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Grade 1

Skills 1 | Teacher Guide

Grade 1

Skills 1

Teacher Guide

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Introduction

WELCOME

Dear First Grade Teacher,

Welcome to the program! This program has been carefully researched and crafted in order to make every child in your classroom a reader. The program is divided into two strands: a Skills Strand and a Knowledge Strand. You are currently reading the introduction to Unit 1 of the Skills Strand.

Some key aspects of the Skills Strand are listed below.

- The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics and word recognition, language skills (including conventions of English, spelling, and grammar), as well as reading comprehension and writing instruction.
- The program includes explicit, systematic phonics instruction in which students are taught the letter-sound correspondences needed to independently decode words.
- The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds which can be spelled several different ways. The system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- The program uses a synthetic phonics approach which teaches 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.
- Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl', 'br', and 'st'; consonant digraphs such as 'sh', 'ch', and 'th'; double letter spellings such as 'ss', 'ff', and 'ck'; and at least one spelling for the short and long vowel sounds. Kindergarten students also were introduced to more than 100 high-frequency words from the Dolch Sight Word List and Fry's Instant Words List.

The remainder of this introduction will provide you with an overview of the various materials included in the Grade 1 Skills Strand, general unit and lesson features, and detailed information about this first unit of Skills instruction and how you will determine whether your students have the prerequisite skills needed to be successful in the Grade 1 program.

(To learn more about the two strands and the rationale for the two strand approach, please consult Appendix A at the end of this unit.)

SKILLS STRAND COMPONENTS

Here is a list of the components provided in the Grade 1 Skills Strand:

Teacher Components

- Teacher Guide (one per unit)
- Consonant and Vowel Code Flip Books
- Spelling Card Set
- Big Book (one per unit, Units 1–3)
- Large Letter Cards (one set per classroom)
- Digital Components (on the program's digital components site)

Student Components

- Individual Code Chart
- Activity Book (one copy per student per unit)
- Reader (one copy per student per unit)

Additional Materials

In addition to the above materials, which are all included in the materials, you should ensure that the following classroom supplies, typically available in most Grade 1 settings, are readily available:

- pocket chart with stand
- white or green index cards (unruled 4" x 6" or 5" x 7")
- yellow index cards (unruled 4" x 6" or 5" x 7")
- chart paper or dedicated board space
- thin-tipped green, blue, and red markers for each student
- primary writing paper, pencils, and scissors for each student
- world map or globe
- kitchen timer
- handheld speech mirrors (optional: one for each student)
- alphabet chart (optional)

TEACHER COMPONENT DESCRIPTIONS

Teacher Guide

Each Skills Teacher Guide includes daily lessons that provide detailed direction for all Skills instruction. The Teacher Guide will indicate whether instruction and/or accompanying activities should be presented as whole group, small group, or independent practice. Instruction and exercises should be presented in the order listed in the Lesson at a Glance chart.

Grammar: Specific grammar lessons and exercises address various parts of speech and language usage conventions, such as capitalization and punctuation, as identified in the Texas Essential Knowledge and Skills standards. Students first learn these concepts and practice them orally. Then they are reinforced in written text. You will also find grammar teaching opportunities in demonstration stories. Students will also practice grammar in the daily Warm-Ups. Grammar instruction starts in Unit 1, with an introduction to nouns.

Spelling: Explicit spelling instruction will begin in Unit 3. Weekly word lists and exercises focused on the spellings of given sounds are included, followed by a weekly assessment. The spelling exercises provide a systematic review of the letter-sound correspondences that students have already learned. The weekly assessment can also provide insight as to which students may have gaps in their code knowledge and may require remedial attention.

Writing: Formal writing instruction designed to address the standards in writing starts in Unit 3. Students will receive instruction in using a four-step writing process: plan, draft, edit, and publish. (Note that students will also have additional writing opportunities in the Knowledge Strand to organize and apply the specific content learned during Read-Alouds.)

Consonant and Vowel Code Flip Books and Spelling Cards

The Consonant and Vowel Code Flip Books will be used in Unit 1 with the Spelling Cards in a whole group review of sound/spelling correspondences taught in Kindergarten. These may also be used at any time during the year with individual or groups of students in need of targeted remediation and practice.

Students who participated in this program in Kindergarten are very familiar with the introduction and review of letter-sound correspondences. In Kindergarten, this information was presented and displayed on large wall posters in each classroom. In Grade 1, the code information previously included on these wall posters is presented as two new instructional tools: (1) Code Flip Books, one for consonants and one for vowels, used for group instruction and classroom display, and (2) Individual Code Charts for each student.

The Code Flip Books show (in gray print) the spellings for all sounds taught. As you review each sound in this unit you will be asked to place the Spelling Card for that sound on the appropriate Code Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound. The other side of the card shows three things: the top shows the spelling; the bottom shows a sample word containing the spelling; in the middle is something called a power bar. The power bar gives an indication of how common the spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and that there are very few words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words.



Also note that vowel sound/spellings will always be written in green on the Spelling Cards because when saying a vowel sound, the mouth is wide open, letting the air “go;” the one exception to this are the r-controlled vowel sound/spellings which are written in blue. Consonant sound/spellings are written in red.

Note: The exercises in the Unit 1 lessons are not designed to teach sound/spelling correspondences to students who have not mastered the code in Kindergarten; they are intended for review. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 6–10 of this unit so that they can be appropriately placed in the level of materials that will meet their individual instructional needs.

Big Books (Units 1–3)

The Big Books are exact replicas of the student Readers, but larger. They can be used for demonstration stories as you model reading for students. In Grade 1, the stories for Units 1–3 are available as both Readers and Big Books. All stories from the Readers are also available in digital format on the program’s digital components site so they can be displayed or projected for all students to see.

Large Letter Cards

This set of letter cards is used for teaching and reviewing sounds and spellings, especially during Large Card Chaining exercises. The cards are used throughout Grade 1.

STUDENT COMPONENT DESCRIPTIONS

Individual Code Chart

The Individual Code Chart reproduces the code information included in the Vowel Code Flip Book and the Consonant Code Flip Book in a more concise manner. Students will use the Individual Code Chart to record the vowel sound/spelling correspondences and selected consonant sound/spelling correspondences that they learn. Please note that, when there are multiple spellings for a sound, the spellings are arranged in order from the most frequent to the least frequent spelling. These charts are a good way for students to have at hand a guide to help them remember what they have learned. You may wish to encourage students to refer to the Individual Code Chart when reading and writing independently.

Activity Book

The Activity Book is organized by lesson; the Teacher Guide provides direction within each lesson as to when and how each Activity Book page should be used. Some activity pages are designed to be completed as a group with your assistance, while other pages are intended to be completed independently by students. In addition to practice exercises for reinforcement of skills, the Activity Book also includes assessment pages, homework, copies of the stories read in class and Take-Home letters for family members. On the program's digital components site, you will find a digital version of the Activity Book so it can be displayed or projected for all to see as you give directions and/or provide scaffolded instruction modeling how to complete each page.

Reader

Each unit includes a student Reader. The stories are 100% decodable, meaning they only use words and spellings that have been explicitly taught and practiced. The last page of each Reader summarizes the code knowledge that is assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units) and identifies new code knowledge introduced in the current unit, noting the first story in which these new skills are practiced.

Code Knowledge assumed at the beginning of this Reader:

Note: The listing below of assumed code knowledge lists the vowel and consonant sounds and spellings, Tricky Words, and other language conventions that are reviewed in Lessons 1–19 of this unit before students begin reading the first story in this Reader.

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	
/i/ as in <i>skin</i>	/m/ as in <i>swim</i>	/ch/ as in <i>chin</i>
/e/ as in <i>bed</i>	/n/ as in <i>run</i>	/sh/ as in <i>shop</i>
/u/ as in <i>gup</i>	/t/ as in <i>bat</i>	/th/ as in <i>then</i>
/a/ as in <i>gap</i>	/d/ as in <i>bat</i>	/br/ as in <i>bren</i>
/o/ as in <i>flop</i>	/k/ as in <i>got and gid</i>	
	/g/ as in <i>gop</i>	OTHER:
	/f/ as in <i>flet</i>	• Punctuation (period, comma, quotation marks, question mark, exclamation point)
	/v/ as in <i>gv</i>	• 's (for possession)
	/z/ as in <i>zet</i>	• Abbreviations (U.K., U.S.)
	/p/ as in <i>flep</i>	TRICKY WORDS:
	/b/ as in <i>flop</i>	a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two
	/j/ as in <i>flop</i>	
	/r/ as in <i>flop</i>	
	/w/ as in <i>flop</i>	
	/y/ as in <i>flop</i>	
	/x/ as in <i>flop</i>	

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Beth": Tricky Word *the*
- Beginning with "The Trip to the U.K.": /h/ as in *h**o**g*
- Beginning with "Bud the Cat": Tricky Word *said*
- Beginning with "The Fish": double-letter spellings for consonant sounds, such as *ll*, *ss*, etc. and /k/ > *ck* as in *sn**o**ck*
- Beginning with "The Flag Shop": Tricky Word *was* and /z/ > *z* as in *dog**z***
- Beginning with "Which Is the Best": Tricky Word *which*
- Beginning with "The Bus Stop": Tricky Words *there, why*
- Beginning with "On the Bus": Tricky Words *where, who, what*
- Beginning with "The Man in the Kilt": /qu/ as in *qu**o**it*
- Beginning with "The Map": Tricky Words *when, here*

New spellings taught in the unit are printed in bold throughout the stories in the Reader to cue students' attention to newly taught skills.

The last few stories in each Reader are extra stories for the Pausing Point, which can be used for assessment or extra reading depending on students' needs. On the program's digital components site, you will find a digital version of the Skills stories. These digital files allow you to present a Skills story as a demonstration story, using a computer and a projector or a Smartboard, instead of the Big Book.

UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A **table of contents** 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 standard(s). 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 that are linked to the Primary Focus Objectives and also tagged with the corresponding standard(s). 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 regards to unit skills before the end of the unit.
- A **Lesson at a Glance** chart that lists the lesson's instructional activities, the materials needed, and the amount of time allotted to each activity.
- **Advance Preparation** tips prompt 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. Additionally, these materials, as well as any activity pages that you will model completing, are also available online as **digital components** that you may access and project during the lesson; URLs are provided. Finally, **Universal Access** preparation prompts are also included to ensure that you are ready to adapt specific activities as needed for special needs students and/or English Language Learners.
- Throughout the lesson, **Support** and **Challenge** sidebars provide further guidance to assist you in differentiating instruction. **ELD Access** sidebars provide specific tips for working with English Language Learners.
- **Take-Home Material** is also identified at the end of some lessons to maximize reinforcement of skills taught during the lesson and to encourage family member involvement. Use of these activity pages is optional, but highly recommended. Should you choose to use them, please distribute the pages and instruct students to take them home to complete. At your discretion, these Take-Home pages may also be used in classroom centers during other times of the day.
- Foundational Skills Remediation **Additional Support** activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 60-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.
- End-of-unit **Student Performance Assessment(s)** are included in the final lesson(s) of each unit.
- **Pausing Point** suggestions for further practice and reinforcement follow the last unit lesson. Pausing Point activities are organized by the unit objectives they address. ***It is strongly recommended that you pause for 2 or 3 days at the end of each unit to solidify the skills that have been introduced in the unit.*** All students will benefit from an additional opportunity to reread pages from the decodable student Readers. It is particularly important to make use of targeted activities if the end-of-unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit.
- **Appendices** that provide more detailed information are sometimes included in the Teacher Guide.

- A **Teacher Resources** section, comprised of assorted forms and documents for monitoring student progress, as well an answer key for the unit activity pages, completes each Teacher Guide.

UNIT 1 ORGANIZATION

Unit 1 will be a review for students who completed the Kindergarten program. In Unit 1, students will review the sounds and spellings taught in the Kindergarten curriculum. They will read decodable stories from the Reader, *Snap Shots*. Grammar instruction also starts in Unit 1, with an introduction to nouns.

Back-to-School Week (Lessons 1–5)

The Back-to-School lessons reacquaint students with daily routines and exercises. In addition, the Back-to-School lessons prepare students for the placement assessments that follow this week by providing practice and review of reading skills and code knowledge.

Placement Assessment (Lessons 6–10)

During this week, all students will participate in a comprehensive series of placement assessments to evaluate their knowledge of the skills taught in the Kindergarten program. Detailed instructions are provided for analyzing each student's performance, along with suggestions for grade-wide planning to determine the most effective and efficient way to group students for phonics instruction. **It is imperative that students be placed in groups that correspond with their reading abilities. Students must receive instruction that is a good match for their current reading abilities and knowledge of the code.**

Review of Sound/Spelling Correspondences (Lessons 11–32)

These lessons review the majority of sounds and spellings taught in the Kindergarten curriculum. You will be reviewing several things at once: the sound (e.g., /b/), the letter name (e.g., "bee"), the lowercase letter (e.g., 'b'), and the uppercase letter (e.g., 'B').

The presentation and practice of sound/spelling correspondences in these lessons, most of which should be familiar to students who participated in the Kindergarten program, allows for a rapid review. Although the pace is fast, it should be appropriate and helpful for students who have already learned the bulk of these letter-sound correspondences, but may have forgotten some of the correspondences over the summer.

However, the pace will be too rapid for students who know only a few of the letter-sound correspondences. The Story Reading Assessment and the Word Reading Assessment that is administered during Lessons 6–10 will identify students who struggle with recognizing these letter-sound correspondences. Following administration of the placement assessments, any struggling students should be placed at an earlier point of the grade-level materials for Skills instruction.

In Unit 1, you will review:

Five Short Vowel Sounds

- the sound /i/ spelled 'i' (*it*)
- the sound /e/ spelled 'e' (*pet*)
- the sound /a/ spelled 'a' (*pat*)
- the sound /u/ spelled 'u' (*but*)
- the sound /o/ spelled 'o' (*hop*)

Twenty-Five Consonant Sounds

- the sound /p/ spelled 'p' (*pot*) and 'pp' (*napping*)
- the sound /t/ spelled 't' (*top*) and 'tt' (*sitting*)
- the sound /d/ spelled 'd' (*dot*) and 'dd' (*add*)
- the sound /k/ spelled 'c' (*cat*), 'k' (*kid*), 'cc' (*hiccup*), and 'ck' (*black*)
- the sound /g/ spelled 'g' (*gift*) and 'gg' (*egg*)
- the sound /n/ spelled 'n' (*nut*) and 'nn' (*running*)
- the sound /h/ spelled 'h' (*hot*)
- the sound /s/ spelled 's' (*sun*) and 'ss' (*dress*)
- the sound /f/ spelled 'f' (*fit*) and 'ff' (*stuff*)
- the sound /v/ spelled 'v' (*vet*)
- the sound /z/ spelled 'z' (*zip*), 'zz' (*buzz*), and 's' (*dogs*)
- the sound /m/ spelled 'm' (*mad*) and 'mm' (*swimming*)
- the sound /b/ spelled 'b' (*bat*) and 'bb' (*rubbing*)
- the sound /l/ spelled 'l' (*lip*) and 'll' (*bell*)
- the sound /r/ spelled 'r' (*red*) and 'rr' (*ferret*)
- the sound /w/ spelled 'w' (*wet*)
- the sound /j/ spelled 'j' (*jump*)

- the sound /y/ spelled 'y' (*yes*)
- the sound combination /x/ spelled 'x' (*tax*)
- the sound /ch/ spelled 'ch' (*chin*)
- the sound /sh/ spelled 'sh' (*shop*)
- the sound /th/ spelled 'th' (*thin*)
- the sound /th/ spelled 'th' (*them*)
- the sound combination /qu/ spelled 'qu' (*quit*)
- the sound /ng/ spelled 'ng' (*sing*)

NOTES ON UNIT 1 SOUNDS AND SPELLINGS

Sound Combinations /x/ and /qu/

The /x/ sound actually consists of two sounds, /k/ and /s/. It is taught as if it were one sound because it is often written with a single letter, 'x'. Likewise, /qu/ consists of two sounds, /k/ and /w/. It is treated as if it were one sound because the two letters in the digraph 'qu' occur as a unit. There is no need to explain this to the class, but if a student notices that /x/ or /qu/ consist of two sounds, you should praise the student for noticing this.

Consonant Digraphs ('ch' for /ch/, 'sh' for /sh/, 'th' for /th/ and /th/, 'ng' for /ng/)

The term *digraph* refers to two letters that stand for a single sound. It is not necessary to teach this term to students. (You might prefer to use the term *letter team*.) However, **it is important that students understand that a letter can stand for a single sound all by itself or it can work with a second letter to stand for a single sound.** Some students may need extra practice with consonant digraphs.

The Double-Letter Spellings for Consonant Sounds

The double-letter spellings for consonant sounds were taught in Unit 8 of Kindergarten, and might be new to students who did not get that far. Some of these are rare in one-syllable words, so you should use a decodable two-syllable example (e.g., *shopping* for the 'pp' spelling). It is unlikely that these spellings will be problematic for students when they are reading. If a student knows that 'f' is sounded /f/, he or she will quickly learn that 'ff' is sounded /f/ as well. However, these spellings may cause some trouble when a student is writing because the student has to choose between two possible spellings—'f' and 'ff'. This is also true of the other spelling alternatives that are reviewed during this unit. A student spelling /k/ has to choose between 'c', 'k', 'cc', and 'ck'. Some students will need a lot of exposure to print in order to learn when to write sounds with the basic code spelling and when to write them with a spelling alternative. At this point, praise any spelling that is a plausible representation of the sounds in the word. Accept *stuf* for *stuff*, *kab* for *cab*, *eg* for *egg*, etc.

The Tricky Spellings ‘th’ (Pronounced /th/ or /th/) and ‘s’ (Pronounced /s/ or /z/)

When a spelling can be sounded more than one way, we say that the spelling is a “tricky spelling.” In this unit, students learn (or are reminded) that the letters ‘th’ can stand for two slightly different sounds: voiceless /th/ as in *thin* and voiced /th/ as in *them*. (You can use the pairs *teeth*—*teethe* and *ether*—*either* to help them hear the difference.) Students also learn that the letter ‘s’ is usually pronounced /s/ but is sometimes pronounced /z/. This pronunciation is used in a handful of very common words, including *is*, *has*, *as*, *his*, and *was*. It is also used in many cases when an ‘s’ is added to a word to mark a plural as in *dogs*, or in the present-tense form of some verbs, as in *she runs*.

Fortunately, neither one of these tricky spellings is likely to cause major difficulties while reading. The tricky spelling ‘th’ does not generally cause troubles because /th/ and /th/ sound very similar. The tricky spelling ‘s’ is also usually not problematic. It is pronounced /z/ after voiced sounds (*dogs*, *bins*) and /s/ after voiceless sounds (*cats*, *ducks*), but our mouths tend to choose /s/ or /z/ automatically, without having to think about it. (Try pronouncing *dogs* as /dogs/ as opposed to /dogz/; you will find that your mouth resists.) Students may need more time to learn when to spell /z/ with an ‘s’.

An effort has been made to minimize the number of tricky spellings students are exposed to in the early part of Grade 1. The tricky spellings are introduced gradually as the sequence progresses.

Warm-Ups

Lessons in Grade 1 frequently begin with a Warm-Up exercise. The Warm-Ups are intended to be quick reviews that help students focus for the lesson of the day. For the Warm-Ups of this unit, students will practice blending and segmenting words that contain up to four sounds. They will also practice letter-sound correspondences and review grammar lessons.

Tricky Words

The term *Tricky Word* refers to a word that cannot be sounded out using the letter-sound correspondences that students have been taught so far. In other words, the word is not pronounced quite the way you would expect based on the letters in its printed form. During this unit, students will review the following Tricky Words: *a*, *I*, *no*, *so*, *of*, *is*, *all*, *some*, *from*, *word*, *are*, *were*, *have*, *one*, *once*, *to*, *do*, *two*, *who*, *the*, *said*, *says*, *was*, *when*, *where*, *why*, *what*, *which*, *here*, and *there*.

Each of these Tricky Words has an irregular element, but most contain parts that can be blended. When introducing these words, be sure to point out which parts are regular and can be blended and which parts are not regular and simply must be remembered. You might want to create a word wall with Tricky Words, adding to your wall each time a new word is introduced. Tricky Words printed on yellow cards remind students to use caution when reading them.

All of the Tricky Words were taught in the Kindergarten sequence. For students who did not go through the Kindergarten sequence, these words may be completely new. Once a Tricky Word has been introduced in a lesson, it will be underlined in the Reader and on activity pages until it has been seen around twenty times.

A few words should be said about “sight words.” The term *sight word* is often used to describe a common word that students should practice reading and learn to recognize rapidly. At the same time, a sight word may be a Tricky Word. It is necessary to distinguish between words that are genuinely tricky (words like *one*, *two*, *of*, *who*, and *could*) and words that are high-frequency but pronounced as expected (words like *in*, *at*, *on*, and *up*). Words in this last category should not be taught as Tricky Words, since there is actually nothing tricky about them.

At the end of each lesson, there is a note about when common sight words become decodable. You can do traditional sight word activities with words once they have either become decodable or been introduced as Tricky Words.

Reader: *Snap Shots*

About halfway through Unit 1, students will begin to read decodable stories in the Reader *Snap Shots*. The stories are told from Beth’s point of view. Beth is a young girl who travels from the United States to the United Kingdom to visit friends.

The first three stories are to be presented to the class as demonstration stories, using the Big Book or using the images found on the program’s digital components site. Demonstration stories allow you to model fluent reading and concepts of print. They also allow you to review grammar concepts, reinforce punctuation and Tricky Words, and discuss important vocabulary words.

It is strongly recommended that when assigning selections from the Reader, you ask students to engage in partner reading. Partner reading involves two students taking turns reading both new and old stories to each other. The National Reading Panel found that *repeated oral reading* boosted reading achievement, and partner reading is an efficient way to do repeated oral reading.

Planning and establishing a partner reading routine will help this activity run smoothly. You should consider things such as: (1) where students will partner read in your classroom; (2) good partner reading manners, such as taking turns; and (3) what to do when students finish reading a story before others.

Partner reading may be conducted as an oral activity in which students take turns reading a paragraph or a page aloud to one another. Partner reading may also be used as a silent reading activity in which each student is instructed to read the page to himself and then, when his partner has also completed reading that page, to discuss what was read and ask questions of one another.

Silent reading can also be combined with oral reading by having both students read a single page silently, and then having one student reread it aloud.

Comprehension is the goal of learning to read. Oral 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 or illustration. Inferential questions require understanding and interpretation of text or illustrations. Evaluative questions require students to imagine and hypothesize an answer. In addition, activity pages with written comprehension questions for students to complete are also included for many stories.

UNIT 1 ASSESSMENTS

Placement Assessment

As noted earlier, a comprehensive placement assessment of prerequisite skills needed for successful participation in Grade 1 instruction will be administered to all students during Lessons 6–10 of this unit. Detailed information about these assessments and how to administer them is provided immediately preceding Lesson 6. Detailed information on scoring, analyzing, and interpreting student performance for grouping and placement purposes is provided immediately following Lesson 10.

Formative Assessment and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills.

In some instances, you will be directed to collect and analyze student performance on specific activity pages. In other cases, you will be prompted to observe and record the responses of specific students during instruction. In these instances, you will find formal observation records included in Teacher Resources. It is recommended that you copy these forms and keep them on a clipboard for handy reference. Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons.

Note: Formative Assessments are not included in Back-to-School Week lessons (Lessons 1–5) or Placement Assessment lessons (Lessons 6–10.)

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

Typically, each Skills unit concludes with an end-of-unit assessment to measure each student’s mastery of the particular skills taught in a given unit. Given the fact that this unit is a review of

Kindergarten skills and the extensive placement assessment that is administered during the unit to evaluate each student's grasp of these skills, no formal end-of-unit assessment is provided in Unit 1.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 1 skills can be found in Pausing Point section included after the last lesson.

TEACHER RESOURCES

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

- Placement Planning Sheet—Unit 1
- Pseudoword Reading Assessment—Unit 1
- One-on-One Story Reading Assessment—Unit 1
- Code Knowledge Diagnostic Assessment—Unit 1
- Sample Oral Blending and Segmenting Observation Record—Unit 1
- Oral Blending and Segmenting Observation Record—Unit 1
- Sample Discussion Questions Observation Record—Unit 1
- Discussion Questions Observation Record—Unit 1
- Sample Anecdotal Reading Record—Unit 1
- Anecdotal Reading Record—Unit 1
- Additional Support Activity Pages
- Activity Book Answer Key

APPENDICES

Unit 1 includes two appendices that provide additional information about the Grade 1 program. Appendix A, An Overview of the Skills Strand, explains the philosophy and theoretical principles that underlie the approach to teaching reading. Appendix B, Grade 1 Scope and Sequence provides an overview of the skills taught in each of the Grade 1 units.

ADDITIONAL MATERIALS NEEDED IN UNIT 1

Some additional materials (most typically available in Grade 1 classrooms) are needed for specific lessons of Unit 1. 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:

- pocket chart with stand (1)
- unruled 4" x 6" or 5" x 7" white index cards (1)
- primary pencils for each student (1)
- thin-tipped green and red markers for each student (2)
- unruled 4" x 6" or 5" x 7" yellow index cards (3)
- scissors for each student (10)
- clipboard for observation records (11)
- another clipboard for Anecdotal Reading Records (19)
- world map or globe (19)
- handheld speech mirrors for each student (21; optional)
- alphabet chart (30; optional)
- digital components: Throughout this unit and others, whenever the lesson suggests that you model the completion of an activity page or prepare a chart to display, you may use the digital version provided on the program's digital components site.
- User Guide: You may wish to consult the program's User Guide throughout this unit and others for best practices and strategies on **Supporting All Learners**, including English Language Learners, Gifted/Talented Students, Dual Language Students, and Students with Disabilities. The User Guide can be found on the program's digital components site (1).

Back-to-School Week

After the summer break, all students need time to re-acclimate to the school environment. The “Back-to-School” lessons are designed to provide that opportunity for students. They will also allow you an opportunity to begin to get to know students as you observe how they complete these review lessons in which no new skills are introduced.

Please take the time to teach these procedures thoroughly, making sure that you present at least part of every exercise in each lesson. Use the time recommendations for each exercise as a guideline. If you find that you have exceeded the time estimated for the initial activities in a lesson, please adjust the remaining exercises accordingly by doing fewer items per exercise. Remember that the point of these Back-to-School lessons is to remind students of routines. If necessary, do fewer items per exercise, but try to do all exercises in every lesson.

As students learn the procedures, your presentation of each lesson will become more efficient. Do not get frustrated in these first days if it takes a little longer to do portions of the lessons. The lessons will become a routine and you will be glad that you took the time to do it.

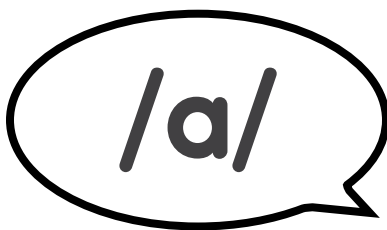
The following exercises are included in the Back-to-School lessons:

CODE FLIP BOOK REVIEW

Letter-sound correspondences are presented to students in the Code Flip Books: one for consonants and one for vowels. The Code Flip Books are used for group instruction and classroom display.

The Code Flip Books are used with a set of Spelling Cards that are to be affixed to the appropriate Code Flip Book pages as sounds and spellings are reviewed in Unit 1. The Code Flip Books show (in gray print) the spellings for all sounds taught in Grade 1. As you review the sounds in this unit (and introduce new sounds in later units,) you will be asked to place the Spelling Card on the appropriate Code Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound:



The other side of the Spelling Card shows the spelling at the top. The bottom shows a sample word containing the spelling. In the middle is something called a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few English words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words.



Note: The exercises in the Back-to-School lessons are not designed to teach letter-sound correspondences to students who have not mastered the code taught in Kindergarten. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 6–10 of this unit so they can be appropriately placed in the level of materials that will meet their individual instructional needs.

As noted earlier, these lessons are intended to remind students to think about letter-sound correspondences and the written English code after the summer break. Keep the Code Flip Book Reviews and other exercises briskly paced so they do not become tedious.

CHAINING

Students have been completing chaining exercises since the earliest Kindergarten units. This critical activity reinforces students' ability to manipulate the sounds in words in which only a single sound/spelling is changed, added, or deleted at a time, such as cat > hat; cat > cable; at > hat; or cat > at.

 **TEKS 1.2.A.iv**

In Kindergarten, students chained by manipulating individual letter cards on either an individual Chaining Folder or group pocket chart. In Grade 1, chaining activities are completed by using a pocket chart with index cards or by you or students writing on a blackboard, whiteboard, Smart Board, or chart paper.

During the Back-to-School lessons, remember to present the chaining exercise exactly as it is written; do not make up your own chaining activities.

SMALL GROUP WORK

During Back-to-School Week and throughout this unit, you will be presented with an opportunity to work with students in small groups. The following criteria is recommended for two groups: one group will consist of independent workers while the other consists of students needing more support. Of course, you may subdivide your class further. Small group work is typically suggested either during story reading time or when students are completing activity pages.

You may have both groups work on the same skill with the independent group working mainly on their own, while the other group receives guidance from you. You may also use small group time to reteach/reinforce a skill that you feel needs further practice with students needing more support. For reinforcing skills, you can use the Additional Support activities from relevant lessons and/or consult the Unit 1 Pausing Point for additional exercises and activity pages (these materials can also be used as enrichment exercises for students who finish before others).



TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

REVIEW

Back-to-School

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to three phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Language

Students will use directional language and write the following upper- and lowercase letters: 'A', 'a', 'C', 'c', 'G', 'g', 'N', 'n', 'P', 'p'. **TEKS 1.3.D**

Foundational Skills

Students will decode CVC words using /a/. **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.3.D**

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Oral Segmenting (Phonological Awareness)	Whole Group	10 min.	
Concept Review: - Segmenting - Blending - Writing Sounds (Phonics)	Whole Group	15 min.	
Language			
Review Spellings (Phonics, Print Concepts)	Whole Group	20 min.	☐ Activity Page 1.1
Foundational Skills			
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	☐ pocket chart ☐ index cards for 'p', 'c', 'g' (2), 'n', 'a'
Take-Home Material			
Family Letter			☐ Activity Page 1.2

ADVANCE PREPARATION

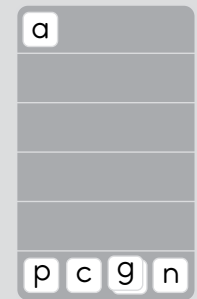
Foundational Skills

- For Pocket Chart Chaining for Reading, write each letter listed in the Lesson at a Glance chart on a separate white index card. Be sure to make two cards with the letter 'g'. Save these cards for future use. Using these cards, set up the pocket chart as shown.

Universal Access

- Bring in a puppet, a stuffed animal, or a small figurine to use to demonstrate prepositions in Oral Blending and Oral Segmenting, as well as pictures of a bee and a cub.
- Bring in pictures of the following items for use in Concept Review: a fish, a light, a hat, a man, a sun, a moon, an ape, a mom, fog, and a net.

Pocket Chart Setup



Support

The finger taps represent sounds. This helps students hear and distinguish individual sounds.

When students are ready, gradually reduce the support you give for blending and segmenting. By the end of this unit (if not earlier), you should provide students only with the visual support for blending and segmenting, and not blend and segment the words for them.

For blending



For segmenting



Support

Provide students with context for each word by displaying pictures of a bee and cub and mimicking action words such as *sip* and *tap*. For prepositions such as *at* and *on*, use a puppet or small figurine to demonstrate that the puppet is at the board or on the desk.

Start Lesson

Lesson 1: Back-to-School

Foundational Skills



Primary Focus: Students will orally blend and segment single-syllable words up to three phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

WARM-UP (10 MIN.)

TEKS 1.2.A.v

Note: In this Warm-Up, students will practice first blending and then segmenting words that contain two or three sounds.

Oral Blending

- Explain that you will say sounds for students to blend into words.
- Say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *at*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Oral Segmenting

- Hold up two fingers and say the word *at*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /a/.
- Wiggle or move your middle finger for the second sound in the word, /t/.
- Have students repeat after you.
- Continue with the remaining words.

Note: The items in the box indicate the word, the number of sounds, and the individual phonemes in the word.

1. at (2)	/a/ /t/	5. sip (3)	/s/ /i/ /p/
2. it (2)	/i/ /t/	6. big (3)	/b/ /i/ /g/
3. on (2)	/o/ /n/	7. cub (3)	/k/ /u/ /b/
4. bee (2)	/b/ /ee/	8. tap (3)	/t/ /a/ /p/

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.

Note: English short vowels /a/, /i/, /e/, and /u/ do not occur in Spanish. Ensure students have many opportunities to practice working with these vowel sounds.

CONCEPT REVIEW (15 MIN.)

Segmenting

- Explain that the words we say are made up of sounds. The word *l* contains one sound: /ie/. The word *it* contains two sounds: /i/ and /t/. Ask students how many sounds they hear in the word *mat*. (*It contains three sounds: /m/ /a/ /t/.*)
- Say the word *fish* first as a blended word and then in a segmented fashion, counting the sounds on your fingers as you say them.
- When you have said /f/ /i/ /sh/, ask students how many sounds they hear.
- Repeat this process with the remaining words.

- | | |
|-----------------------------|--------------------------|
| 1. fish (3) > /f/ /i/ /sh/ | 5. it (2) > /i/ /t/ |
| 2. me (2) > /m/ /ee/ | 6. hat (3) > /h/ /a/ /t/ |
| 3. light (3) > /l/ /ie/ /t/ | 7. man (3) > /m/ /a/ /n/ |
| 4. oh (1) > /oe/ | 8. sigh (2) > /s/ /ie/ |

Note: There is no /sh/ phoneme in Spanish. To pronounce the /sh/ in *fish*, pronounce it by letting air out between your teeth. Notice how you don't press your tongue against the top of your mouth and push like you do to make the /ch/ sound; you can stretch out the /sh/ sound.

Blending **TEKS 1.2.A.v**

- Say the word *sun* in a segmented fashion: "/s/ /u/ /n/."
- Then ask students what word these sounds make when blended together. (*sun*)

- | | |
|------------------------|----------------------|
| 1. /s/ /u/ /n/ > sun | 4. /m/ /o/ /m/ > mom |
| 2. /m/ /oo/ /n/ > moon | 5. /f/ /o/ /g/ > fog |
| 3. /ae/ /p/ > ape | 6. /n/ /e/ /t/ > net |

- Repeat this process with the remaining sets of sounds.

 **TEKS 1.2.A.v** Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Support

Use pictures of a fish, a light, a hat, a man, a sun, a moon, an ape, a mom, fog, and a net as a visual support during Segmenting and Blending.

Writing Sounds

- Tell students that we write a word by drawing a “picture of each sound” in the word (i.e., a letter, moving from left to right). For example, to write the word *it*, we first draw a picture of the /i/ sound. We then move a little to the right and draw a picture of the /t/ sound.
- Ask students how many letters they would need to write for the word *mad*. (*three*) How many spellings would they need to write the word *if*? (*two*)
- Tell students that to read a word, we need to look at the letters in the order that they were written, starting on the left and moving to the right. As we go, we need to remember the sounds that the letters stand for and blend the sounds together to make the word.

Lesson 1: Back-to-School

Language



Primary Focus: Students will use directional language and write the following

✚ upper- and lowercase letters: ‘A’, ‘a’, ‘C’, ‘c’, ‘G’, ‘g’, ‘N’, ‘n’, ‘P’, ‘p’. **TEKS 1.3.D**

REVIEW SPELLINGS (20 MIN.)

Write the Spellings/Word Box

- Distribute Activity Page 1.1.
- Since this is the first activity page that students are completing, please direct them to use the following procedure whenever they complete an activity page:
 - Write their name on the line at the top of the page.
 - Write the date with the month, day, and the year on the next line. This practice over the course of the year will ensure that students learn to write the date, using a comma correctly.
- Remind the class that every letter can be written as an uppercase (or capital) letter and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /a/. Have students repeat the sound /a/ after you.
- Write a large lowercase ‘a’ on the handwriting guidelines and describe what you are doing using the numbered instructions below.

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

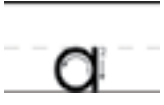
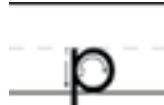
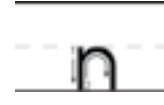
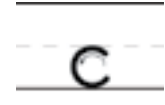






Activity Page 1.1



Support

Provide students with a written example on the board/chart paper. Write Mr./Mrs./Ms. and your last name, followed by the month, day, and year on the line below. Point out the comma between the day and the year.

- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'a' on the activity page.
- Encourage students to say the sound /a/ each time they write the letter.
- Repeat the same steps for uppercase 'A', pointing out that it looks different from lowercase 'a' and touches the top line of the handwriting guidelines.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'p'—'P', 'n'—'N', 'c'—'C', and 'g'—'G'.

 <p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. short line down 	 <p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. line down ending below bottom line 2. circle to the right 	 <p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. short line down 2. hump 	 <p>Start just below the dotted line.</p> <ol style="list-style-type: none"> 1. most of a circle to the left 	 <p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. fish hook ending below bottom line
 <p>Start on the top line.</p> <ol style="list-style-type: none"> 1. diagonal left (lift) 2. diagonal right (lift) 3. line across 	 <p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. half a circle to the right 	 <p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. diagonal right 3. long line up 	 <p>Start just below the top line.</p> <ol style="list-style-type: none"> 1. most of a circle to the left 	 <p>Start just below the top line.</p> <ol style="list-style-type: none"> 1. most of a circle to the left 2. line across

- Have students look at the back of the activity page. As a group, have students read aloud each of the words in the box. Identify the names of the pictures. Write each word under its matching picture.

Lesson 1: Back-to-School

Foundational Skills



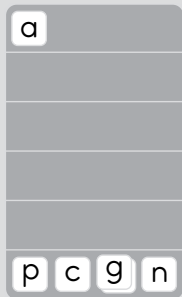
Primary Focus: Students will decode CVC words using /a/.

✚ **TEKS 1.2.A.iv; TEKS 1.2.B.iii; TEKS 1.3.D**

✚ **POCKET CHART CHAINING FOR READING (15 MIN.)**

TEKS 1.3.D

Pocket Chart Setup



Support

You may use the blending motions from today's Warm-Up.

- Set up the pocket chart as detailed in the beginning of the lesson and the matching sidebar.
- Arrange the card for the vowel spelling 'a' along the top of the pocket chart.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'p', 'c', 'g' (2), 'n.'
- Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Tell students you want to spell the word *cap*. Use think-aloud strategies to describe the steps involved in spelling the word: "I want to write the word *cap*. First I have to say and listen to the sounds: /k/ /a/ /p/. There are three sounds in the word *cap*. I'll need to write a spelling for each of the sounds. So first I will take the 'c' card because that is the first sound, then I will take the 'a' card, because that is the second sound, and then I will take the 'p' card, because that is that last sound." Remind students that we spell from left to right.
- Move the 'c', 'a', and 'p' cards to the center of the pocket chart to spell *cap*.
- Use think-aloud strategies to describe the steps involved in reading the word: "If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound that it stands for. Then I need to look at the next letter and last letter and say the sounds they stand for. Then I blend the sounds together to read and say the word: /k/... /a/... /p/... *cap*."
- Point to the 'n' card and ask students, "What sound do we make when we see this letter?"
- Replace the 'c' card with the 'n' card and say, "If that is *cap*, what is this?"

✚ **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.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 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations.

- Ask a student to read the word.
- Ask students what change you made to the word *cap* to get the word *nap*.
- Work through the remaining words.

1. nap > nag > gag > gap > cap > can > pan > an > can



Check for Understanding

For each word in the chain, ask students to tell you how many sounds are in each word by holding up their fingers. Additionally, you may ask students to tell you where each sound change occurs from word to word: at the beginning or at the end, and with which letters.

~ End Lesson ~

Take-Home Material

FAMILY LETTER

- Have students take Activity Page 1.2 home to share with a family member.

Activity Page 1.2



Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Find My Word

- Provide each student with a copy of **Activity Page TR 1.1**.
- Review the names of the depicted items with students to ensure the intended word association.
- Pronounce the name of an object by saying the phonemes in segmented fashion.
- Students blend the phonemes and point to the picture of the object.

- Repeat until all of the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds. Sequential blending may help students who struggle with final blending.

Push and Say

- Provide each student with one copy of the Sound Boxes (**Activity Page TR 1.2**) and a handful of **small objects** (blocks, pennies, beans, tiles, 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. dish > /d/ /i/ /sh/ | 6. get > /g/ /e/ /t/ |
| 2. me > /m/ /ee/ | 7. tan > /t/ /a/ /n/ |
| 3. fight > /f/ /ie/ /t/ | 8. high > /h/ /ie/ |
| 4. oh > /oe/ | 9. pet > /p/ /e/ /t/ |
| 5. mat > /m/ /a/ /t/ | 10. mom > /m/ /o/ /m/ |

- Students segment phonemes and push an object into the boxes for each sound (from left to right). Then students run their finger under the boxes (from left to right) as they repeat the blended word.
- If students struggle, say the word again by stretching out the sounds (e.g., /sssss-aaaaa-nnnnn-ddddd/).

Code Knowledge

For the sake of these figures, we begin by assuming that students know no letter-sound correspondences. However, we hope that much of this will be review.

Before today's lesson: If students read 1,000 words in a trade book, on average, none of those words would be completely decodable.

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

Students have now reviewed one way to write five of the 44 sounds in English.

The sound /a/ is the 10th most common sound in English.

The sound /a/ is spelled 'a' approximately 99 percent of the time.

The sound /p/ is the 21st most common sound in English.

The sound /p/ is spelled 'p' approximately 93 percent of the time.

The sound /k/ is the 13th most common sound in English.

The sound /k/ is spelled 'c' approximately 64 percent of the time.

The sound /g/ is the 31st most common sound in English.

The sound /g/ is spelled 'g' approximately 87 percent of the time.

The sound /n/ is the 3rd most common sound in English.

The sound /n/ is spelled 'n' approximately 94 percent of the time.

2

REVIEW

Back-to-School

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the following basic code letter-sound

correspondences: /a/ > 'a', /i/ > 'i', /o/ > 'o', /t/ > 't', /d/ > 'd', /k/ > 'c', /g/ > 'g',

✦ /n/ > 'n'. **TEKS 1.2.B.i**

Language

Students will write the following upper- and lowercase letters: 'l', 'i', 'o', 't', 't',

✦ 'd', 'd'. **TEKS 1.3.D**

✦ Students will identify and use words that name positions. **TEKS 1.3.D**

Foundational Skills

✦ Students will decode CVC words using /a/, /i/, and /o/. **TEKS 1.2.B.i**

Students will demonstrate and apply phonetic knowledge by decoding words with

✦ closed syllables. **TEKS 1.2.A.iv; 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; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Vowel and Consonant Code Flip Books <input type="checkbox"/> Spelling Cards for /t/ > 't' (<i>top</i>), /d/ > 'd' (<i>dot</i>), /i/ > 'i' (<i>it</i>), /o/ > 'o' (<i>hop</i>), /a/ > 'a' (<i>pat</i>), /k/ > 'c' (<i>cat</i>), /g/ > 'g' (<i>gift</i>), /n/ > 'n' (<i>nut</i>), /p/ > 'p' (<i>pot</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green and red markers
Language			
Review Spellings (Phonics, Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 2.1
Word Box (Phonics, Print Concepts)	Small Group	15 min.	<input type="checkbox"/> Activity Page 2.2
Foundational Skills			
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	<input type="checkbox"/> pocket chart; index cards for 'p' (2), 't', 'd', 'c', 'g', 'n', 'i', 'o', 'a'
Take-Home Material			
Spelling			<input type="checkbox"/> Activity Page 2.3

ADVANCE PREPARATION

Foundational Skills

- Prepare to display both the Consonant Code Flip Book and the Vowel Code Flip Book within view of all students; also gather the Spelling Cards listed in the Lesson at a Glance chart, Individual Code Charts, and green and red markers.
- Add to the pocket chart cards you prepared in Lesson 1 for chaining by writing each of the following letters on a separate white index card: 'p', 't', 'd', 'i', and 'o'. Using these cards, set up the pocket chart for the chaining activity as shown in the sidebar.

Language

- Plan how you will group and pair students for Word Box. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).

Universal Access

- Quickly review the chaining words for Pocket Chart Chaining for Reading. You may wish to bring in a puppet or small figurine to use to demonstrate prepositions; bring in pictures of a pot, a dot, a cot, a cop, a cap, a cat, someone digging, a top, and pop as visual support; and/or prepare to mimic action words for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Pocket Chart Setup



Lesson 2: Back-to-School

Foundational Skills

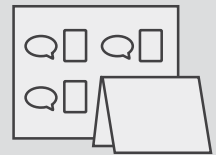


Primary Focus: Students will identify the following basic code letter-sound correspondences: /a/ > 'a', /i/ > 'i', /o/ > 'o', /t/ > 't', /d/ > 'd', /k/ > 'c', /g/ > 'g',

 /n/ > 'n'. **TEKS 1.2.B.i**

WARM-UP (20 MIN.)**Code Flip Book Review**

- Display the Consonant Code Flip Book and the Vowel Code Flip Book within view of all students.
- Briefly flip through either or both of the Code Flip Books and ask students if the information on these pages looks similar to anything they recall using in Kindergarten. Assist students in remembering that last year they had Sound Posters with picture cards (Sound Cards) displayed in their classrooms; the Sound Posters and Cards showed the ways that the consonant and vowel sounds could be spelled.
- Explain that the Code Flip Books are similar to the Sound Posters—one Code Flip Book shows the vowel sounds and their spellings and the other shows the consonant sounds and their spellings. Remind students that vowel sounds such as /a/ and /i/ are made with an open mouth. Consonant sounds like /m/ and /s/ are made with parts of the mouth touching or closed, so the air coming out of the mouth is blocked in some way.
- Show students the /a/ Spelling Card with the 'a'—*pat* side facing students. Remind students that they practiced chaining with the vowel sound /a/ in the previous lesson. Point to the 'a' and ask students to name the letter. Then read the word *pat* and remind them that the letter 'a' is used to spell and write /a/ in English words. Remind students that /a/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
- Point out the power bar below the spelling 'a' and tell students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in lots and lots of words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for the sound, a spelling used in a smaller number of words, the card will have a shorter power bar.

Code Materials

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

- Point to the power bar under the 'a' and ask students whether they think the letter 'a' is a very common spelling or a less common spelling for /a/. (*common*)
- Turn to **Vowel Code Flip Book page 1**.
- Show students the Spelling Card for /a/ > 'a' (*pat*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 1**.
- Have them locate and trace the outline of the card and the code information for /a/ > 'a' in green marker.
- Repeat the above steps with the vowel Spelling Cards for /i/ and /o/. Remind students to also trace the card outline and code information for these vowel sounds 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 students' Individual Code Charts:

Vowel Code Flip Book	Individual Code Chart
1. /i/ > 'i' (<i>it</i>) page 2	1. /i/ > 'i' (<i>it</i>) page 1
2. /o/ > 'o' (<i>hop</i>) page 5	2. /o/ > 'o' (<i>hop</i>) page 1

- Turn to **Consonant Code Flip Book page 1**.
- Show students the /p/ Spelling Card with the 'p'—*pot* side facing students. Point to the 'p' and ask students to name the letter. Then read the word *pot* and remind them that 'p' can be used to spell /p/ in English words. Remind students that /p/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or "stopping" some of the air.
- Point to the power bar under the 'p' and ask students whether they think the letter 'p' is a very common spelling or a less common spelling for /p/.
- Point to the "sound bubble" for /p/ on the Code Flip Book page, and then the outline for the Spelling Card, showing students that this is where you will place the 'p' Spelling Card for /p/ on the Code Flip Book page.

Support

If students ask about the other Spelling Card, 'pp', outlined on the same page, tell them this is another way to spell /p/ that they will practice on another day.

Note: Not all consonants are included on the Individual Code Chart to minimize the number of pages included in the overall chart. The 'p' spelling is not included on the chart; you may suggest that students trace the spelling with their fingers on their desks.

- Turn to **Consonant Code Flip Book page 3** and repeat the above steps with the consonant Spelling Card for /t/. If students asked about the other spellings for /t/ outlined on this page, tell them that these are different ways to spell the /t/ sound that they will learn later in first grade.
- Point out that the Spelling Card /t/ > 't' (*top*) is written in red. Explain that the Spelling Cards for all consonant sounds will be red to distinguish them from the green vowel Spelling Cards. You may want to explain that when students say a consonant sound, the air coming from their mouth as they say the sound is slightly blocked; when saying /t/, the tip of the tongue against the top row of teeth blocks the air flow. The color red for consonants means "stop," as compared to the color green ("go") for the vowel sounds when the mouth is wide open for air to flow freely.
- After you have affixed the Spelling Card for /t/ > 't' (*top*) in the Code Flip Book, tell students to turn to **Individual Code Chart page 7** and to take out their red markers. Direct students to outline the 't' card and code knowledge on their chart.
- Repeat the same steps for the next two consonant Spelling Cards, 'c' and 'n' using the page numbers indicated in the box below.
- Continue with the remaining consonant Spelling Cards /d/ > 'd' (*dot*) and /g/ > 'g' (*gift*). Note that these consonant spellings are not included in the Individual Code Chart. While the Grade 1 Individual Code Chart includes the basic code and advanced code spellings for all vowel sounds reviewed and taught in Grade 1, not all consonant spellings are included in the Grade 1 chart. Only consonant sounds with multiple consonant spellings explicitly taught in Grade 1 are included.
- Quickly review by pointing to the cards and having students say the sound represented on each card.

Consonant Code Flip Book	Individual Code Chart
1. /t/ > 't' (<i>top</i>) page 3	1. /t/ > 't' (<i>top</i>) page 7
2. /k/ > 'c' (<i>cat</i>) page 5	2. /k/ > 'c' (<i>cat</i>) page 6
3. /n/ > 'n' (<i>nut</i>) page 16	3. /n/ > 'n' (<i>nut</i>) page 8
4. /d/ > 'd' (<i>dot</i>) page 4	
5. /g/ > 'g' (<i>gift</i>) page 6	

Lesson 2: Back-to-School

Language



Primary Focus

- Students will use directional language as they write the following upper- and lowercase letters: 'l', 'i', 'o', 't', 'd'. **TEKS 1.3.D**
- Students will identify and use words that name positions. **TEKS 1.3.D**

REVIEW SPELLINGS (10 MIN.)

Write the Spellings

- Distribute Activity Page 2.1.
- Remind the class that every letter can be written with an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /i/.
- Write a large lowercase 'i' on handwriting guidelines and describe what you are doing using the numbered instructions.
- Model drawing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'i' on the activity page.
- Encourage students to say the sound /i/ each time they write the letter.

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

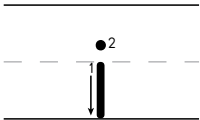
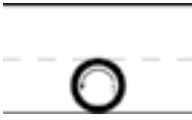

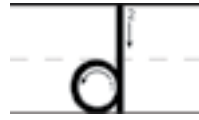


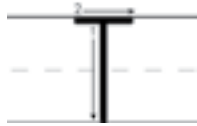

Activity Page 2.1



- Repeat the same steps for uppercase 'I', pointing out that it looks different from 'i' and touches the top line of the handwriting guidelines.
- Remind the class that uppercase letters are used for the first letter in the first word of a sentence and for the first letter in the name of a person or place.
- Repeat the same steps for 'o'—'O', 't'—'T', and 'd'—'D'.

Note: The letter 'i' makes the /ee/ sound in Spanish.

TEKS 1.3.D

 <p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. short line down (lift) 2. dot on top 	 <p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 	 <p>Start between the dotted line and the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. line across 	 <p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. long line down
 <p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. line across (lift) 3. line across 	 <p>Start between the dotted and the top line.</p> <ol style="list-style-type: none"> 1. circle to the left 	 <p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. line across 	 <p>Start on the top line.</p> <ol style="list-style-type: none"> 1. long line down (lift) 2. half a circle to the right

WORD BOX (15 MIN.)

Small Group

- Distribute Activity Page 2.2.
- As a class, read the words in the box aloud, and then name each picture.
- Divide into small groups to complete the activity page.
 - **Group 1:** Ask students who are able to do independent work to complete the activity page on their own. If students finish quickly, have them think of and try to write other three-letter words spelled with 'a', 'i', or 'o'.

Activity Page 2.2



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

- **Group 2:** Have students who need more support for matching the words form a group. Help them to finish the activity page, reviewing the sounds and spellings from today's lesson. You may also practice chaining, or blending and segmenting.



Check for Understanding

Use Activity Page 2.2 to identify areas that are challenging for Group 2 students, such as differentiating the vowel sounds /a/, /i/, and /o/ or differentiating between sister sounds /k/ and /g/ or /t/ and /d/.

Pocket Chart Setup



Support

Provide students with context for the words in each chain. For example, for the preposition *at* you might use a puppet or small figurine to demonstrate that the puppet is *at* the board. You might briefly define or bring in pictures of words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Lesson 2: Back-to-School

Foundational Skills



Primary Focus

- ✦ Students will decode CVC words using /a/, /i/, and /o/. **TEKS 1.2.B.i**

Students will demonstrate and apply phonetic knowledge by decoding words with

- ✦ closed syllables. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**



POCKET CHART CHAINING FOR READING (15 MIN.)

TEKS 1.2.B.iii

- Set up the pocket chart as described at the beginning of the lesson, and as shown in the sidebar.
- Arrange the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.
- Arrange the cards for the following consonant spellings along the bottom of the pocket chart: 'p' (2), 't', 'd', 'c', 'g', 'n'. Point to the spellings and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'a' and 't' cards to the center of the pocket chart to spell *at*.
- Ask the class to read the word.



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

- Remove 'a' and add the 'i' card and say, "If that is *at*, what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *at* to get the word *it*.
- Work through the remaining words.

1. at > it > pit > pat > pot > dot > cot > cop > cap > cat
2. dig > dip > tip > tap > top > pop > pod > nod > not > got

End Lesson

Take-Home Material

SPELLING

- Have students take Activity Page 2.3 home and give it to a family member.

Activity Page 2.3



Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Silly Monster

- Make one copy of **Activity Page TR 2.1** (Silly Monster) for each student.
- Display a copy of the Silly Monster image (**Activity Page TR 2.2**).
- Tell students that Silly Monster talks by breaking the sounds in words apart. Say: "For example, instead of saying *shut*, Silly Monster would say, '/sh/ /u/ /t/'"
- Review the names of the depicted items on the activity page to ensure the intended word association.
- Point to a picture and ask students to say what it is by talking like Silly Monster does.

Support

You may use blending motions.

- If students are unable to answer, say the name of the item by stretching out the word (e.g., “/ssssshhhhh-uuuuu-tttt/”).
- Continue until all the pictures are identified using Silly Monster talk.

MORE HELP WITH LETTER-SOUND CORRESPONDENCE

Word Sort with Picture Cards

- Make one copy of **Activity Page TR 2.3** for each student and cut apart the picture cards.
- Label **three boxes** or containers with ‘a’, ‘o’, and ‘i’.
- Show a picture and have students identify it.
- Ask students which vowel sound the word contains.
- Have students place the picture in the appropriate box.
- Repeat with the remaining pictures.

REVIEW

Back-to-School

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to three phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences: /e/ > 'e', /u/ > 'u'. **TEKS 1.2.B.i**

Students will decode and write CVC words using /a/, /i/, and /o/. **TEKS 1.2.B.i; TEKS 1.2.C.iii**

Students will read Tricky Words *a* and *I*. **TEKS 1.2.B.vi**

Language (Grammar)

Students will identify common nouns that name a person in orally presented phrases. **TEKS 1.11.D.iii**

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Oral Segmenting - Code Flip Book Review (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Vowel Code Flip Book <input type="checkbox"/> Spelling Cards for /e/ > 'e' (<i>pet</i>), /u/ > 'u' (<i>but</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green markers
Write the Spellings/Word Box (Phonics, Print Concepts)	Small Group	20 min.	<input type="checkbox"/> Activity Pages 3.1, 3.2
Tricky Words: A, I (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> two yellow index cards <input type="checkbox"/> Tricky Word Practice Chart (Digital Components)
Language (Grammar)			
Identify Nouns (Conventions of Standard English)	Whole Group	15 min.	

ADVANCE PREPARATION

Foundational Skills

- Display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, Individual Code Charts, and green markers readily available.
- Plan which students need the greatest support and will work with you in Group 2. Group 1 students will read with partners.
- Write the following words on the board/chart paper for use in Write the Spellings/Word Box: *pot, cap, cat, cop*.
- You may want to start a Tricky Word Wall in your classroom and add Tricky Word cards as you review them. Write Tricky Words on yellow cards to remind students to proceed with caution when reading them. Decodable words should be added to the word wall on green or white cards.

➤ Digital Component 3.1

- Write the Tricky Word phrases for Tricky Word Practice (Digital Component 3.1) on the board/chart paper, or use the digital version.

Universal Access

- Quickly review the words for Oral Blending and Oral Segmenting. You may wish to bring in a puppet or small figurine to demonstrate prepositions. Common sayings and phrases can be used to demonstrate adverbs; pictures of a cat, light, and bell can be used to demonstrate depictable words; and action words can be mimicked for students.

Lesson 3: Back-to-School

Foundational Skills

45M

Primary Focus

- Students will orally blend and segment single-syllable words with up to three
✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:

- ✦ /e/ > 'e', /u/ > 'u'. **TEKS 1.2.B.i**

Students will decode and write CVC words using /a/, /i/, and /o/.

- ✦ **TEKS 1.2.B.i; TEKS 1.2.C.iii**

- ✦ Students will read Tricky Words *a* and *I*. **TEKS 1.2.B.vi**

For blending



For segmenting



Support

The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds.

When students are ready, gradually reduce the support for blending and segmenting. By the end of this unit (if not earlier), you should provide only the visual support for blending and segmenting, and not blend and segment the words for students.

WARM-UP (10 MIN.)

Oral Blending

- Explain that you will say sounds for students to blend into words.
- Say *at* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds.
- Blend the sounds to produce the word *at*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Oral Segmenting

- Hold up two fingers and say the word *at*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /a/.
- Wiggle or move your middle finger for the second sound in the word, /t/.
- Have students repeat after you.
- Continue with the remaining words.

