that students may have about “Riddle Game.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- After students read the passage, have them work together to
  - underline words that are homophones,
  - circle words that have prefix *multi-* or root *dict*, and
  - highlight multisyllabic words with the VCCCV pattern.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 16.3



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Reading

Reading Closely

**Beginning**

Work with student pairs to identify a few words that are homophones.

**Intermediate**

Have students share their annotations with another student.

**Advanced/  
Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Challenge

Challenge students to annotate the homophones by writing other spellings or meanings they know.



### Observation: “Riddle Game” Anecdotal Reading Record

As you listen to each student read “Riddle Game,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

## Lesson 17: Review: Homophones, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homophones.

**TEKS 3.2.B.ii; TEKS 3.2.B.iv**

### SPELL HOMOPHONES (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homophones. Explain that you will say a short sentence aloud, and they will identify and spell the correct form of the homophone in that sentence.
- Say, “I ate a whole apple” and emphasize the homophone *whole*. Repeat the homophone. Have students write the correct form of the homophone in their dictation journal.
- Repeat with the remaining sentences with homophones.

- |                                     |                                       |                                       |
|-------------------------------------|---------------------------------------|---------------------------------------|
| 1. I ate a <i>whole</i> apple.      | 4. I can see you.                     | 7. The sun <i>rose</i> at 6:00 a.m.   |
| 2. He <i>won</i> a contest.         | 5. The dog dug a <i>hole</i> .        | 8. <i>Their</i> cat is named Mittens. |
| 3. The glass is over <i>there</i> . | 6. She planted seeds in <i>rows</i> . | 9. The octopus lives in the sea.      |

**TEKS 3.2.B** Demonstrate and apply spelling knowledge by (ii) spelling homophones; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write. Make clear that students are expected to write the full sentence.

1. I lost one sock.
2. They're best friends.

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.

End Lesson

## Lesson 17: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 17.1** for each student.
- Review the directions. Answer any questions students have, and then ask students to complete the activity.
- When students are finished writing, ask pairs to share and check each other's work.

### SHARING

- Pair up students and have one person share the response they wrote about "Riddle Game" on **Activity Page TR 16.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *English* and use it in a sentence. Then elongate the sounds as you repeat the word slowly, *ingllliish*. Write the letters to spell *English* on the board.
- Point to the word *English* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ing/ sound is spelled ‘eng.’”
- Show how the letters map to the sounds. Say, “We say /ing/ for these letters. We say /l/ for this letter. We say /i/ for this letter. We say /sh/ for these letters.” Point to the letters as you blend the sounds: /ing/ /l/ /i/ /sh/, *English*. Say, “*English!* It’s a word we use all the time.”
- Repeat with the additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.

- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### **Additional Ways to Practice Tricky Words**

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.
- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## REVIEW

## Homographs

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will orally substitute final sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

- Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**
- Students will divide and read multisyllabic words with the VC/CCV and VCC/CV patterns. **TEKS 3.2.A.i, TEKS 3.2.A.iv**

## Morphology

- Students will identify the meaning of and use words with the roots *graph* and *scrib/script*. **TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Photography and Cameras” fluently and will answer questions about key details in the text.

- TEKS 3.1.A; TEKS 3.2.A.i, TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- Students will spell and write words that are homographs. **TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Activity Page 18.2

Root Words and Suffixes: *graph, scrib/script*

- TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

- TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh, ough, and en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.



## LESSON AT A GLANCE

|                                                                                                | Time    | Materials                                          |
|------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                                    |
| <b>Warm-Up</b>                                                                                 |         |                                                    |
| Orally Substitute Sounds to Make New Words                                                     | 3 min.  |                                                    |
| <b>Phonics—Decoding</b>                                                                        |         |                                                    |
| Read Homographs                                                                                | 3 min.  |                                                    |
| Construct and Read Words with the VC/CCV and VCC/CV Patterns                                   | 3 min.  | <input type="checkbox"/> Activity Page 18.1        |
| <b>Morphology</b>                                                                              |         |                                                    |
| Root Words and Suffixes: <i>graph, scrib/script</i>                                            | 6 min.  | <input type="checkbox"/> Activity Page 18.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                                    |
| <b>Reading</b>                                                                                 |         |                                                    |
| Read “Photography and Cameras”                                                                 | 10 min. | <input type="checkbox"/> Activity Pages 18.3, 18.4 |
| <b>Phonics—Encoding</b>                                                                        |         |                                                    |
| Spell Homographs                                                                               | 5 min.  | <input type="checkbox"/> dictation journal         |

## ADVANCE PREPARATION

### Phonics—Decoding

- Prepare a chart to present the VC/CCV and VCC/CV Patterns

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Reading

- To ensure all students have the opportunity to contribute during Turn and Talk and Think-Pair-Share exchanges, provide students with a signal such as a thumbs-up, putting both hands up, or folding their hands, to indicate when both partners have added to the conversation. This ready signal allows you to quickly scan the room and assess who is ready and who may need more assistance.

### Universal Access

- Gather pictures to represent the words in the Reading activity: *cameras*, *landscapes*, *cuddly pets*, *whooping cranes*, *construction cranes*, *viewfinder* (camera), *shutter* (camera), *zoom lens*, *digital cameras*, and *microchip*.

## Lesson 18: Review: Homographs, Part 1

## Warm-Up



**Primary Focus:** Students will orally substitute final sounds to make new words.

 **TEKS 3.2.A.i**

### ORALLY SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)

- Remind students that changing one sound in a word can change its meaning.
- Say the word *flip*. Demonstrate how to make a new word by changing the final sound of the word.
- Say, “If I change the /p/ at the end of *flip* to /k/, I can make the word *flick*.”
- Continue the routine with the remaining examples. Have students create new words by changing the final sound of each word.

| Example | Possible New Word |
|---------|-------------------|
| steep   | <i>steel</i>      |
| wheat   | <i>wheel</i>      |
| gate    | <i>game</i>       |
| bite    | <i>bike</i>       |
| snack   | <i>snap</i>       |



#### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Say the words *grab* and *grasp*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that you can change *grab* into *grasp* by changing one sound. (*thumbs-down*)

 **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 18: Review: Homographs, Part 1

# Phonics—Decoding



## Primary Focus

Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

patterns. **TEKS 3.2.A.i, TEKS 3.2.A.iv**

### READ HOMOGRAPHS (3 MIN.)

- Say, “Homographs are words that are spelled the same but may have different pronunciations and have different meanings.”
- Say *wind* (/i/) and *wind* (/ie/) as you write the words on the board. Have students read the words aloud.
- Say, “These words are spelled the same, but they make different sounds and have different meanings. They are homographs. The meaning tells us how to pronounce this homograph.”
- Say, “The *wind* blew hard during the storm.”
- Say, “Please *wind* the yarn into a ball.”
- Work with students to generate additional sentences using each homograph.
- Repeat the routine with the following homographs:
  - *tear*: “Did you *tear* the paper?” “A *tear* rolled down his cheek.”
  - *read*: “I like to *read*.” “I *read* an article yesterday.”
  - *present*: “I gave my brother a *present*.” “We need to *present* our ideas to the class.”
  - *record*: “My dad will *record* the concert.” “A diary is a written *record* of a person’s life.”
  - *desert*: “Cacti thrive in the *desert*.” “Birds will *desert* their nests when they migrate for the winter.”

## Challenge

Challenge partners or small groups to use as many words from the activity page as they can to create a paragraph or short story.

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## CONSTRUCT AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

### Activity Page 18.1



- Display the chart you prepared in advance.
- Point out the VC/CCV pattern, and read aloud the rule for dividing words with the VC/CCV pattern. Repeat with the VCC/CV pattern.
- Direct students to Activity Page 18.1 and review the instructions.
- Explain that you will be creating words with a VC/CCV or VCC/CV pattern in both parts of the activity page. In Part 1, students will be choosing second syllables to complete VC/CCV or VCC/CV words. In Part 2, students will be choosing first syllables to complete VC/CCV or VCC/CV words.
- Model how to complete the first item in Part 1. Read the first syllable, 'fair', aloud. Explain to students that you are going to construct words by adding ending syllables from the Syllable Bank.
- Ask, "Which ending created a real word?" (*ground*) "Which word did it create?" Read the word aloud with students. (*fairground*)
- Complete the rest of Part 1 of the activity page as a class.
- Model how to complete the first item of Part 2. Read the syllable *-treme* aloud. Explain to students that you are going to construct words by adding beginning syllables from the Syllable Bank.
- Ask, "Which beginning syllable created a real word?" (*ex*) "Which word did it create?" Read the word aloud with students. (*extreme*)
- Complete the rest of Part 2 of the activity page as a class.

## Lesson 18: Review: Homographs, Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use words with the roots *graph* and *scrib/script*.

**TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.2.B.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### ROOT WORDS AND SUFFIXES: GRAPH, SCRIB/SCRIPT (6 MIN.)

- Write *telegraph* on the board, and read it aloud. Then have students read it aloud.
- Say, “The word *telegraph* has two parts: the prefix *tele-* and the root *graph*.”
- Remind students that a root is a word part from which other words are created, and a prefix is a word part added to the beginning of a root to change its meaning.
- Say, “We already reviewed that the prefix *tele-* means ‘distant or far’ and that a *telegraph* is a device that allows people to send written messages across far distances.”
- Write the root *graph* on the board.
- Ask, “Based on this information, we can figure out that the root *graph* means ‘write or draw.’”
- Write the words *autograph*, *paragraph*, and *graphics* on the board. Ask student volunteers to read the words aloud and provide definitions: *autograph* (“a signature, or a type of writing that is unique to the self”), *paragraph* (“written sentences or parts of writing that are organized under one another to make a text”), and *graphics* (“pictures or drawings”). Provide examples of the words in sentences if students cannot decode and define the words. Offer corrections as needed.
- Write the word *scribble* on the board, and read it aloud. Then have students read it aloud.

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (vi) spelling words using knowledge of prefixes; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Support

It might be helpful to define the following root words to help students understand how the affix changes their meanings: *scriptwriter* and *postscript*.



**ENGLISH  
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## Language

### Learning How English Works

#### Beginning

Review the meaning of the root *graph* with a demonstration. Point to the graphite tip of a pencil. Say, “A tip of a pencil is made of *graphite*. We use *graphite* to write.”

#### Intermediate

Ask students to act out a word with the root *graph* or the root *scrib/script*. For example, a student may mimic taking a photograph.

#### Advanced/ Advanced High

Have students say a sentence using a word with the root *graph* or the root *scrib/script*.

**ELPS 1.E**

## Activity Page 18.2

---



- Ask a student volunteer to define the word. (*to write quickly or messily*)
- Write the root *scrib/script* on the board.
- Say, “The root *scrib/script* also means ‘to write.’”
- Write the words *describe*, *manuscript*, and *prescription* on the board: *describe* (“*to give an account of; to tell about*”), *manuscript* (“*a text that has not yet been published*”) and *prescription* (“*instructions written by a doctor for medicine or treatment*”). Ask student volunteers to read the words aloud and provide definitions. Provide examples of the words in sentences if students cannot decode and define the words. Offer corrections as needed.
- Direct students to Activity Page 18.2 and review the instructions.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

## Lesson 18: Review: Homographs, Part 2

## Reading



**Primary Focus:** Students will read “Photography and Cameras” fluently and will answer questions about key details in the text.

✚ **TEKS 3.1.A; TEKS 3.2.A.i, TEKS 3.2.A.iv; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

### READ “PHOTOGRAPHY AND CAMERAS” (10 MIN.)

- Direct students to Activity Page 18.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *producing, duplicate, graphic*
  - phrases: “earthly landscapes,” “capture images,” “scribble descriptive words”
  - domain-specific language: *macro lens, microchip, visual effects, shutter*
- Remind students that homographs are pairs or sets of words that have the same spelling but different meanings and possibly different pronunciations. Prompt students to look for homographs as you read the passage and use context to determine the correct meaning.
- Have students follow along as you read “Photography and Cameras.”
- Read the passage once without interruption, modeling how to read accurately. Read at a rate that is neither too slow nor too fast and allows you to read with appropriate expression.
- Read a few lines of the passage again, modeling how to sound out unfamiliar words (e.g., *viewfinder* and *techniques*).
- Have students practice pronouncing the words with you.
- Read the passage once more with the whole class as a choral read or have students read it independently.

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

### Support

Have students reread or scan the text to look for key ideas and details as they answer the comprehension questions.

Before reading “Photography and Cameras,” show the images you prepared in advance. Have students repeat the word after you as you show each image.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Reading

#### Reading Closely

#### Beginning

Have a strong reader work with a struggling reader to complete the comprehension questions.

#### Intermediate

Have a small group read the first paragraph together, taking turns, and work together to complete the comprehension questions.

#### Advanced/ Advanced High

Have students read independently and then work with a partner to share their responses to the comprehension questions.

#### ELPS 4.1





- Then have them turn to Activity Page 18.4 and complete the comprehension questions. If they don't complete the activity page, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

**Turn and Talk:** Have student pairs discuss and compare their answers to the comprehension questions. Remind students to be sure to cite specifics from the passage to support their answers. Tell students to signal when both partners have contributed to the conversation. Call on students to share their partner's thinking with the group.

## Lesson 18: Review: Homographs, Part 2

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homographs.

 **TEKS 3.2.B.iv**

### SPELL HOMOGRAPHS (5 MIN.)

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homographs. Explain that you will say a short sentence aloud, and they will spell the homograph in that sentence.
- Say, “The wind blew the leaves” and emphasize the homograph *wind*. Repeat the homograph. Have students write the homograph in their dictation journal.
- Repeat with the remaining sentences with homographs.

 **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

- |                                            |                                                   |                                                                          |
|--------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------|
| 1. The <i>wind</i> blew the leaves.        | 4. It is your turn to <i>present</i> your report. | 7. I like to <i>read</i> before I go to sleep.                           |
| 2. Have you <i>read</i> that book?         | 5. The toy car moves when you <i>wind</i> it up.  | 8. Sheila wrapped the <i>present</i> .                                   |
| 3. Penny wiped a <i>tear</i> from her eye. | 6. We will <i>record</i> a message.               | 9. Do you know the school <i>record</i> for the number of wins in a row? |

- Then tell students you will say two sentences aloud for them to spell in their dictation journal.
- Say the following sentences aloud, pausing to provide students time to write. Make clear that students are expected to write the full sentence.

- |                                      |
|--------------------------------------|
| 1. Be careful not to tear the paper. |
| 2. It is very hot in the desert.     |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

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

## Lesson 18: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 18.1** for each student.
- Direct students to Activity Page 18.3.
- Have them reread “Photography and Cameras.”
- Review the writing prompt on **Activity Page TR 18.1**.

- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Tell students that they will have a chance to share their responses with the class.

### TRICKY WORDS REVIEW

- Write the following word on an index card: *material*. Choose additional Tricky Words to review.
- Say, “Today we will review some Tricky Words together. You can try to sound out these words, just like you’ve been doing. But some letters in these words are pronounced differently than we would expect. That’s what makes them tricky.”
- Display and point to the word *material* and say, “This word is tricky because the ‘er’ is pronounced /ir/. The ‘i’ is pronounced /ee/, and the ‘al’ is pronounced /əl/.”
- Show how the letters map to the sounds. Say, “Let’s sound out this word. My turn first.”
- Point to the letters as you say them. Say, “In this word, we say /m/ for this letter. We say /ə/ for this letter. We say /t/ for this letter. We say /ir/ for these letters. We say /ee/ for this letter. We say /əl/ for these letters.” Point to the letters as you blend the sounds: /m/ /ə/ /t/ /ir/ /ee/ /əl/, *material*. Say, “*Material!* It’s a word we hear all the time, like when we say ‘Film is a thin, clear material that changes when light enters through the lens.’”
- Say, “Now it’s your turn. When I touch the letters, you say the sounds and then read the word.” Touch the letters as you blend and read the word aloud with students. Correct any students who blend the sounded out word incorrectly. Say, “We say *material*. What’s the word?”
- Repeat the steps when introducing the remaining words, mapping the correct sounds to the letters in the irregular word.

- Once each of the new Tricky Words have been introduced, tape the index cards on the board in a random arrangement.
- Say, “Now we’re going to practice reading all of the new words we just learned. Ready?” Point to words randomly, pausing on each for a few seconds. Call on individual students to read multiple words as you point to them.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”

### **Additional Ways to Practice Tricky Words**

- Have students take turns reading each Tricky Word to a partner.
- Say each Tricky Word aloud. Using a yardstick, have individual students point to the Tricky Word you say aloud.
- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.
- Have students search the lesson passage to find the Tricky Words. Then have them read the sentence in which the Tricky Word appears.

## 19

## REVIEW

## Homographs

## PRIMARY FOCUS OF LESSON

## Warm-Up

- ✚ Students will identify and read homographs. **TEKS 3.2.A.i**

## Phonics—Decoding

- ✚ Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

- ✚ patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

## Morphology

Students will identify the meaning of and use of adjectives with *-ly*.

- ✚ **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “Photography and Cameras” fluently with a partner.

- ✚ **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

## Phonics—Encoding

- ✚ Students will spell and write words that are homographs. **TEKS 3.2.B.iv**

## FORMATIVE ASSESSMENT

## Observation

## “Photography and Cameras” Anecdotal Reading Record

- ✚ **TEKS 3.2.A.iv; TEKS 3.4**

- ✚ **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**LESSON AT A GLANCE**

|                                                                                                | Time    | Materials                                   |
|------------------------------------------------------------------------------------------------|---------|---------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |         |                                             |
| <b>Warm-Up</b>                                                                                 |         |                                             |
| Read Homographs                                                                                | 3 min.  |                                             |
| <b>Phonics—Decoding</b>                                                                        |         |                                             |
| Read Homographs                                                                                | 3 min.  | <input type="checkbox"/> Activity Page 19.1 |
| Divide and Read Words with the VC/CCV and VCC/CV Patterns                                      | 3 min.  |                                             |
| <b>Morphology</b>                                                                              |         |                                             |
| Suffixes: adjectives with <i>-ly</i>                                                           | 6 min.  | <input type="checkbox"/> Activity Page 19.2 |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |         |                                             |
| <b>Part 2 (15 min.)</b>                                                                        |         |                                             |
| <b>Reading</b>                                                                                 |         |                                             |
| Reread “Photography and Cameras”                                                               | 10 min. | <input type="checkbox"/> Activity Page 18.3 |
| <b>Phonics—Encoding</b>                                                                        |         |                                             |
| Spell Homographs                                                                               | 5 min.  | <input type="checkbox"/> dictation journal  |

## ADVANCE PREPARATION

### Reading

- Ensure you have the Unit 4 Anecdotal Reading Record that you prepared in Lesson 2.
- Plan how you will pair students for partner reading.
- Partner reading options may include the following:
  - Have students take turns reading the entire text.
  - Have one student be the leader, reading a line at a time for the partner to echo.
  - Have students read chorally, keeping their voices together to read the text.

### Phonics—Decoding

- Prepare a chart to present the VCC/CV and VC/CCV Patterns

| Pattern | Rule                                                   | Examples                                              |
|---------|--------------------------------------------------------|-------------------------------------------------------|
| VC/CCV  | divide before a consonant blend or a consonant digraph | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | divide after a consonant blend or a consonant digraph  | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Universal Access

- Gather pictures to represent the words in the Reading activity: *cameras*, *landscapes*, *cuddly pets*, *whooping cranes*, *construction cranes*, *viewfinder* (camera), *shutter* (camera), *zoom lens*, *digital cameras*, and *microchip*.

## Lesson 19: Review Homographs, Part 1

## Warm-Up



**Primary Focus:** Students will identify and read homographs. **TEKS 3.2.A.i**

**READ HOMOGRAPHS (3 MIN.)**

- Remind students that homographs are two or more words that are spelled the same but can have different pronunciations and have different meanings.
- Ask, “Do homographs have different meanings?” (yes)
- Say *bow* (/oe/) and *bow* (/ou/) as you write the words on the board. Have students read the words aloud.
- Say, “Pretend like you are tying a bow (/oe/).” Do the action with the students.
- Say, “Take a bow (/ou/).” Do the action with the students.
- Read aloud *close* (/s/) and *close* (/z/) as you write the words on the board. Have students read the words aloud.
- Say, “Put two objects on your desk close to each other (/s/).” Do the action with the students.
- Say, “Pretend to close a window (/z/).” Do the action with the students.

**Challenge**

Have students generate sentences with the pairs of homographs used in the Warm-Up.


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**Foundational Literacy Skills**
**Beginning**

Ask yes or no questions to reinforce homographs in the activity. For example: When you bow (/ou/), do you bend your body forward? (yes) Is a bow (/oe/) something you can make with string or ribbon? (yes)

**Intermediate**

Have volunteers complete this sentence frame: *When you get next to someone, you stand \_\_\_\_\_ to them.* (*close* [/s/])

**Advanced/  
Advanced High**

Have students answer a question to practice using homographs from the activity. For example: *Where might you put a bow (/oe/)? (in your hair)*

**ELPS 1.C**

## Lesson 19: Review: Homographs, Part 1

## Phonics—Decoding


**Primary Focus**

**Primary Focus:** Students will identify and read homographs. **TEKS 3.2.A.i; TEKS 3.3.D**

Students will divide and read multisyllabic words with the VC/CCV and VCC/CV

**Primary Focus:** patterns. **TEKS 3.2.A.i; TEKS 3.2.A.iv**

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *igh*, *ough*, and *en*; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.



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### READ HOMOGRAPHS (3 MIN.)

- Say, “Let’s continue to review homographs.”
- Say, “Remember, homographs are two or more words that are spelled the same but can have different pronunciations and have different meanings.”
- Say *dove* (/ə/) and *dove* (/oɛ/) as you write the words on the board. Have students read the words aloud.
- Say, “These words are spelled the same, but they make different sounds and have different meanings. They are homographs.”
- Write the following sentence on the board: *A dove is a kind of bird.* Say, “A *dove* (/ə/) is a kind of bird.”
- Write the following sentence on the board: *Mia dove into the pool.* Say, “Mia *dove* (/oɛ/) into the pool.”
- Work with students to generate additional sentences using each homograph.
- Repeat the routine with the following homographs:
  - *live*: “Where do you *live*?” “I love listening to *live* music.”
  - *content*: “The video’s *content* was interesting.” “Seeing a rainbow makes me feel *content*.”
  - *object*: “What is that *object* in the distance?” “My parents will *object* to us having ice cream for breakfast.”
- Direct students to Activity Page 19.1 and review the instructions.
- Complete the first item as a class.
- Circulate as students work on the activity page.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

#### Activity Page 19.1

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### DIVIDE AND READ WORDS WITH THE VC/CCV AND VCC/CV PATTERNS (3 MIN.)

- Remind students that they can look for patterns of vowels and consonants to divide syllables, in order to make it easier to read longer words.
- Display the chart you prepared in advance.
- Point out the VC/CCV pattern and read aloud the rule for dividing words with the VC/CCV pattern.

- Using a slash, write the following incorrect syllable division of *conclusion* on the board: *conc•lu•sion*.
- Say, “Raise your right hand if you think I divided the word correctly. Raise your left hand if you think I divided the word incorrectly.” (*left hand; incorrect*)
- Have a student approach the board to correctly divide the word: *con•clu•sion*. Remind students that consonant blends like ‘cl’ stay together in the same syllable.
- Have students read the word aloud.
- Point out the VC/CCV pattern, and read aloud the rule for dividing words with the VC/CCV pattern.
- Using a slash, write the following incorrect syllable division of *explosion* on the board: *exp•lo•sion*.
- Say, “Raise your right hand if you think I divided the word correctly. Raise your left hand if you think I divided the word incorrectly.” (*left hand; incorrect*)
- Have a student approach the board to correctly divide the word: *ex•plo•sion*. Remind students that consonant blends like ‘pl’ stay together in the same syllable.
- Have students read the word aloud.
- Write the following correct syllable division of *concentrate* on the board: *con•cen•trate*.
- Say, “Raise your right hand if you think I divided the word correctly. Raise your left hand if you think I divided the word incorrectly.” (*right hand; correct*)
- Have students read the word aloud.
- Repeat with the following VCC/CV words: *pumpkin, sandwich, mushroom, punctuation*.



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write and read aloud the word *exclusion* and the syllable division *ex•clu•sion*. Ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that this is the correct way to divide *exclusion* into syllables. (*thumbs-up*)

Lesson 19: Review Homographs; Part 1

# Morphology



**Primary Focus:** Students will identify the meaning of and use adjectives with the suffix *-ly*. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## SUFFIXES: *-LY* (ADJECTIVES) (6 MIN.)

- Say, “Remember, a suffix is a word part added to the end of a root to change its meaning or part of speech.”
- Write the suffix *-ly* on board.
- Say, “Remember, the suffix *-ly* is often added to the end of a root word to make an adverb.”
- Write the following sentence: *The girls laughed loudly.* Read the sentence aloud.
- Ask, “Which word describes how students laughed?” (*loudly*)
- Ask, “What is the root word of *loudly*?” (*loud*)
- Say, “The adverb *loudly* means ‘in a loud way.’”
- Ask volunteers to identify other adverbs they have learned about that end in *-ly*. Write each on the board, and have students read them aloud. (e.g., *calmly, bravely, quietly*)
- Say, “The suffix *-ly* can also be added to a root word to create an adjective.”
- Write the word *friend* on the board. Have students read it aloud. Point out that *friend* is a noun.
- Demonstrate adding the suffix *-ly* to create *friendly*.
- Use the word in a sentence: *When we were sick, our friendly neighbor made us soup.*
- Ask students to define *friendly* in their own words. (e.g., *kind, pleasant, nice*)

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as *im-* (into), *non-*, *dis-*, *in-* (not, non), *pre-*, *-ness*, *-y*, and *-ful*.

- Repeat the routine with the following root words: *mother, kind, live, body, hour, love*. Point out spelling changes as needed, such as dropping changing 'y' to 'i' before adding *-ly* to form *bodily*.
- Direct students to Activity Page 19.2 and review the instructions.
- Have students pick one word from the activity page and work with a partner to discuss how the new affix changed the meaning of the word. Then, have students share their partner's response.
- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow's lesson.

## Activity Page 19.2

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## Support

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It might be helpful to define the following root words to help students understand how the affix changes their meaning: *fondly, monthly, and sickly*.

## Lesson 19: Review: Homographs, Part 2

## Reading



**Primary Focus:** Students will read “Photography and Cameras” fluently with a partner. **TEKS 3.1.D; TEKS 3.2.A.iv; TEKS 3.2.A.vi; TEKS 3.3.D; TEKS 3.4**

**REREAD “PHOTOGRAPHY AND CAMERAS” (10 MIN.)**

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

- Direct students back to the passage on Activity Page 18.3. Tell students that today they will reread “Photography and Cameras” with a partner.
- Take time to answer any questions that students may have about “Photography and Cameras.”
- Assign partners.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace. Explain that they should try to read at an appropriate rate, not too fast and not too slow. Their reading should sound like conversation. Encourage them to pace their reading to show appropriate emphasis, inflection, and expression. Explain that they should also read accurately, pausing to sound out unfamiliar words or rereading as needed.
- Have partners use one of the partner reading routines to read the text.
- Students may ask their partners questions about the text and discuss what they read.
- Remind students to listen carefully while their partner reads.
- Tell students that after they finish reading, they should work together to
  - underline homographs,
  - circle words with the suffix *-ly*, and
  - highlight words with the syllable patterns VC/CCV and VCC/CV.

**TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

## Activity Page 18.3



- If time allows, have students work on the activity page in class. If not, ask students to complete it at home.
- Go over student responses and offer general feedback or provide feedback at the beginning of tomorrow’s lesson.

**Observation: “Photography and Cameras”**  
**Anecdotal Reading Record**



As you listen to each student read “Photography and Cameras,” make notes about the student’s reading, such as errors in fluency or prosody, in the Anecdotal Reading Record.

**Lesson 19: Review: Homographs, Part 2**

# Phonics—Encoding



**Primary Focus:** Students will spell and write words that are homographs.

**TEKS 3.2.B.iv**

**SPELL HOMOGRAPHS (5 MIN.)**

- Explain that students will write in their dictation journal.
- Tell students that they will be spelling words that are homographs. Explain that you will say a sentence aloud, and they will identify and spell the homograph pair in that sentence.
- Say, “The dove dove out of the tree. Write the homograph in your journal.” (*dove*) Have students write only the homograph in their dictation journal.
- Repeat with the remaining sentences.

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

**Support**

Have students work on one annotation at a time. For example, first have them look for homographs. Then have them look for words with the suffix *-ly*, and so on.



**ENGLISH LANGUAGE LEARNERS**

**Reading**

**Reading Closely**

**Beginning**

Work with student pairs to identify a few words with the suffix *-ly*.

**Intermediate**

Have students share their annotations with another student.

**Advanced/Advanced High**

Encourage students to read aloud the words they annotate to a partner.

**ELPS 4.A**

- |                                                                              |                                                                                                        |                                                                       |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1. The <i>dove</i> <i>dove</i> out of the tree.                              | 4. I like to <i>wind</i> my way around the beach path on days when there is a lot of <i>wind</i> .     | 7. Do you <i>object</i> to moving that <i>object</i> to the bookcase? |
| 2. He shed a <i>tear</i> when he saw the <i>tear</i> in his book.            | 5. I used to <i>live</i> in a lush, green place where there were many <i>live</i> plants.              | 8. The doctor <i>wound</i> a bandage around the <i>wound</i> .        |
| 3. When she took a <i>bow</i> on stage, the <i>bow</i> fell out of her hair. | 6. First <i>close</i> the door, and then put your wet shoes <i>close</i> to your umbrella in the hall. | 9. Let's <i>record</i> a video for the official <i>record</i> .       |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

**Note:** You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow's lesson.



### Check for Understanding

Circulate as students are working or collect their dictation journals to review and monitor their spelling progress.

Students may benefit from completing the activity in pairs. Consider pairing stronger students with those who may need extra help.

## Lesson 19: Foundational Skills

# Additional Support

### PHONICS SUPPORT

- Make one copy of **Activity Page TR 19.1** for each student.
- Review the directions as a class.
- When students are finished, ask pairs to share and check each other's work.

### SHARING

- Pair up students and have one person share the response they wrote about “Photography and Cameras” on **Activity Page TR 18.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.
- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

#### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.



## TRICKY WORDS REVIEW

- Tell students that they will be using their dictation journals to spell Tricky Words.
- Remind them that they can segment sounds to help spell the parts of the word that are not “tricky.”
- Say *material* and use it in a sentence. Then elongate the sounds as you repeat the word slowly: *mətireeəl*. Write the letters to spell *material* on the board.
- Point to the word *material* and say, “Let’s sound out this word to check that I’ve spelled it correctly. This word is tricky because the /ir/ sound is spelled ‘er’, the /ee/ sound is spelled ‘i’, and the /əl/ sound is spelled ‘al.’”
- Show how the letters map to the sounds. Say, “We say /m/ for this letter. We say /ə/ for this letter. We say /t/ for this letter. We say /ir/ for these letters. We say /ee/ for this letter. We say /əl/ for these letters.” Point to the letters as you blend the sounds: /m/ /ə/ /t/ /ir/ /ee/ /əl/, *material*. Say, “*Material!* It’s a word we use all the time.”
- Repeat with the additional words you reviewed. Say the word and use it in a sentence. Elongate the sounds as you repeat the word, and have students write it in their journals. Then have them read it quietly to themselves to check their work.
- After spelling and writing the Tricky Words in their journal, have students volunteer to choose a Tricky Word and spell it out for you to write on the board. Have a different student read the word aloud to check that the word is spelled correctly.

### Additional Ways to Practice Tricky Words

- Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.
- Have one partner use each Tricky Word in a sentence. The other partner should listen for and write the Tricky Word they hear in the sentence. Partners should then work together to check the spelling of the word by spelling the word together aloud and comparing it to how it was written. Partners can then reverse roles.

- Have students pull the passage to read sentences that use the Tricky Words. One student can read the sentence in which the Tricky Word appears, and the partner can spell the Tricky Word. After they check for the correct spelling, partners can reverse roles.

## 20

## REVIEW

## Mixed Review

## PRIMARY FOCUS OF LESSON

## Warm-Up

- Students will review orally substituting sounds to make new words. **TEKS 3.2.A.i**

## Phonics—Decoding

Students will review the homophones they studied this week.

- TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.3.D**

- Students will review sorting words by syllable division patterns. **TEKS 3.2.A.iv**

## Morphology

Students will review identifying the meaning of and using words with roots and

- suffixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

## Reading

Students will read “How to Grow a Sunflower” independently and will answer questions about key details in the text.

- TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.C; TEKS 3.3.D; TEKS 3.5**

## Phonics—Encoding

Students will complete the dictation posttest for Unit 4.

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## FORMATIVE ASSESSMENT

Activity Page 20.5

Unit 4 Dictation Posttest

- TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

- TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

**LESSON AT A GLANCE**

|                                                                                                | <b>Time</b> | <b>Materials</b>                                   |
|------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------|
| <b>Part 1 (15 min.)</b>                                                                        |             |                                                    |
| <b>Warm-Up</b>                                                                                 |             |                                                    |
| Review: Substitute Sounds to Make New Words                                                    | 3 min.      |                                                    |
| <b>Phonics—Decoding</b>                                                                        |             |                                                    |
| Review Homophones                                                                              | 3 min.      | <input type="checkbox"/> Activity Page 20.1        |
| Review Syllable Division Patterns                                                              | 3 min.      |                                                    |
| <b>Morphology</b>                                                                              |             |                                                    |
| Review Root Words and Affixes                                                                  | 6 min.      | <input type="checkbox"/> Activity Page 20.2        |
| <b>This is a good opportunity to take a break. Part 2 can be completed on a different day.</b> |             |                                                    |
| <b>Part 2 (15 min.)</b>                                                                        |             |                                                    |
| <b>Reading</b>                                                                                 |             |                                                    |
| Read “How to Grow a Sunflower” Independently                                                   | 10 min.     | <input type="checkbox"/> Activity Pages 20.3, 20.4 |
| <b>Phonics—Encoding</b>                                                                        |             |                                                    |
| Unit 4 Dictation Posttest                                                                      | 5 min.      | <input type="checkbox"/> Activity Page 20.5        |

## ADVANCE PREPARATION

### Phonics—Decoding

- Have students cut word cards on Activity Page 20.1 for the Homophone Matchmaker game.
- Create a two-column chart on the board for use in the Syllable Division activity.

| Word     | Group |
|----------|-------|
| broken   |       |
| handsome |       |
| member   |       |
| cabin    |       |
| quiet    |       |
| pencil   |       |
| control  |       |
| flavor   |       |
| sandwich |       |
| liar     |       |
| shovel   |       |
| angry    |       |

- Prepare a chart to present the VC/CV, CV/VC, VC/V, V/CV, VCC/CV and VC/CCV Patterns

| Pattern | Rule                                                                                                              | Examples                                              |
|---------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| VC/CV   | When two consonants stand between two vowels, we usually divide the word between the two consonants.              | <i>din•ner</i><br><i>prac•tice</i><br><i>cac•tus</i>  |
| CV/VC   | When two vowels stand between two consonants, we usually divide the word between the two vowels.                  | <i>me•ow</i><br><i>po•em</i><br><i>sci•ence</i>       |
| VC/V    | When one consonant stands between two vowels, we divide after the consonant if the first vowel has a short sound. | <i>fin•ish</i><br><i>cam•el</i><br><i>mag•ic</i>      |
| V/CV    | When one constant stands between two vowels, we divide before the consonant if the first vowel has a long sound.  | <i>si•lent</i><br><i>a•gent</i><br><i>hu•man</i>      |
| VC/CCV  | When three consonants stand between two vowels, we divide before a consonant blend or a consonant digraph.        | <i>hun•dred</i><br><i>com•plex</i><br><i>ex•plode</i> |
| VCC/CV  | When three consonants stand between two vowels, we divide after a consonant blend or a consonant digraph.         | <i>pump•kin</i><br><i>king•dom</i><br><i>ath•lete</i> |

### Universal Access

- Gather pictures to represent the words in the Reading activity: *sunflower*, *pot* (large flower pot), *trowel*, *potting soil* (open bag), *watering can*.

## Lesson 20: Mixed Review, Part 1

# Warm-Up



**Primary Focus:** Students will review orally substituting sounds to make new words. **TEKS 3.2.A.i**

### REVIEW: SUBSTITUTE SOUNDS TO MAKE NEW WORDS (3 MIN.)

- Explain that you are going to say words. Students will change sounds at the beginning, middle, or end of the word to make a new word.
- Say the word *bean* as you write it on the board. Demonstrate how to make a new word by changing the sound at the end of the word. Read the word.
- Say, “If I change the /n/ at the end of *bean* to /t/, I can make the word *beat*.”
- Create the chart below and write the words one at a time.
- Have students read the word aloud.
- Then have them create a new word by changing the sound at the beginning, middle, or end of each word. Accept all correct responses and write them on the board.
- Have students read the new words aloud.

| Example | Possible New Word |
|---------|-------------------|
| draft   | <i>drift</i>      |
| flame   | <i>frame</i>      |
| sling   | <i>cling</i>      |
| crank   | <i>prank</i>      |
| form    | <i>fort</i>       |

**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

Lesson 20: Mixed Review, Part 1


# Phonics—Decoding



## Primary Focus

Students will review the homophones they studied this week.

 **TEKS 3.2.A.i; TEKS 3.2.A.ii; TEKS 3.3.D**


 Students will review sorting words by syllable division patterns. **TEKS 3.2.A.iv**

### REVIEW HOMOPHONES (3 MIN.)

- Tell students that they are going to play a game of Homophone Matchmaker. Have students work in pairs.
- Refer students to the Word Cards on Activity Page 20.1 that they cut apart in advance.
- Have students shuffle the cards and place them face down on the table or floor, in rows and columns.
- Explain how the game is played:
  - Students take turns flipping over two cards at a time to try to make a match.
  - Students should read the cards aloud to determine if the cards match, or they sound the same.
  - If there is a match, the student who flipped the cards over keeps the matching pair. If the cards do not match, the student turns them over and tries again.
  - When students find a match, ask them to use each word of the pair in an oral sentence.
- Circulate as students work, clearing up misunderstandings.

### REVIEW SYLLABLE DIVISION PATTERNS (3 MIN.)

- Tell students that they are going to play a game to review syllable division patterns.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.2.A.iv** Demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts.

## Activity Page 20.1







Language

Learning How English Works

**Beginning**

Review the meaning of words from the cards with a demonstration. For example, point to the card for *road*. Pretend to drive. Say, "I am driving down a road."

**Intermediate**

Ask students to act out a word from the word cards. For example, a student may shake their head for *no*.

**Advanced/  
Advanced High**

Have students define a word from the cards in their own words.

**ELPS 1.E**

- Display the chart you prepared in advance as a reference for students.
- Divide the class into six groups. Designate a division pattern for each group:
  - Group 1: VC/CV
  - Group 2: CV/VC
  - Group 3: VC/CCV
  - Group 4: VCC/CV
  - Group 5: VC/V
  - Group 6: V/CV
- Display the two-column chart you prepared in advance. Ask students to identify the words that match their designated rule. Have a representative from each group approach the board one at a time to write the group number next to the appropriate word(s) on the board.
- Review responses and make corrections as needed using the second column of the chart below.

| Word     | Group |
|----------|-------|
| broken   | 6     |
| handsome | 4     |
| member   | 1     |
| cabin    | 5     |
| quiet    | 2     |
| pencil   | 1     |
| control  | 3     |
| flavor   | 6     |
| sandwich | 4     |
| liar     | 2     |
| shovel   | 5     |
| angry    | 3     |



### Check for Understanding

**Thumbs-Up/Thumbs-Down:** Write the word *complete* on the board. Say, “This word belongs to Group 3.” Have students give a thumbs-up if they agree or a thumbs-down if they don’t. (*thumbs-up; it is a VC/CCV word*)

## Lesson 20: Mixed Review, Part 1

# Morphology



### Support

In their own words, have students explain the difference between a prefix and a suffix. (*A prefix is a word part that goes at the beginning of a root word; a suffix is a word part that goes at the end of a root word.*)

### Activity Page 20.2



**Primary Focus:** Students will review identifying the meaning of and using words with roots and suffixes. **TEKS 3.2.A.vi; TEKS 3.2.B.vii; TEKS 3.3.C**

### REVIEW ROOT WORDS AND AFFIXES (6 MIN.)

- Tell students that they are going to work in pairs to review root words and affixes.
- Direct students to Activity Page 20.2 and review the instructions.
- Sort a few roots and affixes as a class.
- Have partners work on the activity page in class.
- Circulate as students work. If needed, students may complete the activity page at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.2.B.vii** Demonstrate and apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## Support

## Lesson 20: Mixed Review, Part 2

## Reading



**Primary Focus:** Students will read “How to Grow a Sunflower” independently and will answer questions about key details in the text.