- ✦ **TEKS 1.2.A.** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns

- | | |
|---------------------|---------------------------|
| 1. at (2) /a/ /t/ | 5. hop (3) /h/ /o/ /p/ |
| 2. as (2) /a/ /z/ | 6. cat (3) /k/ /a/ /t/ |
| 3. ash (2) /a/ /sh/ | 7. light (3) /l/ /ie/ /t/ |
| 4. odd (2) /o/ /d/ | 8. bell (3) /b/ /e/ /l/ |

Code Flip Book Review

- Show students the /e/ Spelling Card with the 'e'—*pet* side facing students. Point to the 'e' and ask students to name the letter. Read the word *pet* and remind them that the letter 'e' is used to spell and write /e/ in English words. Remind students that /e/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air “go.”
- Point out the power bar below the spelling 'e' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in many words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound, a spelling used in a smaller number of words, the card will have a shorter power bar.
- Point to the power bar under 'e' and ask the students whether they think the letter 'e' is a very common spelling or a less common spelling for /e/.
- Turn to **Vowel Code Flip Book page 3** and point to the sound bubble for /e/ on the page, and then point to the outline for the Spelling Card, placing the 'e' Spelling Card for /e/ on the appropriate place on the Code Flip Book page.
- Have students turn to **Individual Code Chart page 1**. Have them locate and trace the card outline and code information for /e/ > 'e' in green marker.
- Repeat the above steps with the Spelling Card for /u/. Remind students to also trace the card outline for these vowel sounds 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 students' Individual Code Charts:

Vowel Code Flip Book

1. /u/ > 'u' (*but*) **page 4**

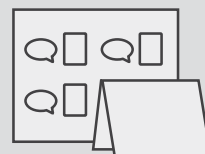
Individual Code Chart

1. /u/ > 'u' (*but*) **page 1**

Support

Provide students with context for the words. For example, for the preposition *at* you might use a puppet or small figurine to demonstrate that the puppet is *at* the board. You might briefly define words or use them in a common saying or phrase. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Code Materials



Activity Pages
3.1, 3.2



WRITE THE SPELLINGS/WORD BOX (20 MIN.)

Small Group

Note: Students will work on Activity Pages 3.1 and 3.2 either independently or in a small group. You will review both activity pages with students before breaking into small groups.

- Distribute Activity Page 3.1.
- Remind students that letters can be written in both uppercase and lowercase. Ask students, “When do we use uppercase letters?” (*beginning of sentence, people’s names*)
- Review the sounds for these letters. Have students trace the letters on their desk with their fingers while making the sounds. (Do not have students complete the activity page at this time.)
- Distribute Activity Page 3.2.

As a class, read the words in the box. Use each word in an example sentence to ensure that students understand its meaning. Name the pictures.

Group 1: Ask students who are able to do independent work to complete Activity Pages 3.1 and 3.2 on their own. Students who finish early should copy and illustrate one or more of the words on the board/chart paper: *pot, cap, cat, cop*. Students may also try to think of additional words spelled with ‘a’, ‘i’, or ‘o’.

Group 2: Have students who need more support with writing the spellings and words form a group. Help them complete the activity pages with your guidance.



Check for Understanding

Use Activity Page 3.2 to identify areas that are challenging for Group 2 students, such as segmenting the sounds in each word for writing.

TRICKY WORDS: A, I (15 MIN.)

Tricky Word Review

- Explain that most words in English “play by the rules” and are pronounced and spelled just the way students would expect. At the same time, there are words that do not play by the rules, including some very common and important ones. Words that do not “play by the rules” are called Tricky Words.

Tricky Word: A

Note: The word *a* can be pronounced two different ways. It can be pronounced /ae/ when it receives stress. For example, if somebody brought you six books but you only needed one, you might say, “I only need a book right now.” You may discuss pronunciation variations if it comes up, but it is not important at this point. You may omit this discussion if you think it would confuse students. It is more important that they learn the unstressed version and understand the concept of Tricky Words.

- Write the word *a* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /a/.)
- Explain that this word is generally pronounced /u/ or /ae/, as in, “I have a cat.”
- Underline the entire word and explain that it is completely tricky. Students might think that it is pronounced /a/, but it is pronounced /u/ or /ae/.
- Tell students that when reading *a*, they have to remember to pronounce it as /u/ or /ae/.
- Tell students that when writing *a*, they have to remember to spell it with the letter ‘a’.
- Point to the word *a* as you say the following sentence, “This is a book.” Ask students to **Turn and Talk**, completing the sentence “This is a . . .” with another word for something they can point to in the classroom.
- Write the word *a* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: I

- Write the word *I* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /i/.)
- Explain that this word is actually pronounced /ie/ as in, “I have a dog.”
- Underline the entire word and explain that it is completely tricky. They might expect this word to be pronounced /i/, but it is pronounced /ie/, like the letter name.

- Point out that this word is also tricky in another way: it is always capitalized, or written with an uppercase letter—even when it is not at the beginning of a sentence.
- Tell students that when reading *I*, they have to remember to pronounce it as /ie/.
- Tell students that when writing *I*, they have to remember to spell it with an uppercase ‘I’.
- Point to the word *I* as you say the following sentence, “I like to ride my bike.” Ask students to **Turn and Talk**, completing the sentence “I like to . . .” with something they like or like to do.
- Add the yellow card for Tricky Word *I* to the Tricky Word Wall.

Tricky Word Practice

- Have students read aloud the sample phrases/sentences you prepared in advance.

➤ Digital Component 3.1

- | | | |
|------------------|-----------------|------------------------|
| 1. <u>a</u> pan | 3. <u>a</u> dad | 5. I got <u>a</u> cat. |
| 2. I <u>a</u> p. | 4. I dig. | 6. <u>a</u> pit |

Lesson 3: Back-to-School

Language



Primary Focus: Students will identify common nouns that name a person in orally presented phrases. **TEKS 1.11.D.iii**

IDENTIFY NOUNS (15 MIN.)

Note: In this grammar lesson you will introduce nouns that name people.

- Say, “Mom sings,” and have students listen carefully and repeat after you. Ask students which word in the phrase names a person. (*Mom*)

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

- Explain that a word that names a person is a special type of word that is called a noun.
- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person.

Note: This is an oral exercise. Do not write the phrases on the board/chart paper as they are not yet decodable to students.

- | | |
|-----------------|-----------------------|
| 1. happy child | 5. boy plays |
| 2. funny baby | 6. sister plays |
| 3. nice teacher | 7. grandmother smiles |
| 4. girl runs | |

- Read the phrase, “girl runs,” and explain that the word *girl* names a person. *Girl* is a word that is a part of speech called a noun. It came at the beginning of the phrase.
- Read the phrase, “happy child,” and tell students that the word *child* names a person and the word for a part of speech that names a person is *noun*. It came at the end of the phrase.
- Summarize by asking students what we call a part of speech that names a person. (*noun*)

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

### Lesson 3: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH BLENDING AND SEGMENTING

### Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.2**) for each student.
- Provide students with a handful of **small objects** (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- |                        |                       |
|------------------------|-----------------------|
| 1. vet > /v/ /e/ /t/   | 6. nap > /n/ /a/ /p/  |
| 2. fog > /f/ /o/ /g/   | 7. but > /b/ /u/ /t/  |
| 3. it > /i/ /t/        | 8. pig > /p/ /i/ /g/  |
| 4. wag > /w/ /a/ /g/   | 9. run > /r/ /u/ /n/  |
| 5. rash > /r/ /a/ /sh/ | 10. jig > /j/ /i/ /g/ |

## MORE HELP WITH READING AND SPELLING

### Large Card Spelling

- Distribute the following **Large Letter Cards**, one card per student: 'a', 'e', 'i', 'o', 'u', 't', 'n', 'p', 'c', 'g', 'd'.
- Explain that you will say the sounds of a word and that you want the students with the Large Letter Cards for those sounds to stand next to each other to spell the word.
- Say the word *pot* in a segmented fashion: /p/ /o/ /t/.
- Ask the class to blend the word.
- Have students with the Large Letter Cards for 'p', 'o', and 't' line up to spell the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

- |        |        |         |
|--------|--------|---------|
| 1. pot | 5. pet | 9. cot  |
| 2. pat | 6. pig | 10. can |
| 3. nap | 7. cup | 11. pad |
| 4. tan | 8. den | 12. top |

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 82 and 98 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 111 and 146 of those words would be completely decodable.

A is one of the 5 most common words in most samples of written English. In a typical passage of 1,000 words, a occurs 20 to 29 times.

I is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, I occurs 2 to 27 times.

## 4

## REVIEW

## Back-to-School

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

- Students will orally blend and segment single-syllable words with up to four  
 ✚ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:

- ✚ /m/ > 'm', /f/ > 'f', /v/ > 'v'. **TEKS 1.2.B.i**

**Language**

- Students will use directional language as they write the following upper- and  
 ✚ lowercase letters: 'M', 'm', 'F', 'f', 'V', 'v'. **TEKS 1.3.D**

**Foundational Skills**

Students will decode and write CVC words and phrases using /a/, /i/, and /o/.

- ✚ **TEKS 1.2.A.iv; TEKS 1.2.B.i; TEKS 1.2.C.iii**

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

- ✚ **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.C.iii** decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

## LESSON AT A GLANCE

|                                                                                                                  | Grouping    | Time    | Materials                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational Skills</b>                                                                                       |             |         |                                                                                                                                                                                                                                                                         |
| Warm-Up:<br>- Oral Blending<br>- Oral Segmenting<br>- Code Flip Book Review<br>(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book<br><input type="checkbox"/> Spelling Cards for /m/ > 'm' ( <i>mad</i> ), /f/ > 'f' ( <i>fit</i> ), /v/ > 'v' ( <i>van</i> )<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> red markers |
| <b>Language</b>                                                                                                  |             |         |                                                                                                                                                                                                                                                                         |
| Review Spellings<br>(Phonics, Print Concepts)                                                                    | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 4.1                                                                                                                                                                                                                              |
| <b>Foundational Skills</b>                                                                                       |             |         |                                                                                                                                                                                                                                                                         |
| Phrase Box<br>(Phonics, Print Concepts)                                                                          | Small Group | 15 min. | <input type="checkbox"/> Activity Page 4.2<br><input type="checkbox"/> Phrase Box (Digital Components)                                                                                                                                                                  |
| Pocket Chart Chaining for Reading<br>(Phonics)                                                                   | Whole Group | 20 min. | <input type="checkbox"/> pocket chart<br><input type="checkbox"/> index cards for 'i', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'p', 'f', 'v'                                                                                                                            |
| <b>Take-Home Material</b>                                                                                        |             |         |                                                                                                                                                                                                                                                                         |
| Practice Pack                                                                                                    |             |         | <input type="checkbox"/> Activity Page 4.3                                                                                                                                                                                                                              |

## ADVANCE PREPARATION

### Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Materials section of the Lesson at a Glance readily available.
- Plan how you will group and pair students for Phrase Box. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).

### ➤ Digital Component 4.1

- Write the phrases for Phrase Box (Digital Component 4.1) on the board/chart paper or display the digital version.
- Add to the pocket chart cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 'm', 'f', and 'v'.
- Using these cards, set up the pocket chart as shown.

### Universal Access

- Quickly review the words for Oral Blending and Oral Segmenting. Gather pictures of a cub and mats to demonstrate depictable words; action words can be mimicked for students.

Pocket Chart Setup



## Lesson 4: Back-to-School

## Foundational Skills



## Primary Focus

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences: 'm'>/m/, 'f'>/f/, 'v'>/v/. **TEKS 1.2.B.i**

## WARM-UP (10 MIN.)

## Oral Blending

- Explain that you will say sounds for students to blend into words.
- Say *sip* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *sip*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

## Oral Segmenting

- Hold up three fingers and say the word *sip*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /s/.
- Wiggle or move your middle finger for the second sound in the word, /i/.
- Wiggle or move your ring finger for the last sound in the word, /p/.
- Have students repeat after you.
- Continue with the remaining words.

|            |             |             |                 |
|------------|-------------|-------------|-----------------|
| 1. sip (3) | /s/ /i/ /p/ | 5. flip (4) | /f/ /l/ /i/ /p/ |
| 2. bin (3) | /b/ /i/ /n/ | 6. drop (4) | /d/ /r/ /o/ /p/ |
| 3. cub (3) | /k/ /u/ /b/ | 7. hips (4) | /h/ /i/ /p/ /s/ |
| 4. tap (3) | /t/ /a/ /p/ | 8. mats (4) | /m/ /a/ /t/ /s/ |

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

## For blending



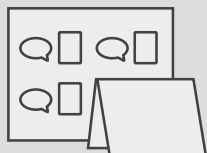
## For segmenting



## Support

Provide students with context for the words. For example, you might briefly define words or use them in a common saying or phrase. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.





## Code Flip Book Review

- Show students the /m/ Spelling Card with the 'm'—*mad* side facing students. Point to the 'm' and remind them that the letter 'm' is used to spell and write the /m/ sound in English words.
- Point out the power bar below the spelling 'm' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 'm' and ask students whether they think the letter 'm' is a very common spelling or a less common spelling for /m/.
- Turn to **Consonant Code Flip Book page 15** and point to the sound bubble for /m/ on the page, and then point to the outline for the Spelling Card, placing the 'm' Spelling Card for /m/ on the appropriate place on the page.

**Note:** If students ask about the other Spelling Card, 'mm', outlined on the same page, tell them this is another way to spell /m/ that they will practice on another day. The 'm' spelling is not included on the Individual Code Chart.

- Repeat the steps for the rest of the sound/spelling correspondences.
- After you have affixed the Spelling Card for /v/ > 'v' (*van*) to the Code Flip Book, direct students to outline the card on their Individual Code Charts with their red marker.

| Consonant Code Flip Book                                                                | Individual Code Chart                     |
|-----------------------------------------------------------------------------------------|-------------------------------------------|
| 1. /f/ > 'f' ( <i>fit</i> ) <b>page 9</b><br>2. /v/ > 'v' ( <i>van</i> ) <b>page 10</b> | 1. /v/ > 'v' ( <i>van</i> ) <b>page 7</b> |

## Lesson 4: Back-to-School

# Language



**Primary Focus:** Students will use directional language as they write the following upper- and lowercase letters: 'M', 'm', 'F', 'f', 'V', 'v'. **TEKS 1.3.D**

## Activity Page 4.1



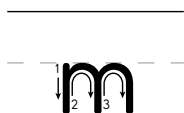
### REVIEW SPELLINGS (15 MIN.)

#### Write the Spellings

- Distribute Activity Page 4.1.

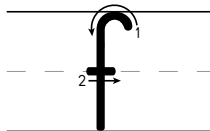
**TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations.

- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /m/.
- Write a lowercase 'm' on handwriting guidelines and describe what you are doing using the numbered guidelines that follow.
- Model writing the letter two or three more times, being sure to say the sound /m/ while writing.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'm' on the activity page.
- Encourage students to say the sound /m/ each time that they write the letter.
- Repeat the same steps for the uppercase 'M', pointing out that it looks somewhat similar to the lowercase 'm' but touches the top line.
- Ask, "When do we use an uppercase letter?" (*for the first letter in the first word of a sentence and the first letter in the name of a person or place*)
- Repeat the steps with the letters for 'f' — 'F' and 'v' — 'V'.



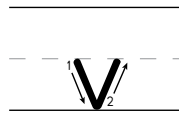
Start on the dotted line.

1. short line down
2. hump
3. hump



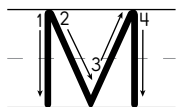
Start just below the top line.

1. candy cane (lift)
2. line across



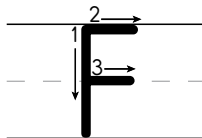
Start on the dotted line.

1. diagonal right
2. diagonal up



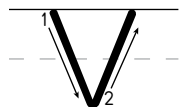
Start on the top line.

1. long line down (lift)
2. diagonal right
3. diagonal up
4. long line down



Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across



Start on the top line.

1. diagonal right
2. diagonal up

## Lesson 4: Back-to-School

# Foundational Skills



### Primary Focus

Students will decode and write CVC words and phrases using /a/, /i/, and /o/.

✦ **TEKS 1.2.A.iv; TEKS 1.2.B.i; TEKS 1.2.C.iii**

Students will develop handwriting by printing words legibly leaving appropriate

✦ spaces between words. **TEKS 1.2.F**

### PHRASE BOX (15 MIN.)

#### Small Group

**Note:** Students who are ready for independent work will complete Activity Page 4.2 independently. You will first review the phrases as a class before

✦ breaking for small group work. **TEKS 1.2.F**

- Tell students that words can be combined to make phrases.
- Tell students that when we write a phrase, we leave a space between each of the words.
- Distribute Activity Page 4.2.
- Read the phrases in the box aloud together, and review the name of each picture.
- Tell students that they will read the phrases in the box at the top of the activity page and write each phrase under its matching picture.

#### ➤ Digital Component 4.1

- |                     |                     |
|---------------------|---------------------|
| 1. <u>a</u> dog     | 3. mom and dad      |
| 2. <u>a</u> fat pig | 4. <u>a</u> tin can |

**Group 1:** Ask students who are able to do independent work to complete Activity Page 4.2 on their own. Tell students who finish early that they can illustrate the phrases you prepared in advance.

✦ **TEKS 1.2.A.iv** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

### Activity Page 4.2



**Group 2:** Work with students needing more support in completing Activity Page 4.2. You may also wish to complete previous chaining exercises with students to reinforce the sounds and spellings you have reviewed.

### POCKET CHART CHAINING FOR READING (20 MIN.)

- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'f', 'o', and 'g' cards to the center of the pocket chart to spell *fog*.
- Ask the class to read the word.
- Remove the 'o' card and add the 'i' card and say, "If that is *fog*, what is this?"
- Ask a student to read the word. (*fig*)
- Ask students which sound or letter you changed in the word *fog* to get the word *fig*. Ask them whether you changed the first, middle, or last sound or letter. (*middle*)
- Work through the remaining words.

**Note:** You may use the blending motions from today's Warm-Up. The spelling 'o' makes the /oe/ sound in Spanish (as opposed to the /o/ sound in English). When you see the letter 'o' between two consonants in a one-syllable word it will make the /o/ sound.

1. fog > fig > fit > fat > vat > mat > pat > pot > cot > cat
2. vat > van > fan > fin > tin > tan > man > pan > pin > din



#### Check for Understanding

For each word in the chain, ask students to tell you how many sounds are in each word by holding up their fingers. Additionally, you may ask students to tell you where each sound change occurs from word to word: at the beginning or at the end and with which letters.

#### Pocket Chart Setup



# Take-Home Material

## PRACTICE PACK

Activity Page 4.3



- Have students take Activity Page 4.3 home to practice reading and writing words with a family member.

## Lesson 4: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH BLENDING AND SEGMENTING

### Find My Word

- Make one copy of **Activity Page TR 4.1** for each student.
- Follow the directions in Lesson 1 for Find My Word.

## MORE HELP WITH LETTER-SOUND CORRESPONDENCE

### Tap the Spelling

- Make one copy of the game board for Tap the Spelling (**Activity Page TR 4.2**) for each pair of students.
- Place the boards in a row on the floor or a table between pairs of children who are facing each other.
- Explain that you will say a number of words and that you want the students to tap the correct spelling for the beginning sound of each word as quickly as possible.
- Use the following words:

- |        |         |        |
|--------|---------|--------|
| 1. van | 4. tip  | 7. vat |
| 2. fin | 5. flip | 8. tap |
| 3. tin | 6. vent | 9. fan |

**Note:** You can play this game for all sounds reviewed in this unit. Choose sounds that are similar, for example, /t/ and /d/.

## MORE HELP WITH READING AND SPELLING

### Match the Word to the Picture

- Make one copy of **Activity Page TR 4.3** for each student.
- Have students read the CVC words at the top of the page, locate the corresponding picture below, and write the word on the lines provided.

### Large Card Spelling

- Distribute the following **Large Letter Cards** to students, one card per student: **'a', 'i', 'e', 'o', 'u', 'v', 'c', 'd', 'f', 't', 'g', 'm', 'n', 'p'.**
- Follow the directions in Lesson 3 for Large Card Spelling.

- |        |         |
|--------|---------|
| 1. pet | 6. fin  |
| 2. tap | 7. got  |
| 3. men | 8. fun  |
| 4. mat | 9. dim  |
| 5. cot | 10. cup |

## PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 4.4**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 4.5**) for each student you are assessing.
- Working one-on-one with each student, model with the sample word.
- 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 and 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 task without physical supports or, at least, utilizing the supports independently (without your prompt).

**Scoring:** Scoring is based on one point assigned for every sound/spelling in a word which is read correctly. Interpret scores as follows:

- 14 or 15 points—excellent
- 11–13 points—good
- 8–10 points—fair
- Less than 8 points—poor

**Goal:** Achieve scores of good or excellent (11 points or higher).

Scores of 10 or less indicate additional reteaching and reinforcement is required.

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

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

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

### Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 111 and 146 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 114 and 157 of those words would be completely decodable.

Students have now reviewed one way to write 12 of the 44 sounds in English.

The sound /f/ is the 22<sup>nd</sup> most common sound in English and it is found in approximately 10 percent of English words.

The sound /f/ is spelled 'f' approximately 82 percent of the time.

The sound /v/ is the 19<sup>th</sup> most common sound in English and it is found in approximately 8 percent of English words.

The sound /v/ is spelled 'v' approximately 94 percent of the time.

The sound /m/ is the 14<sup>th</sup> most common sound in English and it is found in approximately 17 percent of English words.

The sound /m/ is spelled 'm' approximately 94 percent of the time.



## 5

## REVIEW

## Back-to-School

## PRIMARY FOCUS OF LESSON

**Language (Grammar)**

Students will identify common nouns that name a person in orally presented

✦ phrases. **TEKS 1.11.D.iii**

**Foundational Skills**

Students will identify the following basic code letter-sound correspondences:

✦ /s/ > 's', /z/ > 'z', /h/ > 'h'. **TEKS 1.2.B.i**

Students will use directional language as they write the following upper- and

✦ lowercase letters: 'S', 's', 'Z', 'z', 'H', 'h'. **TEKS 1.3.D**

Students will decode CVC words and phrases using /a/, /i/, and /o/.

✦ **TEKS 1.2.A.iv; TEKS 1.2.B.i**

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

✦ **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns;  
**TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list;  
**TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations;  
**TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

## LESSON AT A GLANCE

|                                                           | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language (Grammar)</b>                                 |             |         |                                                                                                                                                                                                                                                                            |
| Warm-Up: Noun Review<br>(Conventions of Standard English) | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                            |
| <b>Foundational Skills</b>                                |             |         |                                                                                                                                                                                                                                                                            |
| Code Flip Book Review<br>(Phonics)                        | Whole Group | 5 min.  | <input type="checkbox"/> Consonant Code Flip Book<br><input type="checkbox"/> Spelling Cards for /s/ > 's' ( <i>sun</i> ),<br>/z/ > 'z' ( <i>zip</i> ), /h/ > 'h' ( <i>hot</i> )<br><input type="checkbox"/> Individual Code Chart<br><input type="checkbox"/> red markers |
| Review Spellings<br>(Phonics, Print Concepts)             | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 5.1                                                                                                                                                                                                                                 |
| Large Card Chaining<br>(Spelling)                         | Whole Group | 15 min. | <input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd',<br>'f', 'v', 's', 'z', 'p', 'h', 'i', 'a', 'o'                                                                                                                                                         |
| Tricky Words: <i>No, So, Of</i><br>(Word Recognition)     | Whole Group | 10 min. | <input type="checkbox"/> three yellow index cards<br><input type="checkbox"/> Tricky Word Practice Chart<br>(Digital Components)                                                                                                                                           |
| Practice Reading Phrases<br>(Phonics)                     | Whole Group | 10 min. | <input type="checkbox"/> Practice Reading Phrases (Digital<br>Components)                                                                                                                                                                                                  |

## ADVANCE PREPARATION

### Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; gather the Spelling Cards listed in the Lesson at a Glance for Code Flip Book Review.
- Gather Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

### ➤ Digital Component 5.1

- Write the Tricky Word phrases for Tricky Word Practice (Digital Component 5.1) on the board/chart paper, or use the digital version.

### ➤ Digital Component 5.2

- Write the phrases for Practice Reading Phrases (Digital Component 5.2) on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of a happy grandmother, a nice teacher, a funny friend, a serious librarian, and a very tall athlete to use as a visual support during Noun Review.

## Lesson 5: Back-to-School

## Language



**Primary Focus:** Students will identify common nouns that name a person in orally presented phrases. **TEKS 1.11.D.iii**

## WARM-UP (5 MIN.)

## Noun Review

- Ask students, “What is a noun?” (*Students should answer, “a person,” although they may also be able to say “a person, place, or thing.”*)
- Tell students to listen to the phrases you are about to say. They should raise their hand if they can name the noun in the phrase.

- |                        |                        |
|------------------------|------------------------|
| 1. a happy grandmother | 4. a serious librarian |
| 2. my nice teacher     | 5. a very tall athlete |
| 3. a funny friend      |                        |

## Support

Use pictures of a happy grandmother, a nice teacher, a funny friend, a serious librarian, and a very tall athlete as a visual support during Noun Review. Tell students that the answer to the question, “Who is this?” is the noun in the phrase. The other words in the phrase describe the noun.

## Lesson 5: Back-to-School

## Foundational Skills



## Primary Focus

Students will use directional language as they write the following upper- and lowercase letters: ‘S’, ‘s’, ‘Z’, ‘z’, ‘H’, ‘h’. **TEKS 1.3.D**

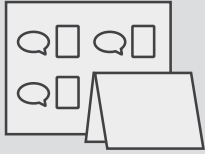
Students will identify the following basic code letter-sound correspondences: /s/ > ‘s’, /z/ > ‘z’, /h/ > ‘h’. **TEKS 1.2.B.i**

Students will decode CVC words and phrases using /a/, /i/, and /o/. **TEKS 1.2.A.iv; TEKS 1.2.B.i**

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

**TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

## Code Materials



### CODE FLIP BOOK REVIEW (5 MIN.)

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards you prepared in advance readily available.
- Show students the /s/ Spelling Card with the 's'—*sun* side facing students. Point to the 's' and remind them that the letter 's' is used to spell and write the /s/ sound in English words.
- Point out the power bar below the spelling 's' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 's' and ask students whether they think the letter 's' is a very common spelling or a less common spelling for /s/.
- Turn to **Consonant Code Flip Book page 11** and point to the sound bubble for /s/ on the page, and then point to the outline for the Spelling Card, placing the 's' Spelling Card for /s/ on the appropriate place on the page.
- Ask students to turn to **Individual Code Chart page 8** and outline the card and code knowledge for /s/ > 's' (*sun*) with their red markers.
- Repeat the steps for the remaining consonant Spelling Cards.

#### Consonant Code Flip Book

1. /z/ > 'z' (*zip*) (page 12)
2. /h/ > 'h' (*hot*) (page 20)

**Note:** The 'z' and 'h' spellings are not included on the Individual Code Chart.

### REVIEW SPELLINGS (15 MIN.)

#### Write the Spellings/Word Box

- Distribute Activity Page 5.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /s/.
- Write a lowercase 's' on handwriting guidelines and describe what you are doing using the numbered instructions.

## Activity Page 5.1



- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 's' on the activity page.
- Encourage students to say the sound /s/ each time that they write the letter.
- Repeat the same steps for the uppercase 'S', pointing out that it looks similar to the lowercase 's' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with the letters for 'z' — 'Z' and 'h' — 'H'.

|                                                                                                                                                          |                                                                                                                                                     |                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                          |                                                                                                                                                     |                                                                                                                                                                    |
| <p>Start just below the dotted line.</p> <ol style="list-style-type: none"> <li>1. half circle to the left, half circle to the right</li> </ol>          | <p>Start on the dotted line.</p> <ol style="list-style-type: none"> <li>1. line across</li> <li>2. diagonal left</li> <li>3. line across</li> </ol> | <p>Start on the top line.</p> <ol style="list-style-type: none"> <li>1. long line down</li> <li>2. hump</li> </ol>                                                 |
|                                                                                                                                                          |                                                                                                                                                     |                                                                                                                                                                    |
| <p>Start between the top and the dotted line.</p> <ol style="list-style-type: none"> <li>1. half circle to the left, half circle to the right</li> </ol> | <p>Start on the top line.</p> <ol style="list-style-type: none"> <li>1. line across</li> <li>2. diagonal left</li> <li>3. line across</li> </ol>    | <p>Start on the top line.</p> <ol style="list-style-type: none"> <li>1. long line down (lift)</li> <li>2. long line down (lift)</li> <li>3. line across</li> </ol> |

- Have students look at the back of the activity page. Read the words aloud as a group, and name the pictures shown in the box.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

**Note:** The spelling 'h' is silent in Spanish (unlike in the English word *hot*). When we see the spelling 'h' we make the /h/ sound. To make the sound open your mouth and push air from the back of your throat without vibration.

## LARGE CARD CHAINING (15 MIN.)

### Large Letter Cards



**Note:** Today you will do Large Card Chaining, an activity where students form words with the Large Letter Cards. Not all students will have a card to hold. You may choose to have students work in pairs or in teams.

- Show students the Large Letter Cards you prepared in advance, and tell them that each card has a letter on it. Tell students that they will use these cards to create words.
- Pass out the Large Letter Cards you prepared in advance, reviewing each card's sound and whether it is a vowel or a consonant as you pass them out.
- Tell students that they need to spell the word *zap*. Segment and blend the word *zap* to help students hear the sounds making up the word.
- Tell students that if they are holding a card with a picture of a sound (or letter) that is in *zap*, they should go to the front of the room and stand in the order that spells *zap*.
- Once the students are standing in place, ask the class, "Does this look correct?" You may point to the students standing in front and blend together the letters.
- Ask students to give a thumbs-up if they think the word is spelled correctly, or a thumbs-down if there is an error.
- Once the word has been spelled correctly, say, "If that is *zap*, show me *zip*."
- Students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *zap* to get the word *zip*. Ask them whether they changed the first, middle, or last sound or letter. (*middle*)
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. zap > zip > sip > sit > sat > sad > had > hand > sand > stand
2. hot > hit > fit > fist > mist > mast > vast > vat > hat > ham



### Check for Understanding

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

**Note:** If students need additional help with chaining, you may use the exercises in Additional Support and the Pausing Point that address chaining. Please use words and chains that are listed in today's lesson and previous lessons to ensure that all words are decodable.

### TRICKY WORDS: NO, SO, OF (10 MIN.)

**Note:** If you have created a Tricky Word Wall, you may direct students' attention to this area to review previously taught Tricky Words. Remind students that the yellow cards mean they should proceed with caution when reading the words.

- Tell students that they will learn three new Tricky Words today. Ask students, "What does it mean if we say something is a Tricky Word?" (*The word does not "play by the rules" and is pronounced differently from what they might expect.*)
- Remind students that they have learned two Tricky Words so far: *a* and *I*.

#### Tricky Word: **No**

- Write the word *no* on the board/chart paper. Ask students how they would pronounce this word by blending. (They might say /n/ /o/.)
- If students use the pronunciation /n/ /o/, use that provided pronunciation in a sentence, saying, "There were /n/ /o/ dogs at the park." Ask students if that sounds correct.
- Explain that this word is actually pronounced /n/ /oe/ as in, "There are no shoes in my bag."
- Point to the letter 'n' and explain that it is pronounced /n/, as they would probably expect.
- Underline the letter 'o' and explain that it is the tricky part of the word. They might expect this letter to be pronounced /o/, but it is pronounced /oe/, like the letter name.



- Tell students that when reading *no*, they have to remember to pronounce the letter 'o' as /oe/.
- Tell students that when writing *no*, they have to remember to spell the /oe/ sound with the letter 'o'.
- Point to the word *no* as you say the following sentence, "There is no running in the halls." Ask students to **Turn and Talk**, using the word *no* in an oral sentence.
- Write the Tricky Word *no* on a yellow card and add it to the Tricky Word Wall.

### Tricky Word: **So**

- Write the word *so* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /s/ /o/.)
- Ask students, "If the 'o' in *no* is pronounced /oe/, how do you think we might pronounce the 'o' in this word?"
- Explain that this word is tricky in the same way as the word *no*. The 'o' is the tricky part of the word and is pronounced /oe/.
- Point to the word *so* as you say the following sentence, "I had so much fun at school today." Ask students to **Turn and Talk**, using the word *so* in an oral sentence.
- Write the Tricky Word *so* on a yellow card and add it to the Tricky Word Wall.

### Tricky Word: **Of**

- Write the word *of* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /o/ /f/ as in *off*.)
- Explain that this word is actually pronounced /u/ /v/ as in, "He has a bag of chips."
- Underline the letter 'o' and explain that it is a tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Underline the letter 'f' and explain that it is also a tricky part of the word. They would probably expect this letter to be pronounced /f/, but it is pronounced /v/.
- Tell students that when reading *of*, they have to remember to pronounce the letter 'o' as /u/ and the letter 'f' as /v/.
- Tell students that when writing *of*, they have to remember to spell the /u/ sound with the letter 'o' and the /v/ sound with the letter 'f'.

- Point to the word *of* as you say the following sentence, “I like a lot of songs.” Ask students to **Turn and Talk**, using the word *of* in an oral sentence.
- Write the Tricky Word *of* on a yellow card and add it to the Tricky Word Wall.

### Tricky Word Practice

- Practice reading today’s Tricky Words by having students read the phrases and sentences you prepared in advance aloud.

#### ➤ Digital Component 5.1

- |                               |                   |                               |
|-------------------------------|-------------------|-------------------------------|
| 1. <u>a</u> can <u>of</u> ham | 3. <u>no</u> nap  | 5. <u>a</u> can <u>of</u> jam |
| 2. <u>I</u> am <u>so</u> mad. | 4. just <u>so</u> | 6. <u>no</u> cats             |

**Note:** If students need additional help with Tricky Words, you may use the activities in the Additional Support and the Pausing Point.

#### PRACTICE READING PHRASES (10 MIN.)

- Remind students that words can be combined to make phrases.
- Tell students that when we write, we leave spaces between the words in a phrase.
- Point to *no hats* on the board/chart paper and point out the space between the two words.
- Invite a student to read the phrase.
- Repeat with the remaining phrases you prepared in advance.

#### ➤ Digital Component 5.2

- |                     |                                  |                        |
|---------------------|----------------------------------|------------------------|
| 1. <u>no</u> hats   | 3. <u>so</u> hot                 | 5. <u>I</u> sat on it. |
| 2. <u>a</u> big pig | 4. <u>a</u> dog and <u>a</u> cat | 6. pig in <u>a</u> pit |

**Note:** The spelling ‘j’ makes the /h/ sound in Spanish (as opposed to the /j/ sound in English).

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

Lesson 5: Foundational Skills Remediation

Additional Support

PHRASES AND SENTENCES

- | | |
|----------------------|-------------------------|
| 1. <u>a</u> gas can | 5. Zip lips. |
| 2. <u>so</u> sad | 6. Lick <u>a</u> stamp. |
| 3. <u>no</u> nap | 7. Sip it. |
| 4. not <u>a</u> fan. | 8. Stop <u>a</u> bus. |

MORE HELP WITH TRICKY WORDS

Tricky Word Phrases

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

- | | |
|----------------------|--------------------------------|
| 1. zip <u>no</u> zap | 5. cup <u>of</u> jam |
| 2. dad <u>so</u> mad | 6. <u>no</u> can <u>of</u> ham |
| 3. <u>no</u> fat pig | 7. <u>no</u> hot van |
| 4. <u>no</u> cats | 8. hen <u>so</u> red |

Tricky Word Trucks

- Provide each students with a copy of **Activity Page TR 5.1** and a handful of **small objects** such as beads, beans, buttons, tiles.
- Tell students you will say phrases that include the Tricky Words *no*, *so*, and *of*.
- When students hear a Tricky Word, they should place one small object in the bed of the truck with the corresponding Tricky Word printed on the side, then read and say the word.
- Use the following phrases:

- | | |
|----------------------------|-----------------------------|
| 1. spot <u>s</u> o soft | 6. hug <u>s</u> o big |
| 2. n <u>o</u> hints | 7. n <u>o</u> rip in dress |
| 3. cost <u>o</u> f a stamp | 8. plate <u>o</u> f cookies |
| 4. cans <u>o</u> f ham | 9. dog <u>s</u> o wet |
| 5. n <u>o</u> hogs | 10. top <u>o</u> f box |

MORE HELP WITH LETTER-SOUND CORRESPONDENCE

Target Sounds

- Provide one copy of **Activity Page TR 5.2** to students and have them cut on the dotted lines.
- Have students spread the cards faceup on desktops, placing the picture of the target at the top and the three letter cards below it.
- Tell students the target sounds for the activity are /s/, /z/, and /h/. Review these sounds.
- Tell students you are going to say a number of words. Some words will begin with one of the target letters and some will not.
- Have students close their eyes and listen carefully.
- Tell students that when they hear a word that begins with /s/, /z/, or /h/, they should place the card with the corresponding letter on the target. Students can say, "Bullseye!"
- When you have checked to see if students have placed the correct letter on the target, the letter cards should be returned to their places below the target.
- If students hear a word that does not begin with one of the target letters they should place their hands in their laps.
- Call out the following words.

- | | | |
|--------------|---------------|--------------|
| 1. had | 6. vats (NO) | 11. strip |
| 2. sit | 7. him | 12. gas (NO) |
| 3. zip | 8. stop | 13. hint |
| 4. sick | 9. zap | 14. soft |
| 5. vast (NO) | 10. mist (NO) | 15. hand |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 114 and 157 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 160 and 193 of those words would be completely decodable.

Students have now reviewed one way to write 15 of the 44 sounds in English.

The sound /s/ is the 7th most common sound in English.

The sound /s/ is spelled 's' approximately 75 percent of the time.

The sound /z/ is the 11th most common sound in English.

The sound /z/ is spelled 'z' approximately 7 percent of the time.

The sound /h/ is the 26th most common sound in English.

The sound /h/ is spelled 'h' approximately 98 percent of the time.

No is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *no* occurs 1 to 3 times.

So is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *so* occurs 1 to 5 times.

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

Assessment Overview

IMPORTANCE OF ASSESSMENTS

The focus of Lessons 6 through 10 is to gauge students' reading abilities through a number of assessments. **Taking time to assess students at the start of the year is crucial in ensuring their success as readers in Grade 1.** The assessments help you determine which students have the knowledge and skills needed to profit from Grade 1 Skills instruction and which students need to be regrouped to an earlier point in the Skills program. The assessments can also help you determine which students are ready to read trade books independently. Warm-Ups are left out this week in order to maximize the amount of time you have to assess students. Details about how to interpret students' scores for placement are provided in the Placement Overview section of this Teacher Guide.

KINDERGARTEN EXPERIENCE

To accurately place students in reading groups, it is helpful to have a basic overview of the Kindergarten program. Students who did well in Kindergarten should be ready for the Grade 1 sequence of Skills instruction. In general, students who mastered Kindergarten learned:

- One-to-one letter-sound correspondences: CVC words with short vowel sounds, like *cat*, *dog*, and *bed*
- Consonant clusters: CCVC words like *flag*, CVCC words like *dust*, CCVCC words like *blast*
- Consonant sounds written with digraph spellings: 'sh', 'ch', 'th', 'ng'
- Tricky Words, such as *the* and *I*
- Double-letter spellings like 'ss', 'ff', 'ck'
- In the last unit of Kindergarten, students learned the basic code spelling for the long vowel sounds: /ee/ spelled 'ee', 'ae' spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'.

Note: Not all students who participated in the Kindergarten sequence will have completed the last unit, but they may still be prepared for Grade 1 materials. In general, students who mastered Kindergarten material from:

- Units 1–8 should have adequate preparation for the Grade 1 sequence of Skills instruction.
- Units 9–10 should have good to outstanding preparation.

| Kindergarten | Grade 1 |
|--|---|
| Units 1–2: Purely oral phonemic awareness | |
| Units 3–5: One-to-one letter-sound correspondences; CVC words with “short” vowel sounds like <i>cat</i> , <i>dog</i> , <i>bed</i> | |
| Unit 6: Consonant clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i> | |
| Unit 7: Consonant sounds written with digraph spellings (e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’) | |
| Units 8–9: Tricky Words; double-letter spellings like ‘ss’, ‘ff’, ‘ck’ | Unit 1: Rapid review of CVC, CCVC, CVCC, and CCVCC words |
| Unit 10: Basic code spellings for “long” vowel sounds (/ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’); Tricky Words | Unit 2: Basic code spellings for “long” vowel sounds (/ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’); Tricky Words |
| | Unit 3: Basic code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/ |
| | Unit 4: Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/); past-tense endings; two-syllable words |
| | Unit 5: Common spelling alternatives for consonant sounds (e.g., /ch/ spelled ‘tch’, /j/ spelled ‘g’ and ‘ge’, /r/ spelled ‘wr’, /v/ spelled ‘ve’) |
| | Unit 6: Common spelling alternatives for consonant sounds (e.g., /s/ spelled ‘c’, ‘ce’, and ‘se’; /n/ spelled ‘kn’; /w/ spelled ‘wh’; /ng/ spelled ‘n’) |
| | Unit 7: Spelling alternatives for “long” vowel sounds (e.g., /ae/ spelled ‘ai’ and ‘ay’, /oe/ spelled ‘oa’) |

ORDER OF ASSESSMENTS

All students will take the group-administered Word Recognition Assessment. The next assessment they take will be determined by their score on the Word Recognition Assessment. The following chart will guide you in determining the assessments to give students.

| Assessment Name | If the Score is . . . | Then the Next Assessment Will Be . . . |
|--|---|---|
| Word Recognition Assessment (Group) | 18 or more (excluding performance on lines 21–25) | Independent Story Reading Assessment: “Gwen’s Hens” (Lesson 7) |
| | 17 or less | Pseudoword Reading Assessment (Lesson 7) |
| Independent Story Reading Assessment: “Gwen’s Hens” (Group) | 4 or more | No further assessments necessary |
| | 3 or less | Work one-on-one and listen to student read the story aloud , marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Assessment. (Lessons 8–10) |
| Pseudoword Reading Assessment (1–1) | 27 or more | Independent Story Reading Assessment: “Gwen’s Hens” |
| | 26 or less | Code Knowledge Diagnostic Assessment (Lessons 8–10) |
| Code Knowledge Diagnostic Assessment (1–1) | 23 or more | No further assessments necessary |
| | 22 or less | Letter Name Assessment (optional) (Lessons 8–10) |
| Letter Name Assessment (Optional) (Group or 1–1) | No further assessments necessary | No further assessments necessary |

A flow chart has been provided on the following pages to help you visualize the order of assessments. In addition, a Placement Planning Sheet is provided in the Teacher Resources section of this Teacher Guide to record students’ scores.

MANAGING THE ADMINISTRATION OF THE ASSESSMENTS

Both the Word Recognition and Independent Story Reading Assessments are administered as group assessments. The Pseudoword Reading Assessment and Code Knowledge Diagnostic Assessment are administered individually.

The Letter Name Assessment can be administered individually or as a group.

Activity pages are provided for students to complete independently while others are being assessed. They are intentionally created to be easy for students to complete without direct teacher guidance. You can also incorporate other independent activities that are routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

The important thing is for students to be engaged in activities that will allow you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for providing and explaining the activity pages and other independent activities to students so things can run smoothly during this time.

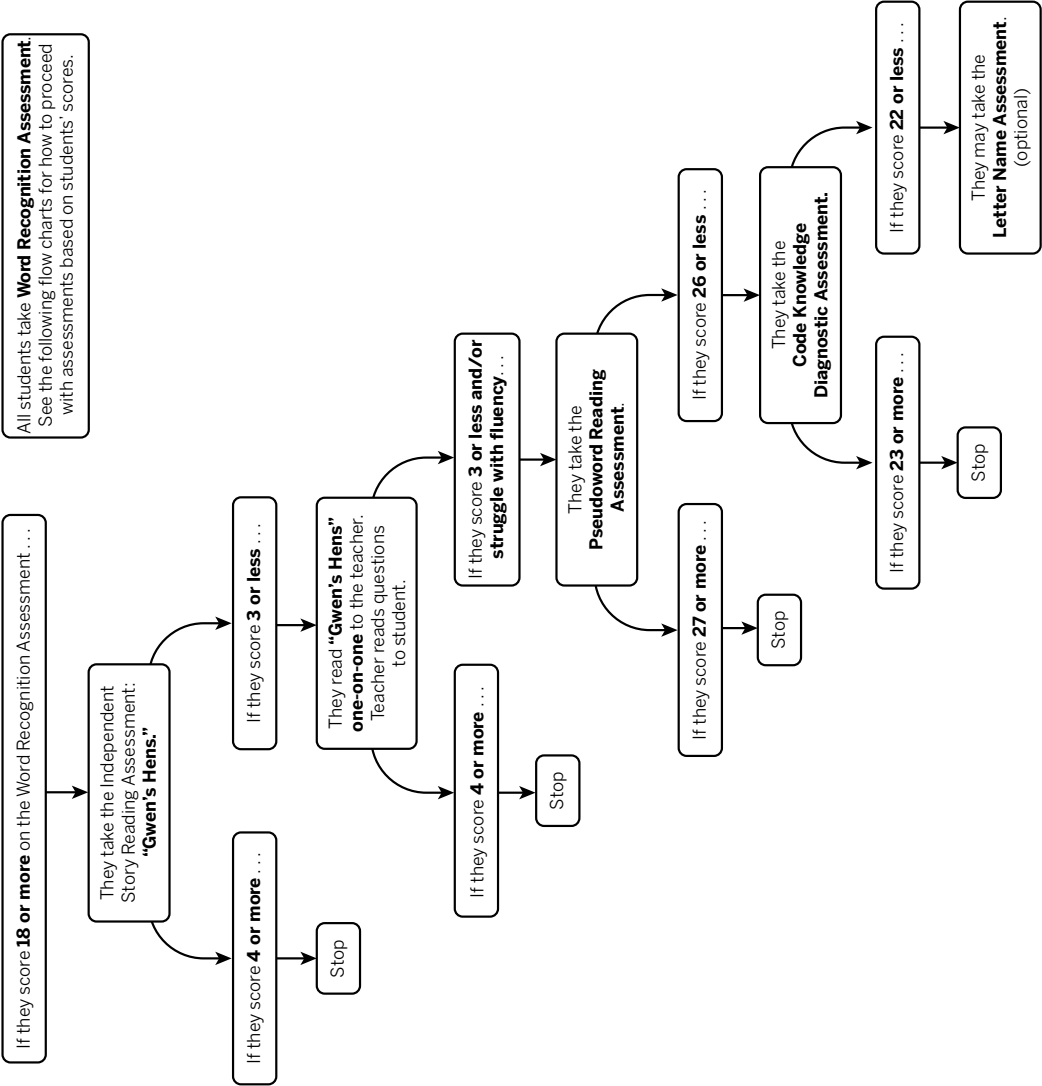
In Lesson 6, the Word Recognition Assessment is administered to the entire class at the same time. Activity pages are provided for independent work during the remainder of the class period. In Lesson 7, the Story Reading Assessment is administered as a group assessment, but only to those students who scored 18 or more on the Word Recognition Assessment. Students who are not eligible for the Story Reading Assessment should work independently on the activity pages provided, as the teacher then calls each student individually to complete the indicated one-on-one assessments during Lesson 7 and the remainder of the week.

SCORING AND PLACEMENT

In each lesson, there is information in the Scoring and Analysis section about how to evaluate students' assessments. The Scoring and Analysis section also tells you which students will take the next assessments. After Lesson 10, information is provided in the Placement Overview section that will guide how to place students in appropriate reading groups.

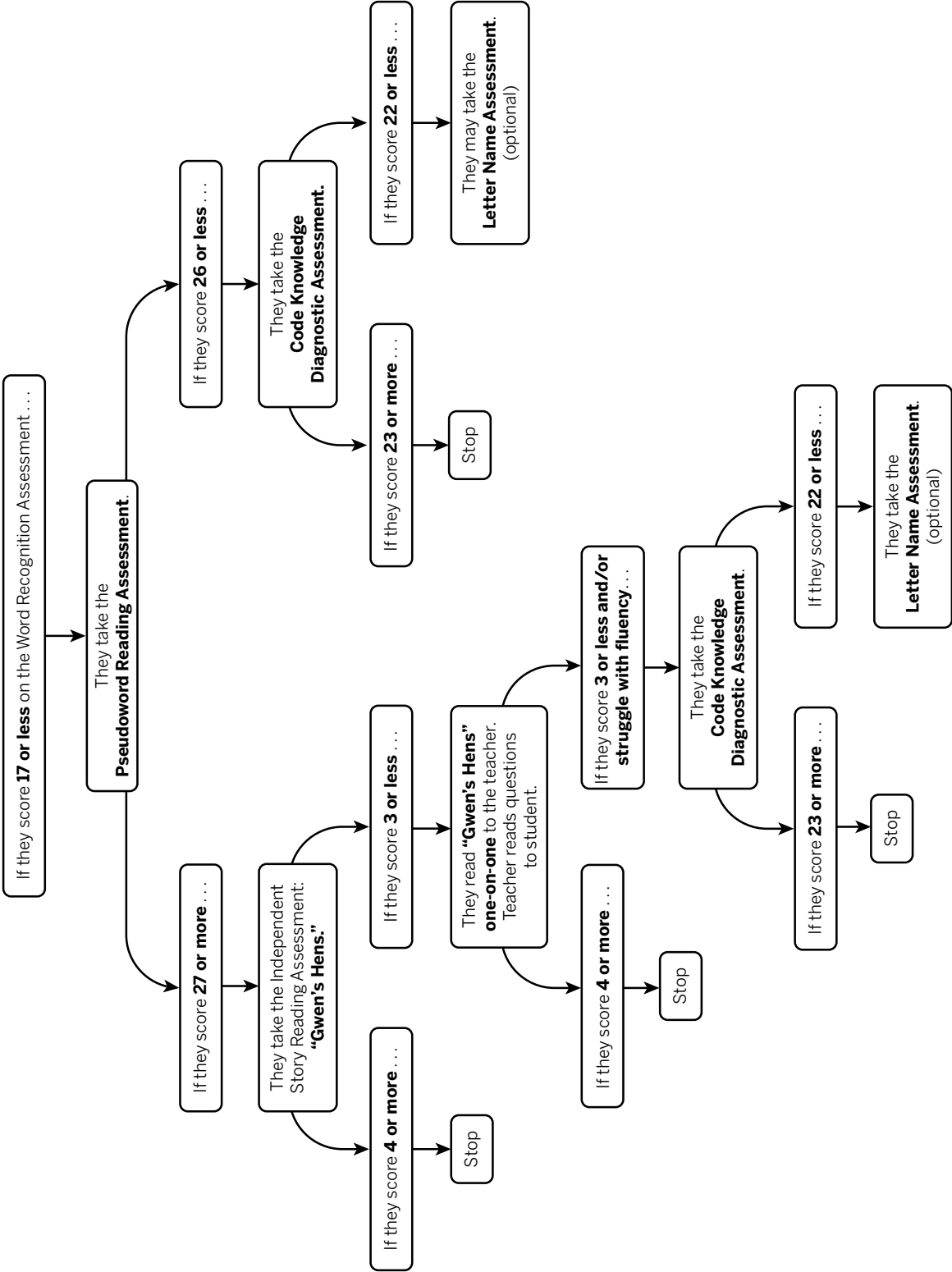
If the placement assessments indicate that a student is not ready for Grade 1, it is imperative that the student be regrouped to get Skills instruction that matches his or her reading ability.

Order of Assessments Flowchart if Students Score 18 or More on Word Recognition Assessment



Please Note: Cutoff scores on this page are used only to determine which assessments to administer when. They are not used in interpreting Assessment Scores.

Order of Assessments Flowchart if Students Score 17 or Less on Word Recognition Assessment



Please Note: Cutoff scores on this page are used only to determine which assessments to administer when. They are not used in interpreting Assessment Scores.

PLACEMENT ASSESSMENT

Word Recognition

PRIMARY FOCUS OF LESSON

Reading

Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts **TEKS 1.4**

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

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-----------------------------|-------------------------|---------|---|
| Foundational Skills | | | |
| Word Recognition Assessment | Whole Group | 30 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> one blank sheet of paper per student |
| Reading | | | |
| Independent Work | Independent/
Partner | 30 min. | <input type="checkbox"/> Activity Pages 6.2–6.5 |

ADVANCE PREPARATION

Note to Teacher

Today's assessment is the Word Recognition Assessment, and it will be administered to your entire class. It is designed to provide you with a quick overview of students' ability to recognize words that contain spellings taught in the Kindergarten program. Depending on your class, this may take around 20–30 minutes.

Following the group administration of the Word Recognition Assessment, allow students to spend the remainder of the class reading the activity page stories from the Kindergarten level. Four stories from Kindergarten are provided for students to read post-assessment; you may choose to have students read this with partners or in small groups. Feel free to add other independent activities for students, including trade books, journals, or other activities that can be completed independently. This will permit you to use class time to score the Word Recognition Assessment while students work independently.

You should aim to score students' assessments as soon as possible in order to determine which assessment each student will take during the next lesson. You may record students' scores on the Placement Planning Sheet copied from Teacher Resources.

Assessment

- Copy the Placement Planning Sheet from the Teacher Resources.
- Please note that today's assessment consists of two activity pages; one activity page has the words for students to circle, while the other is a sheet to record students' scores. Depending on your classroom routine, you may want to staple these activity pages together before the assessment or right at the beginning of the lesson.

Lesson 6: Placement Assessment

Foundational Skills



WORD RECOGNITION ASSESSMENT (30 MIN.)

Administration

- Distribute Activity Page 6.1. Also provide students with a blank sheet of paper to help them keep track of each row.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find the word in that row and circle it.
- Say, “Find the first row of words. Listen carefully to this word: *mat*. I will say the word again: *mat*. Now find the word that you heard and circle it.” You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating each word at least twice.

Activity Page 6.1



Word Recognition Assessment

| | | |
|----------|-----------|----------|
| 1. mat | 10. flap | 19. buzz |
| 2. zip | 11. miss | 20. ebb |
| 3. gut | 12. king | 21. the |
| 4. vet | 13. wicks | 22. are |
| 5. rot | 14. chips | 23. one |
| 6. fox | 15. shin | 24. said |
| 7. spit | 16. thin | 25. no |
| 8. drip | 17. chill | |
| 9. crabs | 18. quest | |

- Collect the activity pages.

Scoring and Analysis

Score items 1–20. Take note of specific errors. Mark each student's score on the Placement Planning Sheet.

Note: Items 21–25 are Tricky Words, and they should not be counted as part of the student's score.

Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will take the **Independent Story Reading Assessment: “Gwen’s Hens,”** in Lesson 7.

Students who **scored 17 or less** should be assessed one-on-one with the **Pseudoword Reading Assessment**.

Record separately errors for ANY Tricky Words. If time permits, ask students who missed 3 or more in items 21–25 to read all of these words aloud to you one-on-one. Make note of any Tricky Words that are misread.

Lesson 6: Placement Assessment

Reading



Primary Focus: Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts **TEKS 1.4**

INDEPENDENT WORK (30 MIN.)

- Group students into pairs, instructing them to take turns partner reading aloud stories from two of the Kindergarten readers they read last year. More fluent readers may read the stories from *Seth* (Activity Pages 6.2 and 6.3), while students needing simpler text may read stories from *Kit* (Activity Pages 6.4 and 6.5).

End Lesson

Activity Pages 6.2–6.5



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

7

PLACEMENT ASSESSMENT

Story Reading

PRIMARY FOCUS OF LESSON

Reading

Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts **TEKS 1.4**



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

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|--------------|---------|---|
| Foundational Skills | | | |
| Independent Story Reading Assessment: “Gwen’s Hens” | Whole Group* | 30 min. | <input type="checkbox"/> Activity Pages 7.1, 7.2 |
| Pseudoword Reading Assessment | One-on-One | | <input type="checkbox"/> Activity Page 7.3
<input type="checkbox"/> one blank sheet of paper |
| Code Knowledge Diagnostic Assessment | One-on-One | | <input type="checkbox"/> Activity Page 7.4 |
| Letter Name Assessment | One-on-One | | <input type="checkbox"/> Activity Page 7.5 |
| Reading | | | |
| Independent Work | Independent | 30 min. | <input type="checkbox"/> Activity Pages 7.6–7.10
<input type="checkbox"/> one blank sheet of paper |

*Only students who scored 18 or more on the Word Recognition Assessment.

ADVANCE PREPARATION

Note to Teacher

Students who received a score of **18 or more** on the Word Recognition Assessment will read and answer questions about the story “Gwen’s Hens.” It is recommended that you start first with this group of students, providing directions for reading the story and answering questions. Tell them to begin independent work using Activity Pages 7.6–7.8 once they have completed the Story Reading Assessment.

Direct the students who received a score of **17 or less** on the Word Recognition Assessment to begin work on Activity Pages 7.9 and 7.10. Once you have finished giving directions for completion of “Gwen’s Hens” to the other group of students, pull one student at a time from this group so you can administer the Pseudoword Reading Assessment one-on-one. With the Pseudoword Reading Assessment, students can only read the words if they know the sound/spelling correspondences and how to blend them together. The following is the Order of Assessments chart shared in the Assessment Overview section that shows the progression of one-on-one assessments:

| Assessment Name | If the Score is . . . | Then the Next Assessment Will Be . . . |
|--|---|---|
| Word Recognition Assessment (Group) | 18 or more (excluding performance on lines 21–25) | Independent Story Reading Assessment: “Gwen’s Hens” (Lesson 7) |
| | 17 or less | Pseudoword Reading Assessment (Lesson 7) |
| Independent Story Reading Assessment: “Gwen’s Hens” (Group) | 4 or more | No further assessments necessary |
| | 3 or less | Work one-on-one and listen to student read the story aloud , marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Assessment. (Lessons 8–10) |
| Pseudoword Reading Assessment (1–1) | 27 or more | Independent Story Reading Assessment: “Gwen’s Hens” |
| | 26 or less | Code Knowledge Diagnostic Assessment (Lessons 8–10) |
| Code Knowledge Diagnostic Assessment (1–1) | 23 or more | No further assessments necessary |
| | 22 or less | Letter Name Assessment (optional) (Lessons 8–10) |
| Letter Name Assessment (Optional) (Group or 1–1) | No further assessments necessary | No further assessments necessary |

- Feel free to provide additional or other independent activities for students, including looking at trade books, writing in journals, or doing other activities that can be completed with little or no teacher assistance.

Start Lesson

Lesson 7: Placement Assessment

Foundational Skills



INDEPENDENT STORY READING ASSESSMENT: "GWEN'S HENS"

Administration

- Help students tear out Activity Pages 7.1 and 7.2. Explain that they will read the story on Activity Page 7.1 and answer questions on Activity Page 7.2.
- Encourage students to look back to the story if they need help answering the questions.
- Tell students that when they finish reading the story and answering the questions, they should read the stories on Activity Pages 7.6 and 7.7. They may draw a picture and write a sentence about the story they have read. They may also complete Activity Page 7.8.

Scoring and Analysis

If students have a score of **3 or less**, work with them one-on-one during the next lesson as time permits. Students will read the story aloud to you and answer the questions you ask orally.

If students have a score of **4 or more**, they are done with the assessments.

Mark students' scores on the Placement Planning Sheet.

PSEUDOWORD READING ASSESSMENT

Administration

- Turn to the Teacher Resources section to find the Pseudoword Reading Assessment. You will place this copy in front of the student to read. Provide the student with a blank sheet of paper to help him or her keep track of each row.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.

Activity Pages
7.1, 7.2, 7.6–7.8



Activity Pages
7.3, 7.9, 7.10



- Find Activity Page 7.3 for the Pseudoword Reading Assessment Scoring Sheet. You will use this to record the student's score and make note of errors.
- Tell the student that she will read some silly words (or nonsense words). Make sure the student understands that these are not real words, but they can be read just like real words by blending sounds.
- Place the Pseudoword Reading Assessment in front of the student. Ask the student to read the words on lines 1 through 6.
- As the student reads, circle the words that are read incorrectly on Activity Page 7.3. Note the type of error; for example, if the student read *rab* as *rad*, you would cross out the 'b' and write a 'd' above it.