**TEKS 3.2.A.ii; TEKS 3.2.A.iii; TEKS 3.2.A.v; TEKS 3.2.A.vi; TEKS 3.3.C; TEKS 3.3.D; TEKS 3.5**

**READ “HOW TO GROW A SUNFLOWER”  
INDEPENDENTLY (10 MIN.)**

**Note:** The passage is a procedural text about growing a sunflower plant. You may wish to point out some of the text features of procedural texts with students, such as bulleted material list, numbered steps, and domain-specific language related to gardening.

- Tell students they will be reading “How to Grow a Sunflower” independently. Direct students to Activity Page 20.3.
- Define unfamiliar words, phrases, and domain-specific language for students. You may want to include the following:
  - words: *precision, depth, diameter, unsightly, transportable*
  - phrases: “green thumb,” “simple formula”
  - domain-specific language: *pot’s base, hydrate, sprout, development, harvested*
- Remind students that homophones are pairs or sets of words that have the same pronunciation but different meanings and spellings and that homographs are pairs or sets of words that have the same spelling but different meanings and possibly different pronunciations. Prompt students to look for homographs and homophones as you read the passage and use context to determine the correct meaning.
- Read a few lines of the passage, modeling how to sound out unfamiliar words (e.g., *descriptive, resemble, indication*).

**TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

Have students focus on one annotation at a time. For example, first have them read and write one contraction. For the next reading, have them write one possessive, and so on.

Before reading “How to Grow a Sunflower,” show the images you prepared in advance. Have students repeat the word after you as you show each image.

Activity Pages  
20.3, 20.4





## Language

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### Learning How English Works

#### Beginning

Help students with the challenging grammatical structure in the first sentence: “Growing a sunflower can be an enjoyable and rewarding activity.” Explain the gerund by saying that growing a sunflower is something that people do. Doing this is enjoyable, and *rewarding* means that you can learn from it.

#### Intermediate

Direct students to the sentence in the first paragraph “Whether you’re someone who’s known for having a green thumb or not, it’ll prepare you for what to expect throughout the process.” Explain that the idiom “having a green thumb” means that a person is good at growing plants.

#### Advanced/

#### Advanced High

Have partners break down the sentences in the first paragraph into simple sentences.

#### ELPS 4.A

- Have students practice pronouncing the words with you.
- Before students begin reading, model reading the first paragraph with appropriate expression and at a comfortable pace.
- Remind students that they should try to read at an appropriate rate, not too fast and not too slow. Encourage them to pace their reading to show appropriate emphasis and inflection, or expression.
- Tell students that they may read the text either silently or softly to themselves.
- Then have them read the text again and write examples of the following:
  - a pair of homophones
  - a pair of homographs
  - a contraction
  - a possessive
  - a word with ‘tion’
  - a word with ‘sion’
  - a word with ‘cian’
  - a word with ‘cial’
  - a word with ‘tial’
  - a word with the prefix *mid-*, *semi-*, or *multi-*
  - a word with the suffix *-ible*, *-able*, or *-ly*
  - a word with the root *meter/met*, *port*, *spect*, *mot/mov*, *form*, *dict*, *graph*, or *scrib/script*
- After students have annotated the passage, have them complete the comprehension questions on Activity Page 20.4 independently. If they don’t complete it, instruct them to work on it at home.
- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

Lesson 20: Mixed Review, Part 2

# Phonics—Encoding



**Primary Focus:** Students will complete the dictation posttest for Unit 4.

 **TEKS 3.2.B.i; TEKS 3.2.B.v; TEKS 3.2.B.vii**

## UNIT 4 DICTATION POSTTEST (5 MIN.)

Activity Page 20.5




- Direct students to Activity Page 20.5. Review the instructions together.
- Tell students that they will be spelling words that you say aloud.
- Remind them to use what they know about syllable division patterns as they spell the words.
- Say the word *transportation*. Repeat it. Have students write it on Activity Page 20.5.
- Repeat with the remaining words.

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1. transportation | 4. dictation    | 7. indescribable |
| 2. persuasion     | 5. multilingual | 8. descriptively |
| 3. telephone      | 6. bibliography | 9. semiyearly    |

- Then tell students you will say two sentences aloud for them to spell on their activity page.
- Say the following sentences aloud, pausing to provide students time to write.

- |                                            |
|--------------------------------------------|
| 1. She'd like to hear every option.        |
| 2. The man's Dalmatian loves the dog park. |

- Finally, have students choose one of the words from the dictation activity and use it to write a sentence of their own.

 **TEKS 3.2.B** Demonstrate and apply spelling knowledge by (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

**Note:** You may accept *Dalmatian* spelled with an initial capital or lowercase letter.

You may accept invented spellings for words with sound-spellings not yet reviewed in Grade 3, but the dictated spelling word should be spelled correctly.

- If time allows, go over student responses and offer general feedback. Otherwise, provide feedback at the beginning of tomorrow’s lesson.

End Lesson

## Lesson 20: Foundational Skills

# Additional Support

### WRITING EXTENSION

- Make one copy of **Activity Page TR 20.1** for each student.
- Direct students back to Activity Page 20.4, “How to Grow a Sunflower.”
- Have students reread “How to Grow a Sunflower.”
- Review the writing prompt on **Activity Page TR 20.1**.
- Tell students they will use text evidence to write for approximately 10 minutes in response to the passage, and that they should try to write at least 3–5 sentences.
- Students should:
  - use evidence from the text or from their lives to support the idea, claim, or description and
  - write using complete sentences.
- Answer any questions students have, and then ask students to respond to the prompt.
- Then, pair up students and have one person share the response they wrote about “How to Grow a Sunflower” on **Activity Page TR 20.1**. Listeners should use the sentence starters to provide constructive feedback. Circulate and provide support and feedback to the student who is using the Response Starter. Have student pairs signal when both partners have contributed to the conversation.

- After all pairs have had a chance to share and respond to each other, call on two to three students to share their writing response with the group. Then have each student call on one to three listeners to comment, using the Response Starters to provide constructive feedback.
- Display the Response Starters in the chart below. Response Starters should be used consistently to provide targeted feedback that helps the writer note (a) where they used evidence correctly, (b) where their word choice was impactful, and (c) where they communicated their idea clearly.

### Response Starters for Writing About Text

1. When you used the word(s) \_\_\_\_\_, it helped me understand \_\_\_\_\_.
2. When you used the evidence about \_\_\_\_\_, it convinced me that \_\_\_\_\_.
3. The idea that stood out to me was \_\_\_\_\_ because you wrote \_\_\_\_\_.

### TRICKY WORDS REVIEW

- Gather Tricky Word index cards from Lesson 16 and Lesson 18 (*English, material*). and the additional Tricky Words you reviewed.
- Say, “Now we’re going to practice reading all the words we learned and practiced this week. Let’s play a game. We’re going to go through this stack of cards as fast as we can, reading the word on each card. Read the words carefully, because these are words that you have to sound out in a special way. Let’s see how fast we can go. My turn first.”
- Model taking the top card off the stack, showing it to students, and saying the Tricky Word after a pause. Continue through the stack.
- Say, “Do you think you can go faster than I did?”
- Assign students to small groups. As you show each card, have one group of students read through the stack of cards as quickly as they can.
- If a student says the wrong word for a card, model how to sound out the Tricky Word and then say the word. Ask the student to repeat your answer, and move on to the next card in the stack with the same small group until you go through all of the cards.
- Select the next small group, shuffle the stack of cards, and repeat until all groups have had a turn.

- Say, “Okay, now let’s go faster.” Shuffle the stack of cards and repeat at a faster pace so that each group has had two turns.
- Say, “Remember, some words are tricky. You can sound them out, just like you’ve been doing. But some letter sounds in these words are pronounced differently than we would expect.”
- Save the index cards to incorporate review of the Tricky Words throughout the year.

## **Additional Activities to Review All Tricky Words from This Week**

### **Tricky Words Race**

- Create a four-column chart. Fill it out with the Tricky Words you taught this week.
- Divide the class into two groups and have each group line up by the board.
- Explain how the game works. You will call out a Tricky Word. One student from each team will race to find the word on the chart and tap it. The first student to find and tap the word earns a point for the team.
- Repeat until all the words have been found or every student has had a turn.

**Note:** Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

### **Call, Flip, Read, Roll**

- Gather ten index cards for each student.
- Give each student ten index cards, and have them number the cards 1-10.
- Display all Tricky Words that have been taught so far. Have each student pick ten Tricky Words from the list and write one word on the back of each index card. Their set of cards should now have a word to be read on one side and a number on the other side.
- Place students into pairs. 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 word 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 they receive. The student with the most points is the winner.
- Save the index cards to use the next time students play this game. Students can reuse another student’s set of cards.





# Teacher Resources

|         |          |
|---------|----------|
| Grade 3 | Skills 4 |
|---------|----------|

**Teacher Guide**

# Teacher Resources

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**ANECDOTAL READING RECORD—UNIT 4**

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:



# Additional Support Activity Pages

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|         |          |
|---------|----------|
| Grade 3 | Skills 4 |
|---------|----------|

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**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

Reread "Volcanic Eruptions." Using details from the passage, describe three effects caused by volcanic eruptions.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.1

## Sort Words with 'tion' and 'sion'

Read the words in the Word Bank. Complete the chart with words from the Word Bank.

### Word Bank

|            |          |             |          |
|------------|----------|-------------|----------|
| solution   | invasion | station     | audition |
| vacation   | revision | conclusion  | decision |
| impression | action   | progression | portion  |
| eruption   | occasion | section     | erosion  |

| Words with 'tion' | Words with 'sion' |
|-------------------|-------------------|
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
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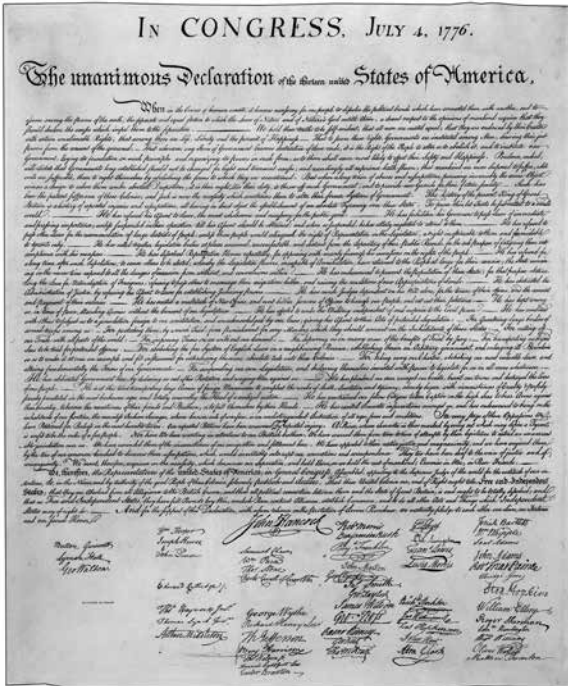


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.2

Read the passage. Underline three words with *tion* (question). Select and divide three VCCV words into their syllables, such as in-de-pen-dence.



## The Declaration of Independence

The Declaration of Independence is a document created by a group of men who later became known as the Founding Fathers. The Declaration explains why the thirteen American colonies no longer wanted to live under the rule of the British government and instead wanted to be in charge of themselves and start a new country—in other words, they were declaring independence.

While the Declaration of Independence does not include rules and laws for how

the country should be set up, like the Constitution does, it is a symbol of American independence. Many of the phrases used in the Declaration still have importance today.

One such important section of the Declaration says the following: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”

**consent, n.** the approval of someone

**governed, adj.** led by someone with authority

**pursuit, n.** a chase or search for something

**unalienable, adj.** fundamental, built-in

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Comprehension Questions:

1. Why do you think it was important for the Founding Fathers to include that “all men are created equal?” Were all people treated equally at the time?

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2. What three things do the Founding Fathers say are “unalienable Rights”? What do they say is needed to keep those rights secure?

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3. Reread the definitions for *consent* and *governed*. Based on those definitions, what do you think “consent of the governed” means?

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4. The Declaration says the government gets its power from the “consent of the governed.” What are some ways citizens can give their consent, or show their approval, about someone leading the government?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

## Words with /shəl/ > 'tial', 'cial'

Read the words. Circle the words that make the /shəl/ sound. Choose one circled word to use in your own sentence.

1. commercial
2. potential
3. final
4. special
5. detail
6. beneficial
7. unofficial
8. serial
9. partial
10. trial

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 8.1

Reread "Bacteria Fighters!" Explain in your own words the best way to prevent bacterial infections. Use details from the text to support your response.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Sort Words with /oo/ and /ə/

Read the words in the Word Bank. Then, sort the words in the Word Bank according to whether the spelling 'o\_e' makes the /oo/ sound or the /ə/ sound. Read the words in each column to check your work.

#### Word Bank

|       |         |         |        |          |
|-------|---------|---------|--------|----------|
| glove | approve | improve | some   | shove    |
| move  | dozen   | govern  | proven | disprove |

| <b>/oo/</b> | <b>/ə/</b> |
|-------------|------------|
|             |            |
|             |            |
|             |            |
|             |            |
|             |            |
|             |            |





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

Read the passage. Select and divide two VCCV words into their syllables and two V/CV words into their syllables.

## **Father and Son in the White House**

George H. W. Bush and George W. Bush were a father and son who both became presidents of the United States. They also shared a special connection to Texas.

George H. W. Bush, the father, was the 41st president. He moved to Texas in 1948 to work in the oil business and quickly grew to love the state's spirit and warm people. His son, George W. Bush, the 43rd president, grew up in Texas and was the governor there for two terms before becoming president.

Both men embraced many Texan values such as hard work, kindness, dedication to country, and bravery, bringing these ideals to the White House. Each of them played an important role in shaping our country's history, guided by the lessons they learned in the Lone Star State.

VCCV word: \_\_\_\_\_

VCCV word: \_\_\_\_\_

V/CV word: \_\_\_\_\_

V/CV word: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Comprehension Questions:

1. Who were the two people mentioned in the passage, and what was special about their relationship and role in the American government?

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2. In what business did George H. W. Bush work when he first moved to Texas?

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3. What position did George W. Bush hold in Texas before becoming president? How many terms did he serve?

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4. What were some of the Texas values that both presidents brought to the White House?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1

## Divide and Read Words with the CV/VC Pattern

Read the divided CV/VC words. If the word is correctly divided, mark C on the line. If the word is incorrectly divided, rewrite the entire word and show where it should be divided.

1. pli•a•ble \_\_\_\_\_
2. de•fiant \_\_\_\_\_
3. sup•plie•r \_\_\_\_\_
4. li•ar \_\_\_\_\_
5. dia•logu•e \_\_\_\_\_
6. real•ity \_\_\_\_\_
7. re•ar•range \_\_\_\_\_
8. man•ual \_\_\_\_\_
9. va•rie•ty \_\_\_\_\_
10. ce•real \_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.1

## Form Possessives

Read each sentence. Complete the sentences by adding the possessive form of the noun or pronoun in parentheses. Read the completed sentences.

1. The brush is \_\_\_\_\_ (her).
2. \_\_\_\_\_ (Hye-Jin) team won the game!
3. Which dog is \_\_\_\_\_ (your)?
4. \_\_\_\_\_ (Iowa) capital is Des Moines.
5. We were amazed by the \_\_\_\_\_ (foxes) speed.
6. I found \_\_\_\_\_ (someone) wallet.
7. I want to live in a house just like my \_\_\_\_\_ (grandmother).
8. Both \_\_\_\_\_ (classes) students write letters to each other.
9. We followed the \_\_\_\_\_ (canoe) path.
10. \_\_\_\_\_ (Friday) dance class is canceled.







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

## Divide Words with the VC/CCV and VCC/CV Patterns

For each word below, underline the consonants and circle the vowels. Then draw a box around consonant blends or digraphs. Divide the word into syllables on the line. Then read the word.

1. sample \_\_\_\_\_
2. sandwich \_\_\_\_\_
3. hundred \_\_\_\_\_
4. explain \_\_\_\_\_
5. pilgrimage \_\_\_\_\_
6. mushroom \_\_\_\_\_
7. surprising \_\_\_\_\_
8. completely \_\_\_\_\_
9. apartment \_\_\_\_\_
10. explanation \_\_\_\_\_




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 19.1

## Create Words from Syllables

Cut out the Syllable Cards. Then join Syllable Cards to create words. Read the words you create.

|     |       |      |      |     |                                                                                     |
|-----|-------|------|------|-----|-------------------------------------------------------------------------------------|
| ex  | plete | Grim | sam  | ten |  |
| sur | age   | ing  | plan | ly  |                                                                                     |
| hun | com   | a    | ple  | y   |                                                                                     |
| tor | kit   | dred | pris | pil |                                                                                     |



# ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 ACTIVITY PAGE

## VC/CV Words

For each of the words below, circle the vowels. Underline the consonants. Then, mark the VC/CV pattern under each word. Divide the syllables between the consonants and write the divided word on the line. Then read the word.

- friction  
VC/CV  
fric·tion
- random  
VC/CV  
ran·dom
- tractor  
VC/CV  
trac·tor
- option  
VC/CV  
opt·ion
- velvet  
VC/CV  
vel·vet
- except  
VC/CV  
ex·cept
- mention  
VC/CV  
men·tion
- fabric  
VC/CV  
fab·ric

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.2 ACTIVITY PAGE

## Root Words and Suffixes: -tion

### Part I

Read the information in the chart. Complete the chart with the correct verb or noun.

| Root Word (verb) | Definition                                                          | Word with -tion (noun) | Definition                                                            |
|------------------|---------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------|
| infect           | to spread an illness, disease, or condition to someone or something | infection              | the state of being infected with a disease or condition               |
| add              | to increase                                                         | addition               | the act of adding something                                           |
| devote           | to give time or resources to a person, cause, or activity           | devotion               | the act of devoting time or resources to a person, cause, or activity |
| invent           | to create or design something new                                   | invention              | the act of inventing something                                        |
| erupt            | to force out lava, steam, or fire                                   | eruption               | the act of erupting                                                   |

### Part II

Read the sentences below. Use a word ending in -tion from Part I to complete each sentence. Then, read each completed sentence.

- The eruption of the volcano spilled lava across the island.
- He used addition to add up how much money his groceries would cost.
- She shows her devotion to literature by reading for hours in the library.
- Washing your hands is a good way to prevent the spread of germs that can cause infection.
- The invention of the telephone allowed people from across the world to communicate.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- underline words with 'tion'
- highlight two-syllable words with the VC/CV syllable pattern

Below the passage, write two words from the text that are synonyms.

### Volcanic Eruptions

Volcanoes have played an important role in the earth's formation and evolution over time. And they continue to influence and shape our planet.

#### What is a volcano?

A volcano is a hill or mountain with a crater, or hole, at the top. Lava, gas, and vapor erupt from the crater.

#### Why do volcanoes erupt?

The earth's crust includes underground rock slabs. These rock slabs fit together like puzzle pieces. These slabs are called plates. Sometimes these plates move and crash into each other. These collisions cause a disruption to the earth's crust and can form a volcano.

A volcanic eruption can happen slowly or as a big explosion. Certain conditions, like pressure buildup, cause volcanic eruptions. Melted rock, or magma, erupts out of the volcano's opening. The boiling hot magma released from a volcano is called lava. Lava is so incredibly hot that it can reach 2,000 degrees! The lava cools and leads to the formation of rock.

**What happens after a volcano erupts?**

Volcanic eruptions can cause a lot of damage and destruction. But they also lead to many new land formations. These land formations cover a big part of the earth's landscape. Over time, these eruptions form new islands or extend existing land. The Hawaiian Islands are an example. They were entirely formed by the action of volcanic eruptions.

Volcanic eruptions release water vapor and other gases into the air. The earth's atmosphere is mostly the collection of these gases. The atmosphere is the layer of gas surrounding the planet. This layer protects the earth and traps in heat.

In addition, volcanoes have also helped with the formation of the earth's oceans. The extreme heat from the volcanic eruptions caused huge amounts of condensation. This process of water vapor turning into liquid eventually led to the formation of oceans. Today, oceans cover nearly three-quarters of the earth.

Volcanoes have long been a source of fascination and wonder. They do more than cause damage and destruction. They also help form and shape our planet and its atmosphere. Learning this kind of information about volcanoes helps people understand our planet's growth and development.

**Synonyms:** Possible responses: evolution/development; eruption/explosion; damage/destruction; boiling/hot; cause/lead to; huge/big

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.4** ACTIVITY PAGE

**Unit 4 Dictation Pretest**

Write each word that your teacher dictates.

1. transportation
2. persuasion
3. telephone
4. dictation
5. multilingual
6. bibliography
7. indescribable
8. descriptively
9. semiyearly

Write the entire sentence that your teacher dictates.

1. She'd like to hear every option.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. The man's Dalmatian loves the dog park.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Choose a word from the list above and use it to write your own sentence.  
Responses will vary. Possible response: Jared is a musician who plays three instruments.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.1** ACTIVITY PAGE

**Identify Words with /shən/**

Underline each word with the /shən/ sound spelled 'tion'. Then divide all the words into their syllables. Read the underlined words.

- |                             |                            |
|-----------------------------|----------------------------|
| 1. <u>a c • t i o n</u>     | 7. s h o w                 |
| 2. s h o u t                | 8. s h o p • p e r         |
| 3. <u>f r a c • t i o n</u> | 9. <u>n a • t i o n</u>    |
| 4. f i s • s u r e          | 10. <u>p o r • t i o n</u> |
| 5. <u>m e n • t i o n</u>   | 11. s u g • a r            |
| 6. <u>l o • t i o n</u>     | 12. <u>o p • t i o n</u>   |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** ACTIVITY PAGE

### Complete Sentences

Complete each sentence with one of the words provided. Read the completed sentence.

1. The doctor told Sam that he had an ear infection. (infection/eruption)
2. The two new players were a good addition to the team. (adoption/addition)
3. A siren signaled the volcano's eruption. (invention/eruption)
4. The internet is an invention that changed the world. (emotion/invention)
5. The rotation of its wheels helps a car move forward and backward. (rotation/emotion)
6. The new parents signed the adoption papers. (adoption/rotation)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.1** ACTIVITY PAGE

### Identify Words with 'sion'

Underline each words with the /shən/ or /zhən/ sound spelled 'sion'. Then divide the underlined words into their syllables. Read the underlined words.

1. m i s s i o n      6. i n v a s i o n
2. s h a w l      7. p u s h i n g
3. v i s i o n      8. e x p a n s i o n
4. s h o r t      9. p r e s s u r e
5. v e r s i o n      10. d i v i s i o n

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**3.2** ACTIVITY PAGE

### Words with the Suffix -sion

Read each verb. Add the suffix *-sion* to the following verbs to form nouns. Remember to change the spelling of the root word as needed before adding the suffix. Read the new words.

1. decide      decision
2. expand      expansion
3. erode      erosion
4. invade      invasion
5. invert      inversion
6. impress      impression
7. progress      progression
8. obsess      obsession

Choose two of the nouns you wrote above. Write your own definition of the noun and check it against the definition in a dictionary.

1. Noun Responses will vary. Possible response: obsession

My definition:

something someone is very interested in

Dictionary definition:

something that is always on someone's mind

2. Noun \_\_\_\_\_

My definition:

Dictionary definition:



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with 'sion'.
- Circle words with the prefixes *mid-* and *post-*.
- Highlight words with the VC/CV syllable pattern.

Below the passage, write two words from the text that are antonyms.

### Soccer History Club

Quincy and Emmett attended a mid-sized middle school named Precision Academy. The two boys had been best friends since kindergarten. Quincy and Emmett shared many similar interests. They did everything together.

However, midway through the school year, Quincy and Emmett started to feel tension, or stress, in their friendship. They each started to love different things. Their bond began to weaken as they each pursued their individual passions.

Quincy loved soccer. He played the midfield position for their school's soccer team. Quincy often said, "There's something special about watching a soccer ball as it soars through midair."

On the other hand, Emmett loved learning about history and important historical figures. He was always reading biographies and various historical accounts.

Quincy started to spend his afternoons on the soccer field. Meanwhile, Emmett started to spend all his time in the library. Slowly, they stopped

hanging out. They were once inseparable. But now there was a division between them.

During a postseason practice, Quincy realized he missed their shared jokes. He missed their post-school walks home. Feeling lonely in the library, Emmett realized he missed their friendly debates on whether soccer or books were superior.

One midweek afternoon, Quincy decided to have a discussion with Emmett. "I miss hanging out with you. We have different interests. But maybe we can find a way to pursue them while we work to strengthen our friendship."

"You're right, Quincy. I miss you too. Maybe we can figure out how to combine our separate passions," replied Quincy.

"Let's do it!" they both exclaimed.

They began working together to envision, or brainstorm, an activity combining their interests. They quickly came up with a shared vision.

During their midday lunch, the duo played a one-on-one soccer match on the field. Quincy taught Emmett how to kick the soccer ball. They followed it up with a postgame reading session on the bleachers. The boys each read biographies about the greatest soccer players of all time. This fusion of interests was a success! Quincy and Emmett remembered how much they enjoyed spending time together.

Soon, many of their Precision Academy classmates joined Quincy and Emmett during their midday soccer and reading sessions. Their creative idea to combine their interests inspired the first "Soccer History Club" at Precision Academy.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Quincy and Emmett had almost lost their friendship at one point. But together, they worked to regain it and make it stronger. They also gained respect for each other's passions. The Soccer History Club also inspired the students of Precision Academy to learn and try new interests.

Antonyms: Possible response: similar/different; weaken/strengthen, started/stopped, shared/separate

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### "Soccer History Club" Comprehension Questions

1. What is Precision Academy?

Precision Academy is a mid-sized middle school.

2. What does Quincy like and what does Emmett like?

Quincy likes soccer and Emmett likes books.

3. What kind of books does Emmett like?

He likes history books.

4. Why does the author use antonyms instead of synonyms to show the friendship between Quincy and Emmett?

They like different things, which makes the friendship difficult.

\_\_\_\_\_

\_\_\_\_\_

5. What is the name of the group that Quincy and Emmett start?

They start the Soccer History Club.

\_\_\_\_\_

\_\_\_\_\_

6. Do you think the two boys came up with a good solution to their problem? Why?

Possible response: I think their solution was good because their friendship became strong again.

\_\_\_\_\_

NAME: \_\_\_\_\_

**4.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Create Words with Syllables

Join syllables from the syllable banks to create words. Each word has two syllables. Read the list of complete words.

#### First Syllable Bank

|      |     |     |      |      |
|------|-----|-----|------|------|
| mis  | ver | doc | flag | chap |
| blan | mag | hot | mis  | den  |

#### Second Syllable Bank

|      |      |     |      |      |
|------|------|-----|------|------|
| sion | dog  | net | ter  | pole |
| take | sion | tor | tist | ket  |

Answers will vary: mission, version, hotdog, magnet, mistake, doctor, flagpole, dentist, chapter, blanket, docket, hotter, mister

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

**4.2**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Complete Sentences

Add either the prefix *mid-* or the prefix *post-* to each root word to complete the sentence. Then read each completed sentence. Remember, *mid-* often means "middle" and *post-* often means "after or following."

- Lunch is a midday (day) meal.
- The postgame (game) party is at Coach Lee's house.
- After we returned from our trip, we had a postholiday (holiday) talk about the fun we had.
- Please take a short rest break midway (way) through the test.
- It's midwinter (winter), and the ground is covered with snow.
- Who caught the ball in the midfield (field)?
- Ana's postcollege (college) plan is to get a job in Portland after graduation.
- Ms. Stein had posttest (test) meetings to tell students how they did.

NAME: \_\_\_\_\_

**5.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Divide VC/CV Words by Syllables

Mark the VC/CV pattern on each word. Read each word. Then cut the word into syllables.

up•hill, tin•sel, sig•nal, rep•tile, sec•tion,  
san•dal, sun•set, sub•mit, ver•sion

|         |         |
|---------|---------|
| uphill  | tinsel  |
| signal  | reptile |
| section | sandal  |
| sunset  | submit  |
| version |         |

**Identify and Define Words with mid- and post-**

Read the following paragraphs. Underline words with *mid-* or *post-*. Then choose two of the words you underlined to define in your own words. Write the words and definitions on the lines below.

It was a midsummer day at the ballpark. Karl was an outfielder. So far, Karl's game had not been great. He had missed two fly balls. But then things changed. The batter hit the ball. Karl saw it in midair. It was coming toward him. He caught it!

At the postgame talk, Coach Beth said, "I'm proud of Karl! Midway through the game, he had a great catch. Soon, we will play in the big postseason game. When we do, I'll expect great catches just like Karl's!"

Responses will \_\_\_\_\_ Responses will vary: something that happens after a game  
 Word: vary: postgame Definition: \_\_\_\_\_  
 Word: \_\_\_\_\_ Definition: \_\_\_\_\_

Read "Postgame Report" once. Reread the passage and mark up the text as follows:

- Underline words with 'tion' and 'sion'.
- Circle words with the prefixes *mid-* and *post-*.
- Highlight at least ten words with the VC/CV syllable pattern.

Below the passage, write two words from the text that are synonyms and two words that are antonyms.

**Postgame Report**

Gabriela was doing a midweek clean-up when she found an old newspaper. She turned to the sports page and began reading.

**Women's World Cup Final**

July 5, 2015

Vancouver, Canada - The Women's World Cup final match was both intense and emotional! Spectators observed lots of action, especially from midfielder Carli Lloyd #10. Carli performed her role to perfection. She led the US Women's Soccer Team to an impressive victory over Japan. This postgame report will provide valuable insights and reflections on Carli's performance.

The game had a midday start. Known as one of the greatest midfielders in the history of women's soccer, Carli looked ready to win. She took her position at the field midpoint. Her mission was clear. She was set on

helping her team accomplish their shared vision. Their goal was to win the international World Cup title. They would not accept defeat.

The stadium atmosphere felt tense with nervous energy. Even under such tension, Carli showed her calm and focused attitude. Her training, dedication, and intense passion were obvious with every move she made. The rival team could tell she had taken her practice sessions very seriously.

The highlight of the midfielder's amazing performance came when she scored a hat trick. A hat trick is a situation in which a player makes three goals in one game. She did this before the midway point of the match!

Her two first goals came in the first five minutes! She scored the third goal from the midfield at sixteen minutes. This action sparked an eruption of joyful clapping and shouting in the stadium. It was sure to earn recognition as one of the best goals in World Cup history!

In addition to her impressive goals, the midfielder displayed quick thinking on many occasions. Carli made smart game-time decisions. These added strength to the team. The US Women's Soccer Team won the game and the World Cup Title. The final score was 5-2.

At the end of the game Carli participated in a post-match interview. She humbly claimed that the whole team's effort led to the win. She now plans to get some rest in the postseason. She looks forward to preparing for the next mission."

Gabriela finished reading and set the newspaper down. She felt a great sense of motivation and inspiration. Gabriela grabbed her soccer ball and ran outside.

1. Synonyms: win/victory, impressive/amazing, showed/displayed
2. Antonyms: end/start, tense/calm, win or victory/defeat, finished/began

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.4** ACTIVITY PAGE

**“Postgame Report” Comprehension Questions**

1. What event is the text about and when did it take place?

It is about the Women’s World Cup final in 2019.  
\_\_\_\_\_  
\_\_\_\_\_

2. What special achievement did Carli Lloyd have during the event?

She scored a hat trick, which is three goals in one match.  
\_\_\_\_\_  
\_\_\_\_\_

3. Which country did the United States women play against during the event?

The United States played against Japan.  
\_\_\_\_\_  
\_\_\_\_\_

4. Which two synonyms show that the author believes that Lloyd is a very talented soccer player?

impressive and amazing  
\_\_\_\_\_  
\_\_\_\_\_

5. How did Gabriela feel after reading about Carli Lloyd?

Gabriela felt motivated and inspired.  
\_\_\_\_\_  
\_\_\_\_\_

6. Do you think soccer is an exciting sport? Why?

Possible response: I think soccer is not very exciting because usually only a few goals are scored.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1** ACTIVITY PAGE

**Read Words with /shən/ > ‘tian’, ‘cian’**

Divide the words into syllables. Read each word. Circle words that make the /shən/ sound. Read the circled words.

- 1. Dal·ma·tian                      6. pe·di·a·trician
- 2. ph·ysi·cian                      7. ma·th·e·ma·tician
- 3. cap·tain
- 4. Mar·tian                          8. tou·can
- 5. e·lec·tri·cian                      9. Eg·yptian
- 10. po·lit·i·cian

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** ACTIVITY PAGE

**Root Words and Affixes: –scope, spect, meter/metr**

Read each word part and meaning. Then form a word by combining the word parts. Write a definition of the word based on the word parts. Use a dictionary to confirm your definition as needed.

1. 

|                   |              |                          |                                           |
|-------------------|--------------|--------------------------|-------------------------------------------|
| <b>Word Parts</b> | tele-        | -scope                   | telescope                                 |
| <b>Meaning</b>    | distant, far | an instrument to observe | an instrument to observe far-away objects |
2. 

|                   |              |                           |                              |
|-------------------|--------------|---------------------------|------------------------------|
| <b>Word Parts</b> | in-          | spect                     | inspect                      |
| <b>Meaning</b>    | within, into | to see, watch, or observe | to look closely at something |
3. 

|                   |        |                          |                                                        |
|-------------------|--------|--------------------------|--------------------------------------------------------|
| <b>Word Parts</b> | peri-  | -scope                   | periscope                                              |
| <b>Meaning</b>    | around | an instrument to observe | an instrument to observe all around an area from above |
4. 

|                   |                 |                      |                                                           |
|-------------------|-----------------|----------------------|-----------------------------------------------------------|
| <b>Word Parts</b> | dia-            | meter                | diameter                                                  |
| <b>Meaning</b>    | across, through | related to measuring | the length of a line drawn through the center of a circle |
5. 

|                   |        |                      |                                   |
|-------------------|--------|----------------------|-----------------------------------|
| <b>Word Parts</b> | peri-  | meter                | perimeter                         |
| <b>Meaning</b>    | around | related to measuring | a line or boundary around an area |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words with /sh/ > 'tial,' cial'.
- Circle words with *-scope, spect, meter/metr.*
- Highlight words with *-tian* and *-cian*.
- Write one idiom and its meaning.

**Dr. Dalmatian**

Dr. Dalmatian was a pediatrician, a doctor who specializes in children's health. Almost like a magician, Dr. Dalmatian had a spectacular way of making his patients feel better. He played an essential role in his community.

Dr. Dalmatian was given his silly nickname because he wore a fuzzy white coat with black spots. As an owner of three adorable Dalmatian dogs, he loved this fun nickname. He carried a red paw-shaped stethoscope around his neck. He had his initials, D. D., printed on it.

Every morning, the friendly pediatrician rode his bike to the office. It was only a kilometer away, slightly more than half a mile. Before he left home, he checked his barometer, which helped to predict sudden changes in the weather. This was an important and crucial step in his routine. He didn't want to get caught in a storm and potentially ruin his coat.

At the office, he had many special medical tools. His thermometer was shaped like a bone. He used it to take temperatures. His paw-shaped stethoscope helped him examine hearts and lungs. His fun tools and gentle

tone made doctor's appointments less scary for his patients. He was detailed and helpful. He never cut corners when it came to taking care of others.

One day, a child named Sebastian came to Dr. Dalmatian's office. The child felt under the weather. He had a serious and substantial fever. He also had a rough cough. Sebastian's parents felt a spectrum of emotions, especially stress and worry. But the friendly pediatrician was ready to help!

Dr. Dalmatian carefully inspected the patient using his special stethoscope and thermometer. He had a special technician perform a chest X-ray on the child. This was to check for any serious lung illnesses.

The pediatrician adjusted his reading spectacles and began charting Sebastian's symptoms. Dr. Dalmatian determined that Sebastian had a bad cold. He assured the worried parents that the child was in good hands. He suggested that Sebastian take some medicine for the next few days. Dr. Dalmatian carefully described what to expect as Sebastian got better. The pediatrician also explained any potential reactions to the medication. Finally, Dr. Dalmatian gave Sebastian a sticker with a Dalmatian puppy on it for being such a brave patient.

At 5:00 p.m., Dr. Dalmatian called it a day. He reflected on all that had happened as he pedaled his bike toward home. He was glad he was able to help Sebastian and his other patients. His positive perspective was one of the reasons he was such a great doctor! Exhausted, he hit the sack early and prepared to do it again the next day.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** ACTIVITY PAGE  
CONTINUED

**Idiom:** Possible response: felt under the weather \_\_\_\_\_

**Meaning:** Possible response: was feeling sick \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.1** ACTIVITY PAGE

**Read Words with V/CV and VC/V Patterns**

Divide the following words into their syllables. Use a slash mark to divide each word either before or after the consonant. Read each word, syllable by syllable, to make sure you put the slash in the right spot. Color words with the V/CV pattern red. Color words with the VC/V pattern blue.

|               |                |               |                |               |
|---------------|----------------|---------------|----------------|---------------|
| legal<br>red  | river<br>blue  | robin<br>blue | spider<br>red  | pilot<br>red  |
| broken<br>red | dragon<br>blue | bonus<br>red  | legend<br>blue | topic<br>blue |
| melon<br>blue | flavor<br>red  | recess<br>red | planet<br>blue | human<br>red  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**7.2** ACTIVITY PAGE

**Root Words and Affixes: -scope, spect, meter/metr**

Read each sentence and word part(s). Fill in each blank by adding *-scope*, *spect*, or *meter/metr* to form the complete word. Read the sentence with the new word.

1. The thermometer  
(thermo-) showed that the boy has a fever.
2. Kim used a telescope  
(tele-) to look at the stars.
3. The fireworks show was a spectacular  
(-acular) sight.
4. A health inspector  
(in-, -or) makes sure restaurants are clean and safe.
5. The doctor used a stethoscope  
(stetho-) to listen to my heart.
6. We put up a fence around the perimeter  
(peri-) of our yard.
7. In retrospect  
(retro-), or now that I think about it, having ice cream for breakfast was a bad idea because now I have a stomach ache.
8. Jamie needed to reinspect  
(re-, in-) his backpack when could not find his book.
9. In science class, we examined leaves with a microscope  
(micro-).
10. The speedometer  
(speedo-) shows how fast a car is moving.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.1** ACTIVITY PAGE

**Read Words with /ə/ > 'o\_e'**

**Part I**

Read each word aloud. Circle the words that have the /ə/ sound. Remember to say each word with the /ə/ sound and then say it again with the /oe/ sound to check your answers.

1. glove
2. none
3. broke
4. robe
5. cover
6. nose
7. dozen
8. globe
9. notepad
10. welcome

**Part II**

Choose two of the circled words and use them in your own sentences.

Responses will vary. Possible response: I drew on the notepad. Tim bought a dozen eggs.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.2** ACTIVITY PAGE

**Root Words and Prefixes: semi-, anti-**

**Part I**

Read each sentence and circle the word with *semi-* or *anti-*.

1. The chess club has semiweekly training sessions.
2. My mom's new car has an antitheft alarm system.
3. The winners of the spelling bee stood in a semicircle to receive their trophies.
4. A new food for senior cats claims to have antiaging ingredients.
5. Cohn's water bottle has an antileak top.
6. Never try to walk across a lake surface when it is semisolid.
7. Jaden's glasses have antifog lenses.
8. The dress code for the school dance is semiformal.

**Part II**

Complete the chart by matching each word in the word bank with its meaning.

**Word Bank**

|           |            |            |            |
|-----------|------------|------------|------------|
| antiaging | semicircle | semisolid  | antifog    |
| antileak  | antitheft  | semiformal | semiweekly |

| Meaning                                         | Word       |
|-------------------------------------------------|------------|
| not too formal                                  | semiformal |
| half a circle                                   | semicircle |
| used to prevent the effects of aging            | antiaging  |
| preventing the buildup of water drops and vapor | antifog    |
| happening twice a week                          | semiweekly |
| used to prevent theft                           | antitheft  |
| aiming to prevent leaks                         | antileak   |
| being part solid and part liquid                | semisolid  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Follow along as your teacher reads the passage "Bacteria Fighters!"