Note: Asking students to read pseudowords is the purest test of a student's code knowledge in segmenting and blending words because students can neither rely on having encountered the word previously nor guessing on the basis of meaning. Occasionally some students may be confused by the concept of *silly* or *nonsense* and may perform poorly for that reason. If you suspect that this may be the case with a given student, you may choose instead to ask the student to read aloud thirty comparable words from lines 1–20 of the Word Recognition Assessment.

Scoring and Analysis

Students who scored **27 or more** should take the Independent Story Reading Assessment: "Gwen's Hens."

Students who scored **26 or less** should be given the Code Knowledge Diagnostic Assessment at some point this week.

Mark students' scores on the Placement Planning Sheet.

CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

Note: Please use your judgment as to how many assessments can be administered to a single student at a time. If a student grows quickly frustrated, you may wish to break the assessments up over the next few days. If a student seems pleased to be working one-on-one and shows no signs of frustration, you may continue with the assessments as needed.

Remember that taking the time this week to thoroughly assess students is crucial in determining where they should be placed in the sequence.

Activity Page 7.4



Administration

- Turn to the Teacher Resources section to find the Code Knowledge Diagnostic Assessment. You will place this copy in front of the student to read.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.
- Tear out the student's Activity Page 7.4. You will use this to record the student's score and make note of errors.
- Point to the first sound/spelling (or letter) on the Code Knowledge Diagnostic Assessment and ask the student, "What sound would you say if you saw this in a word?"
- If the student replies with a letter name, say, "That's the letter name. What sound does this stand for?" If the student continues to offer the letter name, transcribe the response and mark the item incorrect.
- Repeat with the remaining items.
- As the student says the sounds, use Activity Page 7.4 to record all spellings for which the student is unable to give a correct pronunciation. Note the exact nature of each error. For example, note if the student gets 'b' and 'd' confused.

Note: Some of the spellings shown can stand for more than one sound: 'th' stands for /th/ as in *thin* and /th/ as in *them*; the spelling 's' stands for /s/ as in *sun* and /z/ as in *dogs*. For 'th' you can accept either /th/ or /th/, but expect /s/ for 's'.

Scoring and Analysis

Students scoring **23 or more** need no further assessment.

Students scoring **22 or less** can take the Letter Name Assessment, if time permits. However, this is optional.

Mark students' scores on the Placement Planning Sheet.

LETTER NAME ASSESSMENT

Administration

- Look at the box that follows for the Letter Name Assessment. It contains the letters you will read to the student.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.

Activity Page 7.5



- Find Activity Page 7.5 for the letter name assessment sheet.
- Explain that you will say the names of a series of letters and you would like the student to circle the letters you name on the activity page.
- Read item one, both the line number and the letter name: “Number 1—‘e’”
- Have the student circle the letter that you say on the corresponding activity page line. You may repeat the letter name up to three times.
- Repeat these steps for items 2–10.

| Letter Name Assessment | |
|------------------------|-------|
| 1. e | 6. b |
| 2. y | 7. x |
| 3. o | 8. m |
| 4. h | 9. u |
| 5. k | 10. g |

Note: The Letter Name Assessment can also be administered to several students at a time, so long as students are not able to see one another’s papers.

Scoring and Analysis

Give one point for each correct answer. Mark students’ scores on the Placement Planning Sheet.

As there are no further assessments, cutoff scores are not necessary.

Lesson 7: Placement Assessment

Reading



Primary Focus: Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts **TEKS 1.4**

INDEPENDENT WORK

- Have more fluent readers read the Kindergarten stories from *Seth* (Activity Pages 7.6 and 7.7), and students needing simpler text read stories from *Kit* (Activity Pages 7.9 and 7.10). Students may enjoy working in pairs to read and draw pictures of the phrases on Activity Page 7.8.

End Lesson

Activity Pages 7.6–7.10



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

8
9
10

PLACEMENT ASSESSMENT

Individual
Assessments

PRIMARY FOCUS OF LESSON

Reading

Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts **TEKS 1.4**



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

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|------------------------------|---------|---|
| Foundational Skills | | | |
| Story Reading Assessment: “Gwen’s Hens” (as needed) | Small Group* or One-on-One** | 30 min. | <input type="checkbox"/> Activity Pages 7.1, 7.2 |
| Pseudoword Reading Assessment (as needed) | One-on-One | | <input type="checkbox"/> Activity Page 7.3
<input type="checkbox"/> blank sheet of paper |
| Code Knowledge Diagnostic Assessment (as needed) | One-on-One | | <input type="checkbox"/> Activity Page 7.4 |
| Letter Name Assessment (as needed) | One-on-One | | <input type="checkbox"/> Activity Page 7.5 |
| Reading | | | |
| Independent Work | Independent | 30 min. | <input type="checkbox"/> Activity Pages 8.1–10.5 |

*Only students who scored **27 or more** on the Pseudoword Reading Assessment and have not previously read “Gwen’s Hens.” These students should read the story and answer the questions independently.

Students who scored **3 or less on “Gwen’s Hens” in Lesson 7 should read the story aloud one-on-one with you and answer the story comprehension questions orally.

ADVANCE PREPARATION

Note to Teacher

For the next three lessons, you will continue to work one-on-one to further assess students. You will continue assessing students who received **17 or less (90%)** on the Word Recognition Assessment. You will also have students who scored **3 or less** on the Independent Story Reading Assessment: “Gwen’s Hens” read the story to you and orally answer the comprehension questions you read aloud.

For each day, there are two stories and one activity page for students to complete independently. Feel free to provide additional or other independent activities for students, including looking at trade books, writing in journals, or doing other activities that can be completed with little or no teacher assistance.

The following is the Order of Assessments chart shared earlier that shows the progression of one-on-one assessments:

| Assessment Name | If the Score is . . . | Then the Next Assessment Will Be . . . |
|--|----------------------------------|---|
| Word Recognition Assessment (Group) | 18 or more (exclude lines 21–25) | Independent Story Reading Assessment: “Gwen’s Hens” (Lesson 7) |
| | 17 or less | Pseudoword Reading Assessment (Lesson 7) |
| Independent Story Reading Assessment: “Gwen’s Hens” (Group) | 4 or more | No further assessments necessary |
| | 3 or less | Work one-on-one and listen to student read the story aloud , marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Assessment. (Lessons 8–10) |
| Pseudoword Reading Assessment (1–1) | 27 or more | Independent Story Reading Assessment: “Gwen’s Hens” (Lessons 8–10) |
| | 26 or less | Code Knowledge Diagnostic Assessment (Lessons 8–10) |
| Code Knowledge Diagnostic Assessment (1–1) | 23 or more | No further assessments necessary |
| | 22 or less | Letter Name Assessment (optional) (Lessons 8–10) |
| Letter Name Assessment (Optional) (Group or 1–1) | No further assessments necessary | No further assessments necessary |

Lessons 8–10: Placement Assessment

Foundational Skills



STORY READING ASSESSMENT: “GWEN’S HENS”

Administration

- For students who scored **27 or more** on the Pseudoword Reading Assessment, have students tear out Activity Page 7.1. Explain that they will read the story and answer questions on Activity Page 7.2. Encourage students to look back to the story if they need help answering the questions.
- For students who scored **3 or less** on the Independent Story Reading Assessment: “Gwen’s Hens,” have them retake the assessment one-on-one with you. Ask each student to read the story and answer questions aloud. Have students read aloud from the copy of “Gwen’s Hens” found in the Teacher Resources section of this Teacher Guide. Use Activity Page 7.1 as a running record as the student reads aloud, and orally ask the questions on Activity Page 7.2. Use a different color pen to mark the student’s oral responses.

Scoring and Analysis

If students have a score of **3 or less**, work with them one-on-one during the next lesson as time permits. Students will read the story aloud to you and answer the questions you ask orally.

If students have a score of **4 or more**, they are done with the assessments.

PSEUDOWORD READING ASSESSMENT

Administration

- Turn to the Teacher Resources section to find the Pseudoword Reading Assessment. You will place this copy in front of the student to read. Provide the student with a blank sheet of paper to help him or her keep track of each row.
- Find Activity Page 7.3 for the Pseudoword Reading Assessment Scoring Sheet. You will use this to record the student’s score and make note of errors.
- Tell the student that he or she will read some silly words (or nonsense words). Make sure the student understands that these are not real words, but they can be read just like real words by blending sounds.

Activity Pages
7.1, 7.2



Activity Page 7.3



- Place the Pseudoword Reading Assessment in front of the student. Ask the student to read the words on lines 1 through 6.
- As the student reads, circle the words that are read incorrectly on Activity Page 7.3. Note the type of error; for example, if the student reads *rab* as *rad*, you would cross out the 'b' and write a 'd' above it.

Note: Asking students to read pseudowords is the purest test of a student's code knowledge in segmenting and blending words because students can neither rely on having encountered the word previously nor guessing on the basis of meaning. Occasionally some students may be confused by the concept of *silly* or *nonsense* and may perform poorly for that reason. If you suspect that this may be the case with a given student, you may choose instead to ask the student to read aloud thirty comparable words from lines 1–20 of the Word Recognition Assessment.

Scoring and Analysis

Students who scored **27 or more** should take the Independent Story Reading Assessment: "Gwen's Hens."

Students who scored **26 or less** should be given the Code Knowledge Diagnostic Assessment at some point this week.

Mark students' scores in the Placement Planning Sheet.

CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

Note: Please use your judgment as to how many of the assessments can be administered to a student at a time. If a student grows quickly frustrated, you may wish to break the assessments up over the next few days. If a student seems pleased to be working one-on-one and shows no signs of frustration, you may continue with the assessments as needed. **Remember that taking the time this week to thoroughly assess students is crucial in determining where they should be placed in the sequence.**

Administration

- Turn to Teacher Resources to find the Code Knowledge Diagnostic Assessment. You will place this copy in front of the student to read.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.
- Tear out the student's Activity Page 7.4. You will use this to record the student's score and make note of errors.

Activity Page 7.4



- Point to the first sound/spelling (or letter) on the Code Knowledge Diagnostic Assessment and ask the student, “What sound would you say if you saw this in a word?”
- If the student replies with a letter name, say, “That’s the letter name. What sound does this stand for?” If the student continues to offer the letter name, transcribe the response and mark the item incorrect.
- Repeat with the remaining items.
- As the student says the sounds, use Activity Page 7.4 to record all spellings for which the student is unable to give a correct pronunciation. Note the exact nature of each error. For example, note if the student gets ‘b’ and ‘d’ confused.

Note: Some of the spellings shown can stand for more than one sound: ‘th’ stands for /th/ as in *thin* and /th/ as in *them*; the spelling ‘s’ stands for /s/ as in *sun* and /z/ as in *dogs*. For ‘th’ you can accept either /th/ or /th/, but expect /s/ for ‘s’.

Scoring and Analysis

Students scoring **23 or more** need no further assessment.

Students scoring **22 or less** can take the Letter Name Assessment, if time permits.

Mark students’ scores in the Placement Planning Sheet.

LETTER NAME ASSESSMENT

Administration

- Look at the following box for the Letter Name Assessment. It contains the letters you will read to the student.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.
- Find Activity Page 7.5 for the letter name assessment sheet.
- Explain that you will say the names of a series of letters and you would like the student to circle the letters you name on the activity page.
- Read item 1, both the line number and the letter name: “Number 1—‘e’”

Activity Page 7.5



- Have the student circle the letter that you say on the corresponding activity page line. You may repeat the letter name up to three times.
- Repeat these steps for items 2 through 10.

| Letter Name Assessment | |
|------------------------|-------|
| 1. e | 6. b |
| 2. y | 7. x |
| 3. o | 8. m |
| 4. h | 9. u |
| 5. k | 10. g |

Note: The Letter Name Assessment can also be administered to several students at a time, so long as students are not able to see one another's papers.

Scoring and Analysis

Give one point for each correct answer. Mark students' scores on the Placement Planning Sheet.

As there are no further assessments, cutoff scores are not necessary.

Lessons 8–10: Placement Assessment

Reading



Primary Focus: Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts **TEKS 1.4**

INDEPENDENT WORK (30 MIN.)

- Use the following activity pages as needed during Lessons 8–10 so you have sufficient time to complete all remaining assessments:
 - Stories for fluent readers: Activity Pages 8.1, 8.2, 9.1, 9.2, 10.1, 10.2
 - Stories for students needing simpler text: Activity Pages 8.4, 8.5, 9.4, 9.5, 10.3, 10.4
 - Reading and Drawing: Activity Pages 8.3, 9.3
 - Make a Word: Activity Page 10.5
- You can also incorporate other independent activities, such as looking at trade books, working at a listening station, or writing in journals.

Activity Pages
8.1–10.5



~ End Lesson ~

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

Placement Overview

MOVING FORWARD WITH UNIT 1 LESSONS

It will likely take some time for you to fully score, record, and analyze assessment data for all students. Unit 1 is deliberately planned as a review of Kindergarten skills so no new Grade 1 skills are introduced. Following Lesson 10, which marks the end of the initial assessment period, you should continue Unit 1 instruction, carrying on with Lesson 11.

Guidance is provided here for a thorough analysis of the assessment data; **you should complete this analysis for each student well before the end of Unit 1 instruction.** This analysis will then inform decisions as to whether students are ready to continue with Grade 1, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught at the Kindergarten level. Students may lack these skills for a variety of reasons, including being new to the program, perhaps having used different approaches and/or instructional materials in Kindergarten, difficulty in thoroughly mastering these skills in spite of having participated in Kindergarten instruction, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply pushing students ahead through the Grade 1 materials.

MULTILEVEL ANALYSIS OF ASSESSMENTS

You will want to conduct an analysis of each student's performance on the various assessments using different filters or lenses. It is recommended that you look first at each student's overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 1 instruction with standard pacing. As noted above, Unit 1 of Grade 1 provides a rapid review of all of the short vowel letter-sound correspondences as well as the various consonant letter-sound correspondences taught in Units 1–9 of Kindergarten. All students, including those who performed well in Kindergarten, will benefit from this review. However, due to the fact that nine units of instruction that spanned nearly a year in Kindergarten are reviewed in a single unit in Grade 1, the review is fast-paced. Students with low overall scores and performance on the assessments will profit from additional teaching of Kindergarten skills.

INTERPRETING STUDENT SKILLS SCORES FOR SKILLS PLACEMENT

Once you have administered and scored all assessments, enter students' scores on the Placement Planning Sheet—Unit 1 (located in Teacher Resources). Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction.

Use the Placement and Grouping Chart from the next page to complete the final “Group” column for each student on Placement Planning Sheet—Unit 1.

It is highly recommended that all Grade 1 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

Note: The Skills assessments and placement recommendations should be used only in grouping students for instruction during the Skills Strand. These Assessments should not be used for regrouping students during the Knowledge Strand. In fact, all students should participate in grade-level Knowledge instruction, regardless of their decoding skills. Limited decoding skills will not prevent a student from learning from the Read-Alouds, discussions, and activities that are part of the Knowledge Strand. It is critical that all students continue to build their oral vocabulary and content knowledge, irrespective of their decoding skills. In fact, the focus on oral language in the Knowledge Strand may provide struggling decoders with an opportunity to shine.

INTERPRETING ASSESSMENT SCORES USING THE PLACEMENT AND GROUPING CHART

Note: The scores on the Placement and Grouping chart that follows should not be confused with the scores on the Order of Assessments chart provided for administration of assessments in the Assessment Overview section and Lessons 7–10. Each of the scores in this chart represents a degree of mastery (or lack thereof) on each sub-test. Group placements are derived by considering each student's degree of mastery on the combined assessments administered.

PLACEMENT AND GROUPING CHART

| If a student scores . . . | the student should start instruction after Unit 1 with | Group |
|--|--|-------|
| 18 or more on the Word Recognition Assessment <u>and</u> 4 or more on “Gwen’s Hens” | Grade 1 Unit 2
This student has OUTSTANDING preparation for Grade 1 Skills. | 1 |
| 18 or more on Word Recognition Assessment <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 27 or more on the Pseudoword Assessment | Grade 1 Unit 2
This student has STRONG preparation for Grade 1 Skills, with good decoding of individual words. Additional practice reading continuous text fluently is indicated; encourage rereading of Unit 2 Reader stories. | 1 |
| 18 or more on the Word Recognition Assessment <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 21 or more on the Pseudoword Assessment <u>and</u> 28 or more on the Code Knowledge Diagnostic Assessment | Grade 1 Unit 2
This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Assessment. | 2 |
| 18 or more on the Word Recognition Assessment <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 20 or less on the Pseudoword Assessment <u>and</u> 28 or more on the Code Knowledge Diagnostic Assessment | Grade 1 Unit 2
This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Assessment, as well as blending. | 2 |
| 18 or more on the Word Recognition Assessment <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 20 or less on the Pseudoword Assessment <u>and</u> 27 or less on the Code Knowledge Diagnostic Assessment | This student has QUESTIONABLE preparation for Grade 1 Skills. The strong Word Recognition score may reveal a tendency to memorize words, rather than apply code knowledge. While this student could start Grade 1 Unit 2, they would benefit from a comprehensive review of Kindergarten materials Units 6-8, if available. | 3 |
| 17 or less on the Word Recognition Assessment <u>and</u> 27 or more on the Pseudoword Assessment <u>and</u> 4 or more on “Gwen’s Hens” | Grade 1 Unit 2
This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Assessment. | 2 |
| 17 or less on the Word Recognition Assessment <u>and</u> 21 or more on the Pseudoword Assessment <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 28 or more on the Code Knowledge Diagnostic Assessment | Grade 1 Unit 2
This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Assessment. | 2 |
| 17 or less on Word Recognition Assessment <u>and</u> 20 or less on the Pseudoword Assessment <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 27 or less on the Code Knowledge Diagnostic Assessment | This student has QUESTIONABLE preparation for Grade 1 Skills. The student needs a comprehensive review first of Kindergarten Units 6-8, if available before starting Grade 1 Unit 2. If Kindergarten materials are available, another option may be to use Kindergarten Units 6–8 materials before starting Grade 1 Unit 2. | 3 |

Note: Scores on the Code Knowledge Diagnostic Assessment need to be interpreted with care. If a student makes errors in indicating the correct short vowel sounds for three or more of the letters representing the short vowel sounds (i.e., 'a', 'e', 'i', 'o', or 'u') he or she may require intensive remediation, regardless of the overall Code Knowledge Diagnostic Assessment score. Even if the description for such a student indicates adequate preparation for Grade 1 Unit 2 based on the overall score, it may be wiser to view this student's preparation as questionable and first start with a comprehensive review of Kindergarten Units 6-8, if available. Strong mastery of the short vowel letter-sound correspondences is a prerequisite before starting Grade 1 Unit 2.

PLACEMENT AND GROUPING GUIDELINES

Grade 1 teachers should meet as a team after they have completed the Placement Planning Sheet and have assigned a group number to each student in their class. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following approximate guidelines:

| | |
|--|--|
| If there is only one classroom teacher per grade level... | ...the teacher should start all students with Grade 1 Unit 2, providing individualized remediation in small groups using Additional Support and Pausing Point activities. |
| If there are two classroom teachers per grade level... | ...one teacher provides Skills instruction to all Group 1 and 2 students, starting with Grade 1 Unit 2, while the other teacher provides Skills instruction to all Group 3 students, using Additional Support activities from Grade 1 Unit 1 or materials from Kindergarten Units 6-8. |
| If there are three classroom teachers per grade level... | ...one teacher provides Skills instruction to all Group 1 students, starting with Grade 1 Unit 2, another teacher provides Skills instruction to all Group 2 students, starting with Grade 1 Unit 2, and the other teacher provides Skills instruction to all Group 3 students, using Additional Support activities from Grade 1 Unit 1 or Kindergarten materials from Units 6-8. |
| If there are four classroom teachers per grade level... | ...one teacher provides Skills instruction to all Group 1 students, starting with Grade 1 Unit 2, another teacher provides Skills instruction to the more level Group 2 students, starting with Grade 1 Unit 2, another teacher provides Skills instruction to the less level Group 2 students, starting with Grade 1 Unit 2 and use of Additional Support activities throughout the unit for reinforcement, and the other teacher provides Skills instruction to all Group 3 students using Additional Support activities from Grade 1 Unit 1 or Kindergarten materials from Units 6-8. |

These grouping guidelines are only a starting point; other variables, such as the number of students across the grade level in any given group, will also need to be considered. If there are disproportionately larger numbers of one or more particular groups of students, these guidelines will need to be modified to ensure that no one teacher has a disproportionately larger class size. It is especially important that Group 3 students be in small- to moderate-size classes whenever possible.

Analyzing Assessments for Additional Instructional Information

Once students have been grouped and placed, you are encouraged to conduct a more refined error analysis of student performance on the various assessments as follows in order to better tailor small group instruction to meet individual students' needs:

- **Word Recognition Assessment**—See error analysis for each student as documented on the Scoring Sheet for the Word Recognition Assessment, Activity Page 6.1. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed; see Unit 1 Pausing Point activities.
- **Pseudoword Reading Assessment**—See error analysis for each student as documented on the Pseudoword Reading Assessment Scoring Sheet, Activity Page 7.3. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point.
- **Code Knowledge Diagnostic Assessment**—See errors marked on the Code Knowledge Diagnostic Assessment, Activity Page 7.4. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point activities.
- **Letter Name Assessment**—See errors marked on Activity Page 7.5. Provide specific practice in letter naming; see Unit 1 Pausing Point activities.

Note: While students who do not know some of the letter names certainly should practice and learn the letter names, lack of knowledge of the letter names will not substantially interfere with their ability to read text in the early Grade 1 units.

REVIEW

Advanced Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following spelling alternative letter-sound correspondences: /f/ > 'ff', /s/ > 'ss', /z/ > 'zz'. **TEKS 1.2.B.i**

Students will decode and spell CVC words using /a/, /i/, and /o/. **TEKS 1.2.A.iv; TEKS 1.2.B.i**

Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/ and /f/—/v/ in orally spoken words, noting the correct spelling for each. **TEKS 1.2.B.i**

Students will read the following Tricky Words: *is*, *to*. **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

TEKS 1.2.A.v; TEKS 1.2.A.vii

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

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up:
- Oral Blending and Segmenting
- Code Flip Book Review
(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards /f/ > 'ff' (<i>stuff</i>),
/s/ > 'ss' (<i>dress</i>), /z/ > 'zz' (<i>buzz</i>)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Spellings
(Phonics, Print Concepts) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 11.1 |
| Sister Sounds
(Phonological Awareness) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 11.2 |
| Large Card Chaining
(Spelling) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for 'm', 'n', 't',
'd' (2), 'c', 'g', 'f', 's', 'z', 'p' (2), 'h', 'i',
'a', 'o' |
| Tricky Words: <i>Is</i> , <i>To</i>
(Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> two yellow index cards
<input type="checkbox"/> Tricky Word Practice Chart
(Digital Components) |
| Take-Home Material | | | |
| Spelling | | | <input type="checkbox"/> Activity Page 11.3 |

ADVANCE PREPARATION

Note to Teacher

In this lesson you will review two sets of sounds that are very similar and are sometimes confusing for students: (1.) /s/ as in *sip* and /z/ as in *zip*; (2.) /f/ as in *fan* and /v/ as in *van*. The sounds /s/ and /z/ are made with the same mouth position; the only difference is that /s/ is unvoiced and /z/ is voiced (buzzy sounding). The same is true of /f/ and /v/; both sounds are made with the same mouth position, but /f/ is unvoiced and /v/ is voiced.

Foundational Skills

- Study the sample Oral Blending and Segmenting Observation Record in Teacher Resources to familiarize yourself with the manner in which you will document student performance. Make a copy of the blank Oral Blending and Segmenting Observation Record, complete with an alphabetical listing of students in your classroom, and place on a clipboard with a pen, ready for use in Blending and Segmenting.
- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards, Individual Code Charts, and red markers listed in the Lesson at a Glance chart readily available.
- Gather Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

➤ Digital Component 11.1

- Write the Tricky Word sentences for Tricky Word Practice (Digital Component 11.1) on the board/chart paper, or use the digital version.

Universal Access

- Quickly review the words for Oral Blending and Segmenting. Gather pictures of a flea, soap, and stone to demonstrate depictable words; action words can be mimicked for students.

Lesson 11: Advanced Code and Tricky Words

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four

- ✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following spelling alternative letter-sound

- ✦ correspondences: /f/ > 'ff', /s/ > 'ss', /z/ > 'zz'. **TEKS 1.2.B.i**

Students will decode and spell CVC words using /a/, /i/, and /o/.

- ✦ **TEKS 1.2.A.iv; TEKS 1.2.B.i**

Students will differentiate between the voiced and unvoiced phonemes of

/s/—/z/ and /f/—/v/ in orally spoken words, noting the correct spelling for each.

- ✦ **TEKS 1.2.B.i**

- ✦ Students will read the following Tricky Words: *is*, *to*. **TEKS 1.2.B.vi**

For blending



For segmenting



Support

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. flea (3) | /f/ /l/ /ee/ | 5. task (4) | /t/ /a/ /s/ /k/ |
| 2. soap (3) | /s/ /oe/ /p/ | 6. brag (4) | /b/ /r/ /a/ /g/ |
| 3. rail (3) | /r/ /ae/ /l/ | 7. climb (4) | /k/ /l/ /ie/ /m/ |
| 4. nap (3) | /n/ /a/ /p/ | 8. stone (4) | /s/ /t/ /oe/ /n/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.



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

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Code Flip Book Review

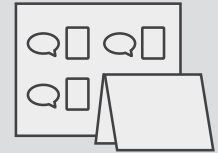
Note: Double-letter consonant spellings are covered more in depth in Lesson 23.

- Tell students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'f' on the board/chart paper.
- Ask students what sound the letter 'f' stands for. (*They should say /f/.*)
- Write the spelling 'ff' on the board/chart paper.
- Tell students that this spelling is another way to write the /f/ sound.
- Write the words *fit* and *stuff* on the board/chart paper.
- Point out that in the word *fit*, the /f/ sound is written with the spelling 'f'. In the word *stuff*, the /f/ sound is written with the double-letter spelling 'ff'.
- Show students the /f/ Spelling Card with the 'ff'—*stuff* side facing students. Point to the 'ff' and remind them that the letters 'ff' are used to spell and write the /f/ sound in English words.
- Point out the power bar below the spelling 'ff' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under 'ff' and ask students whether they think 'ff' is a very common spelling or a less common spelling for /f/. (*less common*)
- Turn to **Consonant Code Flip Book page 9** and point to the sound bubble for /f/ on the page, and then point to the outline for the 'ff' Spelling Card, placing the 'ff' Spelling Card for /f/ on the appropriate place on the page.

Note: The 'ff' spelling is not included on the Individual Code Chart.

- Repeat the steps for /s/ > 'ss' (*dress*) using **Consonant Code Flip Book page 11**.
- Have students turn to **Individual Code Chart page 8**. Have them locate and trace the code information for /s/ > 'ss' in red marker.

Code Materials



- Repeat the steps for the remaining sound/spelling correspondences as indicated below.

| Consonant Code Flip Book | Individual Code Chart |
|---|--|
| 1. /s/ > 'ss' (<i>dress</i>) page 11 | 1. /s/ > 'ss' (<i>dress</i>) page 8 |
| 2. /z/ > 'zz' (<i>buzz</i>) page 12 | |

REVIEW SPELLINGS (15 MIN.)

Write the Spellings/ Word Box

- Distribute Activity Page 11.1.
- Have students trace and copy the letters.
- Encourage students to say the sounds while writing the letters.
- Have students look at the back of the activity page.
- Read the words in the box as a class. Look at and name the pictures on the page.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

SISTER SOUNDS (15 MIN.)

Note: Please note that this is an oral exercise. As some of the words are not yet decodable, you do not need to write them on the board/chart paper.

- Distribute Activity Page 11.2.
- Explain that the activity pages show the lowercase letters of the following sounds: /s/, /z/, /f/, and /v/.
- Explain that the sounds /s/ and /z/ are very similar, so we call them sister sounds. The only difference between them is that /z/ is buzzy and makes the vocal cords vibrate.
- Tell students that you want them to show you the spelling for /s/ when you say the /s/ sound and the spelling for /z/ when you say the /z/ sound.
- Make the /s/ sound, and have students show you the side of the activity page with 's' on it. Do the same for the /z/ sound. Practice this several times.

Activity Page 11.1



Activity Page 11.2



- Next, tell students that you will be reading three-sound words that begin with /s/ or /z/.
- Tell students that you want them to show you the spelling for /s/ when you say a word that begins with the /s/ sound and the spelling for /z/ when you say a word that contains the /z/ sound.
- Work through words 1–9 in the box that follows.
- Have students repeat each word to hear and feel the difference in articulation.
- If there is time, repeat this process for the sounds /f/ and /v/ (words 10–18).

| | | |
|-------------|-------------|---------------|
| 1. sit (s) | 7. zoo (z) | 13. fast (f) |
| 2. zip (z) | 8. sock (s) | 14. fetch (f) |
| 3. zoom (z) | 9. zone (z) | 15. verb (v) |
| 4. sell (s) | 10. fit (f) | 16. view (v) |
| 5. Zack (z) | 11. vet (v) | 17. fall (f) |
| 6. sing (s) | 12. van (v) | 18. fox (f) |



Check for Understanding

Observe students' performance as they hold up letters during the Sister Sounds activity. Note which students are having difficulty differentiating between the sounds.

LARGE CARD CHAINING (10 MIN.)

- Pass out the Large Letter Cards you prepared in advance, reviewing each card's sound as you pass it out.
- Tell students that if they are holding a card with a picture of a sound that is in the word *fit*, they should go to the front of the room and stand in the order that spells *fit*.
- If necessary, help students get in the correct order.

Large Letter Cards



- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say, “If that is *fit*, show me *sit*.”
- The students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *fit* to get the word *sit*. Ask them whether they changed the first, middle, or last sound or letter. (*first*)
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. fit > sit > zit > zip > zap > cap > cat > cot > cop > pop > top > tap > tip
2. gap > nap > sap > sip > hip > him > hit > hot > pot > pit > sit > fit



Check for Understanding

Monitor students’ performance as they move from one word to the next.

TRICKY WORDS: IS, TO (10 MIN.)

Tricky Word: *Is*

Note: Some students may know that ‘s’ is also a spelling for /z/, as this was taught in Kindergarten. For these students, the word *is* is really not a Tricky Word, but it is a high-frequency word.

- Write the Tricky Word *is* on the board/chart paper. Ask students how they would pronounce this word by blending. (They might say /i/ /s/.)
- Explain that this word is generally pronounced /i/ /z/ as in, “Is this true?”
- Point to the letter ‘i’ and explain that this is pronounced as they would expect, as /i/.

- Underline the letter 's' and explain that this is the tricky part of the word. They would probably expect this letter to be pronounced /s/, but it is pronounced /z/.
- Tell students that when reading *is*, they have to remember to pronounce it as /i/ /z/.
- Tell students that when writing *is*, they have to remember to spell the sound /z/ with the letter 's'.
- Point to the word *is* as you say the following sentence, "The apple is green." Ask students to **Turn and Talk**, using the word *is* in an oral sentence.
- Write the Tricky Word *is* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *To*

- Write the Tricky Word *to* on the board/chart paper. Ask students how they would pronounce the word by blending. (They might say /t/ /o/ as in *tah*.)
- Explain that this word is actually pronounced /t/ /oo/ as in, "Do you want to play tag?"
- Point to the letter 't' and explain that it is pronounced /t/ as they would expect.
- Underline the letter 'o' and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *to*, they have to remember to pronounce the letter 'o' as /oo/.
- Tell students that when writing *to*, they have to remember to spell the /oo/ sound with the letter 'o'.
- Point to the word *to* as you say the following sentence, "I am going to the park." Ask students to **Turn and Talk**, using the word *to* in an oral sentence.
- Write the Tricky Word *to* on a yellow card and add it to the Tricky Word Wall.

Tricky Word Practice

- Ask students to read aloud the sentences you prepared in advance.

➤ Digital Component 11.1

- | | | |
|-------------------------------|---|----------------------------------|
| 1. It <u>is</u> <u>a</u> cat. | 3. Sam went <u>to</u> bed. | 5. <u>I</u> s it fun? |
| 2. <u>I</u> s it hot? | 4. It <u>is</u> <u>a</u> bag <u>of</u> chips. | 6. <u>I</u> went <u>to</u> camp. |

Take-Home Material

SPELLING

Activity Page 11.3



- Have students take Activity Page 11.3 home to practice spelling words with a family member.

Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.2**) for each student.
- Provide students with a **handful of small objects** (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- | | |
|--------------------------------|-----------------------------|
| 1. flea > /f/ /l/ /ee/ | 6. climb > /k/ /l/ /ie/ /m/ |
| 2. tail > /t/ /ae/ /l/ | 7. stone > /s/ /t/ oe/ /n/ |
| 3. snap > /s/ /n/ /a/ /p/ | 8. soaps > /s/ /oe/ /p/ /s/ |
| 4. tests > /t/ /e/ /s/ /t/ /s/ | 9. vast > /v/ /a/ /s/ /t/ |
| 5. brag > /b/ /r/ /a/ /g/ | 10. jazz > /j/ /a/ /z/ |

Relay Blending

- Divide the group into two teams and have each team form a line.
- Say a segmented word (e.g., “/s/ ... /a/ ... /t/”) and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their respective line.
- If neither student can blend the word correctly, have both students move to the back of their respective line and let the next students in line take a turn.

- Use the following words, segmenting them for students.

- | | |
|--------------------------------|---------------------------------|
| 1. mat > /m/ /a/ /t/ | 11. said > /s/ /e/ /d/ |
| 2. flaps > /f/ /l/ /a/ /p/ /s/ | 12. ebb > /e/ /b/ |
| 3. sap > /s/ /a/ /p/ | 13. chip > /ch/ /i/ /p/ |
| 4. zip > /z/ /i/ /p/ | 14. fox > /f/ /o/ /x/ |
| 5. trip > /t/ /r/ /i/ /p/ | 15. crabs > /k/ /r/ /a/ /b/ /s/ |
| 6. spit > /s/ /p/ /i/ /t/ | 16. wick > /w/ /i/ /k/ |
| 7. gut > /g/ /u/ /t/ | 17. shin > /sh/ /i/ /n/ |
| 8. miss > /m/ /i/ /s/ | 18. chill > /ch/ /i/ /l/ |
| 9. king > /k/ /i/ /ng/ | 19. quest > /qu/ /e/ /s/ /t/ |
| 10. one > /w/ /u/ /n/ | 20. buzz > /b/ /u/ /z/ |

MORE HELP WITH READING

Bingo

- Make one copy of **Activity Page TR 11.2**. Cut apart word cards.
- Make enough copies of **Activity Page TR 11.1** for each student to have a game board.

Note: Copy and cut the game boards and word cards from card stock to allow for reuse.

- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Distribute one game board to each student. Tell students to take a few minutes to sound out and read each word on the game board.
- 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 is powerful for reinforcing learning.)

- The game can 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 SPELLING

Letter Spelling

- Make and provide students with the following **letter cards**: ‘a’, ‘e’, ‘i’, ‘o’, ‘s’(2), ‘t’(2), ‘m’, ‘p’, ‘v’, ‘l’, ‘n’, ‘f’, ‘z’.
- Say *sat* and have students spell it using the letter cards.
- Work through the remaining words.

| | | |
|---------|---------|----------|
| 1. sat | 5. vet | 9. fit |
| 2. mop | 6. plan | 10. miss |
| 3. met | 7. tin | 11. zip |
| 4. stop | 8. test | 12. mess |

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Make one copy of **Activity Page TR 11.3** on green card stock for each student.
- Make one copy of **Activity Page TR 11.4** on yellow card stock for each student .
- Explain that the green cards are printed with regular words and can be read by blending. Green means go.
- Explain that the yellow cards are printed with Tricky Words. Yellow means proceed with caution.
- Shuffle the cards and have students read them one at a time.
- When students select a green card they may say, “Green, go!” before reading the word.
- When students select a yellow card they may say, “Yellow, careful!” before reading the word.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 160 and 193 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 200 and 236 of those words would be completely decodable.

Is is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *is* occurs 6 to 16 times.

To is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *to* occurs 34 to 39 times.

12

REVIEW

Basic Code

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
 ✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:
 ✦ /l/ > 'l', /b/ > 'b', and /r/ > 'r'. **TEKS 1.2.B.i**

Students will use directional language as they write the following upper- and
 ✦ lowercase letters: 'B', 'b', 'L', 'l', 'R', 'r'. **TEKS 1.3.D**

Students will decode and spell CV and CVCC words using /a/, /i/, and /o/.
 ✦ **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 12.2

Label the Picture (Group 1)

✦ **TEKS 1.2.B.iii**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up:
- Oral Blending and Segmenting
- Code Flip Book Review
(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards for /l/ > 'l' (<i>lip</i>),
/b/ > 'b' (<i>bat</i>), /r/ > 'r' (<i>red</i>)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Spellings
(Phonics, Print Concepts) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 12.1 |
| Label the Picture
(Phonics, Print Concepts) | Small Group | 20 min. | <input type="checkbox"/> Activity Page 12.2 |
| Pocket Chart Chaining for Spelling
(Phonics) | Whole Group | 15 min. | <input type="checkbox"/> pocket chart
<input type="checkbox"/> letter cards for 'i', 'a', 'o', 'n', 't', 'd', 'g',
's', 'p', 'b', 'l', 'r', 'h' |

ADVANCE PREPARATION

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the three Spelling Cards listed in the materials section of the Lesson at a Glance chart readily available for Code Flip Book Review.
- Plan how you will group students for Label the Picture. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).
- Add to the pocket chart cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 's', 'b', 'l', 'r', and 'h'. Using these cards, set up the pocket chart as shown.

Universal Access

- Quickly review the words for Oral Blending and Segmenting. Gather pictures of a ship, cup, head, stop sign, and broom to demonstrate depictable words; action words can be mimicked for students.

Pocket Chart Setup



Lesson 12: Basic Code

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:

/l/ > 'l', /b/ > 'b', and /r/ > 'r'. **TEKS 1.2.B.i**

Students will write the following upper- and lowercase letters: 'B', 'b', 'L', 'l', 'R', 'r'.

TEKS 1.3.D

Students will decode and spell CV and CVCC words using /a/, /i/, and /o/.

TEKS 1.2.A.iv; TEKS 1.2.B.iii

WARM-UP (10 MIN.)

TEKS 1.2.A.v

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | |
|------------------------------|-----------------------------------|
| 1. ship (3) /sh/ /i/ /p/ | 5. stop (4) /s/ /t/ /o/ /p/ |
| 2. back (3) /b/ /a/ /k/ | 6. grip (4) /g/ /r/ /i/ /p/ |
| 3. cup (3) /k/ /u/ /p/ | 7. broom (4) /b/ /r/ /oo/ /m/ |
| 4. head (3) /h/ /e/ /d/ | 8. trim (4) /t/ /r/ /i/ /m/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

For blending



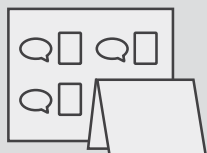
For segmenting



Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.



Code Flip Book Review

- Show students the /b/ Spelling Card with the 'b'—*bat* side facing students. Point to the 'b' and ask students to name the letter. Then read the word *bat* and remind them that the letter 'b' is used to spell and write /b/ in English words. Remind students that /b/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point out the power bar below the spelling 'b' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under the 'b' and ask students whether they think the letter 'b' is a very common spelling or a less common spelling for /b/. (*very common*)
- Turn to **Consonant Code Flip Book page 2** and point to the sound bubble for /b/ on the page, and then point to the outline for the 'b' Spelling Card, placing the 'b' Spelling Card for /b/ on the appropriate place on the Code Flip Book page.
- Repeat these steps with the Spelling Card for /r/ > 'r' using **Consonant Code Flip Book page 18**.

Note: If students ask about the other Spelling Card, 'wr', outlined on the same page, tell them this is another way to spell /r/ that they will learn later in the year.

- Direct students to turn to **Individual Code Chart page 7** to outline the card for 'r' with their red markers.
- Repeat the same steps for the consonant Spelling Card 'l'.

| Consonant Code Flip Book | Individual Code Chart |
|--|---|
| 1. /r/ > 'r' (<i>red</i>) page 18 | 1. /r/ > 'r' (<i>red</i>) page 7 |
| 2. /l/ > 'l' (<i>lip</i>) page 19 | |

- Quickly review by having students say the sound represented on each card.

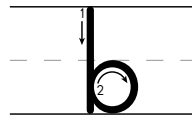
REVIEW SPELLINGS (15 MIN.)

Write the Spellings

- Distribute Activity Page 12.1.
- Remind the class that every letter can be written as an uppercase (or capital) letter and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /b/.
- Write a lowercase 'b' on handwriting guidelines and describe what you are doing using the numbered instructions that follow.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'b' on the activity page.
- Encourage students to say the sound /b/ each time that they write the letter.
- Repeat the same steps for the uppercase 'B', pointing out that it looks different from lowercase 'b'.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'l'—'L' and 'r'—'R'.

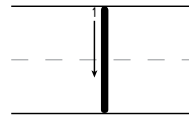
Activity Page 12.1





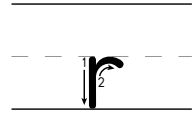
Start on the top line.

1. long line down
2. circle to the right



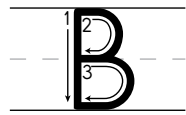
Start on the top line.

1. long line down



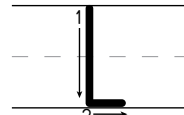
Start on the dotted line.

1. short line down
2. half a hump



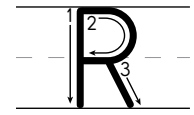
Start on the top line.

1. long line down (lift)
2. half a circle to the right
3. half a circle to the right



Start on the top line.

1. long line down
2. line across



Start on the top line.

1. long line down (lift)
2. half a circle to the right
3. diagonal right

- Have students look at the back of the activity page.
- Explain that the words written on the activity page consist of either three or four sounds.
- Read the first word (*rat*) and ask students how many sounds are in the word. Segment the word with students if necessary.
- Point out that each spelling in the word *rat* is circled and that the number 3 is written in the box.
- With the remaining words, direct students to say and segment each sound in the word, circle the spelling for each sound, write the number of sounds in the box, and then copy the word.

LABEL THE PICTURE (20 MIN.)

Small Group

- Distribute Activity Page 12.2.
- Explain that for each word there are three pictures.
- Have students write each word under its matching picture.

Group 1: Ask students who are able to do independent work to complete the activity page on their own.

Group 2: Providing guided support, have students read the words listed on the activity page and identify the pictures shown.

Activity Page 12.2



Activity Page 12.2: Label the Picture

Collect Activity Page 12.2 to review and monitor student progress for Group 1.

POCKET CHART CHAINING FOR SPELLING (15 MIN.)

Note: There are several ways you can conduct this chaining exercise. You may have students sit in front of the chart and participate as a group. If you have individual whiteboards, students may sit at their desks, write the letters on their boards, and show you their answers. If you have students write their answers, you may have them work individually or in pairs. You may also time and record how long it takes to complete a chain, and challenge students to beat their score next time. The key is to move quickly and keep the activity upbeat.

- Tell students that you are going to do something different with the pocket chart: you are going to ask them to spell words.
- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.
- Tell students that they are now going to use these letters to spell a word.
- Say the word *dot* loudly and slowly, repeating it if necessary.

Pocket Chart Setup



- Ask the class for the first sound in *dot*.
- Select a student to come to the pocket chart and move the spelling for /d/ to the center of the pocket chart.
- Repeat until the word *dot* has been spelled in the center of the pocket chart.
- Say, "If that is *dot*, who can show me *pot*?"
- Select a student to come to the pocket chart and replace the spelling for /d/ with the spelling for /p/.
- Ask students which sound or letter you changed in the word *dot* to get the word *pot*. Ask them whether you changed the first, middle, or last sound or letter. (*first*)
- Work through the remaining words.

1. dot > pot > not > hot > rot > rob > rib > rip > lip > lap
2. rag > rat > bat > bit > sit > sat > sad > sand > band > land



Check for Understanding

Monitor students' performance as they move from one word to the next.

End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.2**) for each student.
- Provide students with a **handful of small objects** (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- | | |
|----------------------|----------------------------|
| 1. fat > /f/ /a/ /t/ | 6. rim > /r/ /i/ /m/ |
| 2. cat > /k/ /a/ /t/ | 7. brag > /b/ /r/ /a/ /g/ |
| 3. fit > /f/ /i/ /t/ | 8. flag > /f/ /l/ /a/ /g/ |
| 4. tin > /t/ /i/ /n/ | 9. spot > /s/ /p/ /o/ /t/ |
| 5. bin > /b/ /i/ /n/ | 10. clog > /k/ /l/ /o/ /g/ |

MORE HELP WITH READING AND SPELLING

Roll and Draw

- Make one copy of **Activity Page TR 12.1** for each student.

- | | |
|-------------|-------------------|
| 1. big flag | 4. a big cat |
| 2. bad dog | 5. on a trip |
| 3. rat trap | 6. frog in a pond |

- Each student rolls a **die with the numbers 1–6** and reads the phrase from the activity page that corresponds with the number on the die.
- The student locates the box on the activity page that corresponds with the numbered phrase and reads the phrase aloud. Students illustrate the phrase in the space provided.
- Remind students not to spend more than two or three minutes on each drawing.

- The student should continue to roll the die until all phrases have been illustrated.

Large Card Spelling

- Distribute the following **Large Letter Cards**, one card per student: ‘o’, ‘i’, ‘a’, ‘m’, ‘n’, ‘t’, ‘d’, ‘g’, ‘s’, ‘p’, ‘b’, ‘l’, ‘r’, ‘f’.
- Follow the directions in Lesson 3 for Large Card Spelling using the words in the box.

| | | |
|----------|----------|-----------|
| 1. land | 5. frog | 9. lamp |
| 2. last | 6. frost | 10. lift |
| 3. blast | 7. grin | 11. print |
| 4. stamp | 8. glad | 12. split |

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 200 and 236 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 210 and 250 of those words would be completely decodable.

Students have now reviewed one way to write 18 of the 44 sounds in English.

The sound /b/ is the 23rd most common sound in English.

The sound /b/ is spelled ‘b’ approximately 96 percent of the time.

The sound /l/ is the 9th most common sound in English.

The sound /l/ is spelled ‘l’ approximately 87 percent of the time.

The sound /r/ is the 5th most common sound in English.

The sound /r/ is spelled ‘r’ approximately 94 percent of the time.

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will identify the following basic code letter-sound correspondences:

- ✦ /w/ > 'w', /e/ > 'e', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will use directional language as they write the following upper- and

- ✦ lowercase letters: 'W', 'w', 'E', 'e', 'U', 'u'. **TEKS 1.3.D**

- ✦ Students will read the following Tricky Words: *all, some*. **TEKS 1.2.B.vi**

Students will spell CVC and CCVC words with all short vowels.

- ✦ **TEKS 1.2.A.iv; TEKS 1.2.C.iii**

- ✦ Students will identify and use words that name positions. **TEKS 1.3.D**

- ✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Code Flip Book Review (Phonics) | Whole Group | 5 min. | <input type="checkbox"/> Vowel and Consonant Code Flip Books
<input type="checkbox"/> Spelling Card for /w/ > 'w' (wet)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Spellings (Phonics and Print Concepts) | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 13.1 |
| Tricky Words: <i>All, Some</i> (Word Recognition) | Whole Group | 15 min. | <input type="checkbox"/> two yellow index cards |
| Tricky Word Practice (Word Recognition) | Small Group | 15 min. | <input type="checkbox"/> Activity Page 13.2
<input type="checkbox"/> Tricky Word Practice (Digital Components) |
| Large Card Chaining (Phonics) | Whole Group | 15 min. | <input type="checkbox"/> Large Letter Cards for 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'h', 'w', 'i', 'e', 'a', 'u', 'o' |
| Take-Home Material | | | |
| Phrase Maker | | | <input type="checkbox"/> Activity Page 13.3 |

ADVANCE PREPARATION

Foundational Skills

- Display both the Consonant and Vowel Code Flip Books within view of all students; also have the Spelling Card listed in the Lesson at a Glance chart readily available for Code Flip Book Review.

➤ Digital Component 13.1

- Write the Tricky Word phrases for Tricky Word Practice (Digital Component 13.1) on the board/chart paper, or use the digital version.
- Plan how you will group students for Tricky Word Practice. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).
- Gather Large Letter Cards for letters listed in the Lesson at a Glance for Large Card Chaining.

Lesson 13: Basic Code and Tricky Words

Foundational Skills



Primary Focus

Students will identify the following basic code letter-sound correspondences:

- ✦ /w/ > 'w', /e/ > 'e', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will write the following upper- and lowercase letters: 'W', 'w', 'E', 'e', 'U', 'u'.

- ✦ **TEKS 1.3.D**

- ✦ Students will read the following Tricky Words: all, some. **TEKS 1.2.B.vi**

Students will spell CVC and CCVC words with all short vowels.

- ✦ **TEKS 1.2.A.iv; TEKS 1.2.C.iii**

- ✦ Students will identify and use words that name positions. **TEK 1.3.D**

WARM-UP (5 MIN.)

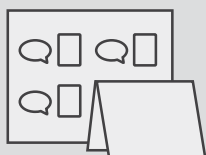
Code Flip Book Review

Note: If students ask about the other Spelling Card, 'wh', outlined on the same page, tell them this is another way to spell /w/ that they will learn later in the year.

- Show students the /w/ Spelling Card with the 'w'—*wet* side facing students. Point to the 'w' and ask students to name the letter. Then read the word *wet* and remind them that the letter 'w' is used to spell and write /w/ in English words.
- Point to the power bar under the 'w' and ask students whether they think the letter 'w' is a very common spelling or a less common spelling for /w/. (*very common*)
- Turn to **Consonant Code Flip Book page 21** and point to the sound bubble for /w/ on the page, and then point to the outline for the Spelling Card, placing the 'w' Spelling Card for /w/ on the appropriate place on the Code Flip Book page.
- Direct students to turn to **Individual Code Chart Page 9** and outline the card for /w/ > 'w' (*wet*) with their red markers.
- Quickly review /e/ and /u/ by having students say the sound represented on each card.

- ✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Code Materials



Note: The /e/ and /u/ sounds were presented in Lesson 3.

Vowel Code Flip Book

1. /e/ > 'e' (*pet*) (page 3)
2. /u/ > 'u' (*but*) (page 4)



REVIEW SPELLINGS (10 MIN.)

TEKS 1.3.D

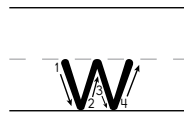
Write the Spellings

- Distribute Activity Page 13.1.
- Remind the class that every letter can be written as an uppercase letter (or capital letter) and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /w/.
- Write a lowercase 'w' on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'w' on the activity page.
- Encourage students to say the sound /w/ each time that they write the letter.
- Repeat the same steps for the uppercase 'W', pointing out that it looks the same as lowercase 'w' and touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps with 'e'—'E' and 'u'—'U'.

Activity Page 13.1

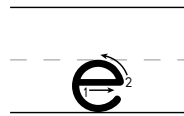


TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations.



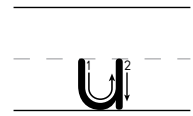
Start on the dotted line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up



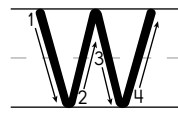
Start between the dotted line and the bottom line.

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



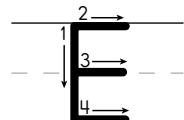
Start on the dotted line.

1. cup
2. short line down



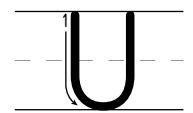
Start on the top line.

1. diagonal right
2. diagonal up
3. diagonal right
4. diagonal up



Start on the top line.

1. long line down (lift)
2. line across (lift)
3. line across (lift)
4. line across



Start on the top line.

1. cup

TRICKY WORDS: ALL, SOME (15 MIN.)

Tricky Word: *All*

- Write the word *all* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /a/ /l/ as in the name *Albert* or they might try to say the /l/ sound twice.)
- Explain that this word is actually pronounced /o/ /l/ as in, "He has all of my books."
- Underline the letter 'a' and explain that it is a tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /o/.
- Point to the letters 'l' and 'l' and explain that this part of the word is only slightly tricky. Even though the letter 'l' appears twice, there is only one /l/ sound in this word.

- Tell students that when reading *all*, they have to remember to pronounce the letter 'a' as /o/ and the two letters 'l' as /l/.
- Tell students that when writing *all*, they have to remember to spell the /o/ sound with the letter 'a' and the /l/ sound with two letters 'l'.
- Point to the word *all* as you say the following sentence, "I ate all of my beans." Ask students to **Turn and Talk**, using the word *all* in an oral sentence.
- Write the Tricky Word *all* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **Some**

- Write the Tricky Word *some* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /s/ /o/ /m/ /e/.)
- Explain that this word is actually pronounced /s/ /u/ /m/ as in, "I would like some rice, please."
- Point to the letter 's' and explain that it is pronounced /s/, as they would probably expect.
- Underline the letters 'o' and 'e' and explain that they are the tricky part of the word. They are pronounced /u/.
- Point to the letter 'm' and explain that it is pronounced /m/, as they would probably expect.
- Tell students that when reading *some*, they have to remember to pronounce the letters 'o' and 'e' as /u/.
- Tell students that when writing *some*, they have to remember to spell the /u/ sound with the letters 'o' and 'e'.
- Point to the word *some* as you say the following sentence, "I would like some more." Ask students to **Turn and Talk**, using the word *some* in an oral sentence.
- Write the Tricky Word *some* on a yellow card and add it to the Tricky Word Wall.

Tricky Word Review

- Refer to the phrases that you prepared in advance and have the entire class read the phrases in the first two columns aloud together. Call on individual students to read the phrases in the third column.

➤ Digital Component 13.1

- | | | |
|------------------------|--------------------------|-------------------------|
| 1. <u>some</u> dog | 8. <u>some</u> mugs | 15. <u>some</u> spot |
| 2. <u>all</u> fish | 9. <u>some</u> dad | 16. <u>all</u> the pots |
| 3. <u>all</u> kids | 10. <u>to</u> the jet | 17. <u>some</u> rest |
| 4. <u>all</u> fun | 11. <u>some</u> men | 18. <u>all</u> of us |
| 5. <u>some</u> twigs | 12. <u>all</u> of it | 19. <u>some</u> nuts |
| 6. <u>all</u> the dust | 13. <u>some</u> webs | 20. <u>to</u> the van |
| 7. <u>all</u> cats | 14. <u>all</u> the kings | 21. <u>to</u> the dog |



Check for Understanding

Monitor students' performance as you call on individual students to read the phrases in the third column. Be sure to note whether the student makes decoding errors or word recognition errors for Tricky Words.

TRICKY WORD PRACTICE (15 MIN.)

Small Group

- Distribute Activity Page 13.2.
- Ask students if any of them can read the first sentence.
- Ask students if any of them can identify two Tricky Words in the sentence.
- Have students circle the Tricky Words *is* and *a* following your example.
- Have students write the Tricky Words on the provided line, following your example.
- Read the rest of the sentences as a class before breaking into small groups.

Group 1: Ask students who are able to do independent work to complete the activity page on their own. Once they have worked through the sentences, they may write an original sentence containing one of the Tricky Words.

Group 2: Have students who need more support work with you to complete the activity page.

Activity Page 13.2



LARGE CARD CHAINING (15 MIN.)

Note: You may have students work in pairs or teams for this activity.

- Give students the Large Letter Cards you prepared in advance, reviewing each card's sound as you pass it out.
- Tell students that if they are holding a card with a picture of a sound that is in *pet*, they should go to the front of the room and stand in the order that spells *pet*.
- If necessary, help the students get in the correct order.
- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say, "If that is *pet*, show me *bet*."
- Students should rearrange themselves to make the new word.
- Ask students which sound or letter changed in the word *pet* to get the word *bet*. Ask them whether they changed the first, middle, or last sound or letter. (*first*)
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

1. pet > bet > let > wet > get > got > hot > hit > bit > bat
2. bun > sun > fun > fan > pan > pin > spin > spun > spud



Check for Understanding

Monitor students' performance as they move from one word to the next.

Large Letter Cards



Take-Home Material

PHRASE MAKER

Activity Page 13.3



- Have students take Activity Page 13.3 home so they can practice reading and writing phrases with a family member.

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Trucks

- Make one copy of **Activity Page TR 13.1** for each student.
- Follow the directions in Lesson 5 for Tricky Word Trucks, using the phrases and sentences in the box.

- | | |
|----------------------------|------------------------------|
| 1. See <u>some</u> dogs. | 6. <u>all</u> rad dads |
| 2. <u>all</u> big kids | 7. cats in <u>some</u> trees |
| 3. Pick <u>some</u> twigs. | 8. <u>All</u> hands on deck. |
| 4. Eat <u>all of</u> it. | 9. See <u>some</u> nuts. |
| 5. <u>some of</u> it | 10. <u>some</u> wet pups |

MORE HELP WITH SPELLING

Letter Spelling

- Make and provide students with the following **letter cards**: 'a', 'e', 'i', 'o', 'u', 'd', 't', 'r', 'n', 'w', 'p', 'g', 'b', 'f', 'l', 's', 'p'.
- Follow the directions in Lesson 11 for Letter Spelling using the words in the box.

- | | |
|--------|----------|
| 1. dot | 6. plug |
| 2. rat | 7. brag |
| 3. win | 8. flag |
| 4. ten | 9. grin |
| 5. win | 10. spin |

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 13.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 13.3**) for each student you are assessing.
- Follow the directions and scoring system in Lesson 4.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 210 and 250 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 240 and 301 of those words would be completely decodable.

Students have now reviewed one way to write 21 of the 44 sounds in English.

The sound /e/ is the 15th most common sound in English.

The sound /e/ is spelled 'e' approximately 95 percent of the time.

The sound /u/ is the most common sound in English.

The sound /u/ is spelled 'u' approximately 27 percent of the time.

The sound /w/ is the 17th most common sound in English.

The sound /w/ is spelled 'w' approximately 84 percent of the time.

All is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *all* occurs 3 to 6 times.

Some is one of the 60 most common words in most samples of written English. In a typical passage of 1,000 words, *some* occurs 2 to 5 times.