When you reread the passage with a partner, mark up the text as follows:

- Underline words with /oo/ > 'ove'.
- Circle words with the prefixes *semi-* or *anti-*.
- Highlight multisyllabic words with V/CV patterns.
- Write one idiom and its meaning.

**Bacteria Fighters!**

Bacteria are tiny living organisms. They can be found almost anywhere! Trillions of bacteria can be found in and on the human body. That's a huge number! Some bacteria can be beneficial and help keep people healthy. For example, some helpful gut bacteria assist with food digestion. But other bacteria are unwelcome guests that can make people feel sick and out of sorts. These types of illnesses are called bacterial infections.

The best way to keep bacterial infections at bay is to prevent them from happening. Scientists have proven that proper hygiene can be quite effective. Hygiene is what people do to keep themselves clean. It must be practiced often, not just once in a blue moon. Good hygiene habits include frequent hand washing. People can remove bacteria by washing their hands with soap and warm water for at least twenty seconds. This helps get rid of bacteria before they enter the body.

If bacterial infections occur, human bodies have natural defenses that help get rid of them. These defenses are called antibodies. Antibodies fight and remove unwelcome bacteria. They try to make sure none remain.

Antibodies do their best to keep people healthy. But sometimes they are only semi-effective and may not fully work.

Scientists thought they had struck gold when they discovered antibiotics. Antibiotics are antidotes or medicines that fight bacterial infections more effectively. This awesome discovery has greatly improved the way doctors cure once fearsome illnesses. Antibiotics have become a popular treatment for bacterial infections. Doctors carefully prescribe antibiotics for only certain illnesses, like strep throat.

Antibodies and antibiotics help humans fight off troublesome bacteria. While these are powerful tools, good hygiene is also very helpful as a way to prevent bacterial infections. Good hygiene practices and semiannual health check-ups can help people stay fit as fiddles.

**Idiom:** Possible response: struck gold

**Meaning:** Possible response: was very lucky

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**"Bacteria Fighters!" Comprehension Questions**

1. What are bacteria?

Bacteria are tiny living organisms found in and on the human body.

2. Are all bacteria harmful? Explain your answer.

Not all bacteria are harmful. Some bacteria help keep us healthy. For example, gut bacteria helps with food digestion.

3. Hand-washing is one healthy hygiene habit. What is a healthy hygiene habit you practice?

I cover my mouth when I cough.

4. What are antibiotics used for?

Antibiotics are used to fight bacterial infections.

\_\_\_\_\_

\_\_\_\_\_

5. What does the idiom "fit as a fiddle" mean?

It means healthy and strong.

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

9.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Construct Words with V/CV and VC/V Patterns

#### Part I

Read each first syllable listed below the syllable bank. Choose an ending syllable from the bank to make a two-syllable word with a V/CV pattern. Then write the complete word. Read the completed word to check your work.

#### Ending-Syllable Bank

|     |      |      |     |     |
|-----|------|------|-----|-----|
| ken | side | cate | man | nus |
|-----|------|------|-----|-----|

1. hu • man      human
2. be • side      beside
3. bo • nus      bonus
4. lo • cate      locate
5. ta • ken      taken

#### Part II

Read each first syllable listed below the syllable bank. Choose an ending syllable from the bank to make a two-syllable word with a VC/V pattern. Then write the complete word. Read the completed word to check your work.

#### Ending-Syllable Bank

|    |    |    |    |    |
|----|----|----|----|----|
| et | id | im | en | ic |
|----|----|----|----|----|

1. lin • en      linen
2. den • im      denim
3. sol • id      solid
4. clos • et      closet
5. clin • ic      clinic

NAME: \_\_\_\_\_

9.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

### Root Words and Prefixes: *semi-*, *anti-*

Read each sentence and root. Fill in each blank by adding *semi-* or *anti-* to form the complete word. Read the sentence with the new word.

1. We can use a semicolon  
(colon) to combine two sentences.
2. Our school puts antislip  
(slip) mats near the doors when it rains.
3. The plane's windshield is made of antifog  
(fog) glass.
4. Some people bought tickets to see the semipopular  
(popular) band in concert.
5. The car's antilock  
(lock) brakes keep its wheels from locking, which helps us drive safely in snow.
6. People sat in a semicircle  
(circle) to watch the puppet show.
7. The school's newsletter is published semimonthly  
(monthly).
8. Pasta sauce is sold in an antileak  
(leak) package so that it won't make a mess.
9. The clerk removed the antitheft  
(theft) device when we paid for the jacket.
10. The recipe calls for semisweet  
(sweet) chocolate.



NAME: \_\_\_\_\_ **10.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Read Words with V/CV and VC/V Patterns

Read each word in the word bank. Then, sort the words in the word bank according to whether they have a V/CV pattern or VC/V pattern. Read each column of words to check your work.

#### Word Bank

|        |       |       |        |       |
|--------|-------|-------|--------|-------|
| comet  | bonus | seven | open   | visit |
| locate | pilot | pedal | planet | humor |

| V/CV   | VC/V   |
|--------|--------|
| humor  | visit  |
| bonus  | planet |
| locate | seven  |
| pilot  | pedal  |
| open   | comet  |

- The driver looks at the speedometer to make sure he is not driving too fast.
- I was so glad I had the mechanic refill my car's antifreeze before it snowed.
- The goalie made a spectacular save at the buzzer.

NAME: \_\_\_\_\_ **10.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

### Root Words and Affixes: *-scope, spect, meter/metr, semi-, anti-*

Read the words in the word bank and each sentence. Then, complete the sentences with words from the word bank. Read each completed sentence.

#### Word Bank

|            |            |             |             |            |
|------------|------------|-------------|-------------|------------|
| antifreeze | semiannual | speedometer | spectacular | telescope  |
| microscope | inspect    | antivirus   | thermometer | semiformal |

- The detective will inspect the scene for clues.
- Let's use our telescope to look at the moon.
- My favorite store has a semiannual sale twice a year.
- The scientist uses a microscope to look at plant cells.
- The thermometer shows that the temperature outside is below freezing.
- We need to install antivirus software on the computer to protect it from harmful programs.
- The invitation says the dress code for the party is semiformal, so I will wear my nice shoes.

NAME: \_\_\_\_\_ **10.3** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

Read "Tools of the Trade." Then reread the passage and mark up the text as follows:

- Underline words with /shən/ > 'tīan, 'cīan' or /shəl/ > 'tīal, 'cīal'.
- Put a box around words with /ə/ > 'ə\_ē' or /oʊ/ > 'ə\_e'.
- Circle words with the roots and affixes *-scope, spect, meter/metr, semi-, anti-*.
- Highlight multisyllabic words with the VC/V pattern.
- Write one idiom and its meaning.

### Tools of the Trade

What tools might a famous musician need to make their next hit song? They'd likely need an instrument like a guitar or a piano. They might need a microphone and a spectacular voice. A metronome might also keep their song's beat steady and computer software can arrange their melody into a masterpiece!

Like musicians, other professionals also use special tools. They each have different purposes. They are used to complete different aspects, or parts, of each job. These tools are real game changers because they help get the job done. Let's get the rundown on the tools used in some professions.

Electricians use tools to run inspections and fix troublesome issues. Their work requires precision and accuracy. Electricians use tools like multimeters to test the electricity in residential and commercial buildings. They also use important and crucial safety gear during each inspection. For example, their nonconductive gloves protect them from the risk of electric shocks.

Beauticians use **products** and tools to make clients feel like a million bucks. A beautician might use a curling iron and an anti-frizz treatment to prepare **someone's** hair for a semi-fancy event. They may use **special** creams as part of a facial treatment. They might also use nail **products**, like files and polish, to give clients a **lovely manicure**.

Physicians or doctors use tools to monitor and **improve** their patients' health. These tools help them identify potential illnesses. Physicians use **stethoscopes** to check on hearts and lungs. They use thermometers to measure body temperatures. They also **sometimes** use medicines like **antibiotics** to treat infections.

Teachers use tools to help students learn fun and exciting things. They might use books to teach reading or **semicircle-shaped** protractors to teach **geometry**! They might use rulers marked with **centimeters** and **millimeters** to teach students how to measure objects. Teachers may also use digital tools for virtual learning settings.

Professionals have different tools that are **essential** to their work. This is only a **partial list**! There's a whole heap more to discover.

**Idiom:** Possible response: like a million bucks

**Meaning:** Possible response: excellent

4. What word means the same thing as the word *physician*?

The word *doctor* means the same thing as *physician*.

5. Which teacher tools are mentioned in the text?

Books, protractors, rulers, and digital tools are mentioned.

6. Choose a profession that you think is especially important to society. Why do you think it is important?

Sample response: Physicians are important because they can help sick people get better, and they can even save lives.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

10.4

ACTIVITY PAGE

### "Tools of the Trade" Comprehension Questions

1. Which professionals use microphones and metronomes?

Musicians use microphones and metronomes.

2. What are multimeters used for?

They are used to test electricity.

3. What idea does the author express with the idiom "like a million bucks" in the fourth paragraph?

The author is saying that a beautician makes a client feel very good.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.1

ACTIVITY PAGE

### Divide and Read Words with CV/VC Pattern

Divide the following words into their syllables. Read each syllable. Then read each word.

1. fluent flu•ent

2. realize re•a•lize

3. diagram di•a•gram

4. client cli•ent

5. trial tri•al

6. scientist sci•en•tist

7. diary di•a•ry

8. chaos cha•os

9. violin vi•o•lin

10. reliant re•li•ant

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.2 ACTIVITY PAGE

### Root Words: *port, mot/mov*

Read each definition and word choice. Circle the word that matches the definition.

1. someone who travels in a motor vehicle

transport      motorist

2. a story told through moving images

motion      movie

3. not moving

report      motionless

4. the action of carrying something from one place to another

motorist      transportation

5. to travel great distances in an instant

transport      teleport

6. a person who carries something from one place to another

transporter      moving

7. to get rid of

remove      motion

8. to carry a message

report      remove

9. a hotel for motorists

movie      motel

10. to carry away; to send to another country

export      report

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- underline contractions;
- circle words with the roots *port, mot/mov*, and *form*;
- highlight words with the CV/VC syllable pattern; and
- write one unfamiliar word that you can define with context clues.

### Violet's Poems

Violet was a poet. She'd spend hours writing poems in her diary. She had a talent for using words to describe emotions. But she'd never shared them with anyone except her best friend, Marius.

One day, a flyer caught Violet's attention. The paper announced a poetry showcase at the local theater. Here, people would have a formal space to read their poems to an audience.

"Maybe you could share your poems and promote yourself as a writer," said Marius. "You'd be great! Your poems are so creative! They transport people to amazing imaginary places."

"I don't know, Marius. Sharing my poems with an audience feels intimidating and scary. But I'll think about it," Violet replied.

"You're so talented," Marius said, trying to motivate her. "Writing is your art form. They're going to love your poems."

Violet thought about the poetry showcase. She decided that she wanted to share her poems with the world. So, she'd have to let go of her fears and be courageous. "Okay," she thought. "I'll do it."

On the big day, Violet felt her pulse racing. The audience watched as she approached the platform that would be her stage. They'd quickly gone silent. Violet gripped the poem in her shaking hand. She stood nervous and motionless, wishing she could teleport away.

After a few moments, she took a deep breath and began to read her poem out loud. At first, her voice was only a whisper. But it gradually grew stronger and more confident. Her voice sounded clear and steady through the portable microphone. She read:

"Exciting World

We'll color the sky purple and blue.

A formula of joy for me and you.

We'll report our dreams, both big and small.

Life is a riddle to be solved, after all.

On a paper boat, we'll take a sail.

Stories will form just like fairy tales.

With a violin, we'll create a tune,

Beneath the free-form stars and moon.

Life's a dance, so we'll keep on moving.

In this exciting world that's always blooming."

Joyful commotion filled the room when she'd finished reading. Violet's face beamed with pride. She'd done it. She'd shared a poem with the members of the audience, and they loved it. She felt as triumphant as a champion.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**11.3** ACTIVITY PAGE  
CONTINUED

"That was awesome. I knew you'd be incredible!" said Marius with genuine praise and congratulations.

The once shy poet had transformed into a confident poet. She'd continue to read and share her creative poems at the theater. Her poems sparked Violet's courage to write and perform even more. They'd also motivated others to explore writing as an art form.

Unfamiliar word: Possible response: platform \_\_\_\_\_

Context Clues: Possible response: stage \_\_\_\_\_  
\_\_\_\_\_

Meaning of word: Possible response: a kind of stage \_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.1** ACTIVITY PAGE

### Read Contractions with *Will* and *Are*

#### Part I

Combine the words to form contractions. Read the contractions.

- they are they're
- they had they'd
- they will they'll
- it would it'd
- you are you're
- I will I'll
- I had I'd
- I would I'd
- we are we're
- you will you'll

#### Part II

Choose two contractions from Part I. Use them to write your own sentences.

Responses will vary. Possible response: I'd like to go to the park. \_\_\_\_\_

I'll call you later. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.2** ACTIVITY PAGE

Read the words in the word bank. Then read each sentence. Complete the sentences with words from the word bank. Read the completed sentence.

#### Word Bank

|           |           |            |           |
|-----------|-----------|------------|-----------|
| landforms | uniform   | formless   | reforming |
| form      | formation | transforms | informal  |

- A prince transforms into a frog in the fairytale.
- All the team's players wear the same uniform.
- The candle melted into a formless puddle.
- Please form a line and wait to enter the theater.
- Mountains, valleys, and other shapes on Earth's surface are landforms.
- The eruption of a volcano caused the formation of islands that appeared in the sea.
- Once a snowball has melted, reforming its shape is difficult.
- A formal event is shaped by rules, but an informal event is not.

NAME: \_\_\_\_\_ 13.1 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Read Contractions with *Have, Has, and Not***

**Part I**

Read the contractions in the word bank. Sort the contractions in the word bank according to which words they shorten. Read the words in each column.

**Word Bank**

|          |           |         |       |         |       |
|----------|-----------|---------|-------|---------|-------|
| could've | we've     | weren't | he's  | they've | it's  |
| couldn't | Khadija's | I've    | won't | she's   | isn't |

| have     | has       | not      |
|----------|-----------|----------|
| could've | she's     | isn't    |
| we've    | he's      | weren't  |
| they've  | Khadija's | couldn't |
| I've     | it's      | won't    |

**Part II**

Choose two contractions from the word bank above and use them to write your own sentences.

Responses will vary. Possible response: It's time to go to the party.

He's waiting outside.

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NAME: \_\_\_\_\_ 13.2 ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Root Words: *phon/phone***

**Part I**

Underline the root *phon* or *phone* in the words below. Then read each word and meaning.

| Word               | Meaning                                               |
|--------------------|-------------------------------------------------------|
| tele <u>phone</u>  | a device that sends sounds over distances             |
| smart <u>phone</u> | a cell phone that can use the Internet                |
| saxo <u>phone</u>  | a musical instrument                                  |
| sym <u>phony</u>   | a musical piece played by many musicians at once      |
| homoph <u>ones</u> | words that sound the same but are spelled differently |
| pho <u>nic</u> s   | the study of sounds made by letters                   |
| pho <u>ne</u> d    | called on the telephone                               |
| mega <u>phone</u>  | a device that makes a person's voice louder           |

**Part II**

Choose three words with the root *phon* or *phone* and use them to write your own sentences.

Responses will vary. Possible response: Abe phoned his uncle.

The words "bear" and "bare" are homophones. Celia plays the saxophone in the school band.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.3** ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline possessives.
- Circle words with the suffixes *-ible/-able*.
- Highlight words with the CV/VC syllable pattern.
- Write one unfamiliar word that you can define with context clues.

### The Queen of Soul: A Musical Biography

Aretha Franklin was a notable Black American soul music artist. Soul music is characterized by lively beats and powerful, emotional vocals.

Franklin's work in the music business made many valuable contributions to the industry. Her remarkable voice earned her the title "Queen of Soul." She's one of the world's best-selling musical artists ever.

The famed artist's life began on March 25, 1942, in Memphis. Her family moved to Detroit when she was five. Franklin had a genuine talent. She probably hadn't realized yet how much it would change her life.

Franklin's father was a minister in a Detroit church. There, she'd join the church's choir and learn to sing. As a young girl, her voice's power could fill a room and touch every listener's heart, even without a microphone.

At just 14 years old, Franklin recorded her first album. Two years later, in 1958, Franklin went on tour, traveling and performing in different parts of the country. By the age of 18, she'd made the same journey as so many other notable and hopeful artists had. She moved to the New York City area. There, she continued her pursuit of becoming a famous singer.

Franklin didn't achieve great fame right away. Her career grew gradually. It wasn't until 1967 that she recorded and released the song "Respect." This mighty tune has since become many of her fans' all-time favorites. Like great poetry, its lyrics express moving and relatable emotions. The song's inspiring message is about believing in yourself and asking to be treated fairly.

During the 1970s, "the Queen of Soul's" music was everywhere. People loved listening and dancing to Franklin's enjoyable melodies. Her songs were played daily through countless music lovers' radios.

By the 1980s, she'd won many music awards. Franklin became the first woman to be given a spot in the Rock & Roll Hall of Fame. This is a huge honor, one that is considered a triumph in the music industry. The fame and awards didn't prevent Franklin from staying dedicated to her craft. It seems that she had a sensible and down-to-earth approach to her career.

Franklin continued to release a variety of popular hit songs until the early 2000s. In 2009, Franklin sang at Barack Obama's presidential inauguration. She sang for a sizable crowd, a huge group of more than one million people.

Aretha Franklin died in Detroit on August 16, 2018. Her incredible legacy and lasting influence continue to live on. Many people still put on their headphones and listen to her timeless music today. Some orchestras play symphonies to remember and celebrate her music. They use saxophones, horns, trumpets, and other instruments to recreate her songs.

Aretha Franklin's life tells the story of a capable and hardworking musical artist. Her story inspires many and demonstrates that achieving your dreams isn't impossible.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.3** ACTIVITY PAGE  
CONTINUED

Unfamiliar word: Possible response: tour

Context Clues: Possible response: traveling, performing

Meaning of word: Possible response: a tour is a traveling performance

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.4** ACTIVITY PAGE

### "The Queen of Soul: A Musical Biography" Comprehension Questions

1. Based on its use in the text, what do you think the word *industry* means?

The word industry means "a type of business."

2. What kind of music was Aretha Franklin famous for?

Franklin was famous for soul music.

3. How is soul music different from other kinds of music?

Soul music is characterized by lively beats and powerful, emotional vocals.

4. Which of Franklin's songs is a favorite of many of her fans?  
The song "Respect" is a fan favorite.  
 \_\_\_\_\_  
 \_\_\_\_\_

5. Why is Franklin's spot in the Rock & Roll Hall of Fame an especially big honor?  
Franklin was the first woman to be given a spot.  
 \_\_\_\_\_  
 \_\_\_\_\_

6. What is an important lesson we can learn from Franklin's biography?  
Answers will vary. Sample answer: It can take a while, but hard work will make achieving your dream possible.  
 \_\_\_\_\_  
 \_\_\_\_\_

NAME: \_\_\_\_\_ **14.1** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Construct and Read Words with CV/VC Pattern**

Create words by drawing lines to connect first syllables from the first column with second syllables from the middle column. Each word has two syllables. Then write the new word in the last column. Read the new words.

| Syllable Bank   |                  |          |
|-----------------|------------------|----------|
| First Syllables | Second Syllables | New Word |
| qui             | em               | quiet    |
| po              | et               | poem     |
| ru              | ence             | ruin     |
| tri             | id               | triumph  |
| flu             | umph             | fluid    |
| du              | in               | dual     |
| pli             | al               | pliers   |
| di              | os               | dial     |
| sci             | ers              | science  |
| cha             | al               | chaos    |

NAME: \_\_\_\_\_ **14.2** ACTIVITY PAGE  
 DATE: \_\_\_\_\_

**Root Words and Suffixes: -able/-ible**

**Part I**

Read each sentence and circle the word with *-able* or *-ible*.

- The Garcias' puppies are adorable.
- I cannot come to school because I have a horrible cold.
- Do you think cats are likable animals?
- Anything is possible in a fairytale.
- As long as it is not too hot, I find summer enjoyable.
- Weather is influenced by invisible forces.
- Lunch is available for students in the cafeteria.
- Removing the battery disables a smartphone.

**Part II**

Read the words in the word bank. Complete the chart by matching each word in the word bank with its meaning.

**Word Bank**

|          |            |            |        |
|----------|------------|------------|--------|
| portable | impossible | measurable | unable |
| movable  | flexible   | visible    | usable |

| Meaning                | Word       |
|------------------------|------------|
| can be measured        | measurable |
| can be flexed, or bent | flexible   |
| can be used            | usable     |
| can be carried         | portable   |
| not able               | unable     |
| can be seen            | visible    |
| cannot be or happen    | impossible |
| can be moved           | movable    |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.1** ACTIVITY PAGE

### Divide and Read Words with Syllable Patterns

Read the passage below. Then sort the bold words according to their syllable patterns. Divide the word into its syllables in the chart.

How do you **define** your **creative talents**? If you have a **passion** for **fiction**, you might **devote** yourself to a **novel**. If you are a **poet**, you might **edit** and **recite** your words. Those interested in **music** could learn the **violin**. The **magic** of the **theater** allows **actors** to bring joy to audience **members**.

| VC/CV    | V/CV    | VC/V     | CV/VC      |
|----------|---------|----------|------------|
| fic•tion | de•fine | tal•ents | cre•a•tive |
| ac•tors  | de•vote | nov•el   | po•et      |
| pas•sion | re•cite | mag•ic   | vi•o•lin   |
| mem•bers | mu•sic  | ed•it    | the•a•ter  |

7. someone who carries a message or the news

transporter      reporter

8. powered by a motor

motivate      motorized

9. cannot be seen

invisible      motionless

10. a musical piece played by many musicians at once

megaphone      symphony

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ACTIVITY PAGE

### Review Root Words and Affixes: *port, mot/mov, form, phone/phone, -able/-ible*

Read each definition. Circle the word that matches the definition.

1. can be carried

porter      portable

2. the act or process of moving

motion      movie

3. to carry away; to send to another country

export      reform

4. to change from one thing to another

transform      platform

5. can be shaped

movable      formable

6. to make better by reshaping or reorganizing

reform      formless

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.3** ACTIVITY PAGE

Read "Adaptable Animals." Then reread the passage and mark up the text as follows:

- underline contractions
- draw a box around words with *port, mot/mov, form, or phone/phon*
- circle words with *-ible* and *-able*
- highlight multisyllabic words with the CV/VC pattern
- write one unfamiliar word that you can define with context clues

### Adaptable Animals

To: Florence Fong

From: Ninette Ramos

Subject: My Recent Zoology Expeditions

Hi, Florence.

I hope you're doing well! I'm typing this email from my smartphone. I'm happy to report that I've been having a blast on my zoology expeditions. I've been researching animals wherever they live. I'd like to share some of what I've learned.

I've found that many animal groups are able to change over time to adapt to challenges in their environments. They've slowly changed things like how they move, eat, rest, and protect themselves in order to survive. Let's take an imaginary journey and discuss some amazing, adaptable animals. I think they're just so fascinating!



Let's start our journey in the freezing Arctic. Have you noticed that polar bears don't seem cold in their environment? If we humans were there, we'd be freezing cold! That's because polar bears have a thick layer of blubber or fat under their skin. This blubber works as an insulator for the polar bears' body heat. Like a portable electric blanket, their blubber keeps them toasty and comfortable. They've got their warmth moving with them!

Now, let's teleport to the remote and isolated Arabian desert. Imagine you're a camel moving through this very hot landscape. You'd probably think, "I can't survive in these hot temperatures without food and water!" But guess what? Camels have a built-in solution for that! They have humps on their backs that store nutrients. Nutrients help bodies stay healthy and function properly. When food and water become scarce or hard to find, a camel's body transforms these stored nutrients into energy and water. They can go a couple of weeks without eating or drinking! Aren't camels incredible?

Let's move on to the mountains of Mexico. What if you were a bat navigating the dark caves in these mountains? Without light, it'd be hard to see and move in the right direction. Nothing would be visible! Well, bats solve this problem with echolocation. Echolocation is when bats use sound waves to find their way in the dark. Bats' noses, mouths, and ears make sounds that bounce off nearby objects. This echo tells the bat how far away something is! If you think about it, they're like living navigation systems.

Lastly, let's end our adventure in the rainforests of Madagascar, home to colorful chameleons. A chameleon's skin is like a transforming uniform. Its skin can change color to match its surroundings. Chameleons are able to become practically invisible within their environments. This camouflage

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **15.3** ACTIVITY PAGE  
CONTINUED

is a valuable survival tool that helps them escape predators and catch prey. They're the masters of disguise!

Now we've finished our journey. It's remarkable how these animals have adapted in such creative ways.

I can't wait to share more about my zoology expeditions. What've you been up to? Maybe we'll catch up and talk on the phone soon.

Take care,  
Ninette

Unfamiliar word: Possible response: camouflage \_\_\_\_\_

Context Clues: Possible response: skin can change color to match its surroundings \_\_\_\_\_

Meaning of word: Possible response: camouflage is when something can change to match its surroundings and blend in \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **15.4** ACTIVITY PAGE

**"Adaptable Animals" Comprehension Questions**

- Based on its use in the fourth paragraph, what do you think the word *scarce* means?  
The word *scarce* means "hard to find."  
\_\_\_\_\_  
\_\_\_\_\_
- What does Ninette study?  
She studies animal adaptations.  
\_\_\_\_\_  
\_\_\_\_\_
- How many animals does Ninette mention in her email?  
She mentions four animals.  
\_\_\_\_\_  
\_\_\_\_\_

- How can camels go many days without eating or drinking?  
Their humps store nutrients and water.  
\_\_\_\_\_  
\_\_\_\_\_
- How do chameleons protect themselves?  
They hide by changing their skin color to match their surroundings.  
\_\_\_\_\_  
\_\_\_\_\_
- Which animal adaptation is most interesting to you? Explain why.  
Bats' echolocation is most interesting to me. They can find their way in the dark by using sound waves.  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.1 ACTIVITY PAGE

### Read Homophones

Read the homophones in the word bank. Then, complete the sentences by choosing the correct homophone from the word bank. Read each completed sentence.

#### Word Bank

|      |       |       |      |        |
|------|-------|-------|------|--------|
| rode | heard | bare  | herd | flower |
| meet | bear  | flour | road | meat   |

1. Tulips are my favorite kind of flower.
2. The herd of cattle grazed in the field.
3. This cookie recipe calls for one cup of flour.
4. Have you heard the new song by your favorite band?
5. It was fun to meet our new neighbors at the block party.
6. A bear uses its paws to scoop up fish from the river.
7. We rode the roller coaster four times!

8. Mom prefers chili with meat in it.
9. The city crew fixes the potholes in the road.
10. I forgot to put on socks, so my bare feet are cold!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.2 ACTIVITY PAGE

### Root Words and Prefixes: *dict*, *multi-*

Read the following paragraph. Circle words with the root *dict*. Underline words with the prefix *multi-*.

Many people think of libraries as quiet places to read and do research. Libraries have dictionaries, encyclopedias, and reference books on multiple topics. Some people may be surprised to learn that libraries are multifunctional spaces. Libraries have multimedia materials, such as movies and video games. Some libraries have collections of board games, cookware, and tools. Libraries also have multipurpose rooms. They host multicultural events and other gatherings. Some celebrations have music and dancing. This contradicts the idea that you always have to be quiet in the library. You can never predict what you will find at a library!

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

16.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline words that are homophones.
- Circle words that have the prefix *multi-* or the root *dict*.
- Highlight multisyllabic words with the VCC/CV and VC/CCV patterns.

### Riddle Game

Eight-year-olds Astrid, Westley, and Andrea were looking for something fun to do together. Alfredo, Andrea's uncle, was visiting that day. Uncle Alfredo spoke English, Spanish, and French! As a multilingual person, he loved exploring words and solving problems. So, he decided to entertain the children with an exciting word game.

After the group ate lunch, Uncle Alfredo explained, "The dictionary defines homophones as 'words that sound alike but have different spellings and meanings.' There's a ton of them in the English language! Let's try to solve multiple homophone riddles. Whoever solves the most riddles wins. Ready?"

The children nodded in agreement. Uncle Alfredo grabbed a handful of multicolored notecards. He picked up a card and wrote a riddle on it. He read out loud, "I am what you use your eyes to do. I am also a large and salty body of water. What two words am I?"

The children tried to solve the riddle. Astrid considered a multitude of answers. "I've got it! The answer is see and sea," she said.

"Correct!" Uncle Alfredo responded. "You use your eyes to see. And the sea is a large, salty body of water. How do you spell the two words?"

"S-E-E and S-E-A," Astrid dictated as Uncle Alfredo wrote the words on the card.

"Yes, you won this round," Uncle Alfredo added. "Let's try a more complex one. I wonder if you can predict the next two words. I am the opposite of left. I am also what you would do with a pen on paper."

Westley instantly giggled. "That's easy! It's right and write! R-I-G-H-T and W-R-I-T-E."

"Yes! That's exactly it," Uncle Alfredo said.

The children's excitement multiplied as they listened to the third riddle. "I am another word for also. But I am also more than one but less than three."

The children concentrated. After a moment, Andrea exclaimed, "It's too and two! T-O-O and T-W-O."

"Good job!" Uncle Alfredo said.

They continued playing and solving riddles for a long time. When they finished, Westley indicated that he was interested in the scores written on the cards. He asked, "What's the verdict? Who won the game?"

"I know you all did your best. But there is no winner. It's a three-way tie!" Uncle Alfredo explained.

Together, Astrid, Westley, and Andrea exploded with laughter.

"That's fine," Astrid said. "That was so much fun!"

The children thanked Uncle Alfredo for the fantastic game. They asked if they could play it again the next time he visited.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

171 ACTIVITY PAGE

### Read Homophones

Read the words in the word bank. Then, complete the chart by matching each homophone in the word bank with its meaning.

#### Word Bank

|      |       |       |      |
|------|-------|-------|------|
| deer | minor | no    | know |
| sale | sail  | miner | dear |

| Meaning                             | Word  |
|-------------------------------------|-------|
| to travel by ship                   | sail  |
| a four-legged mammal with brown fur | deer  |
| a negative response                 | no    |
| a person who works in a mine        | miner |
| valued, special, or important       | dear  |
| exchanging goods for money          | sale  |
| someone who is younger than 18      | minor |
| to be aware of something            | know  |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

172 ACTIVITY PAGE

### Root Words and Prefixes: *dict*, *multi*

Read each word part and meaning. Form a word by combining the word parts. Then write a definition of the word based on the word parts. Use a dictionary to confirm your definition.

1.

|                   |                |                     |                                               |
|-------------------|----------------|---------------------|-----------------------------------------------|
| <b>Word Parts</b> | <i>contra-</i> | <i>dict</i>         | <b>contradict</b>                             |
| <b>Meaning</b>    | against        | say, tell, or speak | to say the opposite of something already said |

2.

|                   |            |                     |                                                         |
|-------------------|------------|---------------------|---------------------------------------------------------|
| <b>Word Parts</b> | <i>ver</i> | <i>dict</i>         | <b>verdict</b>                                          |
| <b>Meaning</b>    | true       | say, tell, or speak | the finding or decision made in a trial; final decision |

3.

|                   |               |               |             |                         |
|-------------------|---------------|---------------|-------------|-------------------------|
| <b>Word Parts</b> | <i>multi-</i> | <i>lingua</i> | <i>-al</i>  | <b>multilingual</b>     |
| <b>Meaning</b>    | many or much  | tongue        | relating to | speaking many languages |

4.

|                   |             |                     |                   |                                                                |
|-------------------|-------------|---------------------|-------------------|----------------------------------------------------------------|
| <b>Word Parts</b> | <i>pre-</i> | <i>dict</i>         | <i>-tion</i>      | <b>prediction</b>                                              |
| <b>Meaning</b>    | before      | say, tell, or speak | action or process | the act of saying something about the future before it happens |

5.

|                   |               |                              |             |                                                 |
|-------------------|---------------|------------------------------|-------------|-------------------------------------------------|
| <b>Word Parts</b> | <i>multi-</i> | <i>nation</i>                | <i>-al</i>  | <b>multinational</b>                            |
| <b>Meaning</b>    | many or much  | a political state or country | relating to | involving several political states or countries |

6.

|                   |               |               |                   |             |                                            |
|-------------------|---------------|---------------|-------------------|-------------|--------------------------------------------|
| <b>Word Parts</b> | <i>multi-</i> | <i>direct</i> | <i>-tion</i>      | <i>-al</i>  | <b>multidirectional</b>                    |
| <b>Meaning</b>    | many or much  | straight      | action or process | relating to | able to move in several directions at once |

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.1 ACTIVITY PAGE

### Construct Words with the VC/CCV and VCC/CV Patterns

#### Part I

Read each first syllable. Choose an ending syllable from the syllable bank to make a two-syllable word with a VC/CCV or VCC/CV pattern. Then write the complete word and identify whether the word follows the VC/CCV or VCC/CV pattern.

#### Syllable Bank

|       |      |        |     |       |
|-------|------|--------|-----|-------|
| tract | back | ground | ful | spect |
|-------|------|--------|-----|-------|

1. fair • ground fairground, VC/CCV
2. hump • back humpback, VCC/CV
3. in • spect inspect, VC/CCV
4. sub • tract subtract, VC/CCV
5. wish • ful wishful, VCC/CV

#### Part II

Read each second syllable. Choose a beginning syllable from the syllable bank to make a two-syllable word with a VC/CCV or VCC/CV pattern. Then write the complete word and identify whether the word follows the VC/CCV or VCC/CV pattern.

#### Syllable Bank

|    |      |     |     |      |
|----|------|-----|-----|------|
| ex | sand | pil | hun | half |
|----|------|-----|-----|------|

1. ex • treme extreme, VC/CCV
2. sand • wich sandwich, VCC/CV
3. hun • dred hundred, VC/CCV
4. half • way halfway, VCC/CV
5. pil • grim pilgrim, VC/CCV

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.2 ACTIVITY PAGE

### Root Words: *graph, scrib/script*

Read the following paragraph. Circle words with the root *graph*. Underline words with the root *scrib/script*. Then choose two words to define in your own words. Write your definitions on the lines below. Use a dictionary to confirm your definitions.

My third grade class decided to publish a newsletter. We began by scribbling down all our ideas. Then we chose assignments and got to work. Tam wrote a biography about our teacher. Jayden described his team's last soccer game. Mila drafted a paragraph about the school play. Carter included a transcript of the principal's weekly announcements. Then we added images to our manuscript. Leilani shared photographs she took at the school dance. Sanjay designed graphics to create a logo. We shared our newsletter with the school. Many students asked if they could subscribe. Our readers cannot wait for our next issue!

Word: Possible response: biography \_\_\_\_\_

Definition: Possible response: a written story of someone's life \_\_\_\_\_

Word: Possible response: transcript \_\_\_\_\_

Definition: Possible response: a written copy of spoken or recorded information \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

18.3 ACTIVITY PAGE

Follow along as your teacher reads the passage.

When you reread the passage with a partner, mark up the text as follows:

- Underline homographs.
- Circle words with the suffix *-ly*.
- Highlight words with the syllable patterns VC/CCV and VCC/CV.

### Photography and Cameras

Photography is the art of taking and producing photographs. Photographers use cameras to take photographs of all kinds of things. They capture photos of nature and earthly landscapes from various geographical locations. They snap photos of cuddly pets and large flocks of birds, such as whooping cranes. They might take photos of friendly people and kind faces. Photographers may even capture images of city skylines and construction cranes.

While writers type or sometimes scribble descriptive words onto paper to tell a story, photographers use cameras to capture graphic moments with exciting images. So, how do cameras work? And how do photographers use them?

Cameras come in all types of sizes and shapes. Some cameras are big and heavy. Some are small and light. Some cameras can even fit in a pocket! Regardless of size, all cameras record images by using a lens, or a special piece of glass, to capture light.

Photographers use a small part of the camera called the viewfinder to take photos. They look into the viewfinder to preview the subject they want

to capture. Then, they press a button to capture a photo. Afterward, they process the image using various techniques to prepare it for printing or sharing.

All cameras also have special **controls**. These features help **photographers** capture images with a variety of artistic visual effects. One feature is the shutter. The shutter **controls** the amount of **light** that enters the camera. A **photographer** can adjust the shutter to make an image clearer or blurrier. Another feature is the **type** of lens. A zoom lens can make objects appear closer than they would with a normal lens. A macro lens captures details on a close-up object.

Many **photographers** use cameras with film to capture images. Film is a thin, clear material that changes when **light** enters through the lens. The **light** creates an image on the film. Someone must **carefully** remove the film from the camera. Then, they must treat it with special chemicals and **lights** to create **prints**. This process is called developing. If a **photographer** wants more than one copy of the image, they can make **duplicate prints** using the same process.

**Photographers** also use digital cameras and smartphones to take **photographs**. These cameras do not use film. They capture **light** from the lens and turn it into a digital image, which is stored on a microchip. **Photographers** sometimes load these digital images onto a computer or device where they can share them **electronically**. Then, they may use a printer to **print** and **duplicate** images.

**Photographers** use cameras in various ways to **transform** the scenes they see into captivating images. Whether it's **silly faces**, **lovely landscapes**, or **daily life**, cameras help **describe** a moment with the perfect image.

### “Photography and Cameras” Comprehension Questions

1. What is photography?  
Photography is the art of taking photographs.  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the meaning of the word *type* in the second paragraph? How do you know?  
In the second paragraph, the word *type* means “to write with an electronic device.” The word *scribbles* give a context clue to the meaning of the homograph.  
\_\_\_\_\_
3. How does a camera record an image?  
A camera records an image by using a lens to capture light.  
\_\_\_\_\_  
\_\_\_\_\_

4. What is the purpose of a camera shutter?  
A shutter controls the amount of light that enters the camera.  
\_\_\_\_\_  
\_\_\_\_\_
5. Where does a smartphone camera store an image?  
A smartphone camera stores an image on a microchip.  
\_\_\_\_\_  
\_\_\_\_\_
6. If you could take a picture of something at school, what would you take a picture of? Explain why.  
Answers will vary. Sample response: I would take a picture of my friends making silly faces.  
\_\_\_\_\_  
\_\_\_\_\_

### Write Sentences with Homographs

Read each sentence below aloud. The bolded word is a homograph with another word. Think about a homograph for the bolded word. Write a sentence with that word.

1. Kelly puts a **bow** in her hair.  
Sample response: Should we bow after the play?  
\_\_\_\_\_
2. Please **close** the windows in the bedroom.  
Sample response: My school is close to my house.  
\_\_\_\_\_
3. The **dove** has soft, white wings.  
Sample response: Trent dove into the pond.  
\_\_\_\_\_
4. The **wind** blew over the trash can.  
Sample response: Wind the string tightly around this hook.  
\_\_\_\_\_
5. I will **present** my report today.  
Sample response: My mom bought me a present.  
\_\_\_\_\_
6. Dr. Lee looked at Max’s **wound**.  
Sample response: We wound our way along the path.  
\_\_\_\_\_

**Adjectives with -ly**

Read the words in the word bank. Work with your partner to complete each sentence with an adjective from the word bank. Write the word on the blank in both partners' Activity Book. Read the completed sentences.

**Word Bank**

|          |        |        |
|----------|--------|--------|
| kindly   | costly | lovely |
| friendly | hourly | daily  |

- Dad said that we should save our money to attend the show because the tickets are costly.
- Kindly Mrs. Appleton offered to watch our cat when we are away.
- The friendly new student says hello to everyone.
- What is the hourly rate for renting a bike?
- These lovely flowers brighten the room!
- We read the daily newspaper every morning.