14

REVIEW

Basic Code, Nouns, and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
 ✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

✦ Students will decode CVC and CCVC words with all short vowels. **TEKS 1.2.B.iii**

Language (Grammar)

Students will identify common nouns that name a person in orally presented
 ✦ phrases and simple sentences. **TEKS 1.11.D.iii**

Foundational Skills

✦ Students will read the following Tricky Words: *from, word*. **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 14.1

Writing the Spellings/Word Box (Group 1)

✦ **TEKS 1.2.B.iii**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting
(Phonological Awareness) | Whole Group | 10 min. | |
| Write the Spellings/Word Box
(Phonics and Print Concepts) | Small Group | 15 min. | ☐ Activity Page 14.1 |
| Language (Grammar) | | | |
| Identify Nouns
(Conventions of Standard English) | Whole Group | 10 min. | |
| Foundational Skills | | | |
| Tricky Words:
<i>From, Word</i>
(Word Recognition) | Whole Group | 10 min. | ☐ two yellow index cards |
| Practice Reading Phrases
(Phonics) | Whole Group | 15 min. | ☐ Practice Reading Phrases Chart
(Digital Components) |

ADVANCE PREPARATION

Foundational Skills

- Plan how you will group and pair students for Write the Spellings/Word Box. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).

➤ Digital Component 14.1

- Prepare the phrases for Practice Reading Phrases from the lesson (Digital Component 14.1) on the board, or use the digital version.

Universal Access

- Bring in pictures of a big sister, a girl jumping, a boy working, a doctor helping, a girl laughing, a child playing, a woman singing, a grandfather reading, and a student working hard to use as a visual support during the Identify Nouns activity.

Lesson 14: Basic Code, Nouns, and Tricky Words

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four

phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will decode CVC and CCVC words with all short vowels. **TEKS 1.2.B.iii**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. chip (3) | /ch/ /i/ /p/ | 5. rust (4) | /r/ /u/ /s/ /t/ |
| 2. lick (3) | /l/ /i/ /k/ | 6. clip (4) | /k/ /l/ /i/ /p/ |
| 3. ten (3) | /t/ /e/ /n/ | 7. cakes (4) | /k/ /ae/ /k/ /s/ |
| 4. tell (3) | /t/ /e/ /l/ | 8. desk (4) | /d/ /e/ /s/ /k/ |



Observation: Oral Blending and Segmenting Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

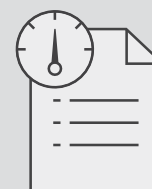
WRITE THE SPELLINGS/WORD BOX (15 MIN.)

Small Group

- Distribute Activity Page 14.1
- Have students trace and copy the letters.

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.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 Page 14.1



- Encourage students to say the sounds while writing the letters.
- Have students look at the back of the activity page. Read the words in the box and identify the pictures together as a class.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

Group 1: Ask students who are able to do independent work to complete the activity page on their own.

Group 2: Have students who need more support with letter formation form a group. Provide guided support as they complete the activity page.



Activity Page 14.1: Write the Spellings/Word Box

Collect Activity Page 14.1 to review and monitor progress for students in Group 1.

Lesson 14: Basic Code, Nouns, and Tricky Words

Language



Primary Focus: Students will identify common nouns that name a person in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

Support

Use pictures of a big sister, a girl jumping, a boy working, a doctor helping, a girl laughing, a child playing, a woman singing, a grandfather reading, and a student working hard as a visual support. Tell students that the answer to the question, “Who is this?” is the noun in the phrase. The other words in the phrase describe the person or tell what he or she is doing.

IDENTIFY NOUNS (10 MIN.)

Note: In this grammar lesson you will continue to discuss nouns as parts of speech that name people.

- Tell students that they will talk more about nouns.
- Remind students that a noun is a word that names a person. Nouns are words that are called a part of speech.
- Say the phrase “big sister” and have students listen carefully and repeat it after you.

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

- Ask students which word in the phrase names a person. (*sister*)
- Ask students which word in the phrase is a noun. (*sister*)
- Tell students to listen carefully to the following phrases/sentences and ask them to tell you the noun that names a person.

Note: This is an oral exercise. Do not write the phrases on the board as they are not yet decodable to students.

- | | | |
|-----------------|--------------------|-------------------------|
| 1. Sally jumps. | 3. A doctor helps. | 5. A silly child plays. |
| 2. Bobby works. | 4. funny Mary | 6. My mom sings. |

- Remind students that a noun can be at the beginning of a phrase, as in *Bobby helps*, or at the end of a phrase, as in *funny Mary*.
- Say the sentence and phrase below and ask students to identify the nouns and to tell you whether the noun is at the beginning or at the end of the phrase.

- | | |
|-----------------------|-----------------|
| 1. Grandfather reads. | 2. good student |
|-----------------------|-----------------|

- Summarize by asking students what we call a part of speech that names a person. (*noun*)

Lesson 14: Basic Code, Nouns, and Tricky Words

Foundational Skills



Primary Focus: Students will read the following Tricky Words: *from*, *word*.

 **TEKS 1.2.B.vi**

TRICKY WORDS: FROM, WORD (10 MIN.)

Tricky Word: *From*

- Write *from* on the board. Ask students how they would pronounce the word by blending. (They might say /f/ /r/ /o/ /m/, so it rhymes with *Tom*.)

 **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.

- Explain that this word is actually pronounced /f/ /r/ /u/ /m/ as in, “He is from Alaska.”
- Point to the letter ‘f’ and explain that it is pronounced /f/, as they would probably expect.
- Point to the letter ‘r’ and explain that it is pronounced /r/, as they would probably expect.
- Underline the letter ‘o’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Point the letter ‘m’ and explain that it is pronounced /m/, as they would probably expect.
- Tell students that when reading *from*, they have to remember to pronounce the letter ‘o’ as /u/.
- Tell students that when writing *from*, they have to remember to spell the /u/ sound with the letter ‘o’.
- Point to the word *from* as you say the following sentence, “I got the book from the library.” Ask students to **Turn and Talk**, using the word *from* in an oral sentence.
- Write the Tricky Word *from* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: Word

- Write *word* on the board and ask students how they would pronounce it by blending. (They might say /w/ /o/ /r/ /d/.)
- Explain that this word is pronounced /w/ /er/ /d/ as in, “Do not say a single word.”
- Point to the letter ‘w’ and explain that it is pronounced /w/, as they would probably expect.
- Underline the letters ‘o’ and ‘r’ and explain that this is the tricky part of the word. They might expect this to be pronounced /o/ /r/, but it is pronounced /er/.
- Point to the letter ‘d’ and explain that it is pronounced /d/, as they would probably expect.
- Tell students that when reading *word*, they have to remember to pronounce the letters ‘o’ ‘r’ as /er/.

- Tell students that when writing *word*, they have to remember to spell the /er/ sound with the letters 'o' 'r'.
- Point to the word *word* as you say the following sentence, "This word is tricky!" Ask students to **Turn and Talk**, using the word *word* in an oral sentence.
- Write the Tricky Word *word* on a yellow card and add it to the Tricky Word Wall.

PRACTICE READING PHRASES (15 MIN.)

- Remind students that a phrase is a set of two or more words, with spaces between the words.
- Referring to the phrases that you prepared in advance, ask a student to read the first phrase on the board.
- Repeat with the remaining phrases.

➤ Digital Component 14.1

- | | |
|-------------------------|-----------------------------|
| 1. zip pants | 5. hot dog |
| 2. big <u>word</u> | 6. gift <u>from</u> him |
| 3. bad cut | 7. gift <u>from</u> her |
| 4. <u>a</u> <u>word</u> | 8. <u>a</u> big <u>word</u> |



Check for Understanding

Monitor students' performance as you call on individual students to read the phrases. Be sure to note whether the student makes decoding errors or word recognition errors.

End Lesson

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING AND SPELLING

Guess My Word

- Set up the **pocket chart**.
- Arrange cards for the following short-vowel spellings along the top of the pocket chart: **'a', 'e', 'i', 'o', 'u'**.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: **'p', 'n', 't', 'w', 'g', 'f', 'm', 'b', 'h', 'l', 'r', 's'**.
- Use the decodable words in the box, but do not tell the class your word.

| | | |
|-------------|-------------|-------------|
| 1. pant (4) | 4. bump (4) | 7. hats (4) |
| 2. went (4) | 5. help (4) | 8. bit (3) |
| 3. gift (4) | 6. tips (4) | 9. rats (4) |

- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with the remainder of the words.

Spell with Large Cards

- Distribute the following **Large Letter Cards**, one card per student: **'i', 'a', 'e', 'n', 't', 'd', 'l', 's', 'p', 'g', 'l', 'r', 'f'**.
- Follow the directions in Lesson 3 using the words in the box.

- | | |
|-----------|----------|
| 1. plants | 5. flag |
| 2. flip | 6. dents |
| 3. gift | 7. trips |
| 4. pens | 8. plug |

MORE HELP WITH TRICKY WORDS

Match Maker

- Prepare two sets of **index cards** with the following Tricky Words, one word per card: *from, word, all, some, a, I, is, to, no, so* and *of*.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, reading each word, attempting to find matching cards.
- If a student finds a match, he or she can call out “Match,” and keep the cards for the duration of the game.
- Continue until all matches have been found.

Note: Laminate the cards for use in later lessons.

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 240 and 301 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 246 and 304 of those words would be completely decodable.

From is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *from* occurs 3 to 6 times.

Word is one of the 400 most common words in most samples of written English. It is hard to avoid in a language arts program.

15

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
 ✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:
 ✦ /j/ > 'j', /y/ > 'y'. **TEKS 1.2.B.i**

Students will use directional language as they write the following upper- and
 ✦ lowercase letters: 'J', 'j', 'Y', 'y'. **TEKS 1.3.D**

Students will decode and spell CVC and CVCC words with all short vowels.
 ✦ **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

✦ Students will read the following Tricky Words: *are, were, have*. **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 15.1

Label the Picture

✦ **TEKS 1.2.B.iii**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (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 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up:
- Oral Blending and Segmenting
- Code Flip Book Review
(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards for /j/ > 'j' (<i>jump</i>),
/y/ > 'y' (<i>yes</i>)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Spellings
(Phonics, Print Concepts) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 15.1 |
| Pocket Chart Chaining for Spelling
(Phonics) | Whole Group | 15 min. | <input type="checkbox"/> pocket chart
<input type="checkbox"/> index cards for 'i', 'e', 'a', 'o', 'u', 'm', 't',
'g', 's', 'p', 'b', 'j', 'y' |
| Tricky Words: <i>Are, Were, Have</i>
(Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> three yellow index cards |
| Practice Reading Phrases
(Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Practice Reading Phrases Chart
(Digital Components) |
| Take-Home Material | | | |
| Phrase Maker | | | <input type="checkbox"/> Activity Page 15.2 |

ADVANCE PREPARATION

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip book Review.
- Add to the pocket chart cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 'e', 'u', 'j', and 'y'. Using these cards, set up the pocket chart as shown.

➤ Digital Component 15.1

- Write the phrases for Practice Reading Phrases from the lesson (Digital Component 15.1) on the board/chart paper, or use the digital version.

Universal Access

- Gather pictures of a ship, a crab and a bird with a beak to use as a visual support during Oral Blending and Segmenting.
- Quickly review the phrases used in the Practice Reading Phrases activity to think about how to provide context. Be sure students understand the idiomatic phrase, *are up*, to mean that they are awake. Prepare to expand parts of phrases into complete sentences to aid in students' comprehension of the phrases.

Pocket Chart Setup



Lesson 15: Basic Code and Tricky Words

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:

/j/ > 'j'; /y/ > 'y'. TEKS 1.2.B.i

Students will use directional language as they write the following upper- and lowercase letters: 'J', 'j', 'Y', 'y'. **TEKS 1.3.D**

Students will decode and spell CVC and CVCC words with all short vowels. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

Students will read the following Tricky Words: *are, were, have*. **TEKS 1.2.B.vi**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. head (3) | /h/ /e/ /d/ | 5. grade (4) | /g/ /r/ /ae/ /d/ |
| 2. beak (3) | /b/ /ee/ /k/ | 6. dress (4) | /d/ /r/ /e/ /s/ |
| 3. sock (3) | /s/ /o/ /k/ | 7. socks (4) | /s/ /o/ /k/ /s/ |
| 4. ship (3) | /sh/ /i/ /p/ | 8. crab (4) | /k/ /r/ /a/ /b/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (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 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

For blending

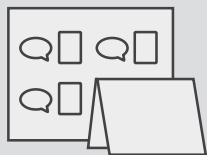


For segmenting



Support

Quickly review the words to provide context. Pictures can be used to demonstrate words that are depictable (beak, ship, dress, crab). You can point to a head, dress, and sock in the classroom, and remind students that first grade is a grade in school.



Code Flip Book Review

- Show students the /j/ Spelling Card with the 'j'—*jump* side facing students. Point to the 'j' and ask students to name the letter. Then read the word *jump* and remind them that the letter 'j' is used to spell and write /j/ in English words.
- Point to the power bar under the 'j' and ask students whether they think the letter 'j' is a very common spelling or a less common spelling for /j/.

Note: If students ask about the other Spelling Cards outlined on the same page, tell them these are other ways to spell /j/ that they will learn later in the year.

- Turn to **Consonant Code Flip Book page 8** and point to the sound bubble for /j/ on the page, and then point to the outline for the Spelling Card, placing the 'j' Spelling Card for /j/ on the appropriate place on the Code Flip Book page.
- Direct students to turn to **Individual Code Chart page 6** and outline the card and code knowledge for /j/ > 'j' (*jump*) with their red markers.
- Repeat the above steps for the /y/ > 'y' Spelling Card.

Note: The spelling 'y' is not included on the Individual Code Chart.

Consonant Code Flip Book

1. /y/ > 'y' (yes) **page 22**

- Quickly review by having students say the sound represented on each card.



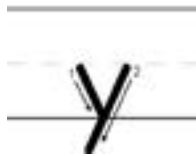

REVIEW SPELLINGS (15 MIN.)

Write the Spellings/Label the Picture

- Distribute Activity Page 15.1.
- Tell students that you are going to show them how to write the lowercase letter for the sound /j/ as in *job*.
- Write a lowercase 'j' on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.



- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy the lowercase 'j' on the activity page.
- Encourage students to say the sound /j/ each time that they write the letter.
- Repeat the same steps for the uppercase 'J', pointing out that it looks similar to the lowercase 'j' but touches the top line.
- Remind students that uppercase letters are used for the first letter in the first word of a sentence and the first letter in the name of a person or place.
- Repeat the steps for lowercase 'y' and uppercase 'Y'.

| | | | |
|--|---|--|--|
|  |  |  |  |
| Start on the dotted line.
1. fish hook ending below the bottom line (lift)
2. dot on top | Start on the top line.
1. fish hook | Start on the dotted line.
1. diagonal right (lift)
2. diagonal left ending below the bottom line | Start on the top line.
1. diagonal right (lift)
2. diagonal left
3. short line down |

Note: The 'll' combination makes the /y/ sound in Spanish (as opposed to 'y' > /y/ in English). In English, when you see 'y' at the beginning of a word it makes the /y/ sound.

- Have students look at the back of the activity page. Read the four words (*bed, jet, jog, jam*). You may discuss what each word means by having students provide a definition or asking questions.
- Explain that for each word there are three pictures.
- Have students write each word under its matching picture.



Activity Page 15.1: Label the Picture

Collect Activity Page 15.1 to review and monitor student progress.

POCKET CHART CHAINING FOR SPELLING (15 MIN.)

Pocket Chart Setup



Note: There are several ways you can conduct this chaining exercise. You may have students sit in front of the chart and participate as a class. If you have individual whiteboards, students may sit at their desks, write the letters on their boards, and show you their answers. If you have students write down their answers, you may have them work individually or in pairs/groups. You may also time and record how long it takes to complete a chain, and challenge students to beat their score next time. The key is to move quickly and keep the activity upbeat.

- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.
- Tell the class you are going to ask them to spell a mix of real words and silly words. Explain that students should spell the silly words just as they spell real words: by breaking the silly word up into sounds and selecting a spelling for each sound.
- Say the word *jut* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *jut*.
- Select a student to come to the pocket chart and move the spelling for /j/ to the center of the pocket chart.
- Repeat until the word *jut* has been spelled in the center of the pocket chart.
- Discuss whether the word is a real word or a silly word.
- Say, "If that is *jut*, who can show me *just*?"
- Select a student to come to the pocket chart and add the spelling for /s/.
- Ask students what change you made to the word *jut* to get the word *just*. Ask them how many sounds were in the word *jut* and how many are in the word *just*.
- Work through the remaining words and silly words.

Challenge

After each word, ask if it is a real or silly word.

1. jut > just > jest > jet > yet > yes > yem > yam > jam > jag > jig
2. jog > jot > jut > jug > jub > job > jab > jam > yam > yap > yip



Check for Understanding

Monitor students' performance as they move from one word to the next.

TRICKY WORDS: ARE, WERE, HAVE (10 MIN.)

- Tell students they will learn three new Tricky Words today. Remind students that Tricky Words do not play by the rules, so we have to be careful when reading them.

Tricky Word: *Are*

- Write *are* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /a/ /r/ /e/.)
- Explain that this word is pronounced /ar/ as in, "We are happy."
- Underline the entire word and explain that it is completely tricky. The only spelling pronounced as they would expect is the 'r', but it is not at the end of the word as the pronunciation suggests.
- Tell students that when reading *are*, they have to remember to pronounce it as /ar/.
- Tell students that when writing *are*, they have to remember to spell it 'a' 'r' 'e'.
- Point to the word *are* as you say the following sentence, "The puppies are funny." Ask students to **Turn and Talk**, completing the sentence frame "The ____ are funny" using another word.
- Write the Tricky Word *are* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *Were*

- Write *were* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /w/ /e/ /r/ /e/.)
- Explain that this word is pronounced /w/ /er/ as in, "We were at the grocery store."
- Point to the letter 'w' and explain that it is pronounced /w/, as they would probably expect.

- Underline the letters 'e', 'r', and 'e' and explain that this is the tricky part of the word. They would probably expect this to be pronounced /e/ /r/ /e/, but it is pronounced /er/.
- Tell students that when reading *were*, they have to remember to pronounce the letters 'e' 'r' 'e' as /er/.
- Tell students that when writing *were*, they have to remember to spell the /er/ sound with the letters 'e' 'r' 'e'.
- Point to the word *were* as you say the following sentence, "The windows were open." Ask students to **Turn and Talk**, using the word *were* in an oral sentence.
- Write the Tricky Word *were* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *Have*

- Write *have* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /h/ /a/ /v/ /e/.)
- Explain that this word is actually pronounced /h/ /a/ /v/ as in, "I have a bike."
- Point to the letter 'h' and explain that it is pronounced /h/, as they would probably expect.
- Point to the letter 'a' and explain that it is pronounced /a/, as they would probably expect.
- Point to the letter 'v' and explain that it is pronounced /v/, as they would probably expect.
- Underline the letter 'e' and explain that this is the tricky part of the word. It does not stand for any sound in this word.
- Tell students that when reading *have*, they have to remember to pronounce it /h/ /a/ /v/.
- Tell students that when writing *have*, they have to remember to add an 'e' at the end.
- Point to the word *have* as you say the following sentence, "I have one brother and two sisters." Ask students to **Turn and Talk**, using the word *have* in an oral sentence.
- Write the Tricky Word *have* on a yellow card and add it to the Tricky Word Wall.

PRACTICE READING PHRASES (10 MIN.)

- Remind students that a phrase is a set of two or more words, with spaces between the words.
- Ask a student to read the first phrase you prepared in advance.
- Repeat with the remaining phrases.

➤ Digital Component 15.1

- | | |
|--------------------------------|----------------------|
| 1. jump on bed | 6. just <u>a</u> bug |
| 2. have <u>c</u> ats | 7. jog fast |
| 3. yes and n <u>o</u> | 8. not <u>a</u> dog |
| 4. dog yelp <u>s</u> | 9. <u>i</u> s fun |
| 5. Mom and Dad <u>a</u> re up. | 10. <u>w</u> ere wet |



Check for Understanding

Monitor students' performance as you call on individual students to read the phrases. Be sure to note whether the student makes decoding errors or word recognition errors.

End Lesson

Take-Home Material

PHRASE MAKER

- Have students take Activity Page 15.2 home so they can practice reading and writing phrases with a family member.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

Provide students with context for the words in the phrases. Be sure students understand the idiomatic phrase, *are up* means that Mom and Dad are awake. Expand parts of phrases into complete sentences to aid in students' comprehension of the phrases. In this way, you are connecting the sounds that make up the words with the meanings of the words.

ELPS 2.C; ELPS 4.F

Activity Page 15.2



Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Feed the Squirrel

- Make one copy of the squirrel image (**Activity Page TR 15.1**).
- Make enough copies of **Activity Page TR 15.2** for each student to have at least six acorn cut-outs. If available in your area, actual acorns could be collected and used.
- You may want to copy the squirrel and acorns on brown card stock and laminate for future use.
- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least six acorns.
- Read a word from the box. Students should repeat the word, sound by sound, and remove one acorn from their pile for each sound in the word.
- Once all students have the correct number of acorns set out, ask individual students to feed the squirrel by saying each sound for the word as they place each acorn on the squirrel. When they have finished “feeding the squirrel,” have them say the blended word.
- As all students feed the squirrel, the acorns will pile up on the squirrel.
- Redistribute the acorns for the next word.

- | | |
|-------------------------------|-------------------------------|
| 1. jump (4) > /j/ /u/ /m/ /p/ | 6. yams (4) > /y/ /a/ /m/ /z/ |
| 2. just (4) > /j/ /u/ /s/ /t/ | 7. blip (4) > /b/ /l/ /i/ /p/ |
| 3. yes (3) > /y/ /e/ /s/ | 8. jabs (4) > /j/ /a/ /b/ /z/ |
| 4. jams (4) > /j/ /a/ /m/ /z/ | 9. yum (3) > /y/ /u/ /m/ |
| 5. Jim (3) > /j/ /i/ /m/ | |

Push and Say

- Make one copy of the Sound Boxes (Activity Page TR 1.2) for each student.

- Provide students with a handful of small objects (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- | | |
|-------------------------------|--------------------------------|
| 1. yip (3) > /y/ /i/ /p/ | 6. jot (3) > /j/ /o/ /t/ |
| 2. jogs (3) > /j/ /o/ /g/ /z/ | 7. just (4) > /j/ /u/ /s/ /t/ |
| 3. milk (4) > /m/ /i/ /l/ /k/ | 8. jest (4) > /j/ /e/ /s/ /t/ |
| 4. jab (3) > /j/ /a/ /b/ | 9. lend (4) > /l/ /e/ /n/ /d/ |
| 5. yet (3) > /y/ /e/ /t/ | 10. brag (4) > /b/ /r/ /a/ /g/ |

MORE HELP WITH TRICKY WORDS

Match Maker

- Write the Tricky Words *are*, *were*, and *have* on **index cards**, one word per card, two cards for each word to add to the cards Tricky Word cards you created for Lesson 14.
- Follow the directions in Lesson 14 for Match Maker.

MORE HELP WITH LETTER-SOUND CORRESPONDENCE

Tap the Spelling

- Make one copy of the game board for Tap the Spelling (**Activity Page TR 15.3**) for each pair of students.
- Follow the directions in Lesson 4 for Tap the Spelling using the words in the box.

- | | | | |
|---------|---------|---------|----------|
| 1. yet | 4. jets | 7. yam | 10. bug |
| 2. lug | 5. ram | 8. job | 11. rust |
| 3. bust | 6. yes | 9. lend | 12. yap |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 246 and 304 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 261 and 324 of those words would be completely decodable.

Students have now reviewed one way to write 23 of the 44 sounds in English.

The sound /j/ is the 38th most common sound in English.

The sound /j/ is spelled 'j' approximately 32 percent of the time.

The sound /y/ is the 32nd most common sound in English.

The sound /y/ is spelled 'y' approximately 39 percent of the time.

Are is one of the 30 most common words in most samples of written English. In a typical passage of 1,000 words, *are* occurs 2 to 8 times.

Were is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *were* occurs 2 to 5 times.

Have is one of the 30 most common words in most samples of written English. In a typical passage of 1,000 words, *have* occurs 4 to 7 times.

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:

✦ /x/ > 'x', /k/ > 'k'. **TEKS 1.2.B.i**

Students will write the following upper- and lowercase letters: 'X', 'x', 'K', 'k'.

✦ **TEKS 1.3.D**

Students will decode and spell CVC, CCVC, and CVCC words with all short vowels.

✦ **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

✦ Students will read the following Tricky Words: *one, once*. **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 16.1 Label the Picture

✦ **TEKS 1.2.B.iii**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (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 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up:
- Oral Blending and Segmenting
- Code Flip Book Review
(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards for /x/ > 'x' (<i>tax</i>),
/k/ > 'k' (<i>kid</i>)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Spellings
(Phonics, Print Concepts) | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 16.1 |
| Pocket Chart Chaining for Reading
(Phonics) | Whole Group | 15 min. | <input type="checkbox"/> pocket chart; index cards for 'i', 'a',
'o', 'm', 'n', 't', 'd', 'k', 's', 'p', 'x' |
| Tricky Words: <i>One, Once</i>
(Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> two yellow index cards
<input type="checkbox"/> Tricky Word Practice Chart
(Digital Components) |
| Large Card Chaining
(Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd',
'k', 'f', 's', 'b', 'l', 'w', 'x', 'i', 'e', 'a', 'o' |

ADVANCE PREPARATION

Note to Teacher

In Lesson 1, students reviewed the spelling 'c' for the /k/ sound. Today they will review an alternative spelling for the /k/ sound, 'k'. At this point, students should not be expected to know whether 'c' or 'k' is the correct spelling for /k/ in words that contain that sound. They will learn when to use 'c' and when to use 'k' gradually, as they get more exposure to printed words.

Please note that /x/ consists of two sounds, /k/ and /s/. It is reviewed here as if it were one sound because it is often written with a single letter, 'x'. There is no need to explain this to the class. If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip Book Review.
- Write the words *one* and *once* on yellow index cards for Tricky Words.

➤ Digital Component 16.1

- Write the Tricky Word phrases and sentences for Tricky Word Practice (Digital Component 16.1) on the board/chart paper, or use the digital version.
- Add to the pocket chart cards you prepared in earlier lessons by writing each of the following letters on a separate white index card: 'k' and 'x'. Using these cards, set up the pocket chart as shown.
- Gather Large Letter Cards listed in the Lesson at a Glance for Chaining.

Universal Access

- Quickly review the words used in the Oral Blending and Segmenting activity to provide context. Pictures of a tub, bug, chip, fly, milk, and school can be used to demonstrate words that are depictable.
- Review the phrases and sentences used in the Tricky Word Practice activity. Be sure students understand that *once* means "one time." Prepare to expand parts of phrases into complete sentences to aid in students' comprehension.

Pocket Chart Setup



Lesson 16: Basic Code and Tricky Words

Foundational Skills



Primary Focus

Students will orally blend and segment single syllable words up to four phonemes.

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the following basic code letter-sound correspondences:

✦ /x/ > 'x', /k/ > 'k'. **TEKS 1.2.B.i**

Students will write the following upper- and lowercase letters: 'X', 'x', 'K', 'k'.

✦ **TEKS 1.3.D**

Students will decode and spell CVC, CCVC, and CVCC words with all short vowels.

✦ **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

✦ Students will read the following Tricky Words: *one, once*. **TEKS 1.2.B.vi**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | |
|--------------------------|--------------------------------|
| 1. tub (3) /t/ /u/ /b/ | 5. bright (4) /b/ /r/ /ie/ /t/ |
| 2. bug (3) /b/ /u/ /g/ | 6. trim (4) /t/ /r/ /i/ /m/ |
| 3. chip (3) /ch/ /i/ /p/ | 7. milk (4) /m/ /i/ /l/ /k/ |
| 4. fly (3) /f/ /l/ /ie/ | 8. school (4) /s/ /k/ /oo/ /l/ |

For blending



For segmenting



Support

Quickly review the words to provide context. Display pictures of a tub, bug, chip, fly, milk, and school to demonstrate words that are depictable.



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

✦ **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (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 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

Code Flip Book Review

- Show the students the /k/ Spelling Card with the 'k'—*kid* side facing students. Point to the 'k' and ask students to name the letter. Then read the word *kid* and remind them that the letter 'k' is used to spell and write /k/ in English words.
- Point out the power bar below the spelling 'k' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 'k' and ask students whether they think the letter 'k' is a very common spelling or a less common spelling for /k/. (*less common*)
- Turn to **Consonant Code Flip Book page 5** and point to the sound bubble for /k/ on the page, and then point to the outline for the Spelling Card, placing the 'k' Spelling Card for /k/ on the appropriate place on the Code Flip Book page.
- Direct students to turn to **Individual Code Chart page 6** and outline the card and code knowledge for /k/ > 'k' (*kid*) with their red markers.
- Repeat the above steps for the /x/ Spelling Card.

Note: The spelling 'x' is not included on the Individual Code Chart.

Consonant Code Flip Book

1. /x/ > 'x' (*tax*) **page 23**

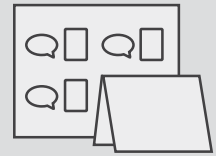
- Quickly review by showing the cards and having students say the sound represented on each card.

REVIEW SPELLINGS (15 MIN.)

Write the Sounds/Label the Picture

- Distribute Activity Page 16.1.
- Tell students that you are going to show them how to write the sound /x/ as in *box*.
- Write a lowercase 'x' on handwriting guidelines and describe what you are doing using the numbered phrases.
- Model writing the letter two or three more times.

Code Materials



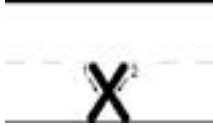



Activity Page 16.1



- Have students trace the letter in the air or on the desk with a pointed finger.
- Have students trace and copy the lowercase 'x' on the activity page.
- Encourage students to say the sound /x/—/k/ + /s/—each time that they write the letter.

Note: If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

- Repeat the same steps for the uppercase 'X', pointing out that it looks like lowercase 'x' but touches the top line.
- Repeat the same steps for lowercase 'k' and uppercase 'K'.
- Remind students that they have now reviewed two different spellings for the /k/ sound, 'c' and 'k'.

| | | | |
|--|--|---|---|
|  |  |  |  |
| Start on the dotted line.
1. diagonal right (lift)
2. diagonal left | Start on the top line.
1. diagonal right (lift)
2. diagonal left | Start on the top line.
1. long line down (lift)
2. diagonal left
3. diagonal right | Start on the top line.
1. long line down (lift)
2. diagonal left
3. diagonal right |

- Have students look at the back of the activity page.
- Read the words on the activity page as a class. Then review the names of the images.
- Have students write each word under its matching picture.



Activity Page 16.1: Label the Picture

Collect Activity Page 16.1 to review and monitor student progress.

POCKET CHART CHAINING FOR READING (15 MIN.)

- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'k', 'i', and 'd' cards to the center of the pocket chart to spell *kid*.
- Ask the class to read the word.
- Remove the 'd' card and add the 't' card and say, "If that is *kid*, what is this?"
- Ask a student to read the word.
- Ask students which sound or letter you changed in the word *kid* to get the word *kit*. Ask them whether you changed the first, middle, or last sound or letter. (*last*)
- Work through the remaining words.

1. kid > kit > kin > kim > tim > tom > top > mop > map > max
2. skim > skip > sip > six > mix > max > tax > tan > tap > tip



Check for Understanding

Monitor students' performance as they move from one word to the next.

TRICKY WORDS: ONE, ONCE (10 MIN.)

Tricky Word: *One*

- Write *one* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /o/ /n/ /e/.)
- Explain that this word is actually pronounced /w/ /u/ /n/ as in, "I have one fish."
- Underline the entire word and explain that it is completely tricky. The only spelling pronounced as they would expect is the 'n', but it is not at the end of the word as the pronunciation might suggest.

Support

You may use the blending motions from today's Warm-Up.

Pocket Chart Setup



- Tell students that when reading *one*, they have to remember to pronounce it as /w/ /u/ /n/.
- Tell students that when writing *one*, they have to remember to spell it 'o' 'n' 'e'.
- Point to the word *one* as you say the following sentence, "Dad says we can only have one piece of candy." Ask students to **Turn and Talk** using the word *one* in oral sentences.

Tricky Word: *Once*

Note: The word *once* is tricky in the same way as *one*.

- Write *once* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /o/ /n/ /k/ /e/.)
- Explain that this word is pronounced /w/ /u/ /n/ /s/ as in, "I once had a fish."
- Underline the entire word and explain that the only spelling pronounced as they would expect is the 'n'.
- Tell students that when reading *once*, they have to remember to pronounce it as /w/ /u/ /n/ /s/.
- Tell students that when writing *once*, they have to remember to spell it 'o' 'n' 'c' 'e'.
- Point to the word *once* as you say the following question, "We once saw a zebra at the zoo." Ask students to **Turn and Talk** using the word *once* in oral sentences.

Tricky Word Practice

- Ask students to read aloud the phrases and sentences you prepared in advance.

➤ Digital Component 16.1

- | | | |
|--------------------------|----------------------|--------------------------|
| 1. Ask him <u>once</u> . | 3. <u>one</u> box | 5. Met him <u>once</u> . |
| 2. <u>one</u> big ox | 4. <u>once</u> I can | 6. <u>one</u> mask |



Check for Understanding

Monitor students' performance as you call on individual students to read the phrases. Be sure to note whether the student makes decoding errors or word recognition errors.

LARGE CARD CHAINING (10 MIN.)

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'k', 'f', 's', 'b', 'l', 'w', 'x', 'i', 'e', 'a', 'o'.
- Tell students that if they are holding a card with a picture of a sound that is in *kit*, they should go to the front of the room and stand in the order that spells *kit*.
- If necessary, help the students get in the correct order.
- Once the students are standing in place, ask a seated student if the word looks right.
- Once the word has been spelled correctly, say to students, "If that is *kit*, show me *kid*."
- Students should rearrange themselves to make the new word.
- Ask students what change they made to the word *kit* to get the word *kid*.

1. kit > kid > lid > lad > mad > max > tax > lax > fax > fox
2. best > bent > tent > sent > set > sit > fit > fix > fox > box

- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards and proceed to the next chain.

End Lesson

Large Letter Cards



Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING AND SPELLING

Roll and Draw

- Make one copy of **Activity Page TR 16.1** for each student.
- Follow the directions in Lesson 12 for Roll and Draw using the phrases in the box.

- | | |
|----------------------------------|-------------------------|
| 1. <u>a</u> big ox | 4. <u>one</u> big fox |
| 2. <u>a</u> box on <u>a</u> desk | 5. six cats |
| 3. <u>one</u> big task | 6. kid in <u>a</u> mask |

MORE HELP WITH TRICKY WORDS

Circle the Tricky Word

- Write the following sentences with Tricky Words on the board/chart paper.

- | | |
|--|--|
| 1. I met her once. (<i>I, once</i>) | 5. Dad will ask him once. (<i>once</i>) |
| 2. One dog fit in a box. (<i>one, a</i>) | 6. No hot wax! (<i>no</i>) |
| 3. I have one red mask. (<i>I, have, one</i>) | 7. One milk was skim. (<i>one</i>) |
| 4. We were all from one class. (<i>were, all, from, one</i>) | 8. He is one of the kids. (<i>is, one, of</i>) |

- Have a student come to the board/chart paper, read the first sentence and underline the Tricky Word(s).
- Remind students there may be more than one Tricky Word in a sentence.
- Provide students with paper and pencils.
- Have all students write the Tricky Word(s).
- Repeat with the remaining sentences.

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 3 (**Activity Page TR 16.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 3 (**Activity Page TR 16.3**) for each student you are assessing.
- Follow the directions and scoring system for Progress Monitoring in Lesson 4.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 261 and 324 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 267 and 335 of those words would be completely decodable.

The sound /k/ is spelled 'k' approximately 22 percent of the time.

The sound combination /x/ is the 41st most common sound in English and it is found in approximately 3 percent of English words.

The sound combination /x/ is spelled 'x' approximately 51 percent of the time.

One is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *one* occurs 3 to 5 times.

Once is one of the most 200 most common words in most samples of written English. It is taught as a Tricky Word partly because it is an important word in stories.

17

REVIEW

Basic Code, Nouns,
and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the letter-sound correspondences for the following digraphs:
✦ /sh/ > 'sh', /ch/ > 'ch'. **TEKS 1.2.B.i**

Students will decode CVC, CCVC, and CVCC words, including those with the
✦ consonant digraphs 'sh' and 'ch'. **TEKS 1.2.B.ii**

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

Language (Grammar)

Students will identify common nouns that name a thing in orally presented
✦ phrases and simple sentences. **TEKS 1.11.D.iii**

Foundational Skills

Students will decode CVC, CCVC, and CVCC words including those with the
✦ consonant digraphs 'sh' and 'ch'. **TEKS 1.2.A.iv; TEKS 1.2.B.ii**

✦ Students will read the following Tricky Words: *do*, *two*. **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 17.1

Label the Picture

✦ **TEKS 1.2.B.ii**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (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; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.A.iv** Demonstrate and apply phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up:
- Oral Blending and Segmenting
- Code Flip Book Review
(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards for /sh/ > 'sh' (<i>shop</i>), /ch/ > 'ch' (<i>chin</i>)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Digraphs
(Phonics, Print Concepts) | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 17.1 |
| Language (Grammar) | | | |
| Identify Nouns
(Conventions of Standard English) | Whole Group | 10 min. | |
| Foundational Skills | | | |
| Pocket Chart Chaining for Reading
(Phonics) | Whole Group | 10 min. | <input type="checkbox"/> pocket chart
<input type="checkbox"/> index cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 'd' (2), 's', 'p', 'h', 'ch', 'sh' |
| Tricky Words: <i>Do, Two</i>
(Word Recognition) | Whole Group | 10 min. | <input type="checkbox"/> marker
<input type="checkbox"/> two yellow index cards for <i>do, two</i> |
| Take-Home Material | | | |
| Tricky Word Practice | | | <input type="checkbox"/> Activity Page 17.2 |

ADVANCE PREPARATION

Note to Teacher

During this lesson, students will review the digraphs 'ch' and 'sh'. The term *digraph* refers to two letters that stand for a single sound. Students do not need to know the term *digraph*, but it is crucial that they understand that a letter can stand for a single sound all by itself or it can work with a second letter as part of a "letter team," where two letters represent a single sound.

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the two Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip Book Review.
- Make sure students have their Individual Code Charts available.
- Add to the pocket chart cards you prepared in earlier lessons by writing the digraphs 'ch' and 'sh' on separate white index cards. Using these cards, set up the pocket chart as shown.
- Write the words *do* and *two* on yellow index cards. Have the Tricky Word card *to* also ready for review.

Universal Access

- Bring in pictures to use as a visual support during Oral Blending and Segmenting (creek, pit, and soak) and during Identify Nouns (hand, foot, head, red pencil, race car, bird, cat).

Pocket Chart Setup



Lesson 17: Basic Code, Nouns, and Tricky Words

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the letter-sound correspondences for the following digraphs: /sh/ > 'sh', /ch/ > 'ch'. **TEKS 1.2.B.i**

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'sh' and 'ch'. **TEKS 1.2.B.ii**

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

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. fun (3) | /f/ /u/ /n/ | 5. hand (4) | /h/ /a/ /n/ /d/ |
| 2. pit (3) | /p/ /i/ /t/ | 6. green (4) | /g/ /r/ /ee/ /n/ |
| 3. stay (3) | /s/ /t/ /ae/ | 7. looks (4) | /l/ /oo/ /k/ /s/ |
| 4. soak (3) | /s/ /oe/ /k/ | 8. creek (4) | /k/ /r/ /ee/ /k/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

Code Flip Book Review

- Show students the /ch/ Spelling Card with the 'ch'—*chin* side facing students. Point to the 'ch' and ask students to name the letter. Then read the word *chin* and remind them that the letters 'ch' are used to spell and write /ch/ in English words.

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (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.

For blending



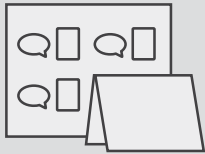
For segmenting



Support

Quickly review the words to provide context. Pictures can be used to demonstrate the words *pit*, *soak*, and *creek*. You can discuss the concepts of *fun*, *stay*, and *looks*, and point to a hand and the color green in the classroom.

Code Materials



- Point out the power bar below the spelling 'ch' and remind students that this bar indicates how common each spelling is. Ask students whether they think the letters 'ch' are a very common spelling or a less common spelling for /ch/. (*very common*)
- Turn to **Consonant Code Flip Book page 7** and point to the "sound bubble" for /ch/ on the page, and then point to the outline for the Spelling Card, placing the 'ch' Spelling Card for /ch/ on the appropriate place on the Code Flip Book page.
- Have students turn to the **Individual Code Chart page 6** and outline the card and code information for /ch/ in red.
- Repeat the above steps with the consonant Spelling Card for /sh/.

Note: The spelling 'sh' is not included on the Individual Code Chart.

Consonant Code Flip Book

1. /sh/ > 'sh' (*shop*) **page 24**

- Quickly review by showing the cards and having students say the sound represented on each card.



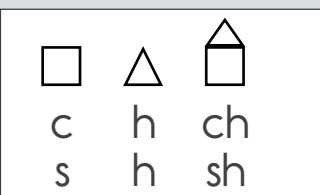
REVIEW DIGRAPHS (20 MIN.)

TEKS 1.2.B.ii

- Draw a square, a triangle, and a house (triangle on top of square) in a row on the board/chart paper.
- Point to each shape and ask students what it is. (*a square, a triangle, and a house*)
- Explain that a square by itself is just a square, and a triangle by itself is just a triangle, but a square with a triangle on top of it is something completely different: a house.
- Write a 'c' on the board/chart paper underneath the square.
- Ask students what sound the letter 'c' stands for. (*They should say /k/.*)
- Write an 'h' on the board/chart paper underneath the triangle.
- Ask students what sound the letter 'h' stands for. (*They should say /h/.*)



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



- Write the spelling 'ch' on the board/chart paper underneath the house.
- Ask students what sound the spelling 'ch' stands for. (*They should say /ch/.*)
- Explain that the letter 'c' by itself stands for the /k/ sound, and the letter 'h' by itself stands for the /h/ sound, but the letters 'c' and 'h' written together stand for a completely different sound: the /ch/ sound.
- Repeat this procedure for the digraph 'sh' as in *ship*.

Write the Spellings/Label the Picture

- Distribute Activity Page 17.1.
- Tell students that you are going to show them how to write the sound /ch/ as in *chips*.
- Write a 'ch' on handwriting guidelines and describe what you are doing using the phrases below.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'ch' on the activity page.
- Encourage students to say the sound /ch/ each time that they write the digraph.
- Repeat the steps for 'sh'.

Activity Page 17.1



Start just below the dotted line.

1. most of a circle to the left (lift)
2. Start on the top line.
3. long line down
4. hump



Start just below the dotted line.

1. half circle to the left
2. half circle to the right (lift)
3. Start on the top line.
4. long line down
5. hump

- Have students look at the back of the activity page.

- Read the words in the box at the top of the activity page chorally as a class. Tell the students to circle the digraph in each of the word after it is read aloud.
- Name each of the items on the activity page.
- Have students read the words in the box and write each word under its matching picture.



Activity Page 17.1: Label the Picture

Collect Activity Page 17.1 to review and monitor student progress.

Lesson 17: Basic Code, Nouns, and Tricky Words

Language



Primary Focus: Students will identify common nouns that name a thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

IDENTIFY NOUNS (10 MIN.)

Note: Today you will introduce nouns that name things.

- Tell students that they will learn more about nouns today. Ask students, “What is a noun?” (*a part of speech that names a person*) “Who can give me an example of a noun that names a person?”
- Say the phrase, *fast kid*, and have students repeat it after you.
- Ask students which word in the phrase names a person. (*kid*)
- Explain that today they will learn about another type of noun.
- Tell students to listen carefully to the next phrase.
- Say, *blue house*, have students repeat it, and ask, “Which word in the phrase names a thing?” (*house*)
- When students have given the correct answer, say, “The word *house* is a thing. A word that names a thing is also called a noun.”
- Repeat with the following phrases.

Support

Use pictures as a visual support during Identify Nouns. Tell students that the word that is the answer to the question, “What is this?” is the noun in the phrase. The other words in the phrase describe the thing or tell what it is doing.



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

1. hand waves
2. foot kicks
3. head nods
4. red pencil
5. fast car

- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell students to listen carefully to the following phrases and tell you whether the noun is at the beginning or at the end of the phrase.

1. bird flies
2. fluffy cat

- Summarize by asking students what we call a part of speech that names a thing. (*noun*)

Lesson 17: Basic Code, Nouns, and Tricky Words

Foundational Skills



Primary Focus

- Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'sh' and 'ch'. **TEKS 1.2.A.iv; TEKS 1.2.B.ii**
- Students will read the following Tricky Words: *do*, *two*. **TEKS 1.2.B.vi**

POCKET CHART CHAINING FOR READING (10 MIN.)

- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'p', 'e', and 'n' cards to the center of the pocket chart to spell *pen*.
- Ask the class to read the word.
- Replace the 'e' card with the 'u' card and say to the class, "If that is *pen*, what is this?"

TEKS 1.2.A.iv Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

Pocket Chart Setup



- Ask a student to read the word.
- Ask students which sound or letter you changed in the word *pen* to get the word *pun*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. pen > pun > sun > such > much > mud > mad > mash > smash
2. ship > shop > chop > chip > hip > dip > dish > dash > dad



Check for Understanding

Monitor students' performance as they move from one word to the next.

TRICKY WORDS: DO, TWO (10 MIN.)

- Prepare yellow index cards for the following words: *do* and *two*.
- Tell students that they will learn two new Tricky Words today. They will also review a previous Tricky Word: *to*. Remind students that Tricky Words do not play by the rules, so we have to be extra careful when reading them.

Tricky Word: *Do*

- Write *do* on the board/chart paper and invite students to read it. (They might say /d/ /o/.)
- Point to the letter 'd' and explain that it is pronounced /d/, as they would probably expect.
- Underline the letter 'o' and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *do*, they have to remember to pronounce the letter 'o' as /oo/.
- Tell students that when writing *do*, they have to remember to spell the /oo/ sound with the letter 'o'.

- Point to the word *do* as you say the following question, “Do you know what to do with the map?” Ask students to **Turn and Talk**, using the word *do* to start a question.

Tricky Word: *Two*

- Write *two* on the board/chart paper and ask how students would pronounce it by blending. (They may say /t/ /w/ /o/ or /t/ /w/ /oo/.)
- Explain that this word is actually pronounced /t/ /oo/.
- Explain that this word is how we write the word for the number 2. Write “two = 2” on the board/chart paper.
- Point to the letter ‘t’ and explain that it is pronounced /t/, as students would probably expect.
- Have students recall what they know about the Tricky Word *to* from Lesson 11. Remind students that *to* indicates a motion or direction (e.g., to the store, from here to there).
- Underline the letter ‘w’ and explain that this is one tricky part of the word. They would probably expect this letter to be pronounced /w/, but in fact there is no /w/ sound in the word.
- Underline the letter ‘o’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, as in *to* and *do*.
- Tell students that when reading *two*, they have to remember to not pronounce the ‘w’ and to pronounce the letter ‘o’ as /oo/.
- Tell students that when writing *two*, they have to remember to spell the word ‘t’, ‘w’, ‘o’.
- Tell students that the words *two* and *to* are homonyms, words that sound the same but are spelled differently and have different meanings.
- Point to the word *two* as you, “The Davis family has two cars.” Ask students to **Turn and Talk**, using the word *two* in oral sentences.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Foundational Literacy Skills

To demonstrate the meaning of the words *to* and *two*, first show students an item such as a marker. Hold up the marker and say, “This is one marker.” Hold up another marker and continue, “One marker and another marker makes two markers. We write the number two, t-w-o.” (Write *two* on the board/chart paper.) Then have a student help you demonstrate the preposition *to* by asking him/her to walk from “the desk to the door,” or having the student move from “there to here.” Say, “We write the word *to*, t-o.” (Write the word *to* on the board/chart paper.) Have students compare the spelling of the two words.

ELPS 1.C; ELPS 4.C

Take-Home Material

TRICKY WORD PRACTICE

Activity Page 17.2



- Tell students to take home Activity Page 17.2 so they can practice reading and writing Tricky Words with a family member.

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.2**) for each student.
- Provide each student with a handful of **small objects** (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- | | |
|--------------------------|-------------------------------------|
| 1. such (3) /s/ /u/ /ch/ | 6. rich (3) /r/ /i/ /ch/ |
| 2. shot (3) /sh/ /o/ /t/ | 7. lunch (4) /l/ /u/ /n/ /ch/ |
| 3. shut (3) /sh/ /u/ /t/ | 8. shelf (4) /sh/ /e/ /l/ /f/ |
| 4. fish (3) /f/ /i/ /sh/ | 9. fresh (4) /f/ /r/ /e/ /sh/ |
| 5. rush (3) /r/ /u/ /sh/ | 10. French (5) /f/ /r/ /e/ /n/ /ch/ |

MORE HELP WITH READING AND SPELLING

Large Card Spelling

- Distribute the following **Large Letter Cards**, one card per student: 'i', 'a', 'u', 'o', 'm', 'n', 'c', 's', 'p', 'h', 'w', 'f', 'sh', and 'ch'.
- Follow the directions in Lesson 3 for Large Card Spelling.

- | | |
|---------|----------|
| 1. much | 6. shop |
| 2. such | 7. shun |
| 3. wish | 8. chop |
| 4. cash | 9. champ |
| 5. fish | 10. chap |

Guess My Word

- Set up the **pocket chart**.
- Arrange **cards for** the following vowel spellings along the top of the pocket chart: **'i', 'e', 'a', 'u', 'o'**.
- Arrange **cards for** consonant spellings **'m', 'n', 'c', 'd', 's', 'p', 'h', 'w', 'sh',** and **'ch'** along the bottom of the pocket chart.
- Begin with the first word in the box, but do not tell students the word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to choose the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with the remainder of words in the box.

- | | |
|-------------|-------------|
| 1. ship (3) | 5. wisp (4) |
| 2. chin (3) | 6. wish (3) |
| 3. dish (3) | 7. chap (3) |
| 4. pads (4) | 8. shin (3) |

MORE HELP WITH TRICKY WORDS

Circle the Tricky Word

- Write the following phrases with Tricky Words on the board/chart paper.
- Follow the directions in Lesson 16 for Circle the Tricky Word.

- | | |
|--|---|
| 1. <u>one</u> inch (<i>one</i>) | 5. <u>one</u> box on shelf (<i>one</i>) |
| 2. <u>two</u> fish, <u>one</u> dish (<i>two, one</i>) | 6. <u>Two</u> kids can <u>do</u> it. (<i>two, do</i>) |
| 3. <u>no</u> <u>two</u> rich men (<i>no, two</i>) | 7. just <u>once</u> (<i>once</i>) |
| 4. <u>Do</u> we have <u>one</u> ? (<i>do, have, one</i>) | 8. <u>from</u> <u>two</u> ships (<i>from, two</i>) |



PROGRESS MONITORING (OPTIONAL)

TEKS 1.2.B.ii

- Make one copy of the Word Cards for Progress Monitoring 4 (**Activity Page TR 17.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 4 (**Activity Page TR 17.2**) for each student you are assessing.
- Follow the directions in Lesson 4 to administer the Progress Monitoring, and use the following scoring system.

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

- 18–20 points: excellent
- 16 or 17 points: good
- 12–15 points: fair
- Less than 12 points: poor

Goal: Achieve scores of good or excellent (16 points or higher).

Scores of 15 or less indicate additional reteaching and reinforcement of consonant clusters is required.



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

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 267 and 335 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.

Students have now reviewed one way to write 27 of the 44 sounds in English.

The sound /ch/ is the 35th most common sound.

The sound /ch/ is spelled 'ch' approximately 70 percent of the time.

The sound /sh/ is the 34th most common sound in English.

The sound /sh/ is spelled 'sh' approximately 77 percent of the time.

18

REVIEW

Basic Code

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
 ✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the letter-sound correspondences for the following digraphs:
 ✦ /th/ > 'th', /th/ > 'th'. **TEKS 1.2.B.ii**

Students will differentiate between the voiced and unvoiced phonemes /th/—/th/
 ✦ in orally spoken words, noting the correct spelling for each. **TEKS 1.2.A.vii**

Students will decode CVC, CCVC, and CVCC words, including those with the
 ✦ consonant digraphs 'sh', 'ch', and 'th'. **TEKS 1.2.A.iv; TEKS 1.2.B.ii**

Students will develop handwriting by recognizing appropriate spacing between
 ✦ words. **TEKS 1.2.F**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 18.1

Label the Picture

✦ **TEKS 1.2.B.ii**

✦ **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; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up:
- Oral Blending and Segmenting
- Code Flip Book Review
(Phonological Awareness, Phonics) | Whole Group | 10 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards for /th/ > 'th' (<i>thin</i>),
/ <u>th</u> / > 'th' (<i>them</i>) |
| Review Sister Sounds
(Phonics) | Whole Group | 5 min. | |
| Review Digraphs
(Phonics, Print Concepts) | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 18.1 |
| Pocket Chart Chaining for Reading
(Phonics) | Whole Group | 10 min. | <input type="checkbox"/> pocket chart
<input type="checkbox"/> index cards for 'e', 'a', 'o', 'm' (2), 'n',
'p', 'b', 'h', 'ch', 'sh', 'th' |
| Practice Reading
(Phonics) | Whole Group | 15 min. | <input type="checkbox"/> Reading Practice Chart
(Digital Components) |
| Take-Home Material | | | |
| Practice Pack | | | <input type="checkbox"/> Activity Page 18.2 |

ADVANCE PREPARATION

Note to Teacher

Today students will review the voiceless sound /th/ (as in *thin*) and the voiced sound /th/ (as in *them*). These two sounds are very similar—so similar that most native speakers do not realize that they are two distinct sounds. Voiced /th/ is buzzier than unvoiced /th/ (i.e., your vocal cords vibrate when pronouncing voiced /th/). Place your fingers on your voice box (or press your palms against your cheeks) and compare the final sounds in *teeth* to *teethe* (or the sounds in *ether* and *either*). Both sounds are spelled with the same digraph, 'th', but you can feel the voiced and unvoiced difference.

The digraph 'th' is the first example of a phenomenon that occurs frequently in English, where a particular letter or digraph can be sounded at least two different ways. We call these ambiguous spellings “tricky spellings.” When a beginning reader encounters a tricky spelling, he or she cannot be 100% certain which of the possible pronunciations is correct—unless he or she has heard the word in oral speech. Fortunately, in this instance, it is unlikely that the tricky spelling 'th' will cause students much trouble, as /th/ and /th/ sound very similar.

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the two Spelling Cards listed in the Lesson at a Glance chart for Code Flip Book Review readily available.
- Add to the pocket chart cards you prepared in previous lessons by writing the digraph 'th' on a white index card. Using the cards listed in the Lesson at a Glance chart, set up the pocket chart as shown.

➤ Digital Component 18.1

- Write the phrases and sentences for Practice Reading (Digital Component 18.1) on the board/chart paper, or use the digital version.

Universal Access

- Gather pictures of a cop, snow, rain, and cookie as visual support during Oral Blending and Segmenting.
- Quickly review the phrases used in the Practice Reading activity to provide context. Pictures can be used to demonstrate words that are depictable, such as *chips* and *moth*. Be sure students understand that *some* means “more than one.” Plan to expand parts of phrases into complete sentences to aid in students' comprehension of the phrases. .

Pocket Chart Setup



Lesson 18: Basic Code

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will identify the letter-sound correspondences for the following digraphs:

✦ /th/ > 'th', /th/ > 'th'. **TEKS 1.2.A.vii**

Students will differentiate between the voiced and unvoiced phonemes of

✦ /th/—/th/ in orally spoken words, noting the correct spelling for each. **TEKS 1.2.B.ii**

Students will decode CVC, CCVC, and CVCC words, including those with the

✦ consonant digraphs 'sh', 'ch', and 'th'. **TEKS 1.2.A.iv; TEKS 1.2.B.ii**

Students will develop handwriting by recognizing appropriate spacing between

✦ words. **TEKS 1.2.F**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. cop (3) | /k/ /o/ /p/ | 5. clean (4) | /k/ /l/ /ee/ /n/ |
| 2. play (3) | /p/ /l/ /ae/ | 6. trip (4) | /t/ /r/ /i/ /p/ |
| 3. snow (3) | /s/ /n/ /oe/ | 7. chomp (4) | /ch/ /o/ /m/ /p/ |
| 4. rain (3) | /r/ /ae/ /n/ | 8. chimp (4) | /ch/ /i/ /m/ /p/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

✦ **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; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

For blending

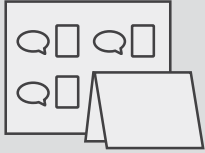


For segmenting



Support

Use the pictures of a cop, snow, rain, and cookie as visual support. Discuss the more abstract concepts of *play*, *trip*, and *chomp* with students, having students act out the words.



Code Flip Book Review

- Show students the /th/ Spelling Card with the 'th'—*thin* side facing students. Point to the 'th' and ask students to name the letter. Then read the word *thin* and remind them that the letter 'th' is used to spell and write /th/ in English words.
- Point out the power bar below the spelling 'th' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 'th' and ask students whether they think 'th' is a very common spelling or a less common spelling for /th/. (*very common*)
- Turn to **Consonant Code Flip Book page 13** and point to the “sound bubble” for /th/ on the page, and then point to the outline for the Spelling Card, placing the 'th' Spelling Card for /th/ on the appropriate place on the Code Flip Book page.
- Repeat these steps with the consonant Spelling Card for /th/.

Consonant Code Flip Book

1. /th/ > 'th' (*them*) **page 14**

- Quickly review by showing the cards and having students say the sound represented on each card.

REVIEW SISTER SOUNDS (5 MIN.)

- Tell students they are going to learn about the spelling 'th' and write this on the board/chart paper.
- Explain that when we see the spelling 'th', there are two different ways we can pronounce it: /th/ and /th/. They sound very similar, so we call them sister sounds.
- Both of these consonant sounds are made by placing the tongue between the upper and lower teeth and blowing air out. There is a difference, however.

Note: Tell students that when they make the /th/ and /th/ sounds, they can actually stick their tongues out.

- Tell students to place their fingers over their ears and their palms on their cheeks, or their fingertips on their throats.

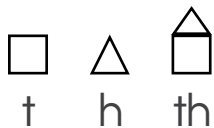
- Say the words *teeth* and *teethe*. Tell students that teeth are what we have in our mouths, and teethe is when we grow new teeth.
- Say the word *teeth* and have students say the word, first placing their fingertips on their throats and then placing their fingers over their ears and their palms on their cheeks.
- Say the word *teethe* and have students say the word several times, first placing their fingertips on their throats and then placing their fingers over their ears and their palms on their cheeks.
- Alternate between pointing to *teeth* and *teethe*, asking students to say the words. Ask students if they can hear how *teethe* is buzzier at the end.
- Have students say the two sounds in isolation, alternating between saying the /th/ sound and the /th/ sound, stretching each one out.
- Ask students if they can feel the difference between these two sounds.
- Explain that the /th/ sound is buzzier than the /th/ sound: it makes our mouths vibrate.

Note: Do not worry if students do not distinguish between the two sounds. There are very few words where the difference between /th/ and / th/ is meaningful in the way it is in *teeth* and *teethe* (and *ether* and *either*). Students can learn to read and write 'th' without being able to distinguish between these two sounds.

- Tell students that you are going to say two words: one word will begin with the buzzy /th/ sound and one word will begin with the /th/ sound. Students should listen carefully, put their fingers on their throats, and repeat both words.
- Say the first pair of words and ask students which word begins with the buzzy /th/ sound.
- Repeat this process with the remaining word pairs.

- | | |
|--------------------------------|---------------------------------|
| 1. thin—then (<i>then</i>) | 4. thud—thus (<i>thus</i>) |
| 2. that—thanks (<i>that</i>) | 5. these—theme (<i>these</i>) |
| 3. theft—them (<i>them</i>) | |

REVIEW DIGRAPHS (20 MIN.)



- Write a 't' on the board/chart paper.
- Ask students what sound the letter 't' stands for. (*They should say /t/.*)
- Write an 'h' on the board/chart paper.
- Ask students what sound the letter 'h' stands for. (*They should say /h/.*)
- Write the spelling 'th' on the board/chart paper.
- Ask students what two individual sounds the spelling 'th' stands for. (*They should say /th/ and /th/.*)
- Explain that the letter 't' by itself stands for the /t/ sound, and the letter 'h' by itself stands for the /h/ sound, but the letters 't' and 'h' written together stand for a completely different sound: either the /th/ sound or the /th/ sound.
- If students seem confused, repeat the "square, triangle, house" demonstration.

Write the Spellings/Label the Picture

- Distribute Activity Page 18.1.
- Tell students that you are going to show them how to write the sound /th/ as in *them* and the sound /th/ as in *thin*.
- Write a 'th' on handwriting guidelines and describe what you are doing using the phrases in the diagram.
- Point out that the sounds /th/ and /th/ are written with the same spelling.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'th' on the activity page.
- Encourage students to say the sound /th/ or /th/ each time that they write the digraph.
- Have students look at the back of the activity page. Read the words and name the pictures together as a class.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.

Activity Page 18.1



Start between the dotted line and the top line.

1. long line down(lift)
2. line across(lift)
3. Start on the top line.
4. long line down
5. hump



Activity Page 18.1: Label the Picture

Collect Activity Page 18.1 to review and monitor student progress.

POCKET CHART CHAINING FOR READING (10 MIN.)

- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.
- Explain that you will combine spellings to make words.
- Move the 'ch', 'a', and 'p' cards to the center of the pocket chart to spell *chap*.
- Ask the class to read the word.
- Replace the 'ch' card with the 'm' card and say, "If that is *chap*, what is this?"
- Ask a student to read the word.
- Ask students what change you made to the word *chap* to get the word *map*. Ask them whether you changed the first, middle, or last sound or letter.
- Work through the remaining words.

1. chap > map > man > than > then > them > hem > hen > pen
2. bath > path > math > moth > mom > mop > chop > shop > hop

Pocket Chart Setup



Check for Understanding

Monitor students' performance as they move from one word to the next.



Support

Provide students with context for the words in the phrases and sentences.

Pictures can be used to demonstrate words that are depictable, such as *chips* and *moth*. Be sure students understand that *some* means more than one.

Expand parts of phrases into complete sentences to aid in students' comprehension of the phrases. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Phrases and Sentences

- Remind students that words can be combined to make phrases.
- Tell students that when we write, we leave a space between each word in a phrase.
- Point to the phrase *fast ship* on the board/chart paper and point out the space between the two words.
- Invite a student to read the phrase.
- Repeat with the phrase *two cups*.
- Explain that words can also be combined to make sentences.
- Tell students that a sentence is a complete thought. The first letter in the first word of a sentence is capitalized.
- Point to the first sentence on the board/chart paper and point out the spaces between the words: *This is fun*.
- Invite a student to read the sentence.
- Point out the period at the end of the sentence. Explain that the little dot at the end of a sentence is called a period. It indicates that it is time to make a full stop and take a breath when reading.
- Repeat with the remaining sentences.

➤ Digital Component 18.1

- | | |
|------------------------|--|
| 1. fast ship | 4. Beth had <u>some</u> chips. |
| 2. <u>two</u> cups | 5. I have <u>one</u> big moth in that box. |
| 3. This <u>is</u> fun. | |



Take-Home Material

PRACTICE PACK

- Have students take Activity Page 18.2 home so they can practice reading and writing with a family member.

Activity Page 18.2



Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Relay Blending

- Divide students into two teams and have each team form a line. Say a segmented word (e.g., “/w/ . . . /i/ . . . /sh/”) and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their lines.
- If neither student can blend the word correctly, have both students move to the back of their lines and allow the next students in line to take a turn.

- | | |
|----------------------------|----------------------------------|
| 1. wish (3) > /w/ /i/ /sh/ | 7. shop (3) > /sh/ /o/ /p/ |
| 2. rich (3) > /r/ /i/ /ch/ | 8. flesh (4) > /f/ /l/ /e/ /sh/ |
| 3. push (3) > /p/ /u/ /sh/ | 9. chant (4) > /ch/ /a/ /n/ /t/ |
| 4. lash (3) > /l/ /a/ /sh/ | 10. chaps (4) > /ch/ /a/ /p/ /s/ |
| 5. such (3) > /s/ /u/ /ch/ | 11. shots (4) > /sh/ /o/ /t/ /s/ |
| 6. shin (3) > /sh/ /i/ /n/ | 12. pant (4) > /p/ /a/ /n/ /t/ |

MORE HELP WITH READING AND SPELLING

Large Card Spelling

- Distribute the following **Large Letter Cards**, one card per student: 'i', 'e', 'a', 'u', 'o', 'b', 'f', 'l', 'm', 'n', 'c', 'r', 's', 't', 'p', 'h', 's', 'sh', and 'ch'.
- Follow the directions in Lesson 3 for Large Card Spelling using the words in the box.

- | | |
|----------|------------|
| 1. inch | 6. trash |
| 2. bunch | 7. ships |
| 3. flash | 8. chomp |
| 4. punch | 9. chest |
| 5. fresh | 10. flinch |

Match Maker

- Make one copy of the picture/word cards (**Activity Page TR 18.1**) for each student or pair of students.
- Follow the directions in Lesson 14 for Match Maker.

Match Me

- Make one copy of **Activity Page TR 18.2** for each student, and ask them to cut the word cards apart.
- Tell students you will say a word from the box.

Note: This is an oral exercise. Students should not be expected to read these words, as they are not yet decodable.

- Students should hold up the digraph card for the spelling that corresponds with the sound at the beginning or end of the word, and say the sound.
- If students provide an incorrect answer, correct the error, and repeat the item.
- Repeat procedure with the remaining words.

- | | |
|-----------|------------|
| 1. change | 5. chant |
| 2. throb | 6. thunder |
| 3. thing | 7. shadow |
| 4. shout | 8. chapter |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 302 and 374 of those words would be completely decodable.

Students have now reviewed one way to write 29 of the 44 sounds in English.

The sound /th/ is the 40th most common sound in English.

The sound /th/ is spelled 'th' approximately 100 percent of the time.

The sound /th/ is the 8th most common sound in English. It is found in several of the most common words in the language (e.g., *the, then, they, them, there, this, that*, etc.).

The sound /th/ is spelled 'th' approximately 89 percent of the time.

19

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will read the following Tricky Words: *the, who*. **TEKS 1.2.B.vi**

Reading

As the teacher reads "Beth" aloud, students will identify features of a sentence, Tricky Words, common nouns and the narrator of the story, as well as answer

- ✦ questions about the key details. **TEKS 1.6.G; TEKS 1.10.E**

Students will read "Beth" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

- ✦ **TEKS 1.4; TEKS 1.6.G**

Students will establish a purpose for reading assigned text with adult assistance.

- ✦ **TEKS 1.6.A**

FORMATIVE ASSESSMENT

Observation

Discussion Questions "Beth"

- ✦ **TEKS 1.6.G**

Observation

Anecdotal Reading Record "Beth"

- ✦ **TEKS 1.4**

Activity Page 19.1

Story Questions "Beth"

- ✦ **TEKS 1.6.G**

- ✦ **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.10.E** Listen to and experience first- and third-person texts; **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.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Foundational Skills | | | |
| Tricky Words: <i>The, Who</i>
(Word Recognition) | Whole Group | 5 min. | <input type="checkbox"/> marker
<input type="checkbox"/> yellow index cards for <i>the, who</i> |
| Reading | | | |
| Introduce the Reader and Story | Whole Group | 20 min. | <input type="checkbox"/> <i>Snap Shots</i> Big Book |
| Teacher Demonstration:
Read “Beth” | | | |
| Read “Beth” | Partner | 15 min. | <input type="checkbox"/> <i>Snap Shots</i> Reader |
| Review “Beth” | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 19.1
<input type="checkbox"/> Activity Page 19.1
(Digital Components) |

ADVANCE PREPARATION

Note to Teacher

Today you will conduct your first demonstration story. Demonstration stories provide many opportunities for you to model reading skills and more for students. You may want to do any or all of the following when presenting a demonstration story:

Demonstration Stories

1. Point out Tricky Words.
2. Highlight grammar skills, such as pointing out nouns in a sentence.
3. Ask questions for comprehension checks.
4. Clarify any points that may be confusing in the story.

Foundational Skills

- Write the words *the* and *who* on yellow index cards.

Reading

- Today you will begin the new Reader, *Snap Shots*. Using the digital version of *Snap Shots* found on the program's digital components site or the *Snap Shots* Big Book, you will read the first story, "Beth," to your class. If using the digital version, you may want to practice reading this story to familiarize yourself with the online format of the Reader before presenting the story to your class.
- In the story, the main character, Beth, travels to the United Kingdom. You will want to have a world map or globe available to show students the locations of the United Kingdom and the United States.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources and add it to your clipboard with the Oral Blending and Segmenting Observation Record. 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 questions about characters, setting, and main event.

- Study the sample Discussion Questions Observation Record to familiarize yourself with the manner in which you will document student performance.
- You may wish to start a word wall specific to the *Snap Shots* Reader. Add words to it throughout the lessons. Be sure to write these words on white or green index cards to indicate that they are decodable.
- After reading the demonstration story “Beth” to the class you will give students time to read the story on their own with a partner. Please think in advance about how you will pair students; refer to the section in the introduction on *Snap Shots* for more guidance on partner reading.
- Study the sample Anecdotal Reading Record to familiarize yourself with the manner in which you will take notes as you listen to students read aloud. Make one copy of the blank Anecdotal Reading Record for every student in your class, and label each with a student’s name. Place all of these records in alphabetical order on a new clipboard with a pen so they are ready for use when students read aloud.

➤ **Digital Component 19.1**

- Create an enlarged version of Activity Page 19.1 (Digital Component 19.1) to display for Story Questions Activity Page, or use the digital version.

Universal Access

- Bring in a camera or cell phone to use in demonstrating “taking a snap shot” with students during Introduce the Reader and Story.

Lesson 19: Tricky Words

Foundational Skills



Primary Focus: Students will read the following Tricky Words: *the*, *who*.



TEKS 1.2.B.vi

TRICKY WORDS: THE, WHO (5 MIN.)
Tricky Word: *The*

- Show students the Tricky Word card for *the* and ask them how they would pronounce it by blending. (They should say /th/ /e/ or /th/ /e/.)
- Explain that this word is generally pronounced /th/ /u/ as in, “This is the last slice of pizza.”
- Write *the* on the board/chart paper. Point to the spelling ‘th’ and explain that it is pronounced /th/, as they would probably expect.
- Underline the letter ‘e’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is generally pronounced /u/.
- Tell students that when reading *the*, they have to remember to pronounce the letter ‘e’ as /u/.
- Tell students that when writing *the*, they have to remember to spell the /u/ sound with the letter ‘e’.
- Point to the word *the* as you say the following question, “I kicked the ball very hard.” Ask students to **Turn and Talk** using the word *the* in an oral sentence.

Tricky Word: *Who*

- Show students the Tricky Word card for *who* and ask how they would pronounce it by blending. (They might say /w/ /h/ /o/ or /w/ /h/ /oo/.)
- Tell students that this word is actually pronounced /h/ /oo/ as in, “Who has my doll?”
- Write *who* on the board/chart paper. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. They would probably expect this to be pronounced /w/ /h/ or /w/ (as in *when*, *where*, *why*, *what*, and *which*, reviewed later in Unit 1), but it is pronounced /h/.



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.

- Underline the letter 'o' and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, just as it is in *to* and *do*.
- Tell students that when reading *who*, they have to remember to pronounce the letters 'w' 'h' as /h/ and the letter 'o' as /oo/.
- Tell students that when writing *who*, they have to remember to spell the /h/ sound with the letters 'w' 'h' and the /oo/ sound with the letter 'o'.
- Point to the word *who* as you say the following question, "Who is the principal?" Ask students to **Turn and Talk** using the word *who* to start a question.

Tricky Word Practice

- Show students a Tricky Word card and ask them to read the word.
- Ask another student to provide a sentence using the Tricky Word.

Lesson 19: "Beth"

Reading



Primary Focus

As the teacher reads "Beth" aloud, students will identify features of a sentence, Tricky Words, common nouns and the narrator of the story, as well as answer questions about the key details. **TEKS 1.6.G; TEKS 1.10.E**

Students will read "Beth" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4; TEKS 1.6.G

Students will establish a purpose for reading assigned text with adult assistance.

TEKS 1.6.A

INTRODUCE THE READER AND STORY (5 MIN.)

- Tell students that today they will begin reading the book *Snap Shots*.
- Ask students, "Based on the title, what do you think we will see throughout the stories?" (*snap shots*)
- Explain that *Snap Shots* is about a girl named Beth who is 10 years old. Like us, Beth lives in the United States, or the U.S. for short.

TEKS 1.6.G Evaluate details to determine what is most important with adult assistance; **TEKS 1.10.E** Listen to and experience first- and third-person texts; **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.

Support

Ask students, "What is a snap shot?" Explain that a snap shot is a picture that has been taken with a camera. Show students an actual snap shot. If possible, show students a cell phone and pictures that have been taken with it. Show students the cover of the Reader and point to the picture.

Support

Show students where the United States and United Kingdom are located on a map or globe.

- Tell students that Beth gets to take a trip to the United Kingdom, or the U.K. for short.
- Tell students that in this Reader, Beth tells about her trip and shares some snap shots she has taken.

Purpose for Reading **TEKS 1.6.A**

- Remind students that people read for different reasons, and ask students for some examples. Tell students that stories usually have a title that tells what the story is about. The title of this story is “Beth.” Tell students that they should listen carefully to learn about Beth.

TEACHER DEMONSTRATION: READ “BETH” (15 MIN.)

- Remind the class that stories are made up of sentences. A sentence is a complete thought. The first letter in the first word of a sentence is capitalized, and it ends with a little dot called a period. The period indicates that it is time to make a full stop and take a breath when reading.
- Read the story once through without stopping. Track the words with your finger or a pointer as you read.
- Tell students that you will read the story again, asking them questions along the way. Use the Guided Reading Supports below after reading each page.

Page 2

- Ask students, “Why do you think the word *I* is underlined? What have we learned about this word?” (*It is a Tricky Word.*) Tell students that in the Reader, the tricky parts of Tricky Words are underlined.

Page 4

- Ask, “Who can tell me a noun that names a person on this page? Who can tell me a noun that names a thing?” You may have students come to the front of the class to point to the words.
- Point to the word *the*. Say, “Remember that *the* is a Tricky Word you have learned. The letter ‘e’ is underlined because that is the part of the word that is not sounded /e/ as we might expect.”

Page 5

- Point to Beth’s hair. Say, “If Beth’s hair is blowing around like this, what do you think the weather is like on top of the path at the pond?” (*It is windy.*)



TEKS 1.6.A Establish purpose for reading assigned and self-selected texts with adult assistance.

Big Book



Page 2

Page 6

- Ask, “How many Tricky Words are on the page?” (*three*) Remind students to be careful reading Tricky Words because they do not play by the rules.

Page 8

- Ask a student volunteer to read this sentence.

Page 9

- Ask, “What is the name of this dog?” (*His name is Jet.*) “How do we know the dog’s name?” (*His name is on the dog tag.*)

Wrap-Up

- Discuss the following questions as a class referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence incorporating the question stem in their answer.

Discussion Questions for “Beth”

1. **Literal.** Where are Beth and her parents?
 - » They are at camp.
2. **Inferential.** Who is telling us the story? In other words, who is the narrator?
 - » Beth is telling the story.
3. **Literal.** Beth took a funny snap shot. What did she take a picture of?
 - » She took a picture of a dog with a hot dog.
4. Do you have questions you would like to clarify your understanding of the story?



Observation: Discussion Questions

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Is Beth the main character of this story?” “Do Beth and her family take snap shots?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Mom got a snap shot of . . .” “I got a snap shot of a dog with a . . .”

Advanced/Advanced High

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

ELPS 4.G



READ “BETH” (15 MIN.)

Partner Reading

- Pair students for reading and explain that they will take turns reading aloud while partners follow along.
- Circulate through the room using the Anecdotal Reading Record to take notes as you listen to students read aloud.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.

REVIEW “BETH” (20 MIN.)

Story Questions Activity Page

➤ Digital Component 19.1

- Distribute and display Activity Page 19.1, and have students reconvene as a whole group.
- Explain that the activity page has questions about the story “Beth.”
- Complete the activity page as a class. You may wish to display this activity page by using the digital version.
- Encourage students to write complete sentences, and model this for them.



Activity Page 19.1: Story Questions

Collect Activity Page 19.1 to review and monitor student progress.

End Lesson

Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Match Maker

- Write the Tricky Words *the*, *who*, *do*, *two*, and *one* on **index cards** and add them to the set of Tricky Word cards you created in Lesson 14.
- Follow the directions in Lesson 14 for Match Maker.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 19.1** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 302 and 374 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 377 and 439 of those words would be completely decodable.

The is the most common word in most samples of written English.

20

REVIEW

Basic Code
and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the letter-sound correspondences for the following digraphs:

✦ /ng/ > 'ng', /qu/ > 'qu'. **TEKS 1.2.B.i**

Students will decode CVC, CCVC, and CVCC words, including those with the

✦ consonant digraphs 'ng' and 'qu'. **TEKS 1.2.B.ii**

✦ Students will read the following Tricky Words: *said*, *says*. **TEKS 1.2.B.vi**

Reading

As the teacher reads "Nat" aloud, students will identify features of a sentence, Tricky Words, and common nouns, as well as answer questions about the key

✦ details. **TEKS 1.4; TEKS 1.6.G**

✦ Students will establish a purpose for reading "Nat." **TEKS 1.6.A**

✦ Students will begin to recognize the characteristics of digital texts. **TEKS 1.9.F**

FORMATIVE ASSESSMENT

Activity Page 20.1 Label the Picture

✦ **TEKS 1.2.B.ii**

Observation

Discussion Questions "Nat"

✦ **TEKS 1.7.C**

Observation

Anecdotal Reading Record "Nat"

✦ **TEKS 1.4**

Activity Page 20.2 Story Questions "Nat"

✦ **TEKS 1.6.G**

✦ **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; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.9.F** Recognize characteristics of multimodal and digital texts.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Code Flip Book Review (Phonics) | Whole Group | 5 min. | <input type="checkbox"/> Consonant Code Flip Book
<input type="checkbox"/> Spelling Cards for /ng/ > 'ng' (<i>sing</i>), /qu/ > 'qu' (<i>quit</i>)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> red markers |
| Review Digraphs (Phonics, Print Concepts) | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 20.1 |
| Tricky Words: <i>Said</i> , <i>Says</i> (Word Recognition) | Whole Group | 5 min. | <input type="checkbox"/> two yellow index cards
<input type="checkbox"/> Tricky Word Practice Chart (Digital Components) |
| Reading | | | |
| Introduce the Story | Whole Group | 15 min. | <input type="checkbox"/> <i>Snap Shots</i> Big Book |
| Teacher Demonstration: Read "Nat" | | | |
| Read "Nat" | Small Group/
Partner | 15 min. | <input type="checkbox"/> <i>Snap Shots</i> Reader
<input type="checkbox"/> Activity Page 20.2 |
| Take-Home Material | | | |
| Spelling Activity Page | | | <input type="checkbox"/> Activity Page 20.3 |

ADVANCE PREPARATION

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the two Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip Book Review.
- Make sure students have their Individual Code Charts available.
- Write the words *said* and *says* on yellow index cards.

➤ Digital Component 20.1

- Write the Tricky Word sentences for Tricky Word Practice (Digital Component 20.1) on the board/chart paper, or use the digital version.

Reading

- Load *Snap Shots* on the program's digital components site or prepare to display the *Snap Shots* Big Book.
- After you read the story "Nat" to the class, students will have time to read the story on their own. Since students learn to decode at varying rates, it is often helpful to divide students into two groups: students who need minimal to moderate support and students who cannot proceed without scaffolded instruction from the teacher. For students in the first group, monitored partner reading is an effective practice. For the other group, guided small group instruction is helpful. In other words, you may want to have some students partner read while you work with a small group of students, listening to them take turns reading aloud while you provide feedback and support.
- Remember that reading groups should be fluid. As new code knowledge is taught, the groups need to be continually reassessed. Informal assessments, such as notes from the Anecdotal Reading Record provided in the Teacher Resources section of this Teacher Guide, can be used to help inform your grouping decisions.

Universal Access

- Quickly review the sentences used in Tricky Word Practice to provide contexts in which someone might say these sentences. Be sure students understand that *says* is used to indicate that someone is saying something right now, whereas *said* is used to indicate that someone has already said something in the past.

Lesson 20: Basic Code and Tricky Words

Foundational Skills



Primary Focus

Students will identify the letter-sound correspondences for the following digraphs:

✦ /ng/ > 'ng', /qu/ > 'qu'. **TEKS 1.2.B.i**

Students will decode CVC, CCVC, and CVCC words, including those with the

✦ consonant digraphs 'ng' and 'qu'. **TEKS 1.2.B.ii**

✦ Students will read the following Tricky Words: *said*, *says*. **TEKS 1.2.B.vi**

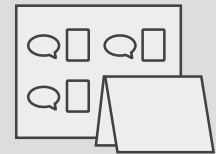
WARM-UP (5 MIN.)

Code Flip Book Review

- Show students the /ng/ Spelling Card with the 'ng'—*sing* side facing students. Point to the 'ng' and ask students to name the letters. Then read the word *sing* and remind them that the letters 'ng' are used to spell and write /ng/ in English words.
- Point to the power bar under the 'ng' and ask students whether they think the letters 'ng' are a very common spelling or a less common spelling for /ng/. (*very common*)
- Turn to **Consonant Code Flip Book page 17** and point to the sound bubble for /ng/ on the page, and then point to the outline for the Spelling Card, placing the 'ng' Spelling Card for /ng/ on the appropriate place on the Code Flip Book page.
- Ask students to turn to their **Individual Code Chart page 8** and outline the card and code information for 'ng' in red.
- Repeat the above steps with the consonant Spelling Card for /qu/.

Note: The spelling 'qu' is not included on the Individual Code Chart.

Code Materials



Consonant Code Flip Book

1. /qu/ > 'qu' (*quit*) **page 25**

✦ **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; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

- Quickly review by showing the cards and having students say the sound represented on each card.

Note: /qu/ is a sound combination consisting of two sounds, /k/ and /w/. It is reviewed here as if it were one sound because the two letters in the digraph 'qu' occur as a unit. There is no need to explain this to the class. If a student notices that /qu/ consists of two sounds, you should confirm this and compliment the student for being a good listener.

REVIEW DIGRAPHS (20 MIN.)

Support



You may wish to explain digraphs as “letter teams” or “best friends.” The ‘q’ is best friends with the ‘u’, and doesn’t like to go out to play without her.

- Write an ‘n’ on the board/chart paper.
- Ask students what sound the letter ‘n’ stands for. (*They should say /n/.*)
- Write a ‘g’ on the board/chart paper.
- Ask students what sound the letter ‘g’ stands for. (*They should say /g/.*)
- Write the spelling ‘ng’ on the board/chart paper.
- Ask students what sound the spelling ‘ng’ stands for. (*They might say /n/ /g/.*)
- Explain that the sounds /n/ and /ng/ are very similar.
- Have them say the following minimal pairs a few times so that they can hear and feel the difference: *kin—king, pin—ping, ban—bang.*
- Have students say the two sounds in isolation, alternating between the /n/ sound and the /ng/ sound, stretching each one out.
- Explain 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/.
- Introduce the digraph ‘qu’ and explain that this stands for the sounds /k/ + /w/.
- Have students repeat these words after you: *quit, quilt, and quiz.*

Write the Spellings/Label the Picture

- Tell students that you are going to show them how to write the sounds /ng/ and /qu/.
- Write ‘ng’ on handwriting guidelines and describe what you are doing using the numbered instructions.
- Model writing the letter team two or three more times.

- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy the 'ng' on the activity page.
- Encourage students to say the sound /ng/ each time that they write the digraph.
- Repeat the same steps for 'qu'.

| | |
|--|---|
|  |  |
| <p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. short line down 2. hump (lift) <p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. fish hook ending below bottom line | <p>Start between the dotted line and the bottom line.</p> <ol style="list-style-type: none"> 1. circle to the left 2. line down ending below the bottom line (lift) <p>Start on the dotted line.</p> <ol style="list-style-type: none"> 1. cup 2. short line down |

- Have students look at the back of the activity page. Read the words and name the pictures together as a class.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.



Activity Page 20.1: Label the Picture

Collect Activity Page 20.1 to review and monitor student progress.

Activity Page 20.1



TRICKY WORDS: SAID, SAYS (5 MIN.)

Tricky Word: *Said*

- Show students the Tricky Word card *said* and ask them how they would read the word by blending. (They might say a two-syllable word: /s/ /a/ - /i/ /d/).
- Explain that we actually pronounce this word /s/ /e/ /d/ as in, “Did you hear what I said?”
- Write *said* on the board/chart paper. Point to the letters ‘s’ and ‘d’ and explain that these are pronounced just as they would expect, as /s/ and /d/.
- Underline the letters ‘a’ and ‘i’ and explain that these letters are the tricky part of the word. They might expect that these letters would be pronounced separately as /a/ and /i/, but in fact they work together to stand for the /e/ sound.
- Tell students that when reading *said*, they have to remember to pronounce the letters ‘a’ and ‘i’ as /e/.
- Tell students that when writing *said*, they have to remember to spell the /e/ sound with the letters ‘a’ and ‘i’.
- Point to the word *said* as you say the following sentence, “The teacher said to put down our pencils.” Ask students to **Turn and Talk**, using the word *said* in oral sentences.

Tricky Word: *Says*

- Show students the Tricky Word card *says* and ask them how they would read the word by blending. (They might try to say something like /s/ /a/ /y/ /s/).
- Explain that we actually pronounce this word /s/ /e/ /z/ as in, “He says, ‘Happy Birthday!’”
- Write *says* on the board/chart paper. Point to the first letter ‘s’ and explain that it is pronounced just as one would expect, as /s/.
- Underline the letters ‘a’ and ‘y’ and explain that these are the tricky part of the word. They might expect that these letters would be pronounced separately as /a/ and /y/, but in fact they work together to stand for the /e/ sound.
- Circle the final letter ‘s’ and remind students that sometimes the letter ‘s’ is pronounced /z/. The last ‘s’ in *says* is pronounced /z/ as in *his*, *has*, and *is*.
- Tell students that when reading *says*, they have to remember to pronounce the letters ‘a’ and ‘y’ as /e/ and the final ‘s’ as /z/.

- Tell students that when writing says, they have to remember to spell the /e/ sound with the letters 'a' and 'y', and the /z/ sound with 's'.
- Point to the word *says* as you say the following sentence, "Everybody says the food is good." Ask students to **Turn and Talk**, using the word *says* in oral sentences.

Tricky Word Practice

- Ask students to read aloud the sentences you prepared in advance.

➤ Digital Component 20.1

- | | |
|----------------------------------|--|
| 1. Tam <u>s</u> ays yes. | 3. <u>W</u> ho <u>s</u> ays that? |
| 2. Nat <u>s</u> aid n <u>o</u> . | 4. <u>I</u> <u>s</u> aid that Tom can <u>d</u> o it. |



Check for Understanding

Monitor students' performance as you call on individual students to read the sentences. Be sure to note whether the student makes decoding errors or word recognition errors.

Lesson 20: "Nat" Reading



Primary Focus

As the teacher reads "Nat" aloud, students will identify features of a sentence, Tricky Words, and common nouns, as well as answer questions about the key

✦ details. **TEKS 1.4; TEKS 1.6.G**

✦ Students will establish a purpose for reading "Nat." **TEKS 1.6.A**

✦ Students will begin to recognize the characteristics of digital texts. **TEKS 1.9.F**



INTRODUCE THE STORY (5 MIN.) **TEKS 1.9.F**

- Look up the digital version of the story "Nat" in the table of contents and load it or use the *Snap Shots* Big Book.



TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.9.F** Recognize characteristics of multimodal and digital texts.

Support

Provide students with contexts in which someone might say these sentences in the Tricky Words activity. Be sure students understand that *says* is used to indicate that someone is saying something right now, whereas *said* is used to indicate that someone has already said something in the past.

Big Book



Page 10

Support

Point out the location of the United Kingdom on a world map or globe.

- Tell students that they will hear another story from *Snap Shots*. Ask, “Who can tell me the name of the girl from yesterday’s story?” (*Beth*)
- Look at the table of contents, and ask, “What is the name of the story that comes after the story ‘Beth’?” (*Nat*)
- Remind students that stories usually have a title, and a title tells what the story is about.

Preview Core Vocabulary

- Before reading the story, preview the following vocabulary with students. Write each word on the board/chart paper for students to sound out and then explain the meaning, providing a sample oral sentence.

Note: Review these definitions orally only, as many of the words used in these explanations are not decodable.

raft—n., a flat structure that floats on the water (14)

Example: I floated on a raft in the pool.

U.K.—n., an abbreviation for the United Kingdom, which includes the countries of England, Northern Ireland, Scotland, and Wales (16)

Example: I visit my grandmother in the U.K. every summer.

Vocabulary Chart for “Nat”

| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary | U.K. | | raft |
| Multiple-Meaning Core Vocabulary Words | | | |
| Sayings and Phrases | | | |

Purpose for Reading **TEKS 1.6.A**

- Tell students to establish a purpose for reading, or think of what they want to learn, and to listen carefully to find out about Nat.



TEKS 1.6.A Establish purpose for reading assigned and self-selected texts with adult assistance.

TEACHER DEMONSTRATION: READ “NAT” (10 MIN.)

- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Reread the story a second time, pausing to make comments and ask the following questions.

Page 10

- Ask, “How many sentences are on this page? How do you know?”

Page 12

- Point to and read the Tricky Words. Ask a student volunteer to read the sentences.
- Ask, “Why does the word *Nat* begin with an uppercase letter?” (*People’s names start with an uppercase letter.*)

Page 14

- Ask, “Who can find a noun that names a person in this sentence? Who can find a noun that names a thing in this sentence?”

Page 16

- Point to the apostrophe in the word *Nat’s*. Tell students that what looks like a comma in the air is called an apostrophe. Ask students to repeat the word *apostrophe* after you. Tell students the apostrophe here tells us that the mom is *Nat’s* mom.
- Draw attention to the comma in the sentence: *Nat left, and I felt sad*. Tell students commas are used in the middle of sentences, and we should pause to take a breath if we see one when reading.

Wrap-Up

- Discuss the following questions as a class, referring to specific text in the story to help students answer. Encourage students to respond in complete sentences incorporating the question stems in their answers.

Support

Explain that the orange vest *Nat* is wearing in the illustration on page 11 is a life vest. It helps you stay afloat if you fall in the water when you are on a boat.

Support

You may wish to show students once again where the United Kingdom is on a map or globe. Draw attention to the abbreviation, *U.K.* Remind students the letters in *U.K.* stand for the words *United Kingdom*.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: "Did Beth meet Nat at school?" "Did Beth get lots of snap shots of Nat?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Nat left, and [Beth] felt . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

ELPS 4.G

Reader



Page 10

Activity Page 20.2



Discussion Questions for "Nat"

1. **Literal.** Where did Beth and Nat meet?
 - » Beth and Nat met at camp.
2. **Literal.** What did Nat do at camp?
 - » Nat fished and rafted at camp.
3. **Literal.** Why did Nat have to leave?
 - » His mom got a job in the U.K.
4. **Evaluative.** Did Beth like Nat? Find evidence from the text to support your answer.
 - » Accept reasonable answers based on the text.
5. Do you have questions you would like to ask to clarify your understanding of the story?



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

READ "NAT" (15 MIN.)

Partner Reading

- Tell students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "Nat" aloud to one another.
- If you are not leading a small group, walk around the room listening to students read, checking comprehension, and asking students to point out uppercase letters, punctuation, Tricky Words, and nouns.
- Encourage students who finish early to reread the story "Beth" from the Reader.
- If time permits, have students complete Activity Page 20.2.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.



Activity Page 20.2: Story Questions

Collect Activity Page 20.2 to review and monitor student progress.

~ End Lesson ~

Take-Home Material

SPELLING ACTIVITY PAGE

- Have students take Activity Page 20.3 home so they can practice spelling with a family member.

Activity Page 20.3



Lesson 20: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.2**) for each student.
- Provide each student with a handful of **small objects** (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- | | |
|--------------------------|------------------------------------|
| 1. quit (3) /qu/ /i/ /t/ | 5. quest (4) /qu/ /e/ /s/ /t/ |
| 2. bang (3) /b/ /a/ /ng/ | 6. bring (4) /b/ /r/ /i/ /ng/ |
| 3. king (3) /k/ /i/ /ng/ | 7. spring (5) /s/ /p/ /r/ /i/ /ng/ |
| 4. lung (3) /l/ /u/ /ng/ | 8. strong (5) /s/ /t/ /r/ /o/ /ng/ |

MORE HELP WITH READING

Bingo

- Make one copy of **Activity Page TR 20.2**. Cut apart word cards.
- Make enough copies of **Activity Page TR 20.1** for each student to have a game board.

Note: Copy and cut the game boards and word cards from card stock to allow for reuse.

- Any **collection of tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Follow the directions in Lesson 11.

Race to the Top

- Make one copy of the Race to the Top ladder, **Activity Page TR 20.4** for each student.
- Make one copy of the Word/Picture Cards, (**Activity Page TR 20.5**) for each pair of students.

- Have students cut the cards apart and place them facedown in a pile.
- As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation/correction.
- For correct answers students move up a rung on the ladder; for incorrect answers students fall down a rung. First student who gets to the top wins.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 20.3** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

MORE HELP READING WITH TRICKY WORDS

Match Maker

- Make two copies of **Activity Page TR 20.6** for each student or for each pair of students.
- Follow the directions in Lesson 14 for Match Maker.

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 5 (**Activity Page TR 20.7**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 5 (**Activity Page TR 20.8**) for each student you are assessing.
- Follow the directions in Lesson 4 to administer Progress Monitoring, and use the following scoring system.

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

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

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

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

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 377 and 439 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.

Students have now reviewed one way to write 31 of the 44 sounds in English.

The sound /ng/ is the 30th most common sound in English.

The sound /ng/ is spelled 'ng' approximately 86 percent of the time.

The sound combination /qu/ is spelled 'qu' approximately 92 percent of the time.

Said is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *said* occurs 0 to 22 times.

Says is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *says* occurs 0 to 2 times.

REVIEW

Basic Code

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will isolate the medial short vowel sound in spoken words and identify the correct spelling. **TEKS 1.2.A.vii; TEKS 1.2.B.i**

Reading

As the teacher reads "The Trip to the U.K." aloud, students will identify features of a sentence, as well as answer questions about the key details.

TEKS 1.6.G

Students will read "The Trip to the U.K." with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

TEKS 1.2.A.v; TEKS 1.2.A.vii

Observation

Discussion Questions "The Trip to the U.K."

TEKS 1.6.G

Observation

Anecdotal Reading Record

"The Trip to the U.K."

TEKS 1.4

Activity Page 21.2 Story Questions "The Trip to the U.K."

TEKS 1.6.G

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 5 min. | |
| Review Short Vowel Sounds (Phonics) | Whole Group | 25 min. | <input type="checkbox"/> handheld mirrors (optional)
<input type="checkbox"/> scissors
<input type="checkbox"/> Activity Page 21.1 |
| Reading | | | |
| Introduce the Story | Whole Group | 15 min. | <input type="checkbox"/> <i>Snap Shots</i> Big Book |
| Teacher Demonstration: Read “The Trip to the U.K.” | | | |
| Read “The Trip to the U.K.” | Small Group/
Partner | 15 min. | <input type="checkbox"/> <i>Snap Shots</i> Reader
<input type="checkbox"/> Activity Page 21.2 |

ADVANCE PREPARATION

Reading

- Load *Snap Shots* on the program's digital components site or prepare to display the *Snap Shots* Big Book.

Universal Access

- Bring in pictures of the following for Oral Blending and Segmenting: rug, sky, mask, snake.
- Bring in pictures of hands knitting fabric, a gnat, a rope knot, something trapped in a net, and a nut to use for Vowel Discrimination.
- Bring in a picture of a jet with the wings visible and a ramp for Preview Core Vocabulary.

Lesson 21: Basic Code

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four

✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will isolate the medial short vowel sound in spoken words and identify

✦ the correct spelling. **TEKS 1.2.A.vii; TEKS 1.2.B.i**

For blending



For segmenting



Support

Quickly review the words to provide context.

Pictures can be used to demonstrate words that are depictable (*rug, sky, mask, snake*).

Have students help demonstrate the word *fast*. Point to something blue, a kit, and a wrist in the classroom.

WARM-UP (5 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|-------------|--------------|--------------|------------------|
| 1. rug (3) | /r/ /u/ /g/ | 5. fast (4) | /f/ /a/ /s/ /t/ |
| 2. sky (3) | /s/ /k/ /ie/ | 6. mask (4) | /m/ /a/ /s/ /k/ |
| 3. blue (3) | /b/ /l/ /oo/ | 7. wrist (4) | /r/ /i/ /s/ /t/ |
| 4. kit (3) | /k/ /i/ /t/ | 8. snake (4) | /s/ /n/ /ae/ /k/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

REVIEW SHORT VOWEL SOUNDS (25 MIN.)

Mirror, Mirror

Note: If you have handheld mirrors, you may use them for this exercise. If you do not, you may have students work with a partner. Tell them to watch their partner's mouth when they make the vowel sounds to observe what happens.

- Remind the class that there are two kinds of sounds in the English language: vowel sounds and consonant sounds.
- Tell the class that during this lesson they will review vowel sounds.
- Remind the class that vowel sounds are made with an open mouth.
- Tell students that you will be saying a series of vowel sounds.
- Have students watch their mouths (or their partner's mouth) as they repeat the following vowel sounds after you: /i/, /e/, /a/, /u/, /o/.
- Ask students what happens as they say the sounds. (*Their mouths gradually open wider.*)
- Have students repeat the vowel sounds in reverse order: /o/, /u/, /a/, /e/, /i/.
- Ask students what happens as they say the sounds. (*Their mouths gradually close.*)
- Remind the class that vowel sounds can be stretched out. That is why we tend to emphasize vowel sounds when we call out a person's name.
- Say a few students' names with the vowel sounds exaggerated and elongated [e.g., "Jehhhhn-eeee" (*Jennie*)].
- Tell the class that we also tend to emphasize vowel sounds when we sing.
- Have the class listen as you sing "Happy Birthday" with only the vowel sounds: "/a/.../ee/.../er/.../ae/.../oo/.../oo/..." etc.
- Remind the class that vowel sounds are very important—every word must have a vowel sound.

Vowel Discrimination

Note: Students will need the letters that they cut out today again in the next lesson. Please collect the cards or have students store them carefully.

- Distribute Activity Page 21.1 and scissors.

Support

If students have difficulty pronouncing the vowel sounds accurately, have them say the words *knit*, *net*, *gnat*, *nut*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat. Repeat the process with the other pictures, then have students say the words in order. You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.

Activity Page 21.1



Support

If students have trouble hearing a word's middle sound, say the word in a segmented fashion: "/p/ /i/ /t/." Then repeat the word in its blended form: "*pit*."

- Explain that the activity page contains the lowercase letters (spellings) of the following sounds: /i/, /e/, /a/, /u/, and /o/.
- Have students cut out the letters.
- Tell students that you want them to show you the spelling 'i' when you say the /i/ sound, 'e' when you say the /e/ sound, 'a' when you say the /a/ sound, 'u' when you say the /u/ sound, and 'o' when you say the /o/ sound.
- Practice this several times.
- Tell students you will be reading some three-sound words that contain only one vowel sound. The vowel sound will always be the middle sound, and it will always be /i/, /e/, /a/, /u/, or /o/.

- | | |
|--------|---------|
| 1. pit | 7. pet |
| 2. pot | 8. nut |
| 3. bag | 9. led |
| 4. hid | 10. lap |
| 5. pat | 11. mud |
| 6. not | 12. pop |



Check for Understanding

Monitor students' performance as they move from one word to the next, by scanning the room for the correct spelling associated with the vowel sound, and noting which students are struggling with vowel discrimination.

Lesson 21: "The Trip to the U.K."

Reading



Primary Focus

As the teacher reads "The Trip to the U.K." aloud, students will identify features of a sentence, as well as answer questions about the key details.

TEKS 1.6.G

Students will read "The Trip to the U.K." with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4; TEKS 1.6.G

INTRODUCE THE STORY (5 MIN.)

- Load the digital version of "The Trip to the U.K." or use the *Snap Shots* Big Book.
- Tell students that they have now read about two different characters. Ask students to describe who these characters are. (*Beth and Nat, friends from camp*)
- Remind the class that stories usually have a title. A story's title tells what the story is about. The title of this story is "The Trip to the U.K."
- Ask, "Who can tell us what the abbreviation *U.K.* stands for?" (*United Kingdom*)

Preview Vocabulary

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

jet—n., an airplane (20)

Example: We flew on a jet to visit my grandmother in the U.K.

wing—n., a part of an airplane (20)

Example: An airplane has two wings.

ramp—n., a long, slanted walkway where people get on and off an airplane (22)

Example: Walk down the ramp carefully.

cab—n., a car you get in where you pay someone to drive you somewhere (24)

Example: We took a cab from the airport to our home.

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

Big Book



Page 18

Support

While previewing vocabulary, use pictures of a jet and a ramp to point out the features of an airplane.

Note: You may wish to tell students that the word *jet* can also be used as a verb to mean run off quickly to somewhere, as in “Where did you jet off to just now?” You may also want to point out that the word *wing* also refers to a part of a bird.

Vocabulary Chart for “The Trip to the U.K.”

| Vocabulary Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|--|---------------------------------|----------------------------------|---------------------------------|
| Core Vocabulary | | ramp | cab |
| Multiple-Meaning Core Vocabulary Words | | | jet
wing |
| Sayings and Phrases | | | |

Purpose for Reading

- Ask students, “Who do you think is going on a trip to the U.K?” (*Beth*) “Why do you think she is going on a trip?” Tell students to listen carefully to learn more about Beth and her trip to the U.K.

TEACHER DEMONSTRATION: READ “THE TRIP TO THE U.K.” (10 MIN.)

- Have students read the title of the story.
- Read the story once without interruption, running a finger or pointer beneath the words as you read them.
- Tell students you will read the story again, asking them questions at the end of each page.

Page 18

- Ask, “Why did Beth feel sad?” (*Nat went to the U.K. and Beth missed Nat.*)

Page 20

- Point to the exclamation point in the second sentence. Explain that many sentences end in a period, but sometimes they end in something else. Ask, “Does anyone recognize what this is? It is called an exclamation point, and it means that we should read the sentence with excitement.”
- Demonstrate the difference between reading a sentence ending in a period, and reading one that ends in an exclamation point.
- Ask, “What does Beth mean when she says ‘I got to sit next to the wing.’?”
(*Beth could look out the window near her seat and see the wing of the jet.*)

Pages 22 and 23

- Invite a student volunteer to read the sentences.
- Tell students that at airports, people often hold signs to help others find them, and to make them feel welcome.

Pages 24 and 25

- Point out the apostrophe in *Nat’s*. Ask students if they remember what an apostrophe tells us.
- Tell students, “In the U.S., we are used to seeing most cabs, or taxis, be bright yellow. In the U.K., taxis are bigger cars that are often black. The driver also sits on the opposite side of the car. This can look very different to someone who is visiting the U.K. for the first time!”

Page 26

- Ask students, “Who does the bed belong to? How do we know?”
(*It is Nat’s bed. The apostrophe in Nat’s tells us.*)

Wrap-Up

- Discuss the following questions as a class referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence incorporating the question stem in their answer.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: "Did Beth sit next to the wing on the jet?" "Did Mom get a snap shot of Beth's nap?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Mom and [Beth] slept in a bed next to . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

ELPS 4.G

Reader



Page 18

Activity Page 21.2



Discussion Questions for "The Trip to the U.K."

1. **Literal.** Where do Beth and her mom go on their trip?
 - » Beth and her mom go to the U.K.
2. **Literal.** Why do they take a trip to the U.K.?
 - » They go to see Nat.
3. **Literal.** How do they get to the U.K.?
 - » They get to the U.K. in a jet.
4. **Literal.** Who is waiting for them at the airport?
 - » Nat and Dot are waiting for them at the airport.
5. **Literal.** How do Beth, Nat, and their moms get from the airport to Nat's home?
 - » They take a cab.
6. Do you have questions you would like to clarify your understanding of the story?



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

READ "THE TRIP TO THE U.K." (15 MIN.)

Partner Reading

- Tell students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Trip to the U.K." aloud to one another.
- If you are not leading a small group, walk around the room listening to students read, checking comprehension, and asking students to point out punctuation, Tricky Words, and nouns.
- Have students complete Activity Page 21.2. Encourage students who finish early to reread previous stories from the Reader.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.



Activity Page 21.2: Story Questions

Collect Activity Page 21.2 to review and monitor student progress.

End Lesson

Support

Remember that, if you choose to do so, you may pull aside students who need more attention so you can listen to them read aloud in a small group.

Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 21.1** for each student pair.
- Follow the directions in Lesson 19 for Two Voices.

MORE HELP WITH MEDIAL SHORT VOWELS

Guess the Sound/Spelling

- Make and distribute **index cards** with the following sound/spellings: **'i', 'e', 'a', 'u', and 'o'**, one set of cards per student.
- Say the words in the box one at a time. Ask students to listen very carefully to each word and echo it back to you.
- Have students hold up the card for the vowel they hear in the middle of each word.
- If students hold up incorrect letters, repeat the word and ask them to try again.

- | | | |
|--------|--------|--------|
| 1. hit | 4. gut | 7. wet |
| 2. bat | 5. pit | 8. bat |
| 3. got | 6. pad | 9. nut |

- As all students hold up the correct letter, write the word on the board/chart paper.
- Have a student come to the board/chart paper and circle the medial vowels.

REVIEW

Basic Code and Nouns

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**
- Students will isolate the medial short vowel sound in spoken words and identify the correct spelling. **TEKS 1.2.A.vii; TEKS 1.2.B.i**

Language (Grammar)

- Students will identify common nouns that name a thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

Reading

- Students will read “Bud the Cat” with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the key details of the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

- TEKS 1.2.A.v; TEKS 1.2.A.vii**

Observation

Anecdotal Reading Record “Bud the Cat”

- TEKS 1.4**

Observation

Discussion Questions “Bud the Cat”

- TEKS 1.6.G**

Activity Pages 22.1, 22.2 Sequence Story Events “Bud the Cat”

- TEKS 1.6.G**

- TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences; **TEKS 1.11.D.iii** edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting
(Phonological Awareness) | Whole Group | 5 min. | |
| Review Vowel and Consonant Sounds
(Phonics) | Whole Group | 25 min. | <input type="checkbox"/> handheld mirrors (optional)
<input type="checkbox"/> vowel cards from Activity Page 21.1 |
| Language (Grammar) | | | |
| Identify Nouns | Whole Group | 10 min. | |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Snap Shots</i> Reader
<input type="checkbox"/> Activity Pages 22.1, 22.2 |
| Read “Bud the Cat” | Small Group/
Partner | 15 min. | <input type="checkbox"/> scissors
<input type="checkbox"/> glue |
| Take-Home Material | | | |
| Take-Home Story: “Bud the Cat” | | | <input type="checkbox"/> Activity Page 22.3 |

ADVANCE PREPARATION

Universal Access

- Bring in the following pictures for Oral Blending and Segmenting: a lid, jar of jam, and pot or dish of stew.
- Bring in pictures of hands knitting fabric, a gnat, a rope knot, something trapped in a net, and a nut to use for Vowel Discrimination Game.
- Bring in the following pictures for Identify Nouns: ball, car, toe, books, fingers, telephone, bicycle.

Lesson 22: Basic Code and Nouns

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four

✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will isolate the medial short vowel sound in spoken words and identify

✦ the correct spelling. **TEKS 1.2.A.vii; TEKS 1.2.B.i**

For blending



For segmenting



Support

Use pictures of a lid, jar of jam, and pot or dish of stew as visual support during Blending and Oral Segmenting.

WARM-UP (5 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. lid (3) | /l/ /i/ /d/ | 5. risk (4) | /r/ /i/ /s/ /k/ |
| 2. cab (3) | /k/ /a/ /b/ | 6. spill (4) | /s/ /p/ /i/ /l/ |
| 3. jam (3) | /j/ /a/ /m/ | 7. pest (4) | /p/ /e/ /s/ /t/ |
| 4. stew (3) | /s/ /t/ /oo/ | 8. broil (4) | /b/ /r/ /oi/ /l/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

REVIEW VOWEL AND CONSONANT SOUNDS (25 MIN.)

Mirror, Mirror

Note: If you have handheld mirrors, you may use them for this exercise. If you do not, you may have students work with a partner. Tell them to watch their partner's mouth when they make the vowel sounds to observe what happens.

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter-sound correspondences.

- Ask students to share something that they remember about vowel sounds.
- Summarize the important information:
 - Vowel sounds are open-mouth sounds.
 - Vowel sounds can be stretched out when someone calls out a name or sings.
 - Every word must have a vowel sound.
- Tell the class that during this lesson they will review consonant sounds.
- Remind the class that most words contain consonant sounds but a few words do not. For example, the word *I* does not contain a consonant sound.
- Remind the class that consonant sounds are made with parts of the mouth touching or momentarily closed. This slows or stops the flow of air leaving the mouth.
- Have students watch their mouths (or their partner's mouth) as they say the consonant sound /m/.
- Point out that when they say this consonant sound, their mouths stay completely closed. Air does not flow freely from their mouths—it is released through their noses.
- Have students watch their mouths (or their partner's mouth) as they say the consonant sound /p/.
- Point out that when they say this consonant sound, their mouths close momentarily and then open to release a puff of air. Air does not flow continuously from their mouths—it is stopped for a moment when their lips are closed and then it is released.
- Have students watch their mouths as they say the consonant sound /th/.
- Point out that when they say this consonant sound, their tongues are between their upper and lower teeth. Air does not flow freely from their mouths—it is slowed down as it moves around their tongues.
- Point out that none of these consonant sounds are made with a wide open mouth, which is the way that vowel sounds are made.
- Have the class listen as you sing “Happy Birthday” with only the consonant sounds: “/h/.../p/.../b/.../th/.../d/,” etc.
- Point out that this song sounds like a bunch of clipped, almost inaudible sounds without the vowel sounds.

Support

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, *nut*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat. Repeat the process with the other pictures, then have students say the words in order. You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.

Support

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

Vowel Discrimination Game

- Distribute the vowel cards students cut out from the previous lesson.
- Tell students that you want them to show you the picture of /i/ when you say the /i/ sound, /e/ when you say the /e/ sound, /a/ when you say the /a/ sound, /u/ when you say the /u/ sound, and /o/ when you say the /o/ sound.
- Practice this several times.
- Next, tell students that you will be reading some three-sound words that contain only one vowel sound. The vowel sound will always be the middle sound, and it will always be /i/, /e/, /a/, /u/, or /o/.
- Tell students you want them to show you the picture of /i/ when you say a word that contains the /i/ sound, /e/ when you say a word that contains the /e/ sound, etc.

- | | | |
|---------|---------|---------|
| 1. hop | 5. cat | 9. pat |
| 2. shed | 6. bet | 10. hum |
| 3. pin | 7. top | 11. wet |
| 4. gum | 8. chip | 12. had |



Check for Understanding

Monitor students' performance as they move from one word to the next by scanning the room for the correct sound and noting which students are struggling with vowel discrimination.

Lesson 22: Basic Code and Nouns

Language



Primary Focus: Students will identify common nouns that name a thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

IDENTIFY NOUNS (10 MIN.)

Note: In this grammar lesson you will continue to discuss nouns as parts of speech that name things.

- Begin with a review: Say the phrase, “ball rolls,” and have students listen carefully and repeat it after you.
- Ask students which word in the phrase names a thing. Remind them that a word that names a thing is a part of speech called a noun.
- Tell students that today they are going to learn some more words that are nouns that name things.
- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a thing in the phrase.

Note: The last two examples are plural nouns.

- | | |
|---------------|-------------------|
| 1. car starts | 3. red books |
| 2. big toe | 4. fingers wiggle |

- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell them to listen carefully to the following phrases and ask them to tell you the word that names a thing and is a noun.

- | | |
|--------------------|----------------|
| 1. telephone rings | 2. red bicycle |
|--------------------|----------------|

- Ask students whether the noun is at the beginning or at the end of the phrase.
- Summarize by asking students what we call a part of speech that names a thing. (*noun*)

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

Support

Use pictures as a visual support during Identify Nouns. Tell students that the word that is the answer to the question, “What is this?” is the noun in the phrase. The other words in the phrase describe the thing or tell what it is doing.

Lesson 22: “Bud the Cat”

Reading



Primary Focus: Students will read “Bud the Cat” with purpose and understanding, sequence the events of the story in correct chronological order, and answer



questions about the key details of the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.D**

INTRODUCE THE STORY (5 MIN.)

- Tell students that they will get to read another story today from *Snap Shots*. Ask students, “What has Beth taken snap shots of so far?”
- Review the previous stories. Ask students, “Where did Beth travel to with her mom?” (*U.K.*) “Who is she visiting?” (*Nat and Dot*)
- Tell students that they will be reading about a cat named Bud.

Preview Spellings

- You may also wish to preview the Tricky Words *have* and *said*.

Preview Core Vocabulary

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

vet—n., a doctor for animals (short for *veterinarian*) (28)

Example: We took our dog to the vet when he was sick.

cast—n., a thick wrapping that surrounds a body part that has a broken bone (30)

Example: The doctor put a cast on my wrist when I broke it.

Note: You may wish to tell students that the word *cast* can also be used as a noun to mean the people who are acting in a play or movie.

Reader



Page 28

Support

Have students refer to the illustration on page 31 of the Reader while you preview vocabulary words, pointing out the vet and the cast.



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.

Vocabulary Chart for “Bud the Cat”

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

Preview Language Conventions

- Tell students that they have now read sentences that end in a period and in an exclamation point. Write these two symbols on the board/chart paper.
- Write a question mark on the board/chart paper. Ask students if anyone recognizes this type of ending.
- Tell students that this is a question mark. It is used at the end of a sentence that is a question. Tell students that they will see a question mark in today’s story.

Purpose for Reading

- Tell students to read today’s story to learn about Nat’s cat, Bud.

READ “BUD THE CAT” (15 MIN.)

Small Group

Note: Activity Pages 22.1 and 22.2 ask students to sequence the events of the story. Before having students read the story, review the activity page with them, explaining the directions.

Group 1: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “Bud the Cat” aloud to one another. Ask them to complete Activity Pages 22.1 and 22.2.

Group 2: Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete the activity page together.

Activity Pages
22.1, 22.2





Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.

Wrap-Up

- Review Activity Pages 22.1 and 22.2. You may use the discussion questions below to further assess comprehension.

Discussion Questions for “Bud the Cat”

1. **Literal.** Where did Nat get Bud?
 - » Nat got Bud from the vet.
2. **Literal.** What was wrong with Bud?
 - » His leg was bad (broken).
3. **Inferential.** How do you think Nat felt about getting Bud the cat? What part of the story shows you how Nat felt?
 - » Accept reasonable answers supported by information from the text.
4. Do you have questions you would like to ask to clarify your understanding of the story?



Activity Pages 22.1, 22.2: Sequence Story Events

Collect Activity Pages 22.1 and 22.2 to review and monitor student progress.



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

End Lesson

Take-Home Material

TAKE-HOME STORY: "BUD THE CAT"

- Have students take Activity Page 22.3 home so they can practice reading the story with a family member.

Activity Page 22.3



Lesson 22: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Feed the Squirrel

- Make one copy of the squirrel image (**Activity Page TR 15.1**).
- Make enough copies of **Activity Page TR 15.2** for each student to have at least four acorn cut-outs.
- Follow the directions in Lesson 15 using the words in the box.

- | | |
|--------------------------|-----------------------------|
| 1. hum (3) /h/ /u/ /m/ | 5. Fred (4) /f/ /r/ /e/ /d/ |
| 2. chop (3) /ch/ /o/ /p/ | 6. grip (4) /g/ /r/ /i/ /p/ |
| 3. gum (3) /g/ /u/ /m/ | 7. hand (4) /h/ /a/ /n/ /d/ |
| 4. chip (3) /ch/ /i/ /p/ | 8. cast (4) /c/ /a/ /s/ /t/ |

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.

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of **Activity Page TR 22.1**, and cut the picture cards apart.
- Provide students with the *Snap Shots Reader*, and help them find the story, “Bud the Cat.”
- Have students choose or draw a Silly Voices card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.
- Partner reading options may include:
 - 1. Take turns reading the entire story.
 - 2. Have one student be the leader, reading a line at a time for the partner to echo.
 - 3. Read chorally, keeping voices together to read the story.

MORE HELP SPELLING WORDS WITH MEDIAL SHORT VOWELS

Guess the Sound/Spelling

- Distribute the vowel sound/spelling cards made for Lesson 21, one set of cards per student: **‘i’, ‘e’, ‘a’, ‘u’, and ‘o’**.
- Follow the directions in Lesson 21 using the words in the box.

- | | | |
|--------|---------|----------|
| 1. bit | 4. shut | 7. met |
| 2. set | 5. slip | 8. bats |
| 3. top | 6. pad | 9. fluff |

REVIEW

Advanced Code

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says.* **TEKS 1.2.B.vi**

Students will read short-vowel words with the following double-letter consonant spellings: ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘ll’, ‘mm’ and ‘ss’. **TEKS 1.2.B.i**

Students will identify the following spelling alternative letter-sound correspondence: /k/ > ‘ck’. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Reading

Students will read “The Fish” with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

Students will decode words in isolation and in context by applying common letter-sound correspondences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

FORMATIVE ASSESSMENT

Observation Anecdotal Reading Record “The Fish”
TEKS 1.4

Activity Page 23.1 Story Questions “The Fish”
TEKS 1.6.G

TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list; (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 5 min. | ❑ Tricky Word Wall |
| Review Consonant Sounds (Phonics) | Whole Group | 5 min. | |
| Review Double-Letter Spellings (Phonics and Print Concepts) | Whole Group | 15 min. | ❑ Consonant Code Flip Book
❑ Spelling Cards for /b/ > 'bb' (<i>rubbing</i>), /d/ > 'dd' (<i>add</i>), /g/ > 'gg' (<i>egg</i>), /f/ > 'ff' (<i>stuff</i>), /m/ > 'mm' (<i>swimming</i>), /l/ > 'll' (<i>bell</i>) |
| Review /k/ > 'ck' (Phonics and Print Concepts) | Whole Group | 15 min. | ❑ Consonant Code Flip Book
❑ Spelling Card for /k/ > 'ck' (<i>black</i>)
❑ Review /k/ > 'ck' Chart (Digital Components)
❑ Individual Code Chart
❑ red markers |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | ❑ <i>Snap Shots</i> Reader
❑ Preview Spellings Chart (Digital Components)
❑ Activity Page 23.1 |
| Read “The Fish” | Small Group/
Partner | 15 min. | |
| Take-Home Material | | | |
| Take-Home Story: “The Fish” | | | ❑ Activity Page 23.2 |

ADVANCE PREPARATION

Foundational Skills

- Gather the Spelling Cards listed in the Lesson at a Glance chart; also make sure students have their Individual Code Charts available for Review /k/ > 'ck'.

➤ Digital Component 23.1

- Create a blank version of the chart for Review /k/ > 'ck' (Digital Component 23.1) on the board/chart paper, or use the digital version.

Reading

➤ Digital Component 23.2

- Create the Preview Spellings chart (Digital Component 23.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to assign students who are capable of reading with less teacher support as partners to read "The Fish." This group of students will be considered Group 1. Plan to work with students needing more teacher support, Group 2, in a small group setting,

Universal Access

- Quickly review the words used in Review /k/ > 'ck' activity. Pictures can be used to demonstrate depictable words, and action words can be mimicked for students. Collect the following pictures: cat, cash, cap, kid, skin, duck, back, and thick.

Lesson 23: Advanced Code

Foundational Skills

**Primary Focus**

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says*. **TEKS 1.2.B.vi**

Students will read short-vowel words with the following double-letter consonant spellings: 'bb', 'dd', 'ff', 'gg', 'll', 'mm', and 'ss'. **TEKS 1.2.B.i**

Students will identify the following spelling alternative letter-sound correspondence: /k/ > 'ck'. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

WARM-UP (5 MIN.)**Tricky Word Review**

- Randomly point to a word on the Tricky Word Wall, then call on a student to read the word and use it in a sentence.

**Check for Understanding**

Monitor students' performance as they read the Tricky Words and use them in sentences. Make sure students read the words with the correct pronunciation and use the words correctly in sentences.

REVIEW CONSONANT SOUNDS (5 MIN.)

- Remind the class that during the last lesson they reviewed consonant sounds.
- Tell students, "One example of a consonant is the letter 'b'. When we see 'b', we make the sound /b/."
- Ask students to give you a few more examples of consonants, sharing the letter name and the sound we make when reading it.



TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list; (i) decoding words in isolation and in context by applying common letter sound correspondences (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs.

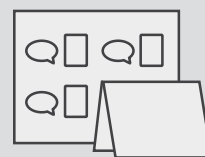
- Ask students to now share information that they remember about consonant sounds. Prompt students by asking them to think about what was discussed when they watched their mouths making consonant sounds in the previous lesson.
- Summarize the important information:
 - Consonant sounds are made with parts of the mouth touching or momentarily closed.
 - The flow of air leaving the mouth is slowed or stopped.
 - Most words contain consonant sounds.

REVIEW DOUBLE-LETTER SPELLINGS (15 MIN.)

- Tell students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'b' on the board/chart paper.
- Ask students what sound the letter 'b' stands for. (*They should say /b/.*)
- Write the spelling 'bb' on the board/chart paper.
- Tell students that this spelling is another way to write the /b/ sound.
- Write the words *bed* and *ebb* on the board/chart paper.
- Point out that in the word *bed*, the /b/ sound is written with the spelling 'b'. In the word *ebb*, the /b/ sound is written with the double-letter spelling 'bb'.
- Using the procedures established in earlier lessons, place the spelling for /b/ > 'bb' (*rubbing*) on **Consonant Code Flip Book page 2**.
- Continue to demonstrate this principle using the spellings and words that follow.
- Once you have discussed all of the spellings listed here, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words.

Note: The two-syllable example word *comment* is included in this exercise because 'mm' is not found in common one-syllable words. Help students read the word if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

Code Materials



Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Consonant Code Flip Book

- | | | | |
|----|-------|--------------------|----------------|
| 1. | b—bb: | <i>bed—ebb</i> | page 2 |
| 2. | d—dd: | <i>dog—add</i> | page 4 |
| 3. | g—gg: | <i>get—egg</i> | page 6 |
| 4. | f—ff: | <i>fit—stuff</i> | page 9 |
| 5. | s—ss: | <i>sit—dress</i> | page 11 |
| 6. | m—mm: | <i>mad—comment</i> | page 15 |
| 7. | l—ll: | <i>leg—bell</i> | page 19 |

REVIEW /K/ › ‘CK’ (15 MIN.)

Note: In this exercise you will sort words that contain the /k/ sound spelled ‘c’, ‘k’, or ‘ck’ on the board/chart paper. It will be useful to discuss with students how the two slashes with a letter in between refer to a sound. A useful phrase to differentiate letters and sounds that you can teach students is, “Letters you see, sounds you hear.”

➤ Digital Component 23.1

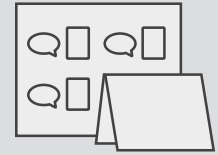
- Referring to the blank chart on the board/chart paper, point to the /k/ at the top of the chart. Explain that the letter ‘k’ in slashes stands for the sound /k/.
- Point to the letter ‘c’ on the board/chart paper below /k/ and ask students what sound the letter ‘c’ stands for. (*They should say /k/.*)
- Write the word *cat* under the header ‘c’.
- Ask students to think of another word that contains the /k/ sound spelled with ‘c’ and write it under the ‘c’ header.
- Point to the letter ‘k’ on the board/chart paper and ask students what sound the letter ‘k’ stands for. (*They should say /k/.*)
- Write the word *kid* under the ‘k’ header.
- Ask students to think of another word that contains the /k/ sound spelled with ‘k’ and write it under the ‘k’ header.
- Point to the spelling ‘ck’ on the board/chart paper.
- Explain that this spelling also stands for the /k/ sound.
- Write the word *duck* under the ‘ck’ header and have students read the word.
- Tell students that the spelling ‘ck’ is like the double-letter spellings that they have learned: It never comes at the beginning of a word—only at the end, or in the middle of longer words.

- Turn to **Consonant Code Flip Book page 5** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Direct students to turn to **Individual Code Chart page 6** and outline the card outline and code knowledge for 'ck' > /k/ using their red markers.
- Write additional words (see chart) on the board/chart paper and ask students where to add them in the table.
- Summarize by saying that the sound /k/ can be spelled three different ways, with 'c' as in *cat*, 'k' as in *kid*, and 'ck' as in *duck*. The spelling 'ck' never occurs at the beginning of a word.

➤ Digital Component 23.1

| /k/ | | |
|------|------|-------|
| 'c' | 'k' | 'ck' |
| cat | kid | duck |
| cash | kiss | back |
| cap | skin | thick |

Code Materials



Lesson 23: "The Fish"

Reading



Primary Focus: Students will read "The Fish" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

✦ **TEKS 1.4; TEKS 1.6.G**

Students will decode words in isolation and in context by applying common letter-sound correspondences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

INTRODUCE THE STORY (5 MIN.)

- Tell students that the last story they read was about a cat. Tell students they will get to read about another type of pet. Give students the following hints to see if they can guess the other type of pet Nat has: it has fins, not fur; it swims in an aquarium.

✦ **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 1.2.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.

Reader



Page 32

Preview Spellings **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Note: It is suggested that you read each story prior to each day's lesson. Based on your knowledge of students and their abilities, you may add or subtract spellings to preview as you see fit.

- You may wish to preview the following spellings before reading today's story. Use the chart prepared in advance or the digital version, pointing out key letter-sound correspondences and ask students to read the word and use it in an oral sentence.

Digital Component 23.2

| /sh/ > 'sh' | /ch/ > 'ch' |
|-----------------------|-----------------------|
| ship | chip |
| splash | lunch |

Preview Conventions of English

- Remind students about the apostrophe, and tell them that they will see this in today's story.

Purpose for Reading

- Tell students to read today's story to learn about Nat's other pet.


READ "THE FISH" (15 MIN.) **TEKS 1.2.B.i**

Small Group

- Before breaking into small groups, you may want to review the activity page with the class, reminding them to answer in complete sentences. Tell students to review any unknown words by using letter sound correspondence. Remind students that they should look back to the story if they need help finding the answer.

Note: Remember that it is important to hear students read each week. Please alternate which small group you work with so you have an opportunity to work with each student in a small group setting.

Group 1: Ask students to sit with their partners, take out the Readers, and take turns reading the story "The Fish" aloud to one another. If students finish quickly, have them reread previous stories or ask them to complete Activity Page 23.1 and reread previously read stories.

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

Activity Page 23.1



Group 2: Read today's story with this small group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete Activity Page 23.1 together.



Observation: Anecdotal Reading Record (Group 2)

As you listen to students in Group 2 read aloud, make notes in each student's Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 23.1 as a class. Call on different students to answer each question. Ask students if there were any parts of the story they did not understand.



Activity Page 23.1: Story Questions

Collect and review this activity page after classroom discussion to monitor student progress.

End Lesson

Take-Home Material

TAKE-HOME STORY: "THE FISH"

- Have students take Activity Page 23.2 home so they can practice reading the story with a family member.

Activity Page 23.2



Lesson 23: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Swat the Tricky Word

- Write the following Tricky Words on the board/chart paper in random order, spaced several inches apart.

| | | | |
|---------------|-----------------|-----------------|-----------------|
| 1. <u>a</u> | 7. <u>is</u> | 13. <u>have</u> | 19. <u>once</u> |
| 2. <u>I</u> | 8. <u>word</u> | 14. <u>were</u> | 20. <u>do</u> |
| 3. <u>no</u> | 9. <u>to</u> | 15. <u>one</u> | 21. <u>two</u> |
| 4. <u>are</u> | 10. <u>all</u> | 16. <u>the</u> | 22. <u>says</u> |
| 5. <u>so</u> | 11. <u>some</u> | 17. <u>who</u> | |
| 6. <u>of</u> | 12. <u>from</u> | 18. <u>said</u> | |

- Have students form two single-file team lines facing the board/chart paper.
- Provide the first student in each line with a **fly swatter** (with the middle part cut out in order to frame a word) or a pointer of some type.
- Call out a word from your list.
- Have students race to be the first to read and swat the word.
- The first student to swat the correct word earns a point for their team.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 23.1**, one for each student.
- Follow the directions in Lesson 19 for Two Voices.

MORE HELP WITH SPELLING ALTERNATIVES

Word Sort

- Make one copy of **Activity Page TR 23.2** for each student.
- Have students cut apart the word cards and the header bar.
- Have students read and sort the word cards, placing them under the correct spelling header for the /k/ sound.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 414 and 496 of those words would be completely decodable.

The sound /b/ is spelled 'bb' approximately 4 percent of the time.

The sound /d/ is spelled 'dd' approximately 2 percent of the time.

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

The sound /g/ is spelled 'gg' approximately 8 percent of the time.

The sound /l/ is spelled 'll' approximately 13 percent of the time.

The sound /m/ is spelled 'mm' approximately 4 percent of the time.

The sound /s/ is spelled 'ss' approximately 8 percent of the time.

The sound /k/ is spelled 'ck' approximately 10 percent of the time.

24

REVIEW

Advanced Code and Nouns

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will identify common nouns that name a person or thing in orally

presented phrases and simple sentences. **TEKS 1.11.D.iii**

Foundational Skills

Students will read short-vowel words with the following double-letter consonant

spellings: 'cc', 'nn', 'pp', 'rr', 'tt', and 'zz'. **TEKS 1.2.B.i**

Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will

decode words with these spellings. **TEKS 1.2.B.ii**

FORMATIVE ASSESSMENT

Activity Page 24.1 Word Sort for /k/

TEKS 1.2.B.ii

TEKS 1.11.D.iii Edit drafts using standard English conventions including singular, plural, common, and proper nouns;
TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (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.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Language (Grammar) | | | |
| Warm-Up: Noun Hunt | Whole Group | 10 min. | ❑ <i>Snap Shots</i> Reader |
| Foundational Skills | | | |
| Review Double-Letter Spellings (Phonics) | Whole Group | 25 min. | ❑ Consonant Code Flip Book
❑ Spelling Cards for /k/ > 'cc,' (<i>hiccup</i>), /t/ > 'tt' (<i>sitting</i>), /r/ > 'rr' (<i>ferret</i>), /n/ > 'nn' (<i>running</i>), /p/ > 'pp' (<i>napping</i>)
❑ Individual Code Chart
❑ red markers |
| Word Sort with 'c', 'k', and 'ck' (Phonics) | Whole Group | 25 min. | ❑ Activity Page 24.1
❑ Consonant Code Flip Book
❑ Individual Code Chart |

ADVANCE PREPARATION

Foundational Skills

- Gather the Spelling Cards for /k/ > 'cc' (*hiccup*), /t/ > 'tt' (*sitting*), /r/ > 'rr' (*ferret*), /n/ > 'nn' (*running*), /p/ > 'pp' (*napping*) for Review Double-Letter Spellings.

Universal Access

- Quickly review the words used in Review Double-Letter Spellings. Pictures can be used to demonstrate depictable words, and action words can be mimicked for students. Collect the following pictures: people playing tennis, a ferret, mitt (baseball glove), and bell.

Lesson 24: Advanced Code and Nouns

Language



Primary Focus: Students will identify common nouns that name a person or thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

WARM-UP (10 MIN.)**Noun Hunt**

- Ask students, “What do we call the part of speech that names a person or a thing?” (*noun*)
- Ask students to provide examples of a person and a thing.
- Ask students to take out *Snap Shots* and turn to the first story, “Beth.” Tell them you will give them three minutes to work with a partner and find as many nouns as they can.
- Review as a class the nouns found on each page.

Reader



Page 2

| Person | Thing |
|-----------------------------|------------------------------------|
| 1. Page 2: Beth (2) | 1. Page 4: snap shot (2) |
| 2. Page 4: Mom (2), Dad (2) | 2. Page 6: shots, snap shot |
| 3. Page 6: Mom (2), Dad | 3. Page 8: snap shot, dog, hot dog |

**Check for Understanding**

As students identify the nouns found on each page, ask them to explain how they knew that word was a noun (person or thing).



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

Lesson 24: Advanced Code and Nouns

Foundational Skills



Primary Focus

Students will read short-vowel words with the following double-letter consonant spellings: 'cc', 'nn', 'pp', 'rr', 'tt', and 'zz'. **TEKS 1.2.B.i**

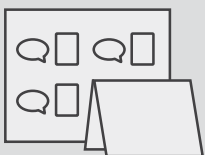
Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will decode words with these spellings. **TEKS 1.2.B.ii**

REVIEW DOUBLE-LETTER SPELLINGS (25 MIN.)

Note: A few two-syllable example words are included in this exercise because several of these double-letter spellings are not found in common one-syllable words. Help students read these words if necessary. Two-syllable words are not explicitly taught or included in the Grade 1 Readers until Unit 4.

- Tell students that today they will review some more double-letter spellings.
- Remind students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'c' on the board/chart paper.
- Ask students what sound the letter 'c' stands for. (*They should say /k/.*)
- Write the spelling 'cc' on the board/chart paper.
- Tell students that this spelling is another way to write the /k/ sound.
- Write the words *cat* and *hiccup* on the board/chart paper.
- Point out that in the word *cat*, the /k/ sound is written with the spelling 'c'. In the word *hiccup*, the /k/ sound is written with the double-letter spelling 'cc'.
- Using the procedures established in earlier lessons, place the Spelling Card for /k/ > 'cc' (*hiccup*) in the **Consonant Code Flip Book page 5** and outline the card and code knowledge on **Individual Code Chart page 6**.
- Continue to demonstrate this principle using the spellings and words listed.
- Once you have discussed all of the spellings listed, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words.

Code Materials



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.

| Consonant Code Flip Book | Individual Code Chart |
|--|---|
| 1. c—cc: cat—hiccup /k/ > 'cc' (<i>hiccup</i>) page 5 | /k/ > 'cc' (<i>hiccup</i>) page 6 |
| 2. t—tt: tip—mitt /t/ > 'tt' (<i>sitting</i>) page 3 | /t/ > 'tt' (<i>sitting</i>) page 7 |
| 3. r—rr: run—ferret /r/ > 'rr' (<i>ferret</i>) page 18 | /r/ > 'rr' (<i>ferret</i>) page 7 |
| 4. n—nn: not—tennis /n/ > 'nn' (<i>running</i>) page 16 | /n/ > 'nn' (<i>running</i>) page 8 |
| 5. p—pp: pen—happen /p/ > 'pp' (<i>napping</i>) page 1 | |

WORD SORT WITH 'C', 'K', AND 'CK' (25 MIN.)

- Turn to **Consonant Code Flip Book page 5** while students refer to **Individual Code Chart page 6**.
- Summarize by saying that the /k/ sound can be spelled four different ways, with 'c' as in *cat*, 'k' as in *kit*, 'ck' as in *rock*, and 'cc' as in *hiccup*. The spellings 'ck' and 'cc' never occur at the beginning of a word.
- Distribute Activity Page 24.1.
- Explain that the words in the box contain the sound /k/ spelled 'c' as in *cup*, 'k' as in *kid*, or 'ck' as in *luck*. Students have to sort the words by their spellings for /k/.
- Read the words in the box as a class. Ask students to circle the /k/ sound in each word.
- Tell students that they now must write the words under the correct column. If students finish before others, they may reread a story from *Snap Shots*.
- Review the activity page as a class.



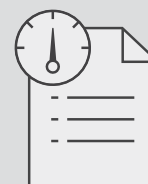
Activity Page 24.1: Word Sort for /k/

Collect and review this activity page to monitor student progress.

Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Activity Page 24.1



Lesson 24: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Word Sort with Boxes

- Write decodable words that contain the spellings 'c', 'k', and 'ck' for the sound /k/ on **index cards**, one word per card, using the list of words below.
- Label **three boxes** with 'c', 'k', and 'ck'.
- Ask students to read the words on the cards and say which spelling for the /k/ sound the words contain.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Instead of using boxes, you could have students sort the word cards on a pocket chart.

| Words with 'c' | Words with 'k' | Words with 'ck' |
|----------------|----------------|-----------------|
| 1. cat | 1. kid | 1. chick |
| 2. crush | 2. skin | 2. neck |
| 3. scab | 3. desk | 3. socks |
| 4. crisp | 4. milk | 4. trick |
| 5. cost | 5. tusk | 5. luck |

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 416 and 498 of those words would be completely decodable.

The sound /k/ is spelled 'cc' approximately 1 percent of the time.

The sound /n/ is spelled 'nn' approximately 3 percent of the time.

The sound /p/ is spelled 'pp' approximately 7 percent of the time.

The sound /r/ is spelled 'rr' approximately 3 percent of the time.

The sound /t/ is spelled 'tt' approximately 5 percent of the time.

The sound /z/ is spelled 'zz' approximately 1 percent of the time.

REVIEW

Advanced Code and Tricky Words

PRIMARY FOCUS OF LESSON**Foundational Skills**

- ✦ Students will read the following Tricky Words: *I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says.* **TEKS 1.2.B.vi**
- ✦ Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/ in orally spoken words and will also identify 's' as a possible spelling for /z/.
- ✦ correctly decoding words with this spelling. **TEKS 1.2.A.v; TEKS 1.2.B.ii**
- ✦ Students will read the following Tricky Words: *was, when, why.* **TEKS 1.2.B.vi**
- ✦ Students will decode words with inflectional endings, including -s and -es. **TEKS 1.2.B.v**
- ✦ Students will identify the meaning of words with the affix -s. **TEKS 1.3.C**
- ✦ Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will decode words with these spellings. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

- ✦ **TEKS 1.2.A.v** Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **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; (v) decoding words with inflectional endings, including -s and -es; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Tricky Word Review (Word Recognition) | Whole Group | 5 min. | ☐ Tricky Word Wall |
| Review Sister Sounds /s/ and /z/ (Phonics) | Whole Group | 10 min. | |
| Review /z/ > 's' (Phonics) | Whole Group | 10 min. | ☐ Consonant Code Flip Book
☐ Spelling Card for /z/ > 's' (<i>dogs</i>) |
| Tricky Words: <i>Was, When, Why</i> (Word Recognition) | Whole Group | 10 min. | ☐ three yellow index cards |
| Review the Spellings for /k/ (Phonics) | Whole Group | 25 min. | ☐ blank index cards, one per student |
| Take-Home Material | | | |
| Phrase Maker | | | ☐ Activity Page 25.1 |

ADVANCE PREPARATION

Note to Teacher

Today you will discuss the sister sounds /s/ and /z/. The sounds /s/ and /z/ are both made by positioning the tongue close to the ridge behind the upper teeth. The only difference is that /s/ is unvoiced and /z/ is voiced. The spelling 's' is pronounced /s/ after unvoiced consonant sounds and /z/ after voiced consonant sounds. This is because once the voice box begins to vibrate, it “wants” to continue vibrating. When saying the word *dogs*, the voice box begins to vibrate with the voiced consonant sound /g/. The voice box then continues vibrating, which means that the last sound in the word is /z/, not /s/. Conversely, when saying *cats*, the voice box does not vibrate with the unvoiced consonant sound /t/. Because the voice box does not vibrate, the last sound in the word is /s/.

Foundational Skills

- Write the Tricky Words *was*, *when*, and *why* on yellow index cards.
- Gather sufficient index cards so you can provide one per student.

Universal Access

- Quickly review the words used in Review Sister Sounds /s/ and /z/. Pictures can be used to demonstrate depictable words, and action words can be mimicked for students. Gather the following pictures: pots, pans, cups, mugs, mats, rugs, lakes, ponds.

Lesson 25: Advanced Code and Tricky Words

Foundational Skills



Primary Focus

Students will read the following Tricky Words: *I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says*. **TEKS 1.2.B.vi**

Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/ in orally spoken words and will also identify 's' as a possible spelling for /z/, correctly decoding words with this spelling. **TEKS 1.2.A.v; TEKS 1.2.B.ii**

Students will decode words with inflectional endings, including -s and -es. **TEKS 1.2.B.v**

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

Students will read the following Tricky Words: *was, when, why*. **TEKS 1.2.B.vi**

Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will decode words with these spellings. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

WARM-UP (5 MIN.)

Tricky Word Review

- Randomly point to a word on the Tricky Word Wall, then call on a student to read the word and use it in a sentence.



Check for Understanding

Monitor students' performance as they read the Tricky Words and use them in sentences. Make sure students read the words with the correct pronunciation and use the words correctly in sentences.

TEKS 1.2.A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **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; (v) decoding words with inflectional endings, including -s and -es; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

REVIEW SISTER SOUNDS /s/ AND /z/ (10 MIN.)

- Explain that /s/ and /z/ sound very similar. Ask, “What do we call sounds that sound very much alike?” (*sister sounds*) Both of these consonant sounds are made by positioning the tongue close to the ridge behind the upper teeth and pushing air out of the mouth. There is a difference, however.
- Tell students to place their fingers over their ears and their palms on their cheeks, or place their fingertips on their throats.
- Have students alternate between saying the /s/ sound and the /z/ sound, stretching each one out.
- Explain that the /z/ sound is buzzier than the /s/ sound; it makes our mouths vibrate.
- Tell students that you are going to say two words: one word will begin with the /s/ sound and one word will begin with the buzzy /z/ sound. Students should listen carefully and then place their fingers on their throats (or cover their ears) and repeat both words.
- Say the first pair of words.
- Ask students which word begins with the buzzy /z/ sound.
- Repeat this process with the remaining word pairs.

Note: This is an oral exercise. Students are not expected to read these words, as some of them are not yet decodable.

1. First sound: sip—zip; sap—zap; sit—zit; sing—zing
2. Last sound: bus—buzz; hiss—his; peace—peas; lice—lies; pace—pays; niece—knees

REVIEW /z/ > ‘S’ (10 MIN.)

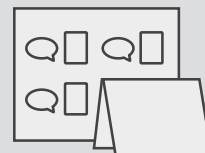
TEKS 1.2.B.v; TEKS 1.3.C

- Write the word *cats* on the board/chart paper and have a student read it out loud.
- Ask students what sound they hear at the end of this word. (/s/)
- Point out that the ‘s’ at the end of *cats* shows that we are talking about more than one cat. (The ‘s’ is a plural marker.)
- Write the word *dogs* on the board/chart paper and have a student read it out loud.

Support

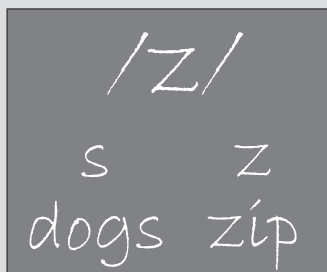
Remind students, “Letters you see, sounds you hear.”

Code Materials



Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Show students a picture of pots as you write the word on the board/chart paper and point to the picture as students read the word. Repeat the process with the remaining words.



If you have the word *is* on the Tricky Word Wall, you can now remove it.

- Ask students what sound they hear at the end of this word. (/z/)
- Tell the class that the letter 's' at the beginning of a word is almost always pronounced /s/. However, in some other places, sometimes at the end of a word, the letter 's' is often pronounced /z/.
- Using the procedures established in earlier lessons, place the Spelling Card for /z/ > 's' (*dogs*) in the **Consonant Code Flip Book page 12**.
- Write the word *pots* on the board/chart paper and ask a student to read it aloud.
- Ask all students what sound they hear at the end of the word. (/s/)
- Circle the 's' in *pots* to reinforce the fact that 's' represents the /s/ sound in this word.
- Repeat with the words listed below.

- | | |
|---------------|---------------|
| 1. pots (/s/) | 5. mats (/s/) |
| 2. pans (/z/) | 6. rugs (/z/) |
| 3. mugs (/z/) | 7. cabs (/z/) |
| 4. cups (/s/) | 8. bats (/s/) |

- Point out that the spelling alternative 's' for /z/ is also used in some other common words that are not plurals.
- Write the following words on the board/chart paper and have the students read them: *is, has, his, as*.
- Point out that the word *is* is no longer a Tricky Word. In the Reader it will not be underlined in gray anymore.
- Write the symbol /z/ on the board/chart paper and explain that this represents the sound /z/.
- Write the spellings 's' and 'z' below /z/ and explain that both spellings represent the same sound, /z/.

TRICKY WORDS: WAS, WHEN, WHY (10 MIN.)

- Write the words *was*, *when*, and *why* on yellow index cards. Tell students they will learn three new Tricky Words today.

Tricky Word: *Was*

- Show students the Tricky Word card *was* and ask how they would pronounce it by blending. (They might say /w/ /a/ /s/ or /w/ /a/ /z/.)
- Explain that this word is actually pronounced /w/ /u/ /z/ as in, “I was happy.”
- Write *was* on the board/chart paper. Point to the letter ‘w’ and explain that it is pronounced /w/, as they would probably expect.
- Underline the letter ‘a’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Point to the letter ‘s’ and explain that in the word *was*, the letter ‘s’ stands for the /z/ sound.
- Tell students that when reading *was*, they have to remember to pronounce the letter ‘a’ as /u/ and the letter ‘s’ as /z/.
- Tell students that when writing *was*, they have to remember to spell the /u/ sound with the letter ‘a’ and the /z/ sound with the letter ‘s’.
- Point to *was* as you say the following sentence, “I was in the store when it started raining.” Ask students to **Turn and Talk**, using the word *was* in oral sentences.

Tricky Word: *When*

- Show students the Tricky Word card *when* and ask how they would pronounce it by blending. (They may say /w/ /h/ /e/ /n/.)
- Explain that this word is actually pronounced /w/ /e/ /n/ as in, “When did you get here?”
- Write *when* on the board/chart paper. Underline the letters ‘w’ and ‘h’ and explain that this is the tricky part of the word. They would probably expect this to be pronounced /w/ /h/, but it is pronounced /w/.
- Point to the letter ‘e’ and explain that it is pronounced /e/, as they would probably expect.
- Point to the letter ‘n’ and explain that it is pronounced /n/, as they would probably expect.

- Tell students that when reading *when*, they have to remember to pronounce the letters 'w' 'h' as /w/.
- Tell students that when writing *when*, they have to remember to spell the /w/ sound with the letters 'w' 'h'.
- Point to *when* as you say the following sentence, "I opened my umbrella when it started raining." Ask students to **Turn and Talk**, using the word *when* in oral sentences.

Tricky Word: *Why*

- Show students the Tricky Word card *why*.
- Tell students that this word is pronounced /w/ /ie/ as in, "Why did you say that?"
- Write *why* on the board/chart paper. Underline the letters 'w' and 'h' and explain that this is a tricky part of the word.
- Underline the letter 'y' and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students that when reading *why*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letter 'y' as /ie/.
- Tell students that when writing *why*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /ie/ sound with the letter 'y'.
- Point to *why* as you say the following sentence, "I don't know why the sky is blue." Ask students to **Turn and Talk**, using the word *why* in oral sentences.

REVIEW THE SPELLINGS FOR /K/ (25 MIN.)

Word Sort

- Tell students that they will now review the spellings for the sound /k/. Ask students to tell you the three different spellings for the /k/ sound, and record their answers on the board/chart paper.
- Distribute large index cards, one card per student.
- Tell students that you will say a word and call their name; they should then spell the word aloud. If they are correct, you will ask them to write that word on their card.
- Read the words from the following box in random order, and call each student by name. If there are more students in the class than words listed, have some students write the same words on their cards.

- Have each student show and read the word on his card to the class and then identify the spelling for the /k/ sound in the word. For example, a student who wrote the word *cup* would say, “I have the ‘c’ spelling for the /k/ sound.”
- Explain that you want students to form three groups: one group for words with /k/ spelled ‘c’, one group for /k/ spelled ‘ck’, and one group for /k/ spelled ‘k’. You may want to designate different areas of the room for each group.
- Have students form the groups. Quickly double-check that students have sorted words into proper groups.
- If there is time, have students in different groups exchange their cards and have them form the groups again.

| ‘c’ | ‘k’ | ‘ck’ |
|-------|------|-------|
| clap | kit | duck |
| cup | kids | lick |
| can | skip | pick |
| cats | skin | quick |
| crash | milk | snack |
| act | ask | truck |
| scab | desk | luck |



Check for Understanding

Monitor students as they sort the spellings for the sound /k/.

End Lesson

Take-Home Material

PHRASE MAKER

- Have students take Activity Page 25.1 home so they can practice reading and writing with a family member.

Activity Page 25.1



Lesson 25: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Swat the Tricky Word

- Write the Tricky Words from this lesson, *was*, *when*, and *why* on the board/chart paper with the list of words used for Swat the Tricky Word in Lesson 23.
- Follow the directions in Lesson 23.

MORE HELP WITH SISTER SOUNDS

T-Chart with Word Cards

- Make word cards for students using **index cards**, using the words in the box that follows. (Be sure *not* to write the sound in parentheses next to the word on the card.)
- Draw a chart with two columns and write the spellings /s/ and /z/ as the column headers.
- Tell students to read each word to determine if it ends in /s/ or /z/ and then place the card in the appropriate column of the chart.

- | | | |
|----------------|----------------|----------------|
| 1. plums (/z/) | 4. lamps (/s/) | 7. legs (/z/) |
| 2. clips (/s/) | 5. kids (/z/) | 8. pets (/s/) |
| 3. pens (/z/) | 6. hats (/s/) | 9. spots (/s/) |

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 6 (**Activity Page TR 25.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 6 (**Activity Page TR 25.2**) for each student you are assessing.
- Follow the directions in Lesson 4 to administer the Progress Monitoring, and use the following scoring system.

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

- 8 points—excellent
- 6 or 7 points—good
- 5 points—fair
- Less than 5 points—poor

Goal: Achieve scores of good or excellent (6 points or higher).

Scores of 5 or less indicate additional reteaching and reinforcement is required.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 416 and 498 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 448 and 532 of those words would be completely decodable.

The sound /z/ is spelled 's' approximately 90 percent of the time.

Was is one of the 10 most common words in most samples of written English. In a typical passage of 1,000 words, *was* occurs 5 to 15 times.

When is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *when* occurs 2 to 6 times.

Why is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *why* occurs 0 to 2 times.

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REVIEW

Advanced Code
and Nouns

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Language (Grammar)

Students will identify common nouns that name a person, place, or thing in orally
✦ presented phrases and simple sentences. **TEKS 1.11.D.iii**

Reading

As the teacher reads “The Flag Shop” aloud, students will identify features of a
✦ sentence, as well as answer questions about the key details. **TEKS 1.6.G**

Students will read “The Flag Shop” with purpose and understanding and answer
written questions about the key details of the story in complete sentences.
✦ **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Observation

Anecdotal Reading Record “The Flag Shop”

✦ **TEKS 1.4**

Observation

Discussion Questions “The Flag Shop”

✦ **TEKS 1.6.G**

Activity Page 26.1 Story Questions “The Flag Shop”

✦ **TEKS 1.6.G**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 10 min. | |
| Language (Grammar) | | | |
| Identify Nouns | Whole Group | 10 min. | |
| Reading | | | |
| Introduce the Story | Whole Group | 15 min. | ❑ <i>Snap Shots</i> Big Book |
| Teacher Demonstration: Read “The Flag Shop” | | | |
| Read “The Flag Shop” | Small Group/
Partner | 25 min. | ❑ <i>Snap Shots</i> Reader
❑ Activity Page 26.1 |
| Take-Home Material | | | |
| Noun Sort | | | ❑ Activity Page 26.2 |

ADVANCE PREPARATION

Reading

- Load the digital version of “The Flag Shop” or use the *Snap Shots* Big Book.

Universal Access

- Bring in pictures of an egg, a rock, a shell, a peach, a goat, a dress, a frame, and a drum to use as visual support in the Oral Blending and Segmenting activity.
- Bring in pictures of flags of the home countries of students’ parents to use in Introduce the Story.

Lesson 26: Advanced Code and Nouns

Foundational Skills



Primary Focus: Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | |
|----------------------------|-------------------------------|
| 1. egg (2) /e/ /g/ | 5. goat (3) /g/ /oe/ /t/ |
| 2. rock (3) /r/ /o/ /k/ | 6. dress (3) /d/ /r/ /e/ /s/ |
| 3. shell (3) /sh/ /e/ /l/ | 7. frame (4) /f/ /r/ /ae/ /m/ |
| 4. peach (3) /p/ /ee/ /ch/ | 8. drum (4) /d/ /r/ /u/ /m/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Point to the picture of the egg and say egg, asking students to repeat. Repeat the process with the rest of the pictures. Proceed with blending the words.

Lesson 26: Advanced Code and Nouns

Language



Primary Focus: Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

IDENTIFY NOUNS (10 MIN.)

Nouns Naming People

- Remind students that they have been learning about nouns that name people.

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “mom sings,” and ask, “Which word in the phrase names a person?”
- When students have given the correct answer, say, “The word *mom* is a person and the word for a part of speech that names a person is *noun*.”

Nouns Naming Things

- Remind students that they have also been learning about nouns that name things.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “ball rolls,” and ask, “Which word in the phrase names a thing?”
- When students have given the correct answer, say, “The word *ball* is a thing and the word for a part of speech that names a thing is *noun*.”
- Summarize by asking students what we call a part of speech that names a thing. (*noun*)

Nouns Naming Places

- Tell students that nouns can also name places.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “my school,” and ask, “Which word in the phrase names a place?”
- When students have given the correct answer, say, “The word *school* is a place and the word for a part of speech that names a place is *noun*.”

Practice Nouns

- Tell students to listen carefully to the following phrases and ask them to tell you the word that is a person, place, or thing, and therefore a noun.

Note: This is an oral exercise. Students are not expected to read these words, as some of them are not yet decodable.

- | | | |
|--------------|-------------------|------------------|
| 1. my mom | 3. our house | 5. the principal |
| 2. a big dog | 4. the playground | 6. a book |

- Summarize by asking students what we call a part of speech that names a person, place, or thing. (*noun*)

Lesson 26: "The Flag Shop"

Reading



Primary Focus

As the teacher reads "The Flag Shop" aloud, students will identify features of a sentence, as well as answer questions about the key details. **TEKS 1.6.G**

Students will read "The Flag Shop" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4; TEKS 1.6.G

INTRODUCE THE STORY (5 MIN.)

- Tell students that in this story, Nat, Beth, and their moms go to a flag shop.
- Tell students that each country has a flag that is unique. The U.S. flag is red, white, and blue, and has stars and stripes.
- Tell students that flags are made up of shapes, symbols and, colors that represent important things about each country. Ask, "Who knows what the stars stand for in our flag?" (*Fifty stars stand for America's fifty states.*)
- In today's story, Beth and Nat and their moms will see the flags for many countries.

Purpose for Reading

- Tell students to read carefully to find out what types of flags Beth, Nat, and their moms get to see on their trip to the flag shop.

TEACHER DEMONSTRATION: READ "THE FLAG SHOP" (10 MIN.)

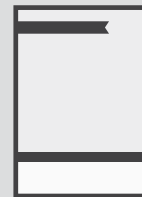
- Load the digital version of "The Flag Shop" or use the *Snap Shots* Big Book.
- Read the story through once without interruption, tracking the words with your finger or pointer.
- Read the story a second time, and tell students that you will ask them questions at the end of each page.

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- Ask students, "Who can remind us what *U.K.* stands for?"
- Ask students, "Who can tell us a noun that names a place on this page?"

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.

Big Book



Page 36

Support

If there is a flag in your room, have students point to the flag.

Support

Bring in and discuss pictures of flags of the home countries of students' parents.



Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: "Did Beth and Mom go into a flag shop?" "Did the shop have a French flag?"

Intermediate

When asking each question, provide students with a specific sentence frame: "The U.K. flag has a big red . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

ELPS 4.G

Page 37

- Tell students that Beth's mom is saluting, which is a proper way of greeting in the military. She is in front of the U.S. flag. The other flags represent other countries.

Note: This illustration depicts the correct way to display an American flag when it is hung vertically.

- Ask students, "Who can tell us a noun that names a person on this page?"

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- Invite students to read the sentences.
- Ask students, "Who can tell us a noun that names a thing on this page?"

Wrap-Up

Discussion Questions for "The Flag Shop"

1. **Literal.** Where do Beth, Nat, and their moms go to in this story?
 - » They go to a flag shop.
2. **Literal.** Which flags does Beth say they see?
 - » They see French, U.S., and U.K. flags.
3. **Inferential.** What do the U.S. and U.K. flags have in common? What is different?
 - » They are both red, white, and blue; both have stripes; the U.S. flag has stars and the U.K. flag does not.
4. Do you have questions you would like to ask to 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, marking whether the question answered was literal, inferential, or evaluative.

READ “THE FLAG SHOP” (25 MIN.)

Small Group

Group 1: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “The Flag Shop” aloud to one another. Have them complete Activity Page 26.1, questions 1–3.

If students finish quickly, have them reread previous stories from the Reader.

Group 2: Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Providing guided support, have them complete Activity Page 26.1, questions 1–3.

Activity Page 26.1



Observation: Anecdotal Reading Record (Group 2)

As you listen to students in Group 2 read aloud, make notes in each student’s Anecdotal Reading Record. Look for patterns in the type of error(s) individual students make.

Story Questions Activity Page

- Review the answers to Activity Page 26.1 as a class.
- Provide the following directions for items 4–6:
 - 4. Circle only nouns that name things.
 - 5. Circle only nouns that name a person.
 - 6. Circle only words that are nouns (i.e., a person, place, or thing).



Activity Page 26.1: Story Questions

Collect Activity Page 26.1 to review and monitor students’ progress. Questions 1–3 are indicators of story comprehension, questions 4–6 are indicators of understanding nouns.

Take-Home Material

NOUN SORT

- Have students take Activity Page 26.2 home to complete with a family member.

Activity Page 26.2



Lesson 26: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING AND SPELLING

Match Me

Note: Two-syllable words are included in this exercise because double consonant spellings are not typically found in one-syllable words. Help students read the words if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

- Make one copy of **Activity Page TR 26.1** for each student.
- Follow the directions in Lesson 18 for Match Me using the words in the box.

- | | | |
|-------------|-------------|-------------|
| 1. swimming | 4. sunning | 7. winning |
| 2. running | 5. grinning | 8. drumming |
| 3. ferret | 6. humming | 9. canning |

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the picture cards for Silly Voices, **Activity Page TR 22.1**, and cut them apart.
- Follow the directions in Lesson 22 for Silly Voices and have students reread “The Flag Shop” from the **Snap Shots Reader**.

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.

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will read the following Tricky Words: *where, what, which, who, when, why*.

TEKS 1.2.B.vi

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

TEKS 1.2.A.v; TEKS 1.2.A.vii

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.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 | | | |
| Warm-Up: Oral Blending and Segmenting
(Phonological Awareness) | Whole Group | 5 min. | |
| Tricky Words: <i>Where, What, Which</i>
(Word Recognition) | Whole Group | 20 min. | <input type="checkbox"/> three yellow index cards
<input type="checkbox"/> Tricky Word Cards Chart
(Digital Components) |
| Review the Question Mark
(Conventions of Standard English) | Whole Group | 5 min. | |
| Tricky Word Cards
(Word Recognition) | Whole Group | 30 min. | <input type="checkbox"/> pencils
<input type="checkbox"/> blank yellow index cards (six per student) |

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 27.1

- Write the Tricky Word phrases for Tricky Word Cards (Digital Component 27.1) on the board/chart paper, or use the digital version.
- Gather sufficient blank yellow index cards so that you can provide six cards per student.

Universal Access

- Bring in the following pictures to use with the Oral Blending and Segmenting activity: fat, rough, big, clean.

Lesson 27: Tricky Words

Foundational Skills

**Primary Focus**

Students will orally blend and segment single-syllable words with up to four

phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will read the following Tricky Words: *where, what, which, who, when, why*.

TEKS 1.2.B.vi

Support

Provide students with context for the words.

Pictures can be used to demonstrate words that are depictable.

Show students pictures illustrating the words for Oral Blending and Segmenting with their antonyms. Hold up the picture of the fat item

and say *fat*, asking students to repeat. Repeat the process with the remaining pairs.

WARM-UP (5 MIN.)**Oral Blending and Segmenting**

- Follow the instructions in Lesson 1.

| | |
|--------------|------------------|
| 1. fat (3) | /f/ /a/ /t/ |
| 2. rough (3) | /r/ /u/ /f/ |
| 3. big (3) | /b/ /i/ /g/ |
| 4. clean (4) | /k/ /l/ /ee/ /n/ |

**Observation: Oral Blending and Segmenting Observation Record**

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

TRICKY WORDS: WHERE, WHAT, WHICH (20 MIN.)

- Tell students that today's Tricky Words are all question words.

Tricky Word: Where

- Show students the Tricky Word card *where* and ask how they would pronounce it by blending. (They may say /w/ /h/ /e/ /r/ /e/.)

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

- Tell students that this word is pronounced /w/ /e/ /r/ as in, “Where did you get that soda?”
- Write *where* on the board/chart paper. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. It is pronounced /w/ as in *when*.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that this is another tricky part of the word. They would probably expect these letters to be pronounced /e/ /r/ /e/, but they are pronounced /e/ /r/.
- Tell students that when reading *where*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/, and the letters ‘e’ ‘r’ ‘e’ as /e/ /r/.
- Tell students that when writing *where*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’, and the /e/ /r/ sound with the letters ‘e’ ‘r’ ‘e’.
- Point to the word *where* as you say the following question, “Where do you want to go on vacation?” Ask students to **Turn and Talk**, using the word to start a question.

Tricky Word: *What*

- Show students the Tricky Word card *what* and ask how they would pronounce it by blending. (They may say /w/ /h/ /a/ /t/.)
- Tell students that this word is actually pronounced /w/ /u/ /t/ as in, “What did you say?”
- Write *what* on the board/chart paper. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. It is pronounced /w/ as in *when*, *where*, and *why*.
- Underline the letter ‘a’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Point to the letter ‘t’ and explain that it is pronounced /t/, as they would probably expect.
- Tell students that when reading *what*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/ and the letter ‘a’ as /u/.
- Tell students that when writing *what*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’ and the /u/ sound with the letter ‘a’.
- Point to the word *what* as you say the following question, “What do you want for dinner?” Ask students to **Turn and Talk**, using the word *what* to start a question.

Support

Tell students that a question that begins with *where* is usually answered by naming a place.

Support

Tell students that a question that begins with *which* is usually answered by choosing something.

Tricky Word: *Which*

- Show students the Tricky Word card *which* and ask how they would pronounce it by blending. (They may say /w/ /h/ /i/ /ch/.)
- Tell students that this word is actually pronounced /w/ /i/ /ch/ as in, “Which jacket is yours?”
- Write *which* on the board/chart paper. Underline the letters ‘w’ and ‘h’ and explain that this is the tricky part of the word. It is pronounced /w/ as in *when*, *where*, *why*, and *what*.
- Point to the letter ‘i’ and explain that it is pronounced /i/, as they would probably expect.
- Point to the spelling ‘ch’ and explain that it is pronounced /ch/, as they would probably expect.
- Tell students that when reading *which*, they have to remember to pronounce the letters ‘w’ ‘h’ as /w/.
- Tell students that when writing *which*, they have to remember to spell the /w/ sound with the letters ‘w’ ‘h’.
- Point to the word *which* as you say the following question, “Which flavor of ice cream do you like?” Ask students to **Turn and Talk**, using the word *which* to start a question.

Tricky Word Practice

- Flash the Tricky Word cards taught today. Ask students to say the word, and use it in a sentence. Remind students that as these are question words, their sentences should be questions.

REVIEW THE QUESTION MARK (5 MIN.)

- Explain that today’s Tricky Words are all question words. These words are used to ask questions. The question words ask for different things, but they all help to find out more information.
- Point out that when we ask a question, our voice goes up in pitch. You can hear it in the voice when someone is asking a question.
- Ask students to listen to your voice as you are saying the following questions: “Where did you go?” “Why do you like ice cream?” “What is the color of your eyes?”

- In speech you can easily hear that someone is asking a question or is just making a statement. In writing, the reader needs to see punctuation marks to understand that.
- Remind students that in *Snap Shots* they have already seen periods (full stops) and exclamation points at the end of sentences.
- Questions are sentences as well and they are indicated in writing with a special punctuation mark called a question mark. Draw a question mark on the board/chart paper.
- Write the following questions and answers on the board/chart paper. Write the answers in a different color.
- Point out the periods and question marks at the end of the sentences.

1. Where did Nat and Dot get Bud? **Nat and Dot got Bud from the vet.**
2. What did the vet fix on Bud? **The vet had to fix Bud's leg.**

TRICKY WORD CARDS (30 MIN.)

Note: In this exercise students will make Tricky Word cards. Have them keep the cards for future practice. You may want to encourage students to take the index cards home for more practice.

- Hand out blank index cards, six per student.
- Write the six Tricky Words *when, where, why, what, which, and who* on the board/chart paper, one by one, and review what is tricky in each of them.
- Review that these words are question words. Have students form a question with each of the words.
- Have students copy the words on their index cards, one word per card.
- Tell students to place the cards for *when* and *where* in front of them.
- Explain that you will call out one of the words and that you want students to hold up the card with the word that you said.
- Say the word *where* and have students hold up the correct word. Have students repeat the word.
- Repeat with the remaining word cards.
- Point to the sentences on the board/chart paper. Read the first sentence aloud, saying “blank” for the blank space represented by the line.

- Tell students to hold up the question word card that they think should start the question.
- Repeat with the remaining sentences, asking individual students to read the question aloud; remind them to start by saying “blank.”

➤ Digital Component 27.1

1. _____ can sing the best?
2. _____ is the van?
3. _____ did the bell ring?
4. _____ is the sun hot?
5. _____ dress is black?
6. _____ is in the bag?



Check for Understanding

Monitor students as they hold up their word cards, paying attention to whether or not they are choosing the correct Tricky Words.

End Lesson

Lesson 27: Foundation Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Relay Blending

- Follow the directions in Lesson 18 for Relay Blending using the words in the box.

- | | |
|--------------------------|-------------------------------|
| 1. pad (3) /p/ /a/ /d/ | 5. clean (4) /k/ /l/ /ee/ /n/ |
| 2. tough (3) /t/ /u/ /f/ | 6. frame (4) /f/ /r/ /ae/ /m/ |
| 3. cat (3) /c/ /a/ /t/ | 7. spoke (4) /s/ /p/ /oe/ /k/ |
| 4. peg (3) /p/ /e/ /g/ | 8. wild (4) /w/ /ie/ /l/ /d/ |

MORE HELP WITH TRICKY WORDS

Write the Matching Question Word

- Make one copy of **Activity Page TR 27.1** for each student.
- Have students read the tricky question words at the top of the page.
- Have students read each sentence and write the matching words in the spaces.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 448 and 532 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 452 and 541 of those words would be completely decodable.

Where is one of the 100 most common words in most samples of written English. In a typical passage of 1,000 words, *where* occurs 0 to 2 times.

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

Which is one of the 100 most common words in most samples of written English. In a typical passage of 1,000 words, *which* occurs 0 to 4 times.

28

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Reading

Students will read “Which Is the Best?” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4; TEKS 1.6.G

Students will recognize characteristics of multimodal texts. **TEKS 1.9.F**

Foundational Skills

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, said, says, where, what, which, who, when, why.* **TEKS 1.2.B.vi**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

TEKS 1.2.A.v; TEKS 1.2.A.vii

Observation

Anecdotal Reading Record

“Which Is the Best?”

TEKS 1.4

Observation

Discussion Questions “Which Is the Best?”

TEKS 1.6.G

Activity Page 28.1

Story Questions “Which Is the Best?”

TEKS 1.6.G

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.4** 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 1.9.F** Recognize characteristics of multimodal and digital texts; **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 | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 10 min. | |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | <input type="checkbox"/> <i>Snap Shots</i> Reader
<input type="checkbox"/> Preview Spellings Chart (Digital Components) |
| Read “Which Is the Best?” | Partner | 10 min. | |
| Review “Which Is the Best?” | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 28.1 |
| Foundational Skills | | | |
| Tricky Word Jump (Word Recognition) | Whole Group | 20 min. | <input type="checkbox"/> flash cards with Tricky Words taught so far |
| Take-Home Material | | | |
| Reading Practice | | | <input type="checkbox"/> Activity Page 28.2 |

ADVANCE PREPARATION

Reading

- Bring in a photo of the London Eye, a giant Ferris wheel which is a landmark in London, and a photo of Stonehenge, a ring of prehistoric standing stones in the U.K. for Introduce the Story.

➤ Digital Component 28.1

- Create the Preview Spellings chart (Digital Component 28.1) for Introduce the Story on the board/chart paper, or use the digital version.

Foundational Skills

- For the Tricky Word Jump activity, you will need to prepare flash cards with the Tricky Words reviewed so far. If you have posted Tricky Words on a word wall, you can remove the cards for this activity. You should have at least as many cards as there are students in your class. You can make two cards for some words if needed.

Universal Access

- Quickly review the words for Oral Blending and Segmenting. Gather pictures of a tree, a ring, and birds to demonstrate depictable words; action words can be mimicked for students.

Lesson 28: Tricky Words

Foundational Skills



Primary Focus: Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

WARM-UP (10 MIN.)**Oral Blending and Segmenting**

- Follow the instructions in Lesson 1.

- | | |
|--------------------------|-------------------------------|
| 1. tree (3) /t/ /r/ /ee/ | 5. birds (4) /b/ /er/ /d/ /z/ |
| 2. hope (3) /h/ /oe/ /p/ | 6. flash (4) /f/ /l/ /a/ /sh/ |
| 3. tell (3) /t/ /e/ /l/ | 7. pluck (4) /p/ /l/ /u/ /k/ |
| 4. ring (3) /r/ /i/ /ng/ | 8. drop (4) /d/ /r/ /o/ /p/ |

**Observation: Oral Blending and Segmenting**

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

For blending**For segmenting****Support**

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

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.

Lesson 28: “Which Is the Best?”

Reading



Primary Focus: Students will read “Which Is the Best?” with purpose and understanding and answer written questions about the key details of the story in

complete sentences. **TEKS 1.4; TEKS 1.6.G**

Students will recognize characteristics of multimodal texts. **TEKS 1.9.F**

INTRODUCE THE STORY (5 MIN.) **TEKS 1.9.F**

- Ask students to turn to the table of contents and find the title “Which Is the Best?” Ask students, “Who can tell me the question word in this title?” (*which*)
- Tell students that in today’s story, we will hear about some of the places where Beth went sightseeing. Explain that sightseeing is when a person is visiting a new place, and they go to the popular sights. In New York City, for example, people may go to see the Statue of Liberty or the Empire State Building while sightseeing.
- The characters in the story are taking snap shots. Illustrations help to create multimodal texts. Ask students how the illustrations can help them understand this story.

Preview Spellings

- Use the chart prepared in advance to review the following spellings before reading today’s story.

➤ Digital Component 28.1

| /f/ > ‘ff’ | /k/ > ‘ck’ |
|------------|------------|
| stuff | stick |
| puff | rock |

- You may also wish to review the Tricky Words *all* and *of*.

Purpose for Reading

- Ask students, “What do you think this title means?” Tell students to read the story carefully with a partner to find out the answer to Beth’s question.

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 1.9.F** Recognize characteristics of multimodal and digital texts.

Reader



Page 40

Support

Show students the photos of the London Eye and Stonehenge and explain that they are two places that visitors to the U.K. might go.

READ “WHICH IS THE BEST?” (10 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “Which Is the Best?” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: Anecdotal Reading Record

Circulate throughout the room so you can listen to pairs of students read. Make notes in each student’s Anecdotal Reading Record.

Wrap-Up

- Bring the class back together to answer the discussion questions as a whole group.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did Nat and Beth run up fast to get to the spot?” “Did Nat have Mom and Dot lift him up in one of the snap shots?”

Intermediate

When asking each question, provide students with a specific sentence frame: “One snap shot is Nat with a bunch of big . . .”

Advanced/Advanced High

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

ELPS 4.G

Discussion Questions for “Which Is the Best?”

1. **Literal.** How did Nat, Beth, and their moms get to their spot for the snap shot?
 - » They ran up a bunch of steps.
2. **Inferential.** What does it mean to huff and puff? Which parts of the text on page 40 help you to figure out what huff and puff means?
 - » It means to breathe heavily after exercising. The lines on page 40 that are helpful are “had to run up a bunch of steps to get to this spot” and the comparison that the kids “run up fast” while the “moms had to huff and puff.”
3. **Inferential.** Who took the first snap shot?
 - » Beth is the narrator; Beth’s mom took the first snap shot.
4. **Inferential.** Why is Nat like a rock in the second snap shot? Look at the illustration on page 43.
 - » Accept reasonable answers based on the illustration.
5. **Evaluative.** Which snap shot do you like the best? Why? Have students provide at least two reasons.
 - » Accept reasonable answers based on the text and illustrations.
6. Do you have questions you would like to ask to clarify your understanding of the story?



Observation: Discussion Questions

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

REVIEW “WHICH IS THE BEST?” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 28.1.
- Explain that the activity page has three questions about the story “Which Is the Best?”

Activity Page 28.1



- Have students reread the story and answer questions 1–3. Remind students to write complete sentences.
- Review the answers to questions 1–3 as a class.
- Provide the following directions, telling students to complete items 4–6:
 - 4. Circle only the nouns that name things.
 - 5. Circle only the nouns that name a person.
 - 6. Circle only words that are nouns (i.e., a person, place, or thing).



Activity Page 28.1: Story Questions

Collect Activity Page 28.1 to review and monitor student performance.

Lesson 28: Tricky Words

Foundational Skills



Primary Focus: Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, do, two, the, said, says, where,*

 *what, which, who, when, why.* **TEKS 1.2.B.vi**

TRICKY WORD JUMP (20 MIN.)

- Show the flash cards one at a time, and have students read the words as a group.
- Distribute the cards, one card per student, and have each student read the word on his or her card.
- Ask students to sit on the floor.
- Explain that you will say one of the Tricky Words and that you want the student with that Tricky Word to jump up, show the card, and say a phrase or sentence with his or her word.
- Say the first word and ask the student who jumped up to say a phrase or sentence with his or her word.
- Repeat with the remaining Tricky Words.

 **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.



Check for Understanding

Monitor students' performance as they read the Tricky Words and use them in sentences. Make sure students read the words with the correct pronunciation and use the words correctly in sentences.

End Lesson

Take-Home Material

READING PRACTICE

- Have students take Activity Page 28.2 home so they can practice reading with a family member.

Activity Page 28.2



Lesson 28: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Feed the Squirrel

- Make one copy of the squirrel image (**Activity Page TR 15.1**).
- Make enough copies of **Activity Page TR 15.2** for each student to have at least four acorn cut-outs. If available in your area, actual acorns could be collected and used.
- Follow the directions in Lesson 15 for Feed the Squirrel using the words in the box.

- | | |
|-------------------------------|-------------------------------|
| 1. free (3) /f/ /r/ /ee/ | 5. stung (4) /s/ /t/ /u/ /ng/ |
| 2. slope (4) /s/ /l/ /oe/ /p/ | 6. clash (4) /k/ /l/ /a/ /sh/ |
| 3. stack (4) /s/ /t/ /a/ /k/ | 7. stuck (4) /s/ /t/ /u/ /k/ |
| 4. bring (4) /b/ /r/ /i/ /ng/ | 8. prop (4) /p/ /r/ /o/ /p/ |

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 28.1** for each student.
- Follow the directions in Lesson 19 for Two Voices.

29

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four

✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

✦ Students will read the following Tricky Words: *here, there*. **TEKS 1.2.B.vi**

Language (Grammar)

Students will identify common nouns that name a person, place, or thing in orally

✦ presented phrases and simple sentences. **TEKS 1.11.D.iii**

Reading

Students will read “The Bus Stop” with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the

✦ key details of the story. **TEKS 1.4; TEKS 1.6.G**

✦ Students will recognize characteristics of multimodal texts. **TEKS 1.9.F**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Pages 29.1, 29.2 Sequence Story Events “The Bus Stop”

✦ **TEKS 1.6.G**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.9.F** Recognize characteristics of multimodal and digital texts; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 10 min. | |
| Tricky Words: <i>Here, There</i> (Word Recognition) | Whole Group | 5 min. | ❑ two yellow index cards |
| Language (Grammar) | | | |
| Review Quotation Marks | Whole Group | 5 min. | ❑ Review Quotation Marks (Digital Components) |
| Identify Nouns | Whole Group | 10 min. | |
| Reading | | | |
| Introduce the Story | Whole Group | 15 min. | ❑ <i>Snap Shots</i> Reader |
| Read “The Bus Stop” | | | |
| Sequence Story Events | Independent | 15 min. | ❑ Activity Pages 29.1, 29.2
❑ scissors
❑ glue |

ADVANCE PREPARATION

Foundational Skills

- Write the Tricky Words *here* and *there* on the yellow index cards.

➤ Digital Component 29.1

- Write the sentences for Review Quotation Marks (Digital Component 29.1) on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures of the following items to use as a visual support during Identify Nouns: a girl tripping, a new park, a small bird, a wet towel, a singing boy, a busy street, a tall man, blue pencils, the sun shining, and dogs running.

Lesson 29: Tricky Words and Dictation

Foundational Skills



Primary Focus

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Students will read the following Tricky Words: *here, there*. **TEKS 1.2.B.vi**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|------------------|
| 1. Jack (3) | /j/ /a/ /k/ | 5. bloom (4) | /b/ /l/ /oo/ /m/ |
| 2. bag (3) | /b/ /a/ /g/ | 6. cast (4) | /k/ /a/ /s/ /t/ |
| 3. hen (3) | /h/ /e/ /n/ | 7. dusk (4) | /d/ /u/ /s/ /k/ |
| 4. read (3) | /r/ /ee/ /d/ | 8. left (4) | /l/ /e/ /f/ /t/ |

For blending



For segmenting



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

TRICKY WORDS: HERE, THERE (5 MIN.)

Tricky Word: *Here*

- Show students the Tricky Word card *here* and ask them to read the word by blending. (They may say something with two syllables: /h/ /e/ - /r/ /e/ or /h/ /er/ as in *were*.)

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

- Explain that we actually pronounce this word /h/ /ee/ /r/ as in, “I’m so glad you’re here!”
- Write *here* on the board/chart paper. Point to the letter ‘h’ and explain that it is pronounced just as one would expect, as /h/.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that these are tricky. These letters stand for the sounds /ee/ /r/.
- Tell students that when reading *here*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /ee/ /r/.
- Tell students that when writing *here*, they have to remember to spell the sounds /ee/ and /r/ with the letters ‘e’ ‘r’ ‘e’.
- Point to the word *here* as you say the following sentence, “Please put your plate here.” Ask students to **Turn and Talk**, using the word *here* in oral sentences.

Tricky Word: *There*

- Show students the Tricky Word card *there* and ask them to read the word by blending. (They may try to say /th/ /e/ /r/ /e/ or /th/ /e/ /r/ /e/.)
- Explain that we actually pronounce this word /th/ /e/ /r/ as in, “He kicked the ball over *there*.”
- Write *there* on the board/chart paper. Point to the letter team ‘th’ and explain that it is pronounced just as one would expect, as /th/.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that these are the tricky part of the word. They work differently than in *here*. The letters are not pronounced / ee/ /r/ as in *here*, but work together to stand for the sounds /e/ /r/ as in *where*.
- Tell students that when reading *there*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /e/ /r/.
- Tell students that when writing *there*, they have to remember to spell the sounds /e/ /r/ with the letters ‘e’ ‘r’ ‘e’.
- Point to the word *there* as you say the following sentence, “Please put your pencil there.” Ask students to **Turn and Talk**, using the word *there* in oral sentences.

Lesson 29: Tricky Words and Dictation

Language



Primary Focus: Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

REVIEW QUOTATION MARKS (5 MIN.)

- Remind students that there are special punctuation marks that we use when we want to indicate a person's exact words. They are called quotation marks.
- Have students say *quotation marks*.
- Point to the chart prepared in advance and read the first sentence: *Beth said, "I can run fast."*
- Explain that the quotation marks mean that these are a person's exact words. There is one set of quotation marks at the beginning of the person's words and another set at the end.
- Point out that quotation marks sort of look like two apostrophes written right next to each other.
- Point to the next sentence: *Dad said, "Run and get the bag."*
- Ask a student to read the sentence and to point to the quotation marks.
- Ask a student what Dad said. Point out that Dad's words are in quotation marks.
- Point to the last sentence: *Mom says, "Scrub that tub!"*
- Ask a student to read the sentence and to point to the quotation marks.
- Ask a student what Mom says. Point out that Mom's words are in quotation marks.
- Summarize by saying that quotation marks are used in text to show a person's exact words.

➤ Digital Component 29.1

Beth said, "I can run fast."
Dad said, "Run and get the bag."
Mom says, "Scrub that tub!"

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

IDENTIFY NOUNS (10 MIN.)

Note: In this lesson you will review that nouns can name either a person, place, or thing.

Nouns Naming People

- Remind students that they have been learning about nouns that name people.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “Bob runs,” and ask, “Which word in the phrase names a person?”
- When students have given the correct answer, say, “*Bob* is a person and the word for a part of speech that names a person is *noun*.”

Nouns Naming Things

- Remind students that they have also been learning about nouns that name things.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “truck unloads,” and ask, “Which word in the phrase names a thing?”
- When students have given the correct answer, say, “The word *truck* is a thing and the word for a part of speech that names a thing is *noun*.”

Nouns Naming Places

- Remind students that they have also been learning about nouns that name places.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “big library,” and ask, “Which word in the phrase names a place?”
- When the students have given the correct answer, say, “The word *library* is a place and the word for a part of speech that names a place is *noun*.”

Practice Nouns

- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person, place, or thing, and is therefore a noun.

Support

Show students pictures of the items (a girl tripping, a new park, a small bird, a wet towel, a singing boy, a busy street, a tall man, blue pencils, the sun shining, and dogs running) to use as visual support as you identify nouns.

- | | |
|---------------|------------------|
| 1. girl trips | 6. busy street |
| 2. new park | 7. tall man |
| 3. small bird | 8. blue pencils |
| 4. wet towel | 9. sun shines |
| 5. boy sings | 10. running dogs |



Check for Understanding

Summarize by asking students what we call a part of speech that names a person, place, or thing. (*noun*)

Lesson 29: “The Bus Stop”

Reading



Primary Focus: Students will read “The Bus Stop” with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the key details of the story.

✦ **TEKS 1.4; TEKS 1.6.G**

✦ Students will recognize characteristics of multimodal texts. **TEKS 1.9.F**

INTRODUCE THE STORY (5 MIN.)

Preview Conventions of English

- Ask students, “What are three different types of sentence endings?” (*period, exclamation point, question mark*)
- Remind students that quotation marks tell us that someone is speaking. Tell students to watch carefully for these in today’s story.

Preview Spellings

- You may wish to review the Tricky Words *why* and *said*.

Reader



Page 44

✦ **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 1.9.F** Recognize characteristics of multimodal and digital texts.

Preview Core Vocabulary

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

thrush—n., a type of bird (44)

Example: The thrush sat on its nest outside my window.

Vocabulary Chart for "The Bus Stop"

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

Purpose for Reading

- Tell students to read carefully to find out why Nat likes the buses in the U.K.

READ "THE BUS STOP" (10 MIN.)

Whole Group

- Ask students to look at the table of contents to find the title of today's story, "The Bus Stop" and turn to the correct page in their Readers.
- Tell students that today's story takes place at a bus stop. Explain that in a big city, many people take the bus as a way of getting around town.

Pages 44 and 45

- Call on different students to read the title and each paragraph aloud, directing other students to follow along, moving their finger under each line of print as others read.
- After page 44 has been read, ask the following questions, encouraging students to answer in complete sentences, using the question stem.

1. **Literal.** Where are Nat, Beth, and their moms in this story?
 - » They are at a bus stop in the U.K.
2. **Literal.** What animal is at the bus stop?
 - » A thrush is at the bus stop.
3. **Inferential.** Why do you think they are at the bus stop?
 - » Accept reasonable answers: They are waiting for a bus, They stopped because they saw the thrush, etc.
4. **Literal.** What does Dot say to Nat? Use her exact words.
 - » “Nat, stop that!”

How do you know these are Dot’s exact words?

 - » The quotation marks show exactly what Dot said.
5. **Inferential.** How does Dot feel? How do you know?
 - » The exclamation point let you know that Dot is angry.

Pages 46 and 47

- Call on two different students to alternate reading the lines of text on page 46, as others follow along.
- Ask the following questions:

1. **Literal.** What does Nat say about the bus they will be riding in? Use his exact words.
 - » Beth, this is the best bus!
2. **Literal.** Why does Nat think this is the best bus?
 - » He thinks it is the best because it has a top deck.



ENGLISH
LANGUAGE
LEARNERS

Foundational Skills

Print Awareness

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

ELPS 4.B



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Was there a thrush at the bus stop?” “Was the bus red?”

Intermediate

When asking each question, provide students with a specific sentence frame: “It was a big red bus with a top . . .”

Advanced/Advanced High

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

ELPS 4.G

Activity Pages
29.1, 29.2



3. **Inferential.** Using the illustration, describe the bus: how is it different from buses that you have seen or rode on? **TEKS 1.9.F**

» The bus is red and it has a top deck. Accept reasonable answers based on characteristics of buses in your area with which students are familiar.

4. **Evaluative.** Why might the bus have a top deck?

» Accept reasonable answers: It has a top deck so more people can ride the bus, so people have a good view of what they are driving past, etc.

SEQUENCE STORY EVENTS (15 MIN.)

- Distribute Activity Pages 29.1 and 29.2. Tell students that the sentences in the boxes on this page tell about different things that happened in the story, “The Bus Stop.” Explain that the order in which these boxes are printed on this page do not retell the story events in the proper order.
- Tell students to carefully cut each box on the first page. They should then turn to the second page and spread out all of the cut-out boxes on their desk.
- Tell students to read each sentence, deciding which one describes the first thing that happened in the story. They should paste this sentence in the box with the number 1. Ask students to continue, pasting the remaining sentences in the proper boxes in the order in which they happened in the story.
- When students have finished pasting each sentence, ask them to draw a picture in the blank space in the box to illustrate the sentence.



Activity Pages 29.1, 29.2: Sequence Story Events

Collect Activity Pages 29.1 and 29.2 to review and monitor student progress.

End Lesson



TEKS 1.9.F Recognize characteristics of multimodal and digital texts.

Lesson 29: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Relay Blending

- Follow the directions in Lesson 18 for Relay Blending using the words in the box.

| | | | |
|--------------|---------------------|---------------|---------------------|
| 1. Zack (3) | /z/ /a/ /k/ | 7. truck (4) | /t/ /r/ /u/ /k/ |
| 2. snag (4) | /s/ /n/ /a/ /g/ | 8. chant (4) | /ch/ /a/ /n/ /t/ |
| 3. dusk (4) | /d/ /u/ /s/ /k/ | 9. birds (4) | /b/ /er/ /d/ /z/ |
| 4. cleft (5) | /k/ /l/ /e/ /f/ /t/ | 10. blast (5) | /b/ /l/ /a/ /s/ /t/ |
| 5. crash (4) | /k/ /r/ /a/ /sh/ | 11. flash (4) | /f/ /l/ /a/ /sh/ |
| 6. tread (4) | /t/ /r/ /e/ /d/ | 12. grins (5) | /g/ /r/ /i/ /n/ /z/ |

MORE HELP WITH SPELLING

Spell and Clap

- Have students sit on the floor in a circle.
- Have students orally spell the words in the box as you call them out.

| | | | |
|---------|-----------|----------|-----------|
| 1. ship | 4. quit | 7. queen | 10. quilt |
| 2. chop | 5. ring | 8. snap | 11. shot |
| 3. thin | 6. spring | 9. trash | 12. theft |

- Choose a student in the circle to begin the game. Have the student repeat the first word after you, and spell the word, clapping once after each letter (e.g., “hot, ‘h’-clap-‘o’-clap-‘t’-clap”). The other students in the circle echo the spelling/clapping pattern.
- Write the word on the board/chart paper for all to see.
- If the word is spelled incorrectly, repeat the word and have the student try again.

- Call out the second word for the next student to spell.
- Continue play, adding other words with short vowels if necessary, until each student has had a turn.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 29.1** for each student.
- Follow the directions in Lesson 19 for Two Voices.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 452 and 541 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 454 and 548 of those words would be completely decodable.

Here is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *here* occurs 0 to 3 times.

There is one of the 40 most common words in most samples of written English. In a typical passage of 1,000 words, *there* occurs 2 to 5 times.

REVIEW

Dictation

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii; TEKS 1.2.E**

Language (Spelling)

Students will spell one-syllable short-vowel words with double-consonant spellings and consonant digraphs (up to four phonemes). **TEKS 1.2.C.iii**

Reading

As the teacher reads “On the Bus” aloud, students will identify features of a sentence, as well as answer questions about the key details. **TEKS 1.6.G**

Students will read “On the Bus” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4; TEKS 1.6.G

FORMATIVE ASSESSMENT

| | |
|--------------------|---|
| Observation | Oral Blending and Segmenting
TEKS 1.2.A.v; TEKS 1.2.A.vii |
| Observation | Discussion Questions “On the Bus”
TEKS 1.6.G |
| Observation | Anecdotal Reading Record “On the Bus”
TEKS 1.4 |
| Activity Page 30.1 | Story Questions “On the Bus”
TEKS 1.6.G |

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words; **TEKS 1.2.C.iii** demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 10 min. | |
| Review Letter Names (Phonics) | Whole Group | 5 min. | ❑ alphabet chart |
| Language (Spelling) | | | |
| Dictation with Words | Whole Group | 15 min. | ❑ paper
❑ pencil |
| Reading | | | |
| Introduce the Story | Whole Group | 15 min. | ❑ <i>Snap Shots</i> Big Book |
| Teacher Demonstration: Read “On the Bus” | | | |
| Read “On the Bus” | Small Group/
Partner | 15 min. | ❑ <i>Snap Shots</i> Reader
❑ Activity Page 30.1 |
| Take-Home Material | | | |
| Question Maker | | | ❑ Activity Page 30.2 |

ADVANCE PREPARATION

Foundational Skills

- If you do not have an alphabet chart on display, please write the letters of the alphabet—upper- and lowercase—in order on the board/chart paper.

Reading

- Load the digital version of the story “On the Bus” or use the *Snap Shots* Big Book.
- Plan how you will group students for reading, including which students you will pair for partner reading.

Universal Access

- Quickly review the words for Oral Blending and Segmenting. Pictures can be used to demonstrate depictable words (corn on the cob, hat, bear’s den and a room that is a den, toast), and action words can be mimicked for students.

Lesson 30: Dictation

Foundational Skills

15M

Primary Focus: Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii; TEKS 1.2.E**

WARM-UP (10 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|------------|-------------|--------------|------------------|
| 1. cob (3) | /k/ /o/ /b/ | 5. fist (4) | /f/ /i/ /s/ /t/ |
| 2. hat (3) | /h/ /a/ /t/ | 6. toast (4) | /t/ /oe/ /s/ /t/ |
| 3. lug (3) | /l/ /u/ /g/ | 7. sweep (4) | /s/ /w/ /ee/ /p/ |
| 4. den (3) | /d/ /e/ /n/ | 8. peels (4) | /p/ /ee/ /l/ /z/ |

For blending



For segmenting



Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

REVIEW LETTER NAMES (5 MIN.)

TEKS 1.2.E

"The Alphabet Song"

- Remind students that the spellings they have been using are also called letters and that these letters together form the alphabet. The letters of the alphabet are arranged in a special order called "alphabetical order."
- Using an alphabet chart say each letter's name as you point to it.
- Tell students that you are going to sing a song that will help them learn the letter names. It is called "The Alphabet Song."

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words.

- Sing “The Alphabet Song” slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name. Say, “el, em, en, oh, pee”—not “elemenohpee”—as some students may think that it is one letter name.
- Repeat the song, inviting students to sing along.
- Tell students that you will write some of the letters out of order on the board and that they will work with a partner to write them in alphabetical order. Encourage students to use the alphabet chart if additional support is needed. Have students share the order with the class.

Lesson 30: Dictation

Language



Primary Focus: Students will spell one-syllable short-vowel words with double-consonant spellings and consonant digraphs (up to four phonemes).

 **TEKS 1.2.C.iii**

DICTATION WITH WORDS (15 MIN.)

Note: Students are not yet expected to reliably know when to use double-letter spellings. They will learn through the process of self-correction and more reading practice.

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say eight words. Each word will contain one of the double-letter spellings for consonant sounds they have learned.
- 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 *will*, three lines would be drawn on the paper: _ _ _.
- Once students have drawn one line for each sound, remind them that the sound /l/ can be written with the spelling ‘ll’.
- Have students write the spellings on their respective lines: w i ll.
- Finally, ask students to read the word back to you.
- Write the words on the board/chart paper and have students self-correct.

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

- | | |
|---------|----------|
| 1. will | 5. black |
| 2. back | 6. less |
| 3. off | 7. rock |
| 4. tell | 8. grass |

Note: It might be useful to have students use a different colored pencil for self-correction so you can see which spellings students need more practice with.

Lesson 30: “On the Bus”

Reading



Primary Focus

As the teacher reads “On the Bus” aloud, students will identify features of a sentence, as well as answer questions about the key details. **TEKS 1.6.G**

Students will read “On the Bus” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.4; TEKS 1.6.G

INTRODUCE THE STORY (5 MIN.)

- Remind students that in the last story, Nat, Beth, and their moms were at a bus stop.
- Ask students, “What was special about the bus that arrived?” (*It had a top deck.*)
- Tell students that today they will get to read about Nat and Beth’s time on the bus and the other sights they see on their trip.

Preview Spellings

- You may wish to review the Tricky Words *who* and *where*.

Preview Conventions of Language

- Ask students, “What marks do we use in writing to show that someone is speaking?” (*quotation marks*) Tell students they will see quotation marks in today’s story.

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.

Big Book



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Preview Core Vocabulary

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

posh—adj., very fancy (52)

Example: We went to a very posh restaurant for lunch; the food was very expensive.

Vocabulary Chart for "On the Bus"

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

Purpose for Reading

- Tell students to listen to find out more about the sights that Beth, Nat, and their moms see while on the bus.

TEACHER DEMONSTRATION: READ "ON THE BUS" (10 MIN.)

- Load the digital version of the story "On the Bus" or use the *Snap Shots* Big Book.
- Read the story through once without interruption, tracking words with your finger or a pointer.
- Tell students you will read the story a second time, asking them questions at the end of each page.

Page 48

- Point to the exclamation point. Say, "I will read this sentence two ways; tell me which is correct. (Read the sentence two different ways: one with excitement, and one without.) Which way is correct?"



Exchanging Information
and Ideas

Beginning

Ask yes/no questions using simple phrases: "Did Nat and Beth sit up on the top deck of the bus?" "Is Big Ben a man?"

Intermediate

When asking each question, provide students with a specific sentence frame: "A bell went . . ." "A posh spot is where stuff costs . . ."

Advanced/Advanced High

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

ELPS 4.G

Page 49

- Point to the store name running down the building, *Harrods*. Tell students this is a very large and popular department store in London, a city in the United Kingdom. A department store is where you can buy many different things, like clothes and items for your home.

Page 50

- Point out the commas in *ding, dong, ding, dong*. Tell students these commas show you where to take a quick breath when reading.
- Tell students that Big Ben is a popular sight in London. It was finished being built in 1858.

Page 52

- Ask students, "Do you see the sentences that are questions on this page? How do you know the sentence is a question?" (Invite them to read the sentences with expression.)
- Tell students that the posh, or very fancy, spot Nat is talking about is a hotel called The Ritz. Point to *The Ritz* on the hotel door and the Union Jack flag on the top of the building.

Wrap-Up

Discussion Questions for "On the Bus"

1. **Literal.** Which is the first sight Beth and Nat pass by on the bus?
 - » They pass by Harrods, a department store.
2. **Literal.** What is the next place Nat points out to Beth?
 - » He points out Big Ben.
3. **Literal.** What is Big Ben?
 - » It is a bell in a clock tower.

4. **Literal.** What sound does the clock make?
 - » It makes the sound “ding, dong, ding, dong.”
5. **Literal.** What is the last sight that Nat shows Beth?
 - » He shows her The Ritz.
6. **Literal.** What word could you use to describe The Ritz?
 - » You could use the word posh, or very fancy.
7. **Inferential.** How do you think Nat feels when they are on the bus? Why?
 - » He feels excited. He speaks with excitement, which is shown with exclamation points in the text. Accept reasonable answers based on the text and illustrations.



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

READ “ON THE BUS” (15 MIN.)

Small Group

Group 1: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “On the Bus” aloud to one another. Ask them to complete Activity Page 30.1.

Group 2: Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete Activity Page 30.1 together.

Reader



Page 48

Activity Page 30.1





Observation: Anecdotal Reading Record

As you listen to students in **Group 2** read aloud, make notes in each student's Anecdotal Reading Record. Look for any patterns in type of error(s) that individual students make.



Activity Page 30.1: Story Questions

Collect Activity Page 30.1 to review and monitor student progress.

End Lesson

Take-Home Material

QUESTION MAKER

- Have students take Activity Page 30.2 home so they can practice making questions with a family member.

Lesson 30: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Feed the Squirrel

- Make one copy of the squirrel image (**Activity Page TR 15.1**).
- Make enough copies of **Activity Page TR 15.2** for each student to have at least four acorn cut-outs. If available in your area, actual acorns could be collected and used.
- Follow the directions in Lesson 15 for Feed the Squirrel using the words in the box.

- | | |
|-----------------------------|-------------------------------|
| 1. Bob (3) /b/ /o/ /b/ | 5. best (4) /b/ /e/ /s/ /t/ |
| 2. chat (3) /ch/ /a/ /t/ | 6. boast (4) /b/ /oe/ /s/ /t/ |
| 3. hug (3) /h/ /u/ /g/ | 7. cheep (3) /ch/ /ee/ /p/ |
| 4. glen (4) /g/ /l/ /e/ /n/ | 8. feels (4) /f/ /ee/ /l/ /z/ |

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 30.1** for each student.
- Follow the directions in Lesson 19.

MORE HELP WITH SPELLING

Letter Spelling (with Double Consonant Words)

- Make and provide students with the following letter cards: 'a', 'e', 'i', 'u', 'w', 'l' (2), 'g' (2), 'r', 'm', 't' (2), 'd' (2), 's' (2), 'n', 'f' (2), 'z' (2).
- Follow the directions in Lesson 11 for Letter Spelling using the words in the box.

- | | |
|----------|----------|
| 1. will | 5. eggs |
| 2. grill | 6. miss |
| 3. mitt | 7. sniff |
| 4. add | 8. fuzz |

Words in the Sand (with Consonant Digraphs)

- Provide students with shallow trays of sand.
- Write the words in the box on the board/chart paper, and have students write the words with a finger in the sand.

- | | |
|----------|----------|
| 1. them | 5. shack |
| 2. flash | 6. chat |
| 3. Beth | 7. cloth |
| 4. prong | 8. quick |

31

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four

✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Language (Spelling)

Students will spell the following Tricky Words: *a, I, no, of, from, are, were, one, who,*

✦ *two.* **TEKS 1.2.C.iv**

Reading

Students will read “The Man in the Black Hat” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

✦ **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

| | |
|--------------------|---------------------------------------|
| Observation | Oral Blending and Segmenting |
| | ✦ TEKS 1.2.A.v; TEKS 1.2.A.vii |
| Activity Page 31.1 | Tricky Word Practice |
| | ✦ TEKS 1.2.C.iv |
| Observation | Anecdotal Reading Record |
| | “The Man in the Black Hat” |
| | ✦ TEKS 1.4 |
| Observation | Discussion Questions |
| | “The Man in the Black Hat” |
| | ✦ TEKS 1.6.G |
| Activity Page 31.2 | Story Questions |
| | “The Man in the Black Hat” |
| | ✦ TEKS 1.6.G |

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.iv** demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 5 min. | |
| Language (Spelling) | | | |
| Tricky Word Practice | Whole Group | 15 min. | ❑ Activity Page 31.1 |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | ❑ <i>Snap Shots</i> Reader
❑ Preview Spellings Chart (Digital Components) |
| Read “The Man in the Black Hat” | Partner | 15 min. | |
| Review “The Man in the Black Hat” | Small Group | 20 min. | ❑ Activity Page 31.2 |

ADVANCE PREPARATION

Reading

➤ Digital Component 31.1

- Create the Preview Spellings chart (Digital Component 31.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Quickly review the words for Oral Blending and Segmenting. Gather pictures of a fin and a chef to demonstrate depictable words; action words can be mimicked for students.

Lesson 31: Tricky Words

Foundational Skills



Primary Focus: Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

WARM-UP (5 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

| | | | |
|-------------|--------------|--------------|-----------------|
| 1. fin (3) | /f/ /i/ /n/ | 5. jump (4) | /j/ /u/ /m/ /p/ |
| 2. ton (3) | /t/ /u/ /n/ | 6. drip (4) | /d/ /r/ /i/ /p/ |
| 3. chef (3) | /sh/ /e/ /f/ | 7. vent (4) | /v/ /e/ /n/ /t/ |
| 4. lap (3) | /l/ /a/ /p/ | 8. built (4) | /b/ /i/ /l/ /t/ |

Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

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.

Lesson 31: Tricky Words

Language



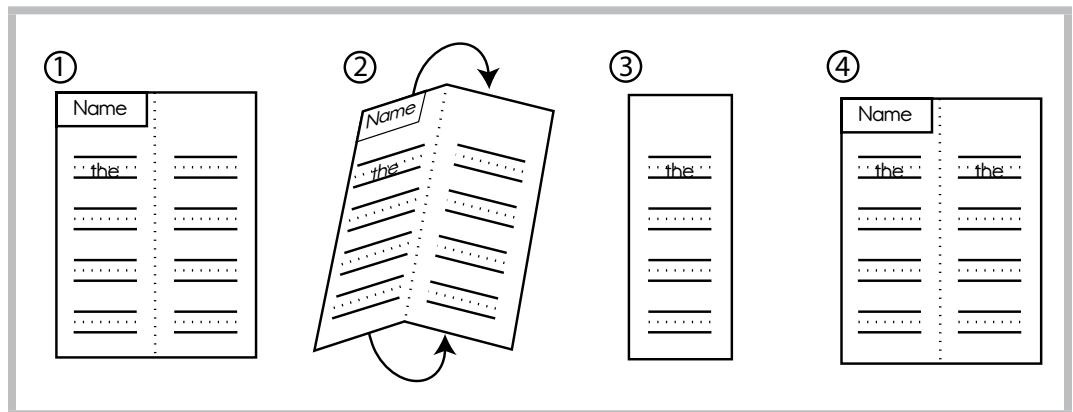
Primary Focus: Students will spell the following Tricky Words: *a, I, no, of, from, are, were, one, who, two.* **TEKS 1.2.C.iv**

TRICKY WORD PRACTICE (15 MIN.)

Activity Page 31.1



- Distribute Activity Page 31.1.
- Write the word *a* on the board/chart paper and have students read it.
- Have students copy *a* onto the left side of their sheet of paper next to the number 1. (See illustration 1.) They should say the name of the letter as they copy the word.



- Erase the word from the board/chart paper.
- Have students fold their paper along the dotted line and position it so the word they copied is facing the desk. (See illustration 2.)
- Have students write *a* from memory on their paper next to the number 1. (See illustration 3.) They should say the name of the letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier. (See illustration 4.)
- Have students correct the word if they misspelled it. It may be helpful to have them make corrections with a different color pen so you can see their errors.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.



TEKS 1.2.C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

- | | |
|---------|---------|
| 1. a | 6. are |
| 2. I | 7. were |
| 3. no | 8. one |
| 4. of | 9. who |
| 5. from | 10. two |

Note: For some students, it might be helpful if they said the sounds of the Tricky Words along with the letter names. For example, while writing *of*, they could say the sound /u/ is spelled with the letter 'o' and the /v/ is spelled with the letter 'f'.



Activity Page 31.1: Tricky Word Practice

Collect Activity Page 31.1 to review and monitor students' progress.

Lesson 31: "The Man in the Black Hat"

Reading



Primary Focus: Students will read "The Man in the Black Hat" with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will read "The Man in the Black Hat."
- Show students the image of the man in the black hat on page 55, and ask them, "What job do you think this man has?" (*Answers may vary, but could include soldier.*)
- Explain that Nat and Beth and their moms are continuing their sightseeing tour of London. They stop by Buckingham Palace, the place where the king and queen live. Soldiers stand outside of the palace, wearing red jackets and fuzzy hats. They are not allowed to speak or smile at people. However, sometimes people do silly things to try to make the soldiers smile.

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

Reader



Page 54

Preview Spellings

- Preview the following spellings before reading today's story.

➤ Digital Component 31.1

| /k/ > 'ck' |
|------------|
| stock |
| flock |

Preview Core Vocabulary

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

split—n., when a person puts one leg on the ground in front of their body and the other stretches behind, or both legs go out to the sides (58)

Example: The gymnast ended her routine with a split.

jig—n., a dance with lively steps (58)

Example: My partner and I did a jig for the dancing competition.

Note: You may wish to tell students that the word *split* can also be used as a verb that means to divide into pieces, such as splitting a cookie with a friend.

Vocabulary Chart for “The Man in the Black Hat”

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

Purpose for Reading

- Ask, “Do you think Nat will try to make the soldier smile? What about Beth?” Tell students to read the story to find out whether Nat and Beth try to make the man in the black hat smile.

READ “THE MAN IN THE BLACK HAT” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Man in the Black Hat” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: Anecdotal Reading Record

Circulate through the room so you can listen to pairs of students read aloud. Make notes on individual students’ Anecdotal Reading Records.

Wrap-Up

Discussion Questions for “The Man in the Black Hat”

1. **Literal.** What is the man in the black hat not allowed to do?
 - » He is not allowed to move or grin.
2. **Evaluative.** Why might he not be allowed to move or grin?
 - » Answers may vary.
3. **Literal.** What things do Beth and Nat do to try to make the man in the black hat grin?
 - » They dance, fall, and act silly.
4. **Evaluative.** What would you do to get the man to grin?
 - » Answers may vary.
5. Do you have questions you would like to ask to clarify your understanding of the story?



ENGLISH
LANGUAGE
LEARNERS

Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: “Did the man in the black hat grin?” “Did Nat do a trick to try to make the man grin?”

Intermediate

When asking each question, provide students with a specific sentence frame: “His job is to stand there as still as a . . .” “There is not one snap shot where that man . . .”

Advanced/Advanced High

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

ELPS 4.G



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

REVIEW "THE MAN IN THE BLACK HAT" (20 MIN.)

Small Group

- Distribute Activity Page 31.2.
- Explain that the activity page has questions about the story "The Man in the Black Hat."
- Have students reread the story and answer the questions. Please encourage students to write complete sentences.

Group 1: Ask students who are able to do independent work to complete the activity page on their own. If students finish quickly, have them reread stories from the Reader or do other seat work.

Group 2: Have students who need more support with answering the story questions form a group. Help them complete some or most of the activity page. Have students finish the activity page on their own. While students are doing this, you can catch up with Group 1.

- Alternatively, you may work with a group to reinforce a skill students need to practice more, for example, dictation with words or practicing reading.



Activity Page 31.2



Activity Page 31.2: Story Questions

Collect Activity Page 31.2 to review and monitor student progress.

End Lesson

Lesson 31: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.2**) for each student.
- Provide each student with a handful of **small objects** (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.

- | | |
|-----------------------------|------------------------------|
| 1. trim (4) /t/ /r/ /i/ /m/ | 5. stun (4) /s/ /t/ /u/ /n/ |
| 2. bun (3) /b/ /u/ /n/ | 6. drip (4) /d/ /r/ /i/ /p/ |
| 3. chef (3) /sh/ /e/ /f/ | 7. span (3) /s/ /p/ /a/ /n/ |
| 4. map (3) /m/ /a/ /p/ | 8. guilt (4) /g/ /i/ /l/ /t/ |

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the Silly Voices picture cards (**Activity Page TR 22.1**) and cut the cards apart.
- Follow the directions in Lesson 22 for Silly Voices.

MORE HELP WITH TRICKY WORDS

Words in the Sand

- Follow the directions in Lesson 30 for Words in the Sand using the Tricky Words in the box.

- | | |
|---------|---------|
| 1. a | 6. are |
| 2. I | 7. who |
| 3. no | 8. two |
| 4. of | 9. were |
| 5. from | 10. one |

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.

32

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to four
 ✦ phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Language (Spelling)

Students will spell the following Tricky Words: *the, here, there, was, where, why,*
 ✦ *what, who, said, says.* **TEKS 1.2.C.iv**

Reading

Students will read “The Man in the Kilt” with purpose and understanding and
 answer written questions about the key details of the story in complete sentences.
 ✦ **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Observation

Oral Blending and Segmenting

✦ **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Activity Page 32.1

Tricky Word Practice

✦ **TEKS 1.2.C.iv**

Observation

Anecdotal Reading Record

“The Man in the Kilt”

✦ **TEKS 1.4**

Observation

Discussion Questions “The Man in the Kilt”

✦ **TEKS 1.6.G**

Activity Page 32.2

Story Questions “The Man in the Kilt”

✦ **TEKS 1.6.G**

✦ **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|----------------------------|
| Foundational Skills | | | |
| Warm-Up: Oral Blending and Segmenting (Phonological Awareness) | Whole Group | 5 min. | |
| Language (Spelling) | | | |
| Tricky Word Practice | Whole Group | 20 min. | ❑ Activity Page 32.1 |
| Reading | | | |
| Introduce the Story | Whole Group | 5 min. | ❑ <i>Snap Shots</i> Reader |
| Read “The Man in the Kilt” | Partner | 10 min. | |
| Review “The Man in the Kilt” | Small Group | 20 min. | ❑ Activity Page 32.2 |
| Take-Home Material | | | |
| Take-Home Story: “The Bus Stop” | | | ❑ Activity Page 32.3 |

ADVANCE PREPARATION

Note to Teacher

This is the last lesson for Unit 1. Due to the extensive placement assessment at the beginning of this unit, there is no end-of-unit assessment. Please look at students' scores from the earlier assessments, along with your anecdotal notes and other records, to guide you in choosing activities for the upcoming Pausing Point.

Universal Access

- Quickly review the words for Oral Blending and Segmenting. Gather pictures of a lamb and plate to demonstrate depictable words; action words can be mimicked for students.

Lesson 32: Tricky Words

Foundational Skills



Primary Focus: Students will orally blend and segment single syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

WARM-UP (5 MIN.)

Oral Blending and Segmenting

- Follow the instructions in Lesson 1.

- | | | | |
|-------------|-------------|--------------|------------------|
| 1. lamb (3) | /l/ /a/ /m/ | 3. plate (4) | /p/ /l/ /ae/ /t/ |
| 2. gas (3) | /g/ /a/ /s/ | 4. rush (3) | /r/ /u/ /sh/ |



Observation: Oral Blending and Segmenting

Call on a different student to blend each word. Note students' performance in the Oral Blending and Segmenting Observation Record.

Support

Provide students with context for the words. Pictures can be used to demonstrate words that are depictable. Action words might be mimicked for students. In this way, you are connecting the sounds that make up the words with the meanings of the words.

Lesson 32: Tricky Words

Language



Primary Focus: Students will spell the following Tricky Words: *the, here, there, was, where, why, what, who, said, says*. **TEKS 1.2.C.iv**

TRICKY WORD PRACTICE (20 MIN.)

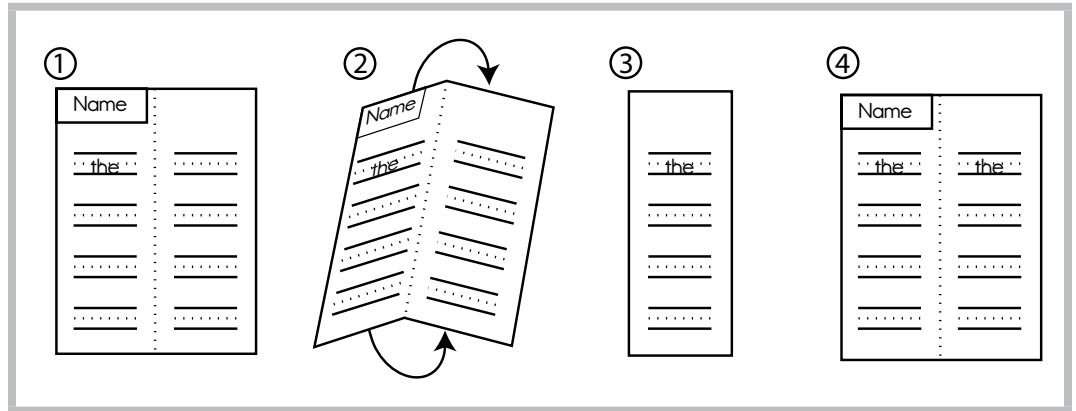
- Distribute Activity Page 32.1.
- Write *the* on the board/chart paper and have students read it.

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

Activity Page 32.1



- Have students copy *the* onto the left side of their sheet of paper next to the number 1. (See illustration 1.) They should say the name of each letter as they copy the word.



- Erase the word from the board/chart paper.
- Have students fold their paper along the dotted line and position it so the word they copied is facing the desk. (See illustration 2.)
- Have students write *the* from memory on their paper next to the number 1. (See illustration 3.) They should say the name of each letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier. (See illustration 4.)
- Have students correct the word if they misspelled it. It may be helpful to have them make corrections with a different color pen.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

- | | |
|----------|----------|
| 1. the | 6. why |
| 2. here | 7. what |
| 3. there | 8. who |
| 4. was | 9. said |
| 5. where | 10. says |



Activity Page 32.1: Tricky Word Practice

Collect Activity Page 32.1 to review and monitor student progress.

Lesson 32: “The Man in the Kilt”

Reading



Primary Focus: Students will read “The Man in the Kilt” with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will read the story “The Man in the Kilt.”
- Ask students if they know what a kilt is. Explain that a kilt is a skirt that is worn by both men and women, many who are from Scotland. Tell students that a person from Scotland is called a Scot. A kilt has a tartan design, which is a plaid-like pattern. Explain to students that some people wear a kilt to represent their culture. Ask students to share what clothing they might wear in their culture. Direct students to refer to the illustration in the Reader on page 63.

Preview Spellings

- You may wish to preview the following Tricky Words: *why*, *where*, and *what*.
- You may also wish to show students where Scotland is on a world map or globe and explain that a person from Scotland is called a Scot. You may write the words *Scotland* and *Scot* on the board/chart paper, explaining the abbreviation to students.

Purpose for Reading

- Tell students to read carefully to learn more about the man in the kilt.

READ “THE MAN IN THE KILT” (10 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Man in the Kilt” aloud.

Reader



Page 62

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.



Reading

Exchanging Information and Ideas

Beginning

Ask yes/no questions using simple phrases: "Did Nat and Beth meet a man in a kilt?" "Did Mom get a snap shot of Nat and Beth with a man in a kilt?"

Intermediate

When asking each question, provide students with a specific sentence frame: "The cloth on the kilt tells us that the man is . . ." "The kilt tells us a bit of his . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses

ELPS 4.G

- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: Anecdotal Reading Record

Circulate through the room so you can listen to pairs of students read aloud. Make notes on individual students' Anecdotal Reading Records.

Wrap-Up

Discussion Questions for "The Man in the Kilt"

1. **Literal.** Why did Beth think that the man they met was wearing a dress?
 - » He was wearing a kilt.
2. **Inferential.** What country do kilts come from? What part of the text helped you to find the answer?
 - » Kilts come from Scotland. The line in the text that helped is "'The kilt tells us that the man is a Scot.'" A person from the country of Scotland is called a Scot, so kilts must come from the country of Scotland.



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

REVIEW “THE MAN IN THE KILT” (20 MIN.)

Small Group

- Distribute Activity Page 32.2.
- Explain that the activity page has three questions about the story “The Man in the Kilt.”
- Have students reread the story and answer questions 1–3. Please encourage students to write complete sentences.

Group 1: Ask students who are able to do independent work to complete the activity page on their own. If students finish quickly, have them reread previous stories from the Reader, read ahead, or do other independent work

Group 2: Have students who need more support with answering the story questions form a group. Help them complete some or most of the activity page. Have students finish the activity page on their own. While students are doing this, you can catch up with Group 1.

- Review the answers to Activity Page 32.2 as a class.
- Provide the following directions for items 4–6:
 - 4. Circle only nouns that name things.
 - 5. Circle only nouns that name a person.
 - 6. Circle only nouns that name a place.

Activity Page 32.2



Activity Page 32.2: Story Questions

Collect Activity Page 32.2 to review and monitor student progress.

Take-Home Material

TAKE-HOME STORY: "THE BUS STOP"

Activity Page 32.3



- Have students take Activity Page 32.3 home so they can practice reading the story with a family member.

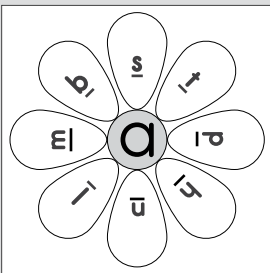
Lesson 32: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING

Spelling Hopscotch

- Write a spelling for a vowel sound (e.g., 'a') on **a circular sheet of paper**. Write spellings for consonant sounds (e.g., 't', 'p', 'm', 'h', and 'n') **on oval or petal-shaped sheets of white paper**. Affix the spellings securely to the floor in a flower pattern.
- Give a student a starting point, for example, the picture of the /t/ sound. Ask the student to create a real or silly word by jumping to the center spelling and then to a petal spelling. Possible words are *tap*, *tam*, *tan*, *pat*, *Pam*, *pan*, *mat*, *map*, *man*, *hat*, *hap*, *ham*, *han*, *nat*, *nap*, *nam*.
- Make sure students say the sound that the spelling stands for as they jump on each one.
- The other students should blend the word after the jumping student has come to a halt.
- You can play this game in the classroom or outside on the playground.



MORE HELP WITH TRICKY WORDS

Spell Tricky Words with Tiles

- Gather sets of old board game **letter tiles**, or write letters on small tiles.
- Call out the Tricky Words in the box, one at a time, and have students spell the words using the tiles.

- | | | |
|----------|---------|----------|
| 1. the | 5. so | 9. where |
| 2. here | 6. who | 10. why |
| 3. there | 7. said | 11. what |
| 4. was | 8. says | |

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 32.1** for each student.
- Follow the directions in Lesson 19 for Two Voices.

Pausing Point

This is the end of Unit 1. You should pause here and spend additional time (2 or 3 days) reviewing the material taught in Unit 1 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed 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

More Help with Blending and Segmenting

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Lessons 3,4,12,17,18;
Page 358 |
| Relay Blending | Additional Support
Lessons 11,18,27,29;
Page 359 |
| Spelling Hopscotch | Additional Support
Lesson 32; Page 359 |
| Silly Monster | Additional Support
Lesson 2 |
| Feed the Squirrel | Additional Support
Lessons 15,22,28,30 |
| Find My Word | Additional Support
Lessons 1,4 |
| Push and Say | Additional Support
Lessons 1,3,15,17,20,31 |

Distinguish Similar Sounds

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| Word Sort with Picture Cards | Additional Support
Lesson 2; Page 363 |
| Sister Sounds | Page 360 |
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| | |
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| Tap the Spelling | Additional Support
Lessons 4,15;
Page 360 |
| Target Sounds | Additional Support
Lesson 5 |
| T-Chart with Word Cards | Additional Support
Lesson 25 |

Recognize and Isolate the Sounds Reviewed in Unit 1

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| Sound Search | Page 361 |
| Guess the Sound! | Page 361 |
| Hear Initial Sounds | Page 361 |
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| Target Sounds | Additional Support
Lesson 5 |
| Match Me | Additional Support
Lessons 18,26 |
| Guess the Sound/Spelling | Additional Support
Lessons 21, 22 |

More Help with Letter-Sound Correspondence

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|---|---|
| Sound/Spelling Review with Large Letter Cards | Additional Support
Lessons 3,4,12,14,
17,18; Page 362 |
| Step Sounds | Page 362 |
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More Help with Writing

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| Sound Dictation | Page 364 |
| Handwriting Activity Pages | Page 364 |

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| Spelling Tree | Page 366 |
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Read One-Syllable Words

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| Eraser Man | Page 368 |
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| Match the Word to the Picture | Additional Support
Lesson 4 |

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| Letter Spelling | Additional Support
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| Circle the Tricky Words | Additional Support
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| Write the Matching Question Word | Additional Support
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| Spell Tricky Words with Tiles | Additional Support
Lesson 32 |

| | |
|----------------------------------|-------------------------------------|
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Lessons 23,25 |
| Write the Matching Question Word | Additional Support
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| | |
|--|---|
| "The Map," "In the Cab," "Lunch at the King's Pub,"
"The Punt," and "The Trip Back" | Page 379 |
| Take-Home Stories: "The Flag Shop,"
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28–30,32 |

Answer Story Questions

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| Story Questions Activity Pages: "In the Cab,"
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| | |
|---|----------|
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|---|----------|

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| | |
|--------------------|----------|
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Use Punctuation Marks

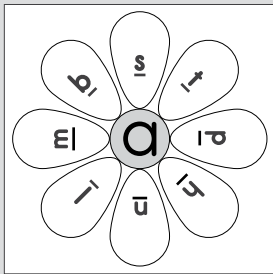
| | |
|--|----------|
| Make Questions, Exclamations, and Statements | Page 385 |
| Find Questions, Exclamations, and Statements | Page 386 |
| Punctuation Activity Page | Page 386 |

MORE HELP WITH BLENDING AND SEGMENTING

Large Card Spelling

- Pass out the following Large Letter Cards, one card per student: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'ck', 'g', 'v', 's', 'p', 'b', 'l', 'll', 'r', 'h', 'w', 'sh', 'ch'.
- Explain that you will say the sounds of a word and that you want the students with the Large Letter Cards for those sounds to stand next to each other to spell the word.
- Say the word *hot* in a segmented fashion: /h/ /o/ /t/.
- Ask the class to blend the word.
- Have students with the Large Letter Cards for 'h', 'o', and 't' line up to spell the word.
- Ask the class to read the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

- | | |
|----------|----------|
| 1. hot | 7. rest |
| 2. ship | 8. black |
| 3. chill | 9. swim |
| 4. van | 10. drag |
| 5. wet | 11. cups |
| 6. stop | 12. bus |



Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word, (e.g., “/s/ . . . /a/ . . . /t/”) and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. Both students should then move to the back of their respective line.
- If neither student can blend the word correctly, have both students move to the back of their respective line and let the next students in line take a turn.

Spelling Hopscotch

- Write a previously taught spelling for a vowel sound (e.g., ‘a’) on a circular sheet of paper.
- Write previously taught spellings for consonant sounds (e.g., ‘t’, ‘p’, ‘m’, ‘h’, and ‘n’) on oval or petal-shaped sheets of white paper. Affix the spellings securely to the floor in a flower pattern.
- Give a student a starting point, for example, the picture of the /t/ sound. Ask the student to create a real or silly word by jumping to the center spelling and then to a petal spelling. Possible words are *tap, tam, tan, pat, Pam, pan, mat, map, man, hat, hap, ham, han, nat, nap, nam*.
- Make sure that students say the sound that the spelling stands for as they jump on each one.
- The other students should blend the word after the jumping student has come to a halt.
- You can also play this game outside on the playground.

DISTINGUISH SIMILAR SOUNDS

Word Sort with Picture Cards

- Gather pictures of items that contain the vowel sound /i/ or /e/.
- Label two boxes with ‘i’ and ‘e’.
- Show a picture to students and have them identify the picture.
- Ask students which vowel sound the word contains.
- Have students place the picture in the appropriate box.
- Repeat with the remaining pictures.

- Adapt the exercise for the sound pairs /e/ and /a/, /u/ and /o/, and /a/ and /u/.
- **Variation:** Show students two pictures at a time, one with /i/ and one with /e/. Have students identify the items and say what the vowel sound is in each word. Then have students place the pictures in the appropriate boxes.

Sister Sounds

- Follow the directions in Lesson 18 for /th/ and /th/ and Lesson 25 for /s/ and /z/.
- Adapt the directions in Lessons 18 and 25 for the sister sounds /p/ and /b/, /t/ and /d/, /k/ and /g/, and /f/ and /v/.

T-Charts

Note: In this unit, a few sounds have been reviewed that can be hard to distinguish. You should practice hearing the difference between /i/ and /e/, /e/ and /a/, /a/ and /o/, /o/ and /u/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /f/ and /v/, /sh/ and /ch/, /n/ and /ng/, /th/ and /f/, and /th/ and /v/ with students.

- Select two similar sounds, for example /ch/ and /sh/, and gather pictures of items that begin with either of these sounds.
- Draw a chart with two columns on a piece of chart paper and write the basic code spellings for the targeted sounds at the top of the chart.
- Show students pairs of pictures, one starting with /sh/ and one with /ch/, and ask students to identify the pictures and to say what the beginning sounds are.
- Have them place the pictures in the appropriate columns of the chart.

Note: The targeted sounds could also be at the end of the words (e.g., *peach* and *fish*).

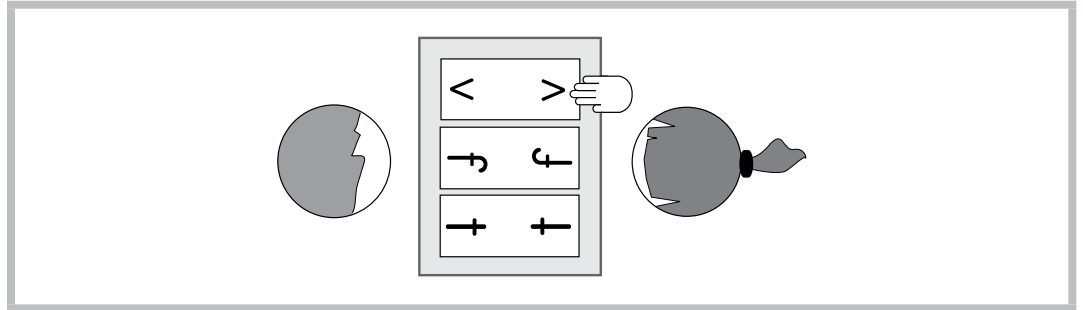
Tap the Spelling

- Cut out a long, rectangular slip of paper and write a 'v' on each end. The letters should face away from each other (see illustration). Repeat for 'f' and 't'.
- Place the cards in a row on the floor between two students who are facing each other.
- Explain that you will say a number of sounds and that you want the students to whack the correct spelling as fast as possible.

| sh | ch |
|---|---|
|  |  |
|  |  |
|  |  |

You can also adapt this exercise for the pocket chart.

Note: You can play this game for all sounds reviewed in this unit. Choose sounds that are similar, for example, /t/ and /d/, /f/ and /v/, /n/ and /ng/, and /ch/ and /sh/.



RECOGNIZE AND ISOLATE THE SOUNDS REVIEWED IN UNIT 1

Sound Search

- Say a sound and ask students to find an object in the classroom that begins with that sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

Guess the Sound!

- Whisper a “secret sound” to a student and ask him or her to find an object in the classroom that begins with that sound.
- When the student points to the object, have the other students guess what the “secret sound” was.

Hear Initial Sounds

- Choose a target sound (e.g., /t/) and tell students that you are going to say a number of words. Some of the words will have the target sound as the first sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that contains the target sound.
- **Variation:** The target sound can also be in the middle or at the end of the words.

Simon Says Sounds

- Give each student a set of teacher-made letter cards.
- Play Simon Says, using commands such as:
 - Simon says, “Touch the picture that stands for the /p/ sound as in *pony*.”
 - Simon says, “Touch the picture that stands for the /z/ sound as in *zip*.”
 - Touch the picture that stands for the /t/ sound as in *toad*. (Since Simon did not say to touch it in the last command, students should not have touched the picture.)

MORE HELP WITH LETTER-SOUND CORRESPONDENCE

Sound/Spelling Review with Large Cards

- Pass out all or some of the Large Letter Cards.
- Tell students that you will call out sounds and that you want the student with a spelling for that sound to run to the front of the room and hold up the card.

Note: For some sounds more than one student will get up because of spelling alternatives.

Step Sounds

- Place two rows of 5–8 squares on the floor and have a student stand at the head of each row.
- Hold up a spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

Stomp and Spell

- Firmly affix cards for ‘i’, ‘e’, ‘a’, ‘u’, ‘o’ in a row on the floor.
- Firmly affix cards for ‘m’, ‘t’, ‘d’, ‘c’, and ‘g’ in a row on the floor beneath the row of vowel cards.
- Choose a student to review the vowel spellings by stomping on each vowel card and calling out the sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Have a third student spell the word *mat* by stomping on the letter cards in the proper order.

- Ask the class if the student spelled *mat* correctly.
- Work through the remaining words.

Possible Words:

| | | | |
|--------|---------|---------|---------|
| 1. met | 9. Tim | 17. dig | 25. cog |
| 2. Meg | 10. tic | 18. dam | 26. get |
| 3. mat | 11. tad | 19. dug | 27. gag |
| 4. mad | 12. tag | 20. cat | 28. gum |
| 5. mud | 13. Tom | 21. cud | 29. gut |
| 6. mug | 14. Tod | 22. cut | 30. got |
| 7. Ted | 15. dim | 23. cot | 31. got |
| 8. tug | 16. did | 24. cod | |

Spelling Bingo

Note: You may want to create Bingo boards that can be found on various websites.

- Make enough Bingo boards with the spellings reviewed in Unit 1 for each student to have a Bingo board.
- Write the same spellings on paper slips and put them in a box.
- Give each student a Bingo board 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 board.
- Explain that when all spellings are covered on a card, students should say, “Bingo.”

Spellings Reviewed in Unit 1:

1. ‘i’, ‘e’, ‘a’, ‘u’, ‘o’
2. ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’
3. ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’
4. ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘ll’, ‘mm’, ‘ss’, ‘ck’, ‘cc’, ‘nn’, ‘pp’, ‘rr’, ‘tt’, ‘zz’

Sound Sprints

- Make and place two sets of cards with previously taught spellings at the far end of the classroom, the gym, or the playground.
- Pick two students to race.
- Call out a sound.
- Have the students race to grab the sound and bring it back.
- The first student to return with the correct letter is the winner.

MORE HELP WITH WRITING

Sound Dictation

- Have students take out pencils and paper.
- Distribute up to twenty Large Letter Cards for the sound/spellings taught in Unit 1.
- Say a sound and have the student with the Large Letter Card for that sound stand up. Have the other students write the spelling on their paper.
- Encourage the students to draw the spelling in the air or on their desk before drawing it on paper.
- Repeat for the remaining sounds.
- Be sure to give every student the chance to be the keeper of a Large Letter Card.

Spellings Reviewed in Unit 1:

1. 'i', 'e', 'a', 'u', 'o'
2. 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
3. 'ch', 'sh', 'th', 'qu', 'ng'
4. 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck', 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'

Handwriting Activity Pages

- Have students complete Activity Pages PP.1–PP.6.

Activity Pages
PP.1–PP.6



DISTINGUISH THE SPELLINGS 'C', 'K', AND 'CK' FOR THE SOUND /K/

Word Sort with Boxes

- Write decodable words that contain the spellings 'c', 'k', and 'ck' for the sound /k/ on cards, one word per card.
- Label three boxes with 'c', 'k', and 'ck'.
- Ask students to read the words on the cards and say which spelling for the /k/ sound the words contain.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Instead of using boxes, you could have students sort the word cards on a pocket chart.

Words with 'c':

1. cat
2. crab
3. scab
4. crisp
5. cost
6. camp
7. crush
8. cap

Words with 'k':

9. kid
10. kit
11. skin
12. desk
13. ask
14. task
15. milk
16. tusk

Words with 'ck':

17. chick
18. rock
19. neck
20. back
21. socks
22. trick
23. luck
24. lock

Shop for Spellings

- Write decodable words that contain the spellings 'c', 'k', or 'ck' on cards, one word per card.
- Provide each student with a paper bag. Each bag should have one of the spellings for /k/ written on the outside ('c', 'k', 'ck').
- Review the sound that these spellings stand for.
- Spread the set of cards out on the floor and tell students that they are going shopping! They should take their bags and fill them with word cards that contain the same spelling that is on their bag.
- After students have collected all the cards, they should take turns sharing what they "bought" on the shopping trip.

| Words with 'c': | Words with 'k': | Words with 'ck': |
|-----------------|-----------------|------------------|
| 1. clip | 7. king | 13. brick |
| 2. scrub | 8. kid | 14. lick |
| 3. cub | 9. skid | 15. pick |
| 4. cross | 10. skim | 16. quick |
| 5. fact | 11. kit | 17. stick |
| 6. cups | 12. ask | 18. truck |

Spelling Tree

- Work with students to make a Spelling Tree that shows the various spellings for the /k/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into four smaller branches.
- Label the trunk /k/ and label the branches 'c', 'ck', 'k', and 'cc'.
- Explain that the tree stands for the sound /k/ and the branches stand for the various spellings that are used to write the sound.
- Mount the tree on a corkboard or on a wall.
- Work with students to cut leaves out of green paper.
- Write decodable /k/ words on some of the blank leaves.
- Have students hang the /k/ words on the proper branch, sorting them by spelling.
- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

Words for the /k/ Sound:

- | | |
|----------|------------|
| 1. cup | 10. quick |
| 2. cut | 11. rock |
| 3. cats | 12. black |
| 4. clip | 13. kid |
| 5. class | 14. kit |
| 6. cost | 15. king |
| 7. luck | 16. skin |
| 8. check | 17. skip |
| 9. thick | 18. hiccup |

READ ONE-SYLLABLE WORDS

Teacher Chaining

- Write *then* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'e' and add 'a' to create *than*.
- As you make this change, say, "If that is *then*, what is this?"
- Ask students what you changed in the word *then* to get the word *than*. Ask them whether you changed the first or last sound or letter.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

Chains with digraphs:

1. then > than > that > chat > sat > sang > bang > bash > bath
2. math > path > pang > rang > rung > lung > sung > sing > thing
3. quit > quiz > quip > ship > shop > chop > chip > chin > thin

Chains with consonant clusters: **TEKS 1.2.B.ii**

1. stop > slop > slip > slim > slam > glam > glum > slum > slump
2. lisp > lip > limp > lump > lamp > lap > clap > claps > clips > flips
3. plant > pant > chant > chat > mat > mash > smash > slash > slush

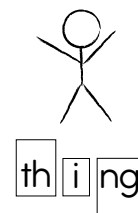
Chains with digraphs and consonant clusters:

1. quiz > quit > pit > spit > spot > spots > pots > pods > ponds > pond
2. thing > ring > rings > sings > sing > sting > string > strung > strut > strum
3. chap > champ > chomp > chop > chap > tap > trap > trip > strip > strap

1. et > vet > vat > van > ban > bag > big > wig > wag > wax
2. thing > ring > rung > rush > rash > sash > mash > mush > hush
3. land > gland > bland > band > bend > tend > tent > tint > stint
4. fresh > flesh > flash > lash > lush > slush > slash > lash > rash > rush

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 of the spelling it represents (i.e., high-rising boxes for spellings that have ascenders and low-dipping boxes for spellings that have descenders).



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

- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, fill in the corresponding box.
- If the student guesses a sound 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

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange cards for ten consonant spellings along the bottom of the pocket chart.
- Think of a decodable word that you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Fishing Pond

Note: This game is best played in small groups or in centers.

- Copy the template we have provided on Activity Page PP.7 on card stock or construction paper.
- Write a decodable word on each fish.
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole, a string, and a magnet.
- Have students take turns fishing.

Activity Page PP.7



- When a student catches a fish, he or she should read the word written on the fish and then copy it onto a piece of paper.

READ PHRASES

Wiggle Cards

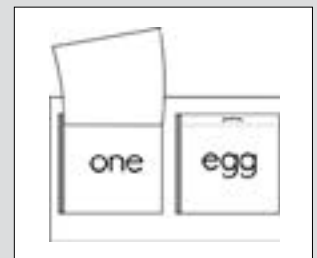
- Write decodable words and phrases on card stock to make Wiggle Cards. Each word or phrase should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards during transitions.
- Some sample words and phrases are listed in the following box.

- | | | |
|----------|---------------|------------|
| 1. jump | 4. lift leg | 7. stomp |
| 2. jog | 5. clap hands | 8. grin |
| 3. stand | 6. sit up | 9. act sad |

Phrase Flip Book

Note: This game is best played in small groups or in centers.

- Cut out twenty slips of paper.
- Write the following decodable words on ten of the slips of paper, one word per slip: *one, soft, best, hot, fast, big, fresh, long, a, an.*
- Write the following ten decodable nouns on the slips of paper, one noun per slip: *ship, bed, egg, milk, chick, clock, grill, lunch, quilt, gift.*
- Stack the first ten slips of paper and staple their top edge to a sheet of card stock.
- Stack the second ten slips of paper and staple their top edge to the sheet of card stock to the right of the adjectives.
- By turning the slips of paper, the students can make and read up to 100 decodable phrases, some of which are silly.





Phrase Maker

- Distribute Activity Page PP.8.
- **Option 1:** Have students take the activity page home and give it to a family member.
- **Option 2:** Have students complete the activity page in class.
- **Extension:** Have students illustrate the phrases and write each phrase under its matching picture.

Read Phrases

- Write the first phrase on the board and ask a student to read it.
- Repeat with the remaining phrases.
- **Extension:** Have students illustrate the phrases and write each phrase under its matching picture.

- | | | |
|-------------------|---------------|-----------------|
| 1. fish and chips | 5. two bugs | 9. all the kids |
| 2. big ship | 6. trash can | 10. do that |
| 3. not once | 7. fresh fish | 11. one glass |
| 4. big clock | 8. hot bath | 12. get here |

MORE HELP WITH SPELLING

Pocket Chart Chaining for Spelling

- Pull the following cards for pocket chaining: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't' (2), 'g', 'f', 'v', 's', 'b' (2), 'l', 'h', 'ch', 'th', 'ng'.

- | |
|--|
| 1. hunch > lunch > bunch > bench > bent > bet > belt > felt > melt > smelt |
| 2. lung > long > gong > got > get > vet > vent > tent > tint > lint |
| 3. bath > math > moth > mob > bob > blob > blot > slot > slat > slant |

Stamp Spelling

- Get several sets of lowercase letter stamps (available at craft stores, teacher supply stores, etc.).
- Have students take out a piece of paper.
- Say a word and have students spell it using the letter stamps.

- Work through the remaining words.

- | | | |
|--------|---------|----------|
| 1. sat | 5. wish | 9. plan |
| 2. bad | 6. king | 10. skin |
| 3. let | 7. such | 11. test |
| 4. wet | 8. bath | 12. soft |

Large Card Chaining

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'f', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'x', 'ck', 'ss', 'll', 'sh', 'ch', 'qu', 'i', 'e', 'a', 'o', 'u'.
- Follow the directions in Lesson 11 for Large Card Chaining using the chains in the box.

- | |
|---|
| 1. hot > shot > shop > ship > zip > quip > quit > sit > six > fix |
| 2. lump > lamp > damp > dam > dash > rash > rack > sack > sash > slash |
| 3. tick > tip > chip > chop > shop > shot > not > net > nest > rest > quest |
| 4. mill > miss > hiss > hill > bill > fill > fell > tell > bell > shell |

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, "If that is *fig*, show me *fog*."
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *fig*, students should draw three lines: _ _ _.
- Once students have drawn one line for each sound in the word, ask them to write the word's spellings on their respective lines: f i g.

- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

1. fig > fog > dog > dig > din > in > an > ant > and > ad
2. bag > hag > had > mad > sad > bad > bed > bud > but > bit
3. fan > fin > tin > tan > man > men > mesh > mush > much > such

Dictation with Words

- Follow the directions in Lesson 30 using the words in the box.
- Dictate as many words as time allows. Choose words based on students' needs.

Three-Sound Words:

- | | | |
|--------|---------|---------|
| 1. cat | 8. get | 15. hop |
| 2. fog | 9. job | 16. fun |
| 3. yet | 10. hug | 17. but |
| 4. man | 11. six | 18. yes |
| 5. zip | 12. can | 19. hot |
| 6. had | 13. big | 20. box |
| 7. red | 14. van | 21. hit |

Three-Sound Words with Digraphs:

- | | | |
|---------|----------|-----------|
| 1. rack | 8. thin | 15. thing |
| 2. shop | 9. dish | 16. ship |
| 3. quip | 10. song | 17. chop |
| 4. dash | 11. this | 18. with |
| 5. such | 12. rich | 19. moth |
| 6. them | 13. long | 20. chin |
| 7. sack | 14. chip | 21. quit |

Four-Sound Words with One Consonant Cluster:

- | | | |
|----------|-----------|-----------|
| 1. just | 8. hand | 15. past |
| 2. went | 9. best | 16. quest |
| 3. left | 10. lunch | 17. rest |
| 4. land | 11. felt | 18. lost |
| 5. shelf | 12. fact | 19. sent |
| 6. next | 13. held | 20. fast |
| 7. last | 14. stop | 21. paths |

Five-Sound Words with One or More Consonant Clusters:

- | | | |
|-----------|------------|------------|
| 1. blast | 10. spent | 19. slings |
| 2. plant | 11. blocks | 20. slept |
| 3. stand | 12. blimp | 21. print |
| 4. helps | 13. tricks | 22. frost |
| 5. string | 14. split | 23. trips |
| 6. branch | 15. trucks | 24. stamp |
| 7. steps | 16. drops | 25. grasp |
| 8. plans | 17. tracks | |
| 9. crust | 18. grand | |

Words with Double-Letter Spellings for Consonant Sounds:

- | | | |
|----------|-----------|----------|
| 1. add | 7. class | 13. hiss |
| 2. bell | 8. cliff | 14. jazz |
| 3. boss | 9. cuff | 15. kiss |
| 4. brick | 10. dill | 16. mess |
| 5. buzz | 11. dress | 17. moss |
| 6. chill | 12. grill | 18. odd |



WRITE PHRASES

Copy and Illustrate Phrases

Note: This game is best played in small groups or centers.

- Choose phrases from the *Snap Shots* Reader and write them on the board.
- Have students copy the phrases on paper and illustrate them.

Word Box with Phrases

- Distribute Activity Page PP.9.
- Tell students to read the phrases in the box at the top of the activity page and write each phrase under its matching picture.

Complete Phrases

- Have students complete Activity Pages PP.10 and PP.11.
- Tell students to read the words in the box at the top of the activity page and the incomplete phrases below.
- Have students find the matching word for each phrase and write it on the line.

Create Phrases

- Distribute Activity Page PP.12.
- Tell students to cut out the words on the activity page.
- Have students create phrases with the words.
- Then have students copy the phrases on paper.

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. Most of them will contain Tricky Words.
- 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 phrases on the board and have students self-correct.

Note: Dictate as many phrases as time allows. Choose phrases based on students' needs.

- | | |
|-------------------|-------------------|
| 1. a bad back | 11. red bricks |
| 2. run to mom | 12. brush the dog |
| 3. two dogs | 13. bump on skin |
| 4. some luck | 14. chin and lips |
| 5. at once | 15. clap hands |
| 6. said the man | 16. so much dust |
| 7. a bag of chips | 17. sit here |
| 8. do not yell | 18. fresh fish |
| 9. from there | 19. frogs jump |
| 10. ring the bell | 20. one inch long |

WRITE SENTENCES

Sentence Strips

Note: This game is best played in small groups or centers.

- Choose sentences from the *Snap Shots* Reader that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Complete Sentences

- Have students complete Activity Pages PP.13 and PP.14.
- Tell students to read the words in the box at the top of the activity page and the incomplete sentences below.
- Have students find the matching word for each sentence and write it on the line.

Create Sentences

- Distribute Activity Page PP.15.
- Tell students to cut out the words and punctuation marks on the activity page.

Activity Pages
PP.13–PP.15



- Have students create sentences with the words. Remind them that a sentence starts with an uppercase letter and ends with a punctuation mark.
- Have students copy the sentences on paper.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentences on the board and have students self-correct.

Note: Dictate as many sentences as time allows. Choose sentences based on students' needs.

- | | |
|-------------------------|-----------------------------|
| 1. Pam said yes. | 11. Which cup is Tom's? |
| 2. When is lunch? | 12. All of the kids went. |
| 3. Jim says yes! | 13. What gift did Chad get? |
| 4. Was Dad there? | 14. Where is Jen from? |
| 5. Mom said no. | 15. Why did I get a cat? |
| 6. That is a bad dog. | 16. It is a lot of fun! |
| 7. I went to class. | 17. Beth and Sam were mad. |
| 8. Here is a glass. | 18. Mel and Trish are glad. |
| 9. It is so hot! | 19. Who had the last chip? |
| 10. Mud got on the rug. | 20. Kim has a red dress. |

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Print 100% 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 show them to students one at a time.

Green Cards:

- | | | | |
|---------|----------|----------|-----------|
| 1. and | 8. with | 15. hand | 22. thing |
| 2. in | 9. his | 16. can | 23. next |
| 3. big | 10. at | 17. up | 24. much |
| 4. this | 11. help | 18. jump | 25. wish |
| 5. it | 12. not | 19. them | 26. yes |
| 6. sit | 13. such | 20. has | 27. last |
| 7. as | 14. but | 21. did | 28. run |

Yellow Cards:

- | | | |
|----------|-----------|-----------|
| 1. a | 11. one | 21. what |
| 2. I | 12. once | 22. which |
| 3. no | 13. to | 23. who |
| 4. so | 14. the | 24. said |
| 5. of | 15. here | 25. says |
| 6. all | 16. there | 26. have |
| 7. from | 17. was | 27. some |
| 8. word | 18. when | 28. to |
| 9. are | 19. where | 29. two |
| 10. were | 20. why | |



Complete Questions

- Distribute Activity Page PP.16.
- Tell students to read the question words in the box at the top of the activity page and the questions below.
- Have students find the correct question word for each question and write it on the line. Some Tricky Words may be used more than once, and some may not be used at all.

Fill in the Tricky Words

- Distribute Activity Page PP.17.
- Tell students to read the Tricky Words in the box at the top of the activity page and the sentences below.
- Have students find the Tricky Word for each sentence and write it on the line.

READ DECODABLE STORIES

“The Map,” “In the Cab,” “Lunch at the King’s Pub,” “The Punt,” and “The Trip Back”

- Have students read one or more of the following stories from the Reader: “The Map,” “In the Cab,” “Lunch at the King’s Pub,” “The Punt,” and “The Trip Back.”
- When reading “In the Cab,” explain that a pub is a restaurant.
- When reading “Lunch at the King’s Pub,” explain that chips are the same as french fries.
- When reading “The Punt,” explain that a punt is a special kind of boat and that punting is a popular tourist activity.

Discussion Questions for “The Map”

1. **Literal.** What happened to the map?
 - » A dog bit it and ran away.
2. **Literal.** Who ran to get the map?
 - » Nat ran to get the map.
3. **Literal.** Did the dog keep the map?
 - » No, the dog did not keep the map.

Discussion Questions for “In the Cab”

1. **Literal.** Where does Dot tell the cab man to go?
 - » She tells him to go to “The King’s Pub.”
2. **Literal.** What is a pub?
 - » A pub is a spot to get lunch.
3. **Evaluative.** Why can’t Beth sit with the King?
 - » Answers may vary.

Discussion Questions for “Lunch at the King’s Pub”

1. **Literal.** Which food do all pubs in the U.K. sell?
 - » All pubs in the U.K. sell fish and chips.
2. **Inferential.** What are chips in the story? What would you call them?
 - » Chips are fried potatoes. We call them french fries.
3. **Literal.** What happens at the pub?
 - » Nat spills his milk.

Discussion Questions for “The Punt”

1. **Inferential.** What is a punt?
 - » A punt is a type of boat.
2. **Literal.** What does the man with the stick tell Beth and Nat?
 - » He tells them to sit still and not stand up in the punt.
3. **Inferential.** What would happen if Nat, Dot, Beth, and her mom did not sit still in the punt?
 - » The punt would tip.

Activity Pages
PP.18–PP.22



Activity Pages
PP.23–PP.25



Activity Pages
PP.26–PP.29



Discussion Questions for “The Trip Back”

1. **Literal.** How does Beth feel when she and her mom have to go back home?
» Beth is sad.
2. **Literal.** How do Beth and her mom get back home?
» They go on a jet.
3. **Literal.** Who met Beth and her mom at the airport?
» Beth’s dad met them at the airport.
4. **Literal.** What part of the trip did she tell her dad about?
» Answers may vary, but should include going on a punt, having fish and chips, riding the red bus, and/or seeing Big Ben.
5. **Literal.** Why did Beth buy a map of the U.K.?
» Beth bought a map to hang up and put red dots on all the spots she went to.

Take-Home Stories: “The Flag Shop,” “Which Is the Best?” “The Man in the Kilt,” “The Map,” and “Lunch at the King’s Pub”

- Distribute Activity Pages PP.18–PP.22.
- Have students take the activity pages home so they can practice reading the stories with a family member.

ANSWER STORY QUESTIONS

Story Questions Activity Pages: “In the Cab,” “Lunch at the King’s Pub,” and “The Trip Back”

- Have students complete the story questions on Activity Pages PP.23–PP.25.

SEQUENCE THE EVENTS IN A STORY

Sequence Events: “The Map” and “The Punt”

- Have students complete Activity Pages PP.26–PP.29.

IDENTIFY NOUNS

Word Sort with Nouns and Other Words

Note: In this exercise the students will distinguish nouns from other words. Be aware that some of these words can be used as different parts of speech (e.g., *kid* can be a noun or a verb as in, “Don’t kid me!”). Be flexible in your assessment of students’ sorting.

- Write the decodable words from the box on cards, one word per card. Some of the words are nouns and some are other words.
- Label one box with a picture of a person and a picture of a thing, and one box with a banned sign.
- Ask students to read each word and say if it is a noun or not a noun.
- Have students decide if the word names a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of words for students to sort.

| Nouns naming people: | Nouns naming things: | Other words: |
|----------------------|----------------------|--------------|
| 1. man | 11. bells | 21. big |
| 2. kid | 12. neck | 22. here |
| 3. Beth | 13. pants | 23. add |
| 4. king | 14. plum | 24. are |
| 5. pal | 15. rock | 25. bad |
| 6. Jill | 16. shells | 26. his |
| 7. twin | 17. clock | 27. quick |
| 8. cop | 18. brush | 28. brag |
| 9. grinch | 19. ants | 29. such |
| 10. Bob | 20. nest | 30. with |

Word Sort with Nouns

Note: In this exercise students will distinguish nouns that name either persons or things.

- Write the decodable nouns from the box on cards, one word per card.

- Label two boxes with a picture of a person and a picture of a thing (e.g., a woman and a ball).
- Ask students to read the nouns on the cards and say if the nouns name a person or a thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of words for students to sort.

| Nouns naming persons: | Nouns naming things: |
|-----------------------|----------------------|
| 1. man | 11. glass |
| 2. kid | 12. hand |
| 3. Beth | 13. branch |
| 4. king | 14. drum |
| 5. pal | 15. fish |
| 6. Jill | 16. ring |
| 7. twin | 17. bags |
| 8. cop | 18. moth |
| 9. grinch | 19. lamp |
| 10. Bob | 20. chick |

Find Nouns in the Stories

Note: This game is best played in small groups or in centers.

- Distribute Activity Page PP.30.
- Assign one or more stories to students and have them find nouns that name persons or things.
- Have students copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

Noun Activity Page

- Have students complete Activity Page PP.31.
- Have students read the words in the box and write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.



MORE HELP WITH LETTER NAMES

Alphabet Walk

- Write each letter of the alphabet on its own sheet of paper.
- Firmly affix the sheets of paper to the floor to make a path.
- Have students step from sheet to sheet, saying the letter names as they step on the letters.

Match Maker

Note: This game is best played in small groups or in centers.

- Choose seven letters and write each letter on two small cards.
- 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.
- **Variation:** Have students match uppercase and lowercase pairs (e.g., 'g' and 'G').

Alphabet Soup

- Write the twenty-six letters of the alphabet on small pieces of card stock or index cards. You can use uppercase or lowercase letters. Place the letter cards in a bowl or a hat.
- Have a student pull out a card, show it to the class, and say the name of the letter printed on the card and the sound or sounds that the letter stands for.
- Repeat with the remaining cards.

MORE HELP WITH ALPHABETICAL ORDER

Alphabet Wrap **TEKS 1.2.E**

Note: This game is best played in small groups or in centers.

- Make copies of the template on Activity Page PP.32 on card stock, cut them out, and provide long pieces of string. The twenty-six letters of the alphabet are written out of order down the sides of the card.
- Have students wrap the string from 'a' to 'z' in alphabetical order.

 **TEKS 1.2.E** Alphabetize a series of words to the first or second letter and use a dictionary to find words.

Activity Pages
PP.32–PP.33





Note: If you do not want to copy the template on card stock, use the activity pages instead and have students connect the letters with pencil.

Connect Letters

- Have students complete Activity Page PP.33.

MATCH UPPERCASE AND LOWERCASE LETTERS

Caps Wrap

Note: This game is best played in small groups or centers.

- Make copies of the template we have provided on Activity Page PP.34 on card stock, cut them out, and provide long pieces of string. Some of the letters of the alphabet are written in capital letters down one side of the card and in lowercase down the other.
- Have students wrap the string from each lowercase letter to its uppercase counterpart.

Note: If you do not want to copy the template on card stock, use the activity pages instead and have students connect the letters in alphabetical order with pencil.

Caps Activity Page

- Have students complete Activity Page PP.35.

USE PUNCTUATION MARKS

Make Questions, Exclamations, and Statements

Note: This game is best played in small groups or in centers.

- Write decodable nouns, decodable adjectives, and decodable verbs on cards, one word per card.
- Write the Tricky Words *the, a, no, have, do, was, here, when, where, why,* and *what* on cards, one word per card.
- Make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Then have students copy the sentences on paper.

Find Questions, Exclamations, and Statements

Note: This game is best played in small groups or in centers.

- Assign one or more stories to students and have them find questions, exclamations, or statements.
- Have students copy the sentences on a sheet of paper.
- **Variation:** Divide the class up into three groups and have each group find a different kind of sentence in the stories. Have the groups of students write the sentences on chart paper, one chart per group.

Punctuation Activity Page

- Distribute Activity Page PP.36.
- Have students read the sentences and add the appropriate punctuation marks.

Activity Page PP.36



Teacher Resources

| | |
|---------|----------|
| Grade 1 | Skills 1 |
|---------|----------|

Teacher Guide

Teacher Resources

Placement Planning Sheet—Unit 1.....

Pseudoword Reading Assessment—Unit 1.....

One-on-One Story Reading Assessment—Unit 1.....

Code Knowledge Diagnostic Assessment—Unit 1.....

Sample Oral Blending and Segmenting Observation Record—Unit 1.....

Oral Blending and Segmenting Observation Record—Unit 1.....

Sample Discussion Questions Observation Record—Unit 1.....

Discussion Questions Observation Record—Unit 1.....

Sample Anecdotal Reading Record—Unit 1.....

Anecdotal Reading Record—Unit 1.....

Additional Support Activity Pages.....

Activity Book Answer Key.....

Texas Essential Knowledge and Skills Correlation Chart.....

English Language Proficiency Standards Correlation Chart.....

PLACEMENT PLANNING SHEET—UNIT 1

Note: Have students who score 3 or less on the Independent Story Reading Assessment retake the assessment one-on-one with you, reading the story aloud and answering comprehension questions orally.

[illegible]

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thock shup chim quib ling

6. muzz vell tass beff dagg

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

SAMPLE ORAL BLENDING AND SEGMENTING OBSERVATION RECORD—UNIT 1

Below is an example of a completed Oral Blending and Segmenting Observation Record. A blank copy for you to photocopy and fill in can be found on the next page. Throughout the unit, as you ask students to orally segment words, record each student's performance using the legend below or one that you devise. Be sure to note whether or not the student correctly segmented the word. If the student does not correctly segment the word, record the segmented sounds the student produced next to the word given. At the end of each half of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of sounds and sound combinations that may be problematic for students.

B ✓ Correctly blended (write the word blended)

S ✓ Correctly segmented (write the word segmented)

B ✗ Incorrectly blended (write the word given/the sounds blended)

S ✗ Incorrectly segmented (write the word given/the sounds segmented)

Subtotal = number of correct responses/total responses per student

| Student | Lesson 11 | Lesson 12 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Subtotal |
|------------|-----------------------|------------------------|------------------------------|--------------------|--------------------------|-------------------------|----------|
| B. Allen | S✗ (soap/ /s//o//b/) | S✓ (ship) | | B✓ (dress) | | S✓ (creek) | 3/4 |
| S. Bishop | B✓ (flea) | | B✓ (clip) | | S✗ (school/ /s/ /k/ /l/) | S✗ (hand/ h/ /n/ /d/) | 2/4 |
| L. Bronson | | S✓ (trim) | | S✓ (socks) | B✓ (pillow) | | 3/3 |
| J. Chen | B✓ (stone) | | S✗ (rust/ /r/ /u/ /s/) | S✓ (socks) | | | 2/3 |
| T. Ellis | B✗ (rail/rain) | B✗ (grip/rip) | | | S✗ (chip/ /sh/ /i/ /p/) | S✓ (stay) | 1/4 |
| B. Finn | | | S✗ (desk/ / /d/ /i/ /s/ /k/) | | S✓ (milk) | B✓ (green) | 2/3 |
| J. Joyce | | B✓ (cup) | B✓ (lick) | S✗ (head/ /h/ /d/) | S✓ (tub) | | 3/4 |
| R. Little | S✓ (flea) | | S✗ (ten) | S✓ (sock) | | B✓ (creek) | 3/4 |
| K. Miller | | S✓ (head) | | | B✓ (fly) | B✓ (fun) | 3/3 |
| M. Moore | | B✓ (broom) | | | S✓ (school) | | 2/2 |
| P. Nuñez | | | B✗ (tell/ t/ /l/) | B✓ (beak) | | S✗ (green//g/ /ee/ /h/) | 1/3 |
| G. O'Neill | | S✓ (broom) | S✓ (cakes) | | B✓ (bright) | | 3/3 |
| K. Powell | S✗ (nap/ /m/ /a/ /p/) | S✓ (cup) | | | | B✗ (pit/pid) | 1/3 |
| T. Smith | | B✓ (trim) | | | | S✓ (looks) | 2/2 |
| W. Stein | B✗ (stone/stoe) | | B✓ (cakes) | B✓ (head) | | S✓ (soak/ /s/ /o/) | 3/4 |
| P. Zhang | | S✗ (back/ /b/ /a/ /g/) | | S✓ (crab) | | B✓ (soak) | 2/3 |

S ✓ Correctly segmented

S × Incorrectly segmented

Subtotal = number of correct responses/total responses per student

[illegible]

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 1

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in can be 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 or one that you devise. Be sure to note whether or not the student answered in a complete sentence and whether or not he or she answered the question correctly. Also denote what type of question (literal, inferential or evaluative) the student was answering. At the end of each half 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.

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 20 | Lesson 21 | Lesson 22 | Lesson 26 | Lesson 30 | Lesson 31 | Subtotal |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| B. Allen | CS ✓ I ✗ | | | | CS ✓ I ✓ | | CS 2/2 1/2 ✓ |
| S. Bishop | CS ✓ L ✓ | | | | | CS ✓ E ✓ | CS 2/2 2/2 ✓ |
| L. Bronson | | | | CS ✗ S ✗ | CS ✓ C ✓ | | CS 1/2 1/2 ✓ |
| J. Chen | | CS ✓ E ✓ | CS ✓ I ✓ | | | | CS 2/2 2/2 ✓ |
| T. Ellis | CS ✓ L ✓ | | | CS ✓ E ✓ | | | CS 2/2 2/2 ✓ |
| B. Finn | CS ✓ S ✓ | | CS ✗ E ✓ | | | | CS ½ 2/2 ✓ |
| J. Joyce | | | | CS ✓ C ✗ | CS ✓ E ✓ | | CS 2/2 1/2 ✓ |
| R. Little | | CS ✓ E ✓ | | | | CS ✗ I ✓ | CS 1/2 2/2 ✓ |
| K. Miller | | | | CS ✓ I ✗ | | CS ✓ I ✓ | CS 2/2 1/2 ✓ |
| M. Moore | CS ✗ E ✓ | | | | | CS ✗ L ✓ | CS 0/2 2/2 ✓ |
| P. Nuñez | | | CS ✗ L ✓ | | CS ✓ I ✓ | | CS 1/2 2/2 ✓ |
| G. O'Neill | | | | CS ✓ E ✓ | CS ✓ L ✓ | | CS 2/2 2/2 ✓ |
| K. Powell | | | CS ✓ I ✓ | | CS ✓ I ✓ | | CS 2/2 2/2 ✓ |
| T. Smith | | | CS ✓ L ✓ | | CS ✓ E ✗ | | CS 2/2 1/2 ✓ |
| W. Stein | | CS ✓ L ✓ | | CS ✓ L ✓ | | | CS 2/2 2/2 ✓ |

CSx - Did not answer in a complete sentence

Lx - Answered a literal question incorrectly

| ✖ - Answered an inferential question incorrectly

E* - Answered an evaluative question incorrectly

[illegible]

SAMPLE ANECDOTAL READING RECORD—UNIT 1

Name: T. Ellis

Lesson: 20 (Nat)

Page 10: T. slowly sounded out the consonant clusters in 'camp.' Good pronunciation of the Tricky Words. Page 12: Used the /o/ pronunciation for 'of.' Page 14: Self-corrected his pronunciation of 'of.' More fluent on this page than the other two.

Lesson: 21 (The Trip to the U.K.)

Page 18: Pronounced the /t/ in 'went' separately (wen, /t/). Held the 'r' in 'trip' for an extra beat (still taking an extra effort to decode clusters) Page 20: Fluent reading until he got to 'lunch.'

Recommendation: Encourage T. to blend words multiple times in order to build automatic decoding with clusters.

Lesson: 22 (Bud the Cat)

Some struggle with alternating 'o' sounds ('from' vs. 'of' vs. 'to'). Successfully self-corrected on 'of.' Page 30: Successful decoding with halting phrasing; improving with clusters; he pronounced 'cast' smoothly.

Lesson: 23 (The Fish)

Page 32: Decoded letter by letter for 'splash,' 'munch,' and 'snacks.' Successfully decoded digraphs.

Page 34: Correctly decoded all of the words with slow, word by word reading.

Recommendation: Encourage T. to read story pages multiple times in order to build fluency and rapid decoding.

Lesson: 26 (The Flag Shop)

Page 36: Rapid decoding until he got to 'One of the'; he may be paying extra attention to underlined words. Letter by letter decoding of 'French' (correctly decoded 'ch').

Page 38: Misread 'of' /o/ /v/ first time but self-corrected when the word showed up again.

ANECDOTAL READING RECORD—UNIT 1

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

Additional Support Activity Pages

| | |
|---------|----------|
| Grade 1 | Skills 1 |
|---------|----------|

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Find My Word

Directions: Have students practice blending by identifying images when objects are said in segmented fashion for Find My Words.
The images on this page represent: bug, cab, pig, leg, ship, cat, bed, dog, and jet.



NAME: _____

DATE: _____

TR 1.2

Push and Say Sound Boxes

Directions: Use this page for Push and Say. For a phonological awareness focus, students represent sounds with objects as they blend or segment phonemes. .

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

NAME: _____

DATE: _____

TR 2.1

Silly Monster

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: dog, head, sun, bus, duck, knee, rain, van, and jeep.



NAME: _____

DATE: _____

TR 2.2

Silly Monster

Directions: Display Silly Monster when using Silly Monster Talk pages to signal students to say words in segmented fashion.



NAME: _____

DATE: _____

TR 2.3

Word Sort Picture Cards

Directions: Have students cut the cards apart and sort the words by the short vowel sound: jam, six, ram, fox, kid, log, box.



6



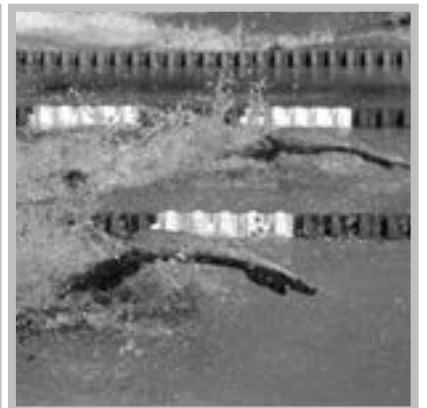
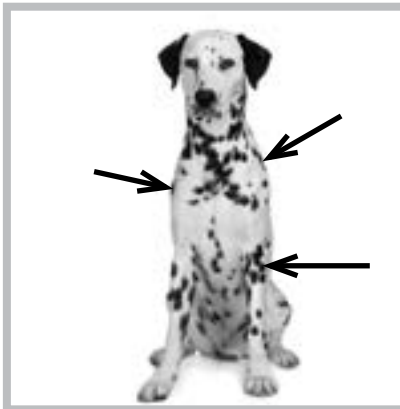
NAME: _____

DATE: _____

TR 4.1

Find My Word

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: stick, scarf, smiles, sneeze, spots, steps, stems, stars, and swims.



NAME: _____

DATE: _____

TR 4.2

Tap the Spelling



Directions: Copy one page for each pair of students for Tap the Spelling.

NAME: _____

DATE: _____

TR 4.3

Match the Word with the Picture

pet

men

fan

van

cup

mop





Directions: Have students match the pictures to the words in the box and write the words on the lines.

NAME: _____

DATE: _____

TR 4.4

Word Cards for Progress Monitoring 1

| | |
|-----|-----|
| dot | dim |
| mad | cot |
| tag | dog |

NAME: _____

DATE: _____

TR 4.5

Record Sheet for Progress Monitoring 1

| Word | Student Pronunciation | | | |
|----------------------|-----------------------|-----|-----|----------|
| Sample: dot | | | | |
| 1. mad | /m/ | /a/ | /d/ | ____ (3) |
| 2. tag | /t/ | /a/ | /g/ | ____ (3) |
| 3. dim | /d/ | /i/ | /m/ | ____ (3) |
| 4. cot | /k/ | /o/ | /t/ | ____ (3) |
| 5. dog | /d/ | /o/ | /g/ | ____ (3) |
| Total Correct | ____ /15 | | | |

/k/ > 'c' (4) ____ /1

/a/ > 'a' (1, 2) ____ /2

/t/ > 't' (2, 4) ____ /2

/m/ > 'm' (1, 3) ____ /2

/o/ > 'o' (4, 5) ____ /2

/d/ > 'd' (1, 3, 5) ____ /3

/g/ > 'g' (2, 5) ____ /2

/i/ > 'i' (3) ____ /1

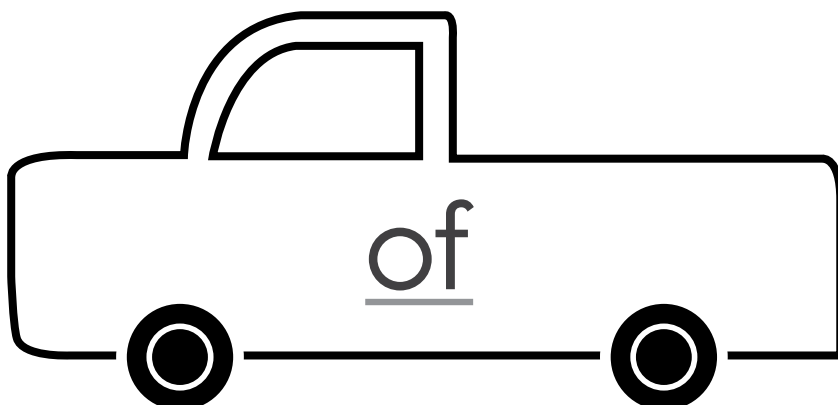
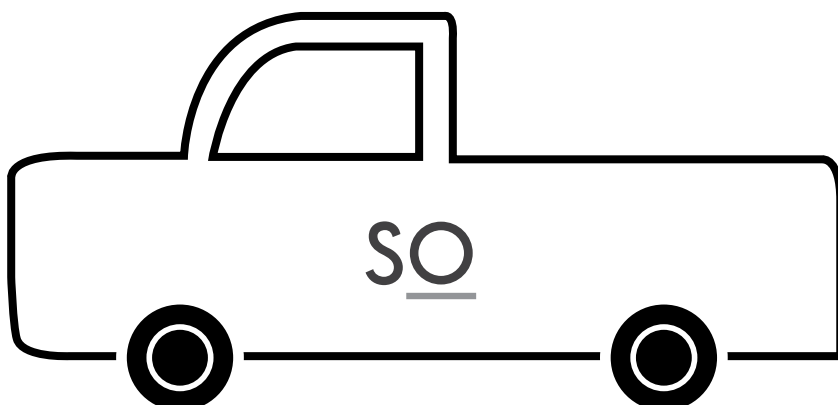
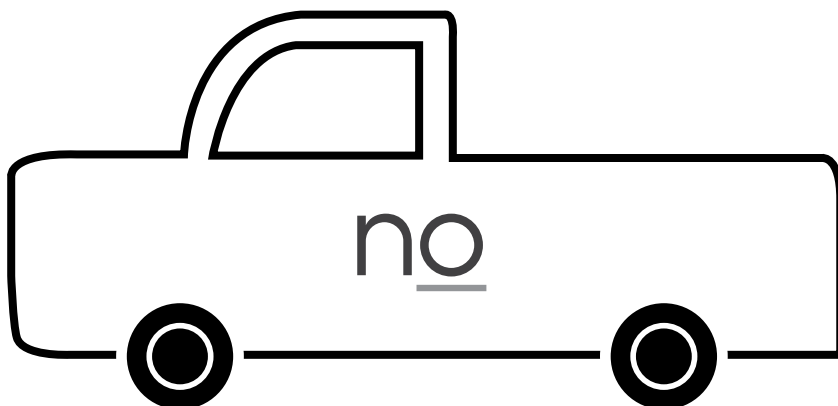
NAME: _____

DATE: _____

TR 5.1

Tricky Word Trucks

Directions: Have students listen for Tricky Words in phrases, and place one small object on the bed of the truck with the corresponding Tricky Word.



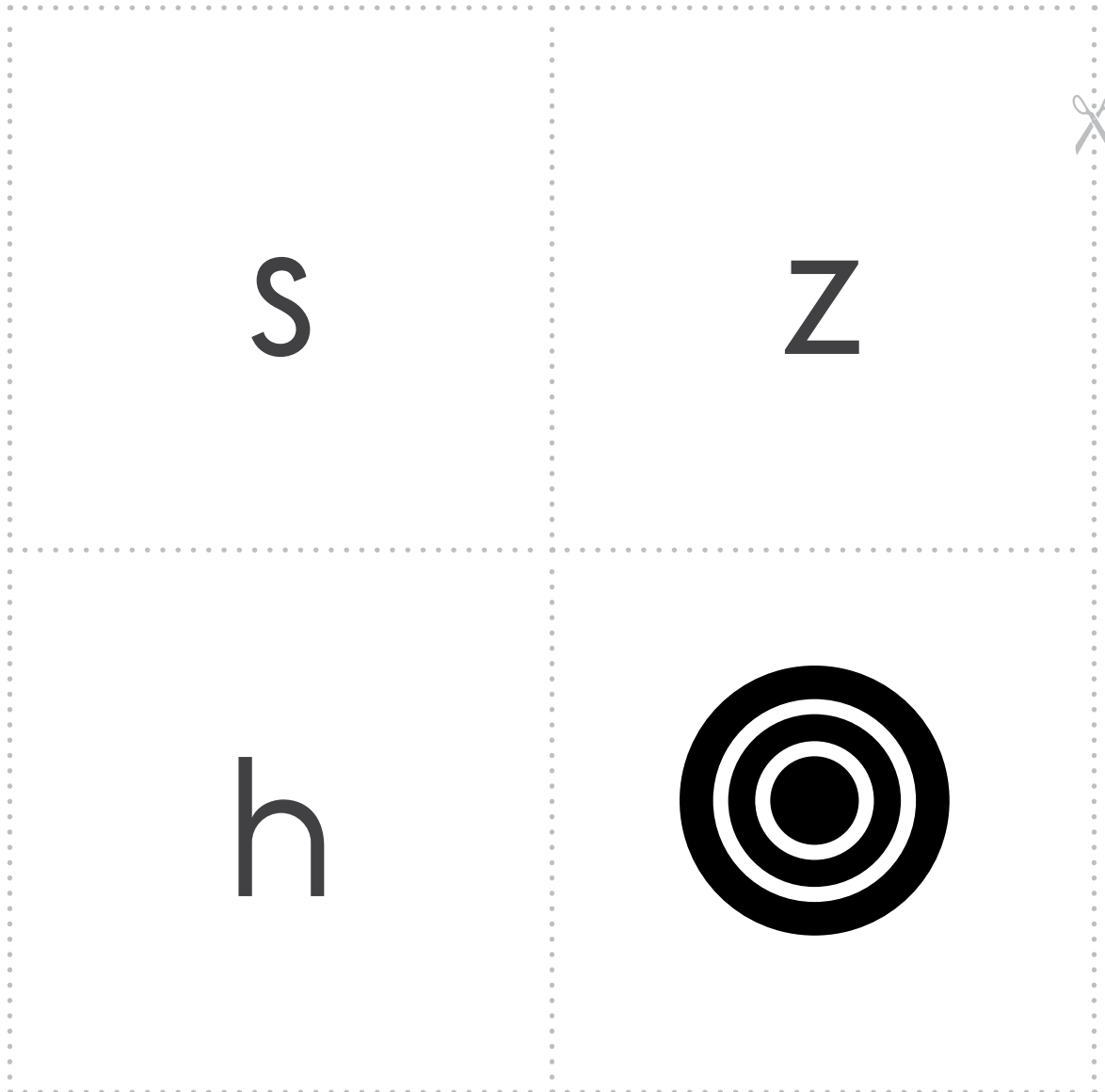
NAME: _____

DATE: _____

TR 5.2

Target Sounds

Directions: Make one copy for each student to cut apart.



NAME: _____

DATE: _____

TR 11.1

Bingo Boards

Board 1

| | | |
|-------|-------|-------|
| class | glass | mess |
| cuff | fluff | stuff |
| buzz | pass | jazz |

Board 2

| | | |
|-------|-------|-------|
| bless | blend | puff |
| fizz | dish | jazz |
| him | fluff | stiff |

Directions: Make a copy of the Bingo boards, one for each student.

NAME: _____

DATE: _____

TR 11.1

CONTINUED
Bingo Boards

Board 3

| | | |
|-------|-------|------|
| glass | kiss | hiss |
| puff | stuff | kids |
| buzz | him | sand |

Board 4

| | | |
|-------|-------|-------|
| fizz | bless | glass |
| kids | stuff | buzz |
| class | jazz | grass |

Directions: Make a copy of the Bingo boards, one for each student.

NAME: _____

DATE: _____

TR 11.1
CONTINUED

Board 5

| | | |
|------|-------|------|
| buzz | sand | fizz |
| him | hiss | mess |
| cuff | glass | dish |

Board 6

| | | |
|-------|-------|-------|
| class | fluff | blend |
| kiss | pass | stiff |
| puff | kids | jazz |

NAME: _____

DATE: _____

TR 11.2

Bingo Word Cards

Directions: Make one copy of the Bingo word cards and cut apart for your use.

class

cuff

kiss



glass

pass

him

bless

hiss

fizz

puff

kids

jazz

fluff

sand

bliss

stuff

blend

dish

buzz

stiff

mess

NAME: _____

DATE: _____

TR 11.3

Green Light Word Cards

Directions: Copy the decodable words on heavy green paper for Green Light, Yellow Light.

kits

cots

sift

clips

vast

kids

zooms

vet

vest

maps

vans

fast

NAME: _____

DATE: _____

TR 11.4

Yellow Light Word Cards

Directions: Copy the Tricky Words on heavy yellow paper for Green Light, Yellow Light.

a

so

I

of

no

to

is



NAME: _____

DATE: _____

TR 12.1

Roll and Draw

Directions: Have students locate the box that corresponds with the numbered phrase, read the phrase aloud, and illustrate in the space provided.

1. big flag

2. bad dog

3. rat trap

4. a big cat

5. on a trip

6. frog in a pond

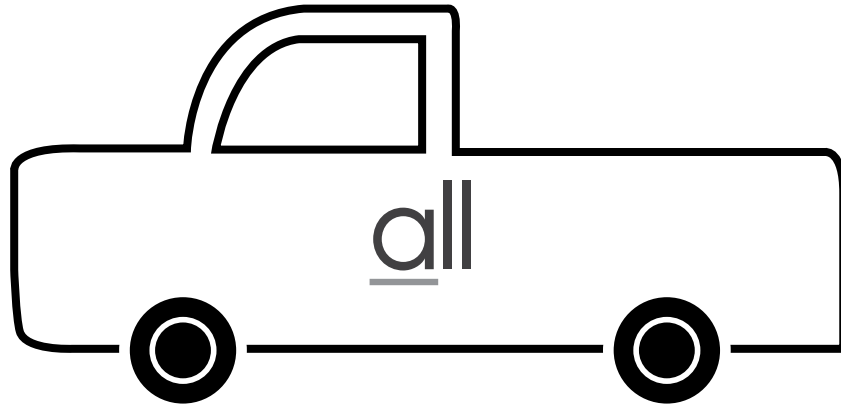
NAME: _____

DATE: _____

TR 13.1

Tricky Word Trucks

Directions: Have students listen for Tricky Words and place one small object on the bed of the truck with the corresponding Tricky Word.



NAME: _____

DATE: _____

TR 13.2

Word Cards for Progress Monitoring 2

| | | |
|-----|-----|-----|
| ten | set | van |
| pen | zip | fed |
| hop | sap | |

NAME: _____

DATE: _____

TR 13.3

Record Sheet for Progress Monitoring 2

| Word | Student Pronunciation | | | |
|----------------------|-----------------------|-----|-----|----------|
| Sample: ten | | | | |
| 1. set | /s/ | /e/ | /t/ | ____ (2) |
| 2. van | /v/ | /a/ | /n/ | ____ (2) |
| 3. pen | /p/ | /e/ | /n/ | ____ (3) |
| 4. zip | /z/ | /i/ | /p/ | ____ (2) |
| 5. fed | /f/ | /e/ | /d/ | ____ (2) |
| 6. hop | /h/ | /o/ | /p/ | ____ (2) |
| 7. sap | /s/ | /a/ | /p/ | ____ (2) |
| Total Correct | | | | |
| | ____ /15 | | | |

Note: Student performance with all phonemes should be noted for evaluation; however, only the group /n/ > 'n', /h/ > 'h', /s/ > 's', /f/ > 'f', /v/ > 'v', /z/ > 'z', /p/ > 'p', and /e/ > 'e' is specifically scored for this assessment. Sounds highlighted in gray are not being assessed at this time.

/n/ > 'n' (2, 3) ____ /2

/f/ > 'f' (5) ____ /1

/p/ > 'p' (3, 4, 6, 7) ____ /4

/h/ > 'h' (6) ____ /1

/v/ > 'v' (2) ____ /1

/e/ > 'e' (1, 3, 5) ____ /3

/s/ > 's' (1, 7) ____ /2

/z/ > 'z' (4) ____ /1

NAME: _____

DATE: _____

TR 15.1

Feed the Squirrel



Directions: Copy and use for the game Feed the Squirrel.

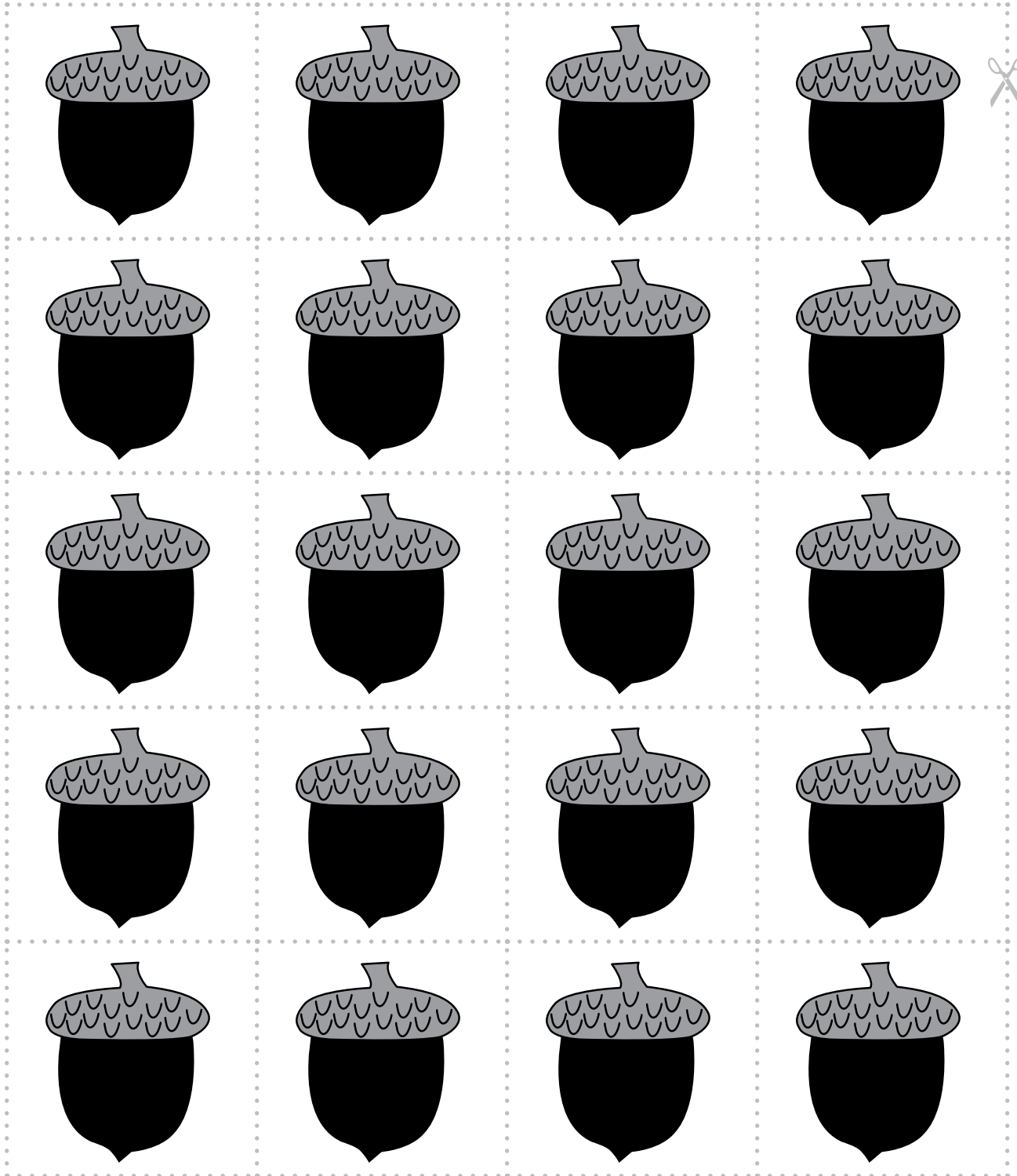
NAME: _____

DATE: _____

TR 15.2

Feed the Squirrel

Directions: Copy on card stock and cut out acorns to use with Feed the Squirrel.



NAME: _____

DATE: _____

TR 15.3

Tap the Spelling

Directions: Copy one page of the game board for each pair of students playing Tap the Spelling. We suggest copying onto sturdy paper for durability.

l

l

q

q

k

k

r

r

NAME: _____

DATE: _____

TR 16.1

Roll and Draw

Directions: Have students locate the box that corresponds with the numbered phrase, read the phrase aloud, and illustrate it in the space provided.

| | |
|------------------------|----------------------------------|
| 1. <u>a</u> big ox | 2. <u>a</u> box on <u>a</u> desk |
| 3. <u>one</u> big task | 4. <u>one</u> big fox |
| 5. six cats | 6. kid in <u>a</u> mask |

NAME: _____

DATE: _____

TR 16.2

Word Cards for Progress Monitoring 3

| | | |
|-----|-----|-----|
| rub | web | bus |
| jug | lab | yak |
| box | rut | kit |

NAME: _____

DATE: _____

TR 16.3

Record Sheet for Progress Monitoring 3

| Word | Student Pronunciation | | | |
|----------------------|-----------------------|-----|-----|---------|
| Sample: rub | | | | |
| 1. web | /w/ | /e/ | /b/ | ____(2) |
| 2. bus | /b/ | /u/ | /s/ | ____(2) |
| 3. jug | /j/ | /u/ | /g/ | ____(2) |
| 4. lab | /l/ | /a/ | /b/ | ____(2) |
| 5. yak | /y/ | /a/ | /k/ | ____(2) |
| 6. box | /b/ | /o/ | /x/ | ____(2) |
| 7. rut | /r/ | /u/ | /t/ | ____(2) |
| 8. kit | /k/ | /i/ | /t/ | ____(1) |
| Total Correct | ____ /15 | | | |

Note: Student performance with all phonemes should be noted for evaluation; however, only the group /b/ > 'b', /l/ > 'l', /r/ > 'r', /u/ > 'u', /w/ > 'w', /j/ > 'j', /y/ > 'y', /x/ > 'x', and /k/ > 'k' is specifically scored for this assessment. Sounds highlighted in gray will not be assessed at this time.

/b/ > 'b' (1, 2, 4, 6) ____ /4

/w/ > 'w' (1) ____ /1

/x/ > 'x' (6) ____ /1

/l/ > 'l' (4) ____ /1

/j/ > 'j' (3) ____ /1

/k/ > 'k' (5, 8) ____ /2

/r/ > 'r' (7) ____ /1

/y/ > 'y' (5) ____ /1

/u/ > 'u' (2, 3, 7) ____ /3

NAME: _____

DATE: _____

TR 17.1

Word Cards for Progress Monitoring 4

| | | |
|------|-------|------|
| spin | trots | plan |
| snug | left | grip |
| stop | blimp | damp |

NAME: _____

DATE: _____

TR 17.2

Record Sheet for Progress Monitoring 4

| Word | Student Pronunciation | | | | | |
|----------------------|-----------------------|-----|-----|-----|-----|-----------------|
| Sample: spin | | | | | | |
| 1. trots | /t/ | /r/ | /o/ | /t/ | /s/ | ____ (4) |
| 2. plan | /p/ | /l/ | /a/ | /n/ | - | ____ (2) |
| 3. snug | /s/ | /n/ | /u/ | /g/ | - | ____ (2) |
| 4. left | /l/ | /e/ | /f/ | /t/ | - | ____ (2) |
| 5. grip | /g/ | /r/ | /i/ | /p/ | - | ____ (2) |
| 6. stop | /s/ | /t/ | /o/ | /p/ | - | ____ (2) |
| 7. blimp | /b/ | /l/ | /i/ | /m/ | /p/ | ____ (4) |
| 8. damp | /d/ | /a/ | /m/ | /p/ | - | ____ (2) |
| Total Correct | | | | | | ____ /20 |

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant clusters are scored for this assessment.

initial r-consonant cluster (1, 5) ____ /4

initial s-consonant cluster (3, 6) ____ /4

initial l-consonant cluster (2, 7) ____ /4

final 's' (1) ____ /2

final nasal (/m/)-consonant cluster (7, 8) ____ /4

final mixed-consonant cluster (4) ____ /2

NAME: _____

DATE: _____

TR 18.1

Match Maker Word/Picture Cards (Digraph)

Directions: For Match Maker, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



shelf



brush



flash



trash

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Match Maker Word/Picture Cards (Digraph)

Directions: For Match Maker, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



champ



lunch



bench



pinch

NAME: _____

DATE: _____

TR 18.1

CONTINUED

Match Maker Word/Picture Cards (Digraph)

Directions: For Match Maker, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



cloth



thumb

NAME: _____

DATE: _____

TR 18.2

Sound-Spellings: Letter Cards (Digraph)

Directions: Copy and cut out these Letter Cards for use with the activity Match Me or the game Race to the Top.

ch

sh

th



NAME: _____

DATE: _____

TR 19.1

Fluency: Two Voices

Beth

1

2

I am Beth.I am ten.I am at camp.Camp is fun.Camp is fun.Once Mom and Dad went
on a trip to the camp.All of us were at the camp.Dad and I went up on top
of a path at the pond.Mom got a snap shot of us.This is the snap shot.This is the snap shot.Then Mom let us snap
some shots.Dad got a snap shot of
Mom.I got a snap shot of a dogwith a hot dog.with a hot dog.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 20.1

Bingo Boards

Board 1

| | | |
|-------|-------|-------|
| hung | throb | quit |
| than | mash | bring |
| thump | shred | chimp |

Board 2

| | | |
|-------|-------|-------|
| quiz | sang | thing |
| swish | that | chop |
| shed | bring | flash |

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 20.1

CONTINUED
Bingo Boards

Board 3

| | | |
|-------|--------|-------|
| throb | prong | them |
| hush | quench | swish |
| flash | long | pinch |

Board 4

| | | |
|-------|------|-------|
| pinch | long | quiz |
| swung | then | crash |
| thing | shut | thump |

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 20.1

CONTINUED
Bingo Boards

Board 5

| | | |
|-------|-------|------|
| broth | fresh | that |
| clang | fling | quit |
| chimp | mash | sang |

Board 6

| | | |
|--------|-------|-------|
| quench | fling | shed |
| with | chop | than |
| hung | clang | fresh |

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 20.2

Bingo Word Cards



than

that

them

then

quit

quiz

quest

quench

thing

with

broth

throb

thump

chop

chimp

pinch

crunch

champ

shed

shut

mash

hush

flash

shred

crash

fresh

swish

hung

long

sang

strong

bring

fling

prong

swung

clang

Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with Bingo Boards.

NAME: _____

DATE: _____

TR 20.3

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

| Nat | |
|--|--|
| 1 | 2 |
| | This is <u>is</u> Nat. |
| Nat is <u>a</u> kid <u>I</u> met at camp. | |
| <u>I</u> have <u>lots</u> <u>of</u> snap shots <u>of</u> Nat. | <u>I</u> have <u>lots</u> <u>of</u> snap shots <u>of</u> Nat. |
| | This is <u>a</u> snap shot <u>of</u> Nat with <u>a</u> fish. |
| This is <u>a</u> snap shot <u>of</u> Nat on <u>a</u> raft. | |
| Nat and <u>I</u> had lots <u>of</u> fun at camp. | Nat and <u>I</u> had lots <u>of</u> fun at camp. |
| | But then Nat's mom got <u>a</u> job in the <u>U.K.</u> |
| Nat left, | Nat left, |
| and <u>I</u> felt sad. | |

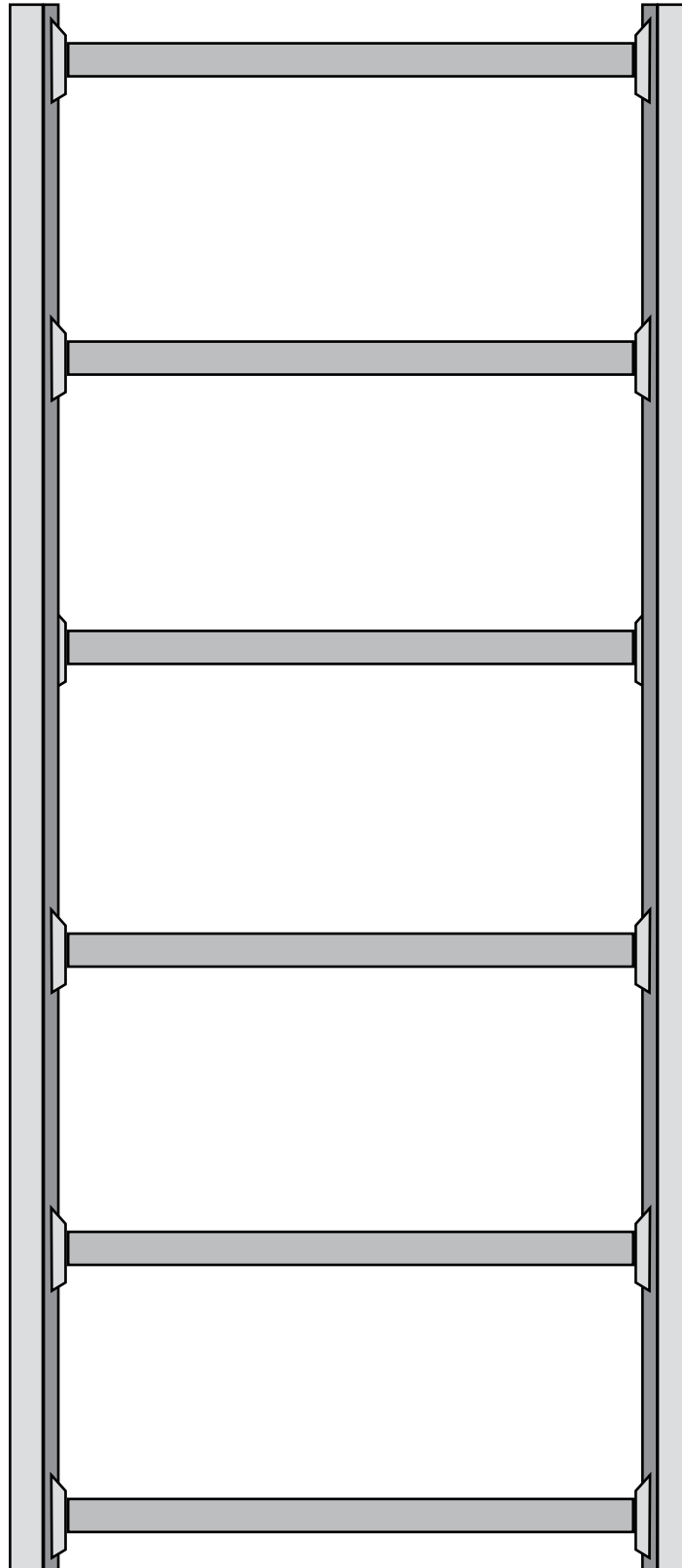
NAME: _____

DATE: _____

TR 20.4

Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 20.5

Race to the Top Word/Picture Cards (Digraph)

Directions: Word/Picture Cards are provided for use with Race to the Top. Copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.



hang



king



lung



sing

NAME: _____

DATE: _____

TR 20.5

CONTINUED

Race to the Top Word/Picture Cards (Digraph)

Directions: Word/Picture Cards are provided for use with Race to the Top. Copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.



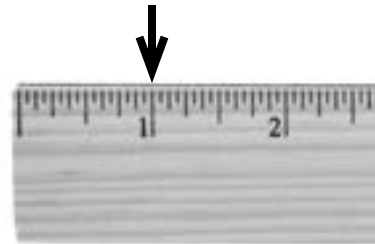
chat



chin