**Homophone Matchmaker**

Cut out the Word Cards. Use them to play the game with a partner.

fair/fare; fur/fir; which/witch; hour/our; know/no; road/rode

|       |      |      |       |
|-------|------|------|-------|
| fair  | fur  | no   | witch |
| which | rode | our  | fare  |
| fir   | hour | know | road  |

**Roots and Affixes**

**Part I:** Sort the following roots and affixes into the correct column of the chart.

|        |       |        |        |       |       |
|--------|-------|--------|--------|-------|-------|
| semi-  | scrip | -ly    | -scope | dict  | mot   |
| -ible  | anti- | phone  | form   | post- | -sion |
| multi- | -tion | script | spect  | phon  | port  |
| graph  | mov   | meter  | mid-   | -able |       |

| Prefix | Suffix | Root   |
|--------|--------|--------|
| anti-  | -ly    | scrib  |
| multi- | -tion  | script |
| semi-  | -sion  | graph  |
| post-  | -scope | dict   |
| mid-   | -able  | phon   |
|        | -ible  | phone  |
|        |        | form   |
|        |        | mov    |
|        |        | mot    |
|        |        | port   |
|        |        | spect  |
|        |        | meter  |

**Part II:** Write 3-5 sentences using words you choose from the word bank. Each sentence should include at least one word from the word bank.

|           |           |             |           |            |
|-----------|-----------|-------------|-----------|------------|
| predict   | scribble  | midday      | telephone | microscope |
| transport | available | thermometer | decision  | inspect    |

Responses will vary. Possible response: May I scribble on this paper? Have you made a decision about what to make for dinner? Lunch is a midday meal.

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7. Keep an eye on your sunflower's development. If your sunflower starts looking unsightly, it might need help. If its leaves are wilting or turning partially yellow, it might need more water or less direct sunlight.
8. Repeat steps 6 and 7 as you watch it grow. Take photographs of your sunflower to record its growth.
9. After some time, you might notice the back of the sunflower looks brown or feels dry. This is an indication or sign that your sunflower is ready to be harvested! That means removing the flower head and leaving a few centimeters of the stem. The seeds can then be roasted or used for planting another sunflower.

You don't need to be a magician to grow a sunflower! You can experience the fun and amazing process by following this simple formula. It involves careful watering, monitoring, and harvesting. Hopefully, these instructions motivate you to try growing a sunflower yourself.

1. a pair of homophones your/you're, to/too
2. a pair of homographs plant/plant, leaves/leave
3. a contraction you're, who's, it'll, you'll, Let's, it's, don't
4. a possessive your, pot's, it's
5. a word with 'tion' instructions, indication
6. a word with 'sion' precision

7. a word with 'cian' magician
8. a word with 'cial' especially
9. a word with 'tial' partially
10. a word with the prefix *mid-*, *semi-*, or *multi-* midsize, multiple, semi-full, midpoint, semi-wet
11. a word with the suffix *-ible*, *-able*, or *-ly* enjoyable, lovely, easily, transportable, especially, carefully, possible, weekly, partially
12. a word with the root *meter/metr*, *port*, *mot/mov*, *spect*, *form*, *dict*, *graph*, or *scrib/script* descriptive, predict, thermometer, diameter, transportable, move, important, transporting, inspect, photographs, indication, removing, centimeters, formula, motivate

**“How to Grow a Sunflower” Comprehension Questions**

1. How does the author describe a sunflower that has finished growing?  
The author says that it is tall and strong.
2. How do the procedure numbers provide you with a context clue for the meaning of the idiom *kick off*?  
Kick off appears at the start of Step 1, which indicates the idiom means “to start something.”
3. Which item in the materials list is used for digging?  
The hand shovel, or trowel, is used for digging.

4. Where should the sunflower seed be planted?  
The seed should be planted in the middle of the pot, about an inch down in the soil.
5. What should you do if the leaves start to turn yellow?  
You should water the sunflower less or remove it from direct sunlight.
6. Do you think it would be easy to grow a sunflower? Why?  
I think it would not be easy because I would need to gather many materials and then check the plant often while it is growing.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

20.5

ACTIVITY PAGE

### Unit 4 Dictation Posttest

Write each word that your teacher dictates.

1. transportation
2. persuasion
3. telephone
4. dictation
5. multilingual
6. bibliography
7. indescribable
8. descriptively
9. semiyearly

Write the entire sentence that your teacher dictates.

1. She'd like to hear every option.

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2. The man's Dalmatian loves the dog park.

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Choose a word from the list above and use it to write your own sentence.

Responses will vary. Possible response: The flowers smell lovely.

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## ADDITIONAL SUPPORT ACTIVITY PAGE ANSWER KEY

NAME: \_\_\_\_\_ TR 1.1  
 DATE: \_\_\_\_\_

Reread "Volcanic Eruptions." Using details from the passage, describe three effects caused by volcanic eruptions.

Sample response: Volcanic eruptions release gasses that make up the earth's atmosphere. Major eruptions caused condensation, which led to the formation of earth's oceans. Volcanic eruptions also create new islands.

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Skills 4

NAME: \_\_\_\_\_ TR 3.1  
 DATE: \_\_\_\_\_

Reread "Soccer History Club." Using details from the passage, tell about two changes that happen in Quincy and Emmett's friendship during the story. Why do these changes happen?

Sample response: Quincy and Emmett's friendship changes two times in the passage. First their friendship weakens because they like different things and start to spend less time together. Then they miss each other and start the Soccer History Club. This makes their friendship strong again.

\_\_\_\_\_

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\_\_\_\_\_

Teacher Resources

NAME: \_\_\_\_\_ TR 4.1  
 DATE: \_\_\_\_\_

**Sort Words with 'tion' and 'sion'**

Read the words in the Word Bank. Complete the chart with words from the Word Bank.

**Word Bank**

|            |          |             |          |
|------------|----------|-------------|----------|
| solution   | invasion | station     | audition |
| vacation   | revision | conclusion  | decision |
| impression | action   | progression | portion  |
| eruption   | occasion | section     | erosion  |

| Words with 'tion' | Words with 'sion' |
|-------------------|-------------------|
| portion           | occasion          |
| audition          | impression        |
| station           | invasion          |
| section           | revision          |
| eruption          | conclusion        |
| action            | progression       |
| solution          | decision          |
| vacation          | erosion           |

Skills 4

NAME: \_\_\_\_\_ TR 5.1  
 DATE: \_\_\_\_\_

Reread "Postgame Report." What evidence does the author give to support her belief that Carli Lloyd is a great soccer player?

Sample response: The author describes how Lloyd scored three goals in a World Cup final. She also showed quick thinking on many occasions. She made good decisions during the match.

\_\_\_\_\_

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Teacher Resources

NAME: \_\_\_\_\_ TR 5.2  
 DATE: \_\_\_\_\_

Read the passage. Underline three words with tion (question). Select and divide three VCCV words into their syllables, such as in-de-pen-dence.



**The Declaration of Independence**

The Declaration of Independence is a document created by a group of men who later became known as the Founding Fathers. The Declaration explains why the thirteen American colonies no longer wanted to live under the rule of the British government and instead wanted to be in charge of themselves and start a new country—in other words, they were declaring independence.

While the Declaration of Independence does not include rules and laws for how the country should be set up, like the Constitution does, it is a symbol of American independence. Many of the phrases used in the Declaration still have importance today.

One such important section of the Declaration says the following: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

- consent, n.** the approval of someone
- governed, adj.** led by someone with authority
- pursuit, n.** a chase or search for something
- unalienable, adj.** fundamental, built-in

NAME: \_\_\_\_\_ TR 5.2  
 DATE: \_\_\_\_\_ CONTINUED

Comprehension Questions:

1. Why do you think it was important for the Founding Fathers to include that "all men are created equal"? Were all people treated equally at the time?

The Founding Fathers said "all men are created equal" because they wanted everyone to have fair rights and be happy. At that time, not all people were treated equally.

2. What three things do the Founding Fathers say are "unalienable Rights"? What do they say is needed to keep those rights secure?

The Founding Fathers said the unalienable Rights are Life, Liberty, and the pursuit of Happiness. We need governments that are created by the people to help protect these rights.

3. Reread the definitions for consent and governed. Based on those definitions, what do you think "consent of the governed" means?

"Consent of the governed" means that the people who are being led give their approval to the leaders in charge.

4. The Declaration says the government gets its power from the "consent of the governed." What are some ways citizens can give their consent, or show their approval, about someone leading the government?

Citizens can give their consent and show their approval by voting for leaders they like or agreeing with the rules the leaders make.

NAME: \_\_\_\_\_ TR 6.1  
 DATE: \_\_\_\_\_

Reread "Dr. Dalmatian." Use details from the story to explain what makes Dr. Dalmatian a good doctor.

Sample response: Children may feel comfortable around

Dr. Dalmatian because he has a silly nickname and tools with dog things on them. He is thoughtful and spends a lot of time with patients. He takes time to carefully explain things to his patients.

Dr. Dalmatian also has a positive perspective.

\_\_\_\_\_

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\_\_\_\_\_

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NAME: \_\_\_\_\_ TR 7.1  
 DATE: \_\_\_\_\_

**Words with /shəl/ > 'tial', 'cial'**

Read the words. Circle the words that make the /shəl/ sound. Choose one circled word to use in your own sentence.

1. commercial
2. potential
3. final
4. special
5. detail
6. beneficial
7. unofficial
8. serial
9. partial
10. trial

Responses will vary. Possible response: Last weekend was special because my cousins came to visit.

NAME: \_\_\_\_\_ TR 8.1  
DATE: \_\_\_\_\_

Reread "Bacteria Fighters!" Explain in your own words the best way to prevent bacterial infections. Use details from the text to support your response.

Sample response: Good hygiene is the best way to prevent bacterial infections. Good hygiene is about keeping yourself clean. It is something you do often. It includes washing your hands with soap and warm water.

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Skills 4

NAME: \_\_\_\_\_ TR 9.1  
DATE: \_\_\_\_\_

### Sort Words with /oo/ and /ə/

Read the words in the Word Bank. Then, sort the words in the Word Bank according to whether the spelling 'o\_e' makes the /oo/ sound or the /ə/ sound. Read the words in each column to check your work.

#### Word Bank

|       |         |         |        |          |
|-------|---------|---------|--------|----------|
| glove | approve | improve | some   | shove    |
| move  | dozen   | govern  | proven | disprove |

| /oo/     | /ə/    |
|----------|--------|
| move     | glove  |
| improve  | dozen  |
| proven   | govern |
| approve  | some   |
| disprove | shove  |

Teacher Resources

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NAME: \_\_\_\_\_ TR 10.1  
DATE: \_\_\_\_\_

Reread "Tools of the Trade." Using details from the passage, tell about the profession in the passage that is most interesting to you. Explain why you are interested in it.

Sample response: Electricians use interesting machines like multimeters. If I were an electrician, I could help people fix problems. The job would not be boring because I would use interesting tools.

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Skills 4

NAME: \_\_\_\_\_ TR 10.2  
DATE: \_\_\_\_\_

Read the passage. Select and divide two VCCV words into their syllables and two V/CV words into their syllables.

#### Father and Son in the White House

George H. W. Bush and George W. Bush were a father and son who both became presidents of the United States. They also shared a special connection to Texas.

George H. W. Bush, the father, was the 41st president. He moved to Texas in 1948 to work in the oil business and quickly grew to love the state's spirit and warm people. His son, George W. Bush, the 43rd president, grew up in Texas and was the governor there for two terms before becoming president.

Both men embraced many Texan values such as hard work, kindness, dedication to country, and bravery, bringing these ideals to the White House. Each of them played an important role in shaping our country's history, guided by the lessons they learned in the Lone Star State.

VCCV word: \_\_\_\_\_

VCCV word: \_\_\_\_\_

V/CV word: \_\_\_\_\_

V/CV word: \_\_\_\_\_

Teacher Resources

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NAME: \_\_\_\_\_ TR 10.2  
DATE: \_\_\_\_\_ CONTINUED

Comprehension Questions:

1. Who were the two people mentioned in the passage, and what was special about their relationship and role in the American government?  
George H. W. Bush and George W. Bush were mentioned in the passage. They were father and son, and they both served as president of the United States.
2. In what business did George H. W. Bush work when he first moved to Texas?  
George H. W. Bush worked in the oil business.
3. What position did George W. Bush hold in Texas before becoming president? How many terms did he serve?  
George W. Bush was the governor and served for two terms.
4. What were some of the Texas values that both presidents brought to the White House?  
Students may respond with a combination of some of the values listed in the passage such as hard work, kindness, dedication to country, and bravery.

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Skills 4

NAME: \_\_\_\_\_ TR 11.1  
DATE: \_\_\_\_\_

Reread "Violet's Poems." Do you think it is good to have the experience of speaking in front of an audience? Provide reasons why or why not.

Sample response: Yes, it is good to learn to speak in front of an audience. As an adult, you may have to do it as part of your job. The more you practice speaking in public the less nervous you will feel.

Teacher Resources

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NAME: \_\_\_\_\_ TR 12.1  
DATE: \_\_\_\_\_

**Divide and Read Words with the CV/VC Pattern**

Read the divided CV/VC words. If the word is correctly divided, mark C on the line. If the word is incorrectly divided, rewrite the entire word and show where it should be divided.

1. pli•a•ble \_\_\_\_\_ C \_\_\_\_\_
2. de•fiant \_\_\_\_\_ de•fi•ant \_\_\_\_\_
3. sup•plie•r \_\_\_\_\_ sup•pli•er \_\_\_\_\_
4. liar \_\_\_\_\_ C \_\_\_\_\_
5. dia•logu•e \_\_\_\_\_ di•a•logue \_\_\_\_\_
6. real•ity \_\_\_\_\_ re•al•ity \_\_\_\_\_
7. re•ar•range \_\_\_\_\_ C \_\_\_\_\_
8. man•ual \_\_\_\_\_ man•u•al \_\_\_\_\_
9. va•rie•ty \_\_\_\_\_ va•ri•ety \_\_\_\_\_
10. ce•real \_\_\_\_\_ ce•re•al \_\_\_\_\_

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Skills 4

NAME: \_\_\_\_\_ TR 13.1  
DATE: \_\_\_\_\_

Reread "The Queen of Soul: A Musical Biography." What do you think were the most important reasons that Aretha Franklin became a huge success as a musical artist? Support your answer with evidence from the text.

Sample response: Aretha Franklin had genuine talent. She was able to use that talent to become successful because she worked hard. She was patient and kept working hard while her career grew gradually.

Teacher Resources

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NAME: \_\_\_\_\_ TR 14.1  
DATE: \_\_\_\_\_

### Form Possessives

Read each sentence. Complete the sentences by adding the possessive form of the noun or pronoun in parentheses. Read the completed sentences.

1. The brush is hers (her).
2. Hye-Jin's (Hye-Jin) team won the game!
3. Which dog is yours (your)?
4. Iowa's (Iowa) capital is Des Moines.
5. We were amazed by the foxes' (foxes) speed.
6. I found someone's (someone) wallet.
7. I want to live in a house just like my grandmother's (grandmother).
8. Both classes' (classes) students write letters to each other.
9. We followed the canoe's (canoe) path.
10. Friday's (Friday) dance class is canceled.

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Skills 4

NAME: \_\_\_\_\_ TR 15.1  
DATE: \_\_\_\_\_

Reread "Adaptable Animals." Choose one of the animals described in the email. Explain how it has adapted to challenges in its environment. Include evidence from the text in your response.

Sample response: Polar Bears have adapted to the extreme cold of the Arctic. They have a layer of blubber under their skin. The thick blubber insulates them from the cold.

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Teacher Resources

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NAME: \_\_\_\_\_ TR 16.1  
DATE: \_\_\_\_\_

Reread "Riddle Game." Write your own riddle that challenges a partner to guess the two homophones of your choice. Ask a partner to solve it.

*Example: I am an ingredient you use when baking. I am also a kind of brightly colored plant. What homophone pair am I? (flour and flower)*

Sample response: I am one way you were able to sense a large group of stampeding animals getting closer. I am also the name of the large group of animals itself. What homophone pair am I? (heard and herd)

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Skills 4

NAME: \_\_\_\_\_ TR 17.1  
DATE: \_\_\_\_\_

### Divide Words with the VC/CCV and VCC/CV Patterns

For each word below, underline the consonants and circle the vowels. Then draw a box around consonant blends or digraphs. Divide the word into syllables on the line. Then read the word.

1. s a m p l e     sa m p l e
2. s a n d w i c h     sa n d w i c h
3. h u n d r e d     hu n d r e d
4. e x p l a i n     ex p l a i n
5. p i l g r i m a g e     pi l g r i m a g e
6. m u s h r o m     mu s h r o m
7. s u r p r i s i n g     su r p r i s i n g
8. c o m p l e t e l y     co m p l e t e l y
9. a p a r t m e n t     a p a r t m e n t
10. e x p l a n a t i o n     ex p l a n a t i o n

Teacher Resources

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NAME: \_\_\_\_\_ TR 18.1  
DATE: \_\_\_\_\_

Reread "Photography and Cameras." Using details from the passage, explain how a photographer can take a picture using film and then turn it into a printed image.

Sample response: The photographer uses film in the camera and takes a picture. The photographer develops the film by putting it in special chemicals. Then the photographer makes a print of the film.

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Skills 4

NAME: \_\_\_\_\_ TR 19.1  
DATE: \_\_\_\_\_

### Create Words from Syllables

Cut out the Syllable Cards. Then join Syllable Cards to create words. Read the words you create.

sample, hundred, kitten, pilgrimage; surprising; completely; explanatory

|     |       |      |      |     |
|-----|-------|------|------|-----|
| ex  | plete | Grim | sam  | ten |
| sur | age   | ing  | plan | ly  |
| hun | com   | a    | ple  | y   |
| tor | kit   | dred | pris | pil |

Teacher Resources

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NAME: \_\_\_\_\_ TR 20.1  
DATE: \_\_\_\_\_

Reread "How to Grow a Sunflower." This kind of passage is called a procedural text because it describes the procedure, or steps, needed to complete a task. Imagine you need to explain to a friend how you do one of your favorite activities. Write the steps for the activity in your own procedural text. Remember that the steps must go in order and be clear enough for someone who has never done the task before to follow. You may also need to make a list of materials needed to complete the task.

Sample response:

How to Make an Almond Butter and Jelly Sandwich

Materials:

- almond butter
- strawberry jelly
- plate
- sandwich bread
- butter knife or spatula

Steps:

1. Place two slices of bread on the plate.
2. Open the almond butter and use the knife to spread the almond butter on one side of one slice of the bread.
3. Clean off the knife.
4. Open the strawberry jelly and use the knife to spread the jelly on one side of the other slice of bread.
5. Gently place the jelly side of the second slice of bread down so it touches the almond butter side of the first slice.
6. Enjoy!

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Skills 4

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (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 3.1.A                                                                                                                                                                                                                                                                                                                          | listen actively, ask relevant questions to clarify information, and make pertinent comments                                                                                           | U4: p. 5, U4: p. 12, U4: p. 30, U4: p. 38, U4: p. 68, U4: p. 76, U4: p. 95, U4: p. 102, U4: p. 133, U4: p. 142, U4: p. 163, U4: p. 171, U4: p. 202, U4: p. 210, U4: p. 229, U4: p. 237                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| TEKS 3.1.B                                                                                                                                                                                                                                                                                                                          | follow, restate, and give oral instructions that involve a series of related sequences of action                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.1.C                                                                                                                                                                                                                                                                                                                          | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.1.D                                                                                                                                                                                                                                                                                                                          | work collaboratively with others by following agreed-upon rules, norms, and protocols                                                                                                 | U4: p. 18, U4: p. 25, U4: p. 43, U4: p. 50, U4: p. 82, U4: p. 90, U4: p. 107, U4: p. 115, U4: p. 148, U4: p. 158, U4: p. 176, U4: p. 183, U4: p. 216, U4: p. 224, U4: p. 242, U4: p. 250                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| TEKS 3.1.E                                                                                                                                                                                                                                                                                                                          | develop social communication such as conversing politely in all situations                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| (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 and apply phonetic knowledge by:                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.2.A.i                                                                                                                                                                                                                                                                                                                        | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en                                                                                         | U4: p. 176, U4: p. 179, U4: p. 180, U4: p. 202, U4: p. 205, U4: p. 206, U4: p. 210, U4: p. 216, U4: p. 220, U4: p. 221, U4: p. 224, U4: p. 229, U4: p. 232, U4: p. 233, U4: p. 237, U4: p. 242, U4: p. 245, U4: p. 256, U4: p. 260, U4: p. 261                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.A.ii                                                                                                                                                                                                                                                                                                                       | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U4: p. 5, U4: p. 8, U4: p. 9, U4: p. 12, U4: p. 18, U4: p. 21, U4: p. 25, U4: p. 30, U4: p. 33, U4: p. 34, U4: p. 38, U4: p. 43, U4: p. 46, U4: p. 50, U4: p. 55, U4: p. 58, U4: p. 61, U4: p. 68, U4: p. 71, U4: p. 76, U4: p. 82, U4: p. 85, U4: p. 86, U4: p. 90, U4: p. 95, U4: p. 98, U4: p. 99, U4: p. 102, U4: p. 107, U4: p. 110, U4: p. 115, U4: p. 120, U4: p. 123, U4: p. 126, U4: p. 256, U4: p. 261, U4: p. 264                                                                                                                                                                                                                                                                  |
| TEKS 3.2.A.iii                                                                                                                                                                                                                                                                                                                      | decoding compound words, contractions, and abbreviations                                                                                                                              | U4: p. 133, U4: p. 136, U4: p. 142, U4: p. 148, U4: p. 152, U4: p. 153, U4: p. 158, U4: p. 163, U4: p. 166, U4: p. 167, U4: p. 171, U4: p. 188, U4: p. 191, U4: p. 195, U4: p. 256, U4: p. 264                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.A.iv                                                                                                                                                                                                                                                                                                                       | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts                                                                          | U4: p. 5, U4: p. 9, U4: p. 12, U4: p. 18, U4: p. 21, U4: p. 25, U4: p. 30, U4: p. 34, U4: p. 38, U4: p. 43, U4: p. 46, U4: p. 50, U4: p. 55, U4: p. 58, U4: p. 61, U4: p. 68, U4: p. 71, U4: p. 76, U4: p. 82, U4: p. 86, U4: p. 90, U4: p. 95, U4: p. 99, U4: p. 102, U4: p. 107, U4: p. 110, U4: p. 115, U4: p. 120, U4: p. 123, U4: p. 126, U4: p. 133, U4: p. 136, U4: p. 148, U4: p. 153, U4: p. 158, U4: p. 163, U4: p. 167, U4: p. 171, U4: p. 176, U4: p. 180, U4: p. 183, U4: p. 188, U4: p. 191, U4: p. 195, U4: p. 202, U4: p. 206, U4: p. 210, U4: p. 216, U4: p. 221, U4: p. 224, U4: p. 229, U4: p. 233, U4: p. 237, U4: p. 242, U4: p. 245, U4: p. 250, U4: p. 256, U4: p. 261 |
| TEKS 3.2.A.v                                                                                                                                                                                                                                                                                                                        | decoding words using knowledge of prefixes                                                                                                                                            | U4: p. 43, U4: p. 48, U4: p. 55, U4: p. 60, U4: p. 61, U4: p. 95, U4: p. 101, U4: p. 102, U4: p. 107, U4: p. 112, U4: p. 115, U4: p. 120, U4: p. 124, U4: p. 126, U4: p. 202, U4: p. 208, U4: p. 210, U4: p. 216, U4: p. 222, U4: p. 224, U4: p. 229, U4: p. 235, U4: p. 237, U4: p. 256, U4: p. 264                                                                                                                                                                                                                                                                                                                                                                                          |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.2.A.vi                                                                                                                                                                                                    | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U4: p. 5, U4: p. 11, U4: p. 12, U4: p. 18, U4: p. 23, U4: p. 25, U4: p. 30, U4: p. 35, U4: p. 38, U4: p. 43, U4: p. 48, U4: p. 50, U4: p. 55, U4: p. 60, U4: p. 61, U4: p. 68, U4: p. 74, U4: p. 76, U4: p. 82, U4: p. 88, U4: p. 90, U4: p. 120, U4: p. 124, U4: p. 126, U4: p. 176, U4: p. 181, U4: p. 183, U4: p. 188, U4: p. 193, U4: p. 195, U4: p. 229, U4: p. 235, U4: p. 237, U4: p. 242, U4: p. 248, U4: p. 250, U4: p. 256, U4: p. 263, U4: p. 264                                  |
| TEKS 3.2.A.vii                                                                                                                                                                                                   | identifying and reading high-frequency words from a research-based list                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| (B) demonstrate and apply spelling knowledge by:                                                                                                                                                                 |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.2.B.i                                                                                                                                                                                                     | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | U4: p. 5, U4: p. 9, U4: p. 14, U4: p. 18, U4: p. 21, U4: p. 26, U4: p. 30, U4: p. 34, U4: p. 39, U4: p. 43, U4: p. 46, U4: p. 51, U4: p. 55, U4: p. 58, U4: p. 62, U4: p. 68, U4: p. 78, U4: p. 82, U4: p. 91, U4: p. 95, U4: p. 103, U4: p. 107, U4: p. 116, U4: p. 120, U4: p. 127, U4: p. 133, U4: p. 144, U4: p. 148, U4: p. 159, U4: p. 163, U4: p. 172, U4: p. 256, U4: p. 266                                                                                                          |
| TEKS 3.2.B.ii                                                                                                                                                                                                    | spelling homophones                                                                                                                                                                   | U4: p. 202, U4: p. 212, U4: p. 216, U4: p. 225                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.B.iii                                                                                                                                                                                                   | spelling compound words, contractions, and abbreviations                                                                                                                              | U4: p. 133, U4: p. 136, U4: p. 144, U4: p. 148, U4: p. 153, U4: p. 159, U4: p. 163, U4: p. 167, U4: p. 172, U4: p. 188, U4: p. 191, U4: p. 196                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.B.iv                                                                                                                                                                                                    | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U4: p. 176, U4: p. 184, U4: p. 188, U4: p. 196, U4: p. 202, U4: p. 212, U4: p. 216, U4: p. 225, U4: p. 229, U4: p. 238, U4: p. 242, U4: p. 251                                                                                                                                                                                                                                                                                                                                                |
| TEKS 3.2.B.v                                                                                                                                                                                                     | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV                                                                                                      | U4: p. 5, U4: p. 9, U4: p. 14, U4: p. 18, U4: p. 21, U4: p. 26, U4: p. 30, U4: p. 34, U4: p. 39, U4: p. 43, U4: p. 46, U4: p. 51, U4: p. 55, U4: p. 58, U4: p. 62, U4: p. 68, U4: p. 71, U4: p. 78, U4: p. 82, U4: p. 86, U4: p. 91, U4: p. 95, U4: p. 99, U4: p. 103, U4: p. 107, U4: p. 110, U4: p. 116, U4: p. 120, U4: p. 123, U4: p. 127, U4: p. 133, U4: p. 136, U4: p. 148, U4: p. 153, U4: p. 163, U4: p. 167, U4: p. 176, U4: p. 180, U4: p. 188, U4: p. 191, U4: p. 256, U4: p. 266 |
| TEKS 3.2.B.vi                                                                                                                                                                                                    | spelling words using knowledge of prefixes                                                                                                                                            | U4: p. 43, U4: p. 48, U4: p. 55, U4: p. 60, U4: p. 95, U4: p. 101, U4: p. 107, U4: p. 112, U4: p. 120, U4: p. 124, U4: p. 202, U4: p. 208, U4: p. 216, U4: p. 222, U4: p. 229, U4: p. 235                                                                                                                                                                                                                                                                                                     |
| TEKS 3.2.B.vii                                                                                                                                                                                                   | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U4: p. 5, U4: p. 11, U4: p. 14, U4: p. 18, U4: p. 23, U4: p. 26, U4: p. 30, U4: p. 35, U4: p. 39, U4: p. 43, U4: p. 48, U4: p. 51, U4: p. 55, U4: p. 60, U4: p. 62, U4: p. 68, U4: p. 74, U4: p. 78, U4: p. 82, U4: p. 88, U4: p. 91, U4: p. 120, U4: p. 124, U4: p. 176, U4: p. 181, U4: p. 188, U4: p. 193, U4: p. 229, U4: p. 235, U4: p. 242, U4: p. 248, U4: p. 256, U4: p. 263, U4: p. 266                                                                                              |
| TEKS 3.2.C                                                                                                                                                                                                       | alphabetize a series of words to the third letter                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.2.D                                                                                                                                                                                                       | write complete words, thoughts, and answers legibly in cursive 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 3.3.A                                                                                                                                                                                                       | use print or digital resources to determine meaning, syllabication, and pronunciation                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TEKS 3.3.B                                                                                                                                                                                                       | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words                                                                      | U4: p. 133, U4: p. 142, U4: p. 163, U4: p. 171, U4: p. 176, U4: p. 183, U4: p. 188, U4: p. 195                                                                                                                                                                                                                                                                                                                                                                                                |



## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

### Unit 4

### Correlation—Teacher’s Guide

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 3.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U4: p. 5, U4: p. 11, U4: p. 18, U4: p. 23, U4: p. 30, U4: p. 35, U4: p. 43, U4: p. 48, U4: p. 55, U4: p. 60, U4: p. 68, U4: p. 74, U4: p. 82, U4: p. 88, U4: p. 95, U4: p. 101, U4: p. 107, U4: p. 112, U4: p. 120, U4: p. 124, U4: p. 133, U4: p. 138, U4: p. 148, U4: p. 155, U4: p. 163, U4: p. 170, U4: p. 176, U4: p. 181, U4: p. 183, U4: p. 188, U4: p. 193, U4: p. 195, U4: p. 202, U4: p. 208, U4: p. 216, U4: p. 222, U4: p. 229, U4: p. 235, U4: p. 242, U4: p. 248, U4: p. 256, U4: p. 263, U4: p. 264 |
| TEKS 3.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text                                                                                | U4: p. 5, U4: p. 12, U4: p. 18, U4: p. 25, U4: p. 30, U4: p. 38, U4: p. 43, U4: p. 50, U4: p. 55, U4: p. 61, U4: p. 68, U4: p. 76, U4: p. 82, U4: p. 90, U4: p. 95, U4: p. 102, U4: p. 107, U4: p. 115, U4: p. 120, U4: p. 126, U4: p. 202, U4: p. 206, U4: p. 210, U4: p. 216, U4: p. 221, U4: p. 224, U4: p. 229, U4: p. 233, U4: p. 237, U4: p. 242, U4: p. 245, U4: p. 250, U4: p. 256, U4: p. 261, U4: p. 264                                                                                                 |
| (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 3.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                                       | U4: p. 5, U4: p. 12, U4: p. 18, U4: p. 25, U4: p. 30, U4: p. 38, U4: p. 43, U4: p. 50, U4: p. 68, U4: p. 76, U4: p. 82, U4: p. 90, U4: p. 95, U4: p. 102, U4: p. 107, U4: p. 115, U4: p. 133, U4: p. 142, U4: p. 148, U4: p. 158, U4: p. 163, U4: p. 171, U4: p. 176, U4: p. 183, U4: p. 202, U4: p. 210, U4: p. 216, U4: p. 224, U4: p. 229, U4: p. 237, U4: p. 242, U4: p. 250                                                                                                                                   |
| (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 read independently for a sustained period of time.         |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.5                                                                                                                                                                                                                                                                                                    | self-select text and read independently for a sustained period of time                                                                                                                    | U4: p. 55, U4: p. 61, U4: p. 120, U4: p. 126, U4: p. 188, U4: p. 195, U4: p. 256, U4: p. 264                                                                                                                                                                                                                                                                                                                                                                                                                       |
| (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 3.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.C                                                                                                                                                                                                                                                                                                  | make and correct or confirm predictions using text features, characteristics of genre, and structures                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.D                                                                                                                                                                                                                                                                                                  | create mental images to deepen understanding                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.E                                                                                                                                                                                                                                                                                                  | make connections to personal experiences, ideas in other texts, and society                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.F                                                                                                                                                                                                                                                                                                  | make inferences and use evidence to support understanding                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.G                                                                                                                                                                                                                                                                                                  | evaluate details read to determine key ideas                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.H                                                                                                                                                                                                                                                                                                  | synthesize information to create new understanding                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 3.6.I                                                                                                                                                                                                                                                                                                  | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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:                                                                          |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

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| TEKS 3.7.A                                                                                                                                                                                                                                                                                                                     | describe personal connections to a variety of sources including self-selected texts                                                                    |  |
| TEKS 3.7.B                                                                                                                                                                                                                                                                                                                     | write a response to a literary or informational text that demonstrates an understanding of a text                                                      |  |
| TEKS 3.7.C                                                                                                                                                                                                                                                                                                                     | use text evidence to support an appropriate response                                                                                                   |  |
| TEKS 3.7.D                                                                                                                                                                                                                                                                                                                     | retell and paraphrase texts in ways that maintain meaning and logical order                                                                            |  |
| TEKS 3.7.E                                                                                                                                                                                                                                                                                                                     | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                                                  |  |
| TEKS 3.7.F                                                                                                                                                                                                                                                                                                                     | respond using newly acquired vocabulary as appropriate                                                                                                 |  |
| TEKS 3.7.G                                                                                                                                                                                                                                                                                                                     | discuss specific ideas in the text that are important to the meaning                                                                                   |  |
| (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 3.8.A                                                                                                                                                                                                                                                                                                                     | infer the theme of a work, distinguishing theme from topic                                                                                             |  |
| TEKS 3.8.B                                                                                                                                                                                                                                                                                                                     | explain the relationships among the major and minor characters                                                                                         |  |
| TEKS 3.8.C                                                                                                                                                                                                                                                                                                                     | analyze plot elements, including the sequence of events, the conflict, and the resolution                                                              |  |
| TEKS 3.8.D                                                                                                                                                                                                                                                                                                                     | explain the influence of the setting on the plot                                                                                                       |  |
| (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 3.9.A                                                                                                                                                                                                                                                                                                                     | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths |  |
| TEKS 3.9.B                                                                                                                                                                                                                                                                                                                     | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems                                                     |  |
| TEKS 3.9.C                                                                                                                                                                                                                                                                                                                     | discuss the elements in drama such as characters, dialogue, setting, and acts                                                                          |  |
| (D) recognize characteristics and structures of informational text, including:                                                                                                                                                                                                                                                 |                                                                                                                                                        |  |
| TEKS 3.9.D.i                                                                                                                                                                                                                                                                                                                   | the central idea with supporting evidence                                                                                                              |  |
| TEKS 3.9.D.ii                                                                                                                                                                                                                                                                                                                  | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding                              |  |
| TEKS 3.9.D.iii                                                                                                                                                                                                                                                                                                                 | organizational patterns such as cause and effect and problem and solution                                                                              |  |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                         |                                                                                                                                                        |  |
| TEKS 3.9.E.i                                                                                                                                                                                                                                                                                                                   | identifying the claim                                                                                                                                  |  |
| TEKS 3.9.E.ii                                                                                                                                                                                                                                                                                                                  | distinguishing facts from opinion                                                                                                                      |  |
| TEKS 3.9.E.iii                                                                                                                                                                                                                                                                                                                 | identifying the intended audience or reader                                                                                                            |  |
| TEKS 3.9.F                                                                                                                                                                                                                                                                                                                     | recognize characteristics of multimodal and digital texts                                                                                              |  |

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(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 3.10.A | explain the author's purpose and message within a text                                                                                                      |  |
| TEKS 3.10.B | explain how the use of text structure contributes to the author's purpose                                                                                   |  |
| TEKS 3.10.C | explain the author's use of print and graphic features to achieve specific purposes                                                                         |  |
| TEKS 3.10.D | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes |  |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view                                                                        |  |
| TEKS 3.10.F | discuss how the author's use of language contributes to voice                                                                                               |  |
| TEKS 3.10.G | identify and explain the use of hyperbole                                                                                                                   |  |

(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 3.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |  |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

(B) develop drafts into a focused, structured, and coherent piece of writing by:

|                |                                                                                                                                             |  |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 3.11.B.i  | organizing with purposeful structure including an introduction and conclusion                                                               |  |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details                                                                                           |  |
| TEKS 3.11.C    | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity |  |

(D) edit drafts using standard English conventions, including:

|                 |                                                                    |  |
|-----------------|--------------------------------------------------------------------|--|
| TEKS 3.11.D     | edit drafts using standard English conventions                     |  |
| TEKS 3.11.D.i   | complete simple and compound sentences with subject-verb agreement |  |
| TEKS 3.11.D.ii  | past, present, and future verb tense                               |  |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns                         |  |
| TEKS 3.11.D.iv  | adjectives, including their comparative and superlative forms      |  |
| TEKS 3.11.D.v   | adverbs that convey time and adverbs that convey manner            |  |

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| TEKS 3.11.D.vi                                                                                                                                                                                                                               | prepositions and prepositional phrases                                                                                                                          |  |
| TEKS 3.11.D.vii                                                                                                                                                                                                                              | pronouns, including subjective, objective, and possessive cases                                                                                                 |  |
| TEKS 3.11.D.viii                                                                                                                                                                                                                             | coordinating conjunctions to form compound subjects, predicates, and sentences                                                                                  |  |
| TEKS 3.11.D.ix                                                                                                                                                                                                                               | capitalization of official titles of people, holidays, and geographical names and places                                                                        |  |
| TEKS 3.11.D.x                                                                                                                                                                                                                                | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series                                  |  |
| TEKS 3.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |  |
| TEKS 3.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |  |
| (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 3.12.A                                                                                                                                                                                                                                  | compose literary texts, including personal narratives and poetry, using genre characteristics and craft                                                         |  |
| TEKS 3.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |  |
| TEKS 3.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |  |
| TEKS 3.12.D                                                                                                                                                                                                                                  | compose correspondence such as thank you notes or letters                                                                                                       |  |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |  |
| TEKS 3.13.A                                                                                                                                                                                                                                  | generate questions on a topic for formal and informal inquiry                                                                                                   |  |
| TEKS 3.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |  |
| TEKS 3.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |  |
| TEKS 3.13.D                                                                                                                                                                                                                                  | identify primary and secondary sources                                                                                                                          |  |
| TEKS 3.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |  |
| TEKS 3.13.F                                                                                                                                                                                                                                  | recognize the difference between paraphrasing and plagiarism when using source materials                                                                        |  |
| TEKS 3.13.G                                                                                                                                                                                                                                  | create a works cited page                                                                                                                                       |  |
| TEKS 3.13.H                                                                                                                                                                                                                                  | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results                                                                   |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

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(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                                                                                                                                                          | U4: p. 136                                              |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          |                                                         |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U4: p. 35, U4: p. 48, U4: p. 60, U4: p. 194, U4: p. 245 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal 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                                                           | U4: p. 101, U4: p. 235, U4: p. 262                      |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    | U4: p. 207                                              |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |                                                         |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations |                                                         |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |                                                          |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        | U4: p. 71, U4: p. 86, U4: p. 111, U4: p. 123, U4: p. 220 |
| 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 | U4: p. 71, U4: p. 86, U4: p. 111, U4: p. 123, U4: p. 220 |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 | U4: p. 71, U4: p. 86, U4: p. 136, U4: p. 181             |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                           |                                                          |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                  | 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                                                                                                                                                                                                       | U4: p. 123                                                         |
| 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                                                                                                                                          | U4: p. 8, U4: p. 71, U4: p. 86, U4: p. 160, U4: p. 171, U4: p. 220 |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |                                                                    |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            |                                                                    |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              |                                                                    |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |                                                                    |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       |                                                                    |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics                                                                                            |                                                                                                                                           |
| 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                                                                                                                                   |                                                                                                                                           |
| <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                                                        | U4: p. 24, U4: p. 25, U4: p. 50, U4: p. 62, U4: p. 90, U4: p. 115, U4: p. 127, U4: p. 156, U4: p. 183, U4: p. 224, U4: p. 251, U4: p. 265 |
| 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 topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                               |                                                                                                                                           |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                           |                                                                                                                                           |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language      |                                                                                                                                           |
| 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                                                                  | U4: p. 13, U4: p. 77, U4: p. 143, U4: p. 196, U4: p. 211                                                                                  |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                          |                                                                                                                                           |
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U4: p. 13, U4: p. 39, U4: p. 103, U4: p. 143, U4: p. 172, U4: p. 196, U4: p. 237                                                          |

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| 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                                                                                                                                                                                   |  |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 |  |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           |  |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 |  |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |  |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     |  |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              |  |



**Credits**

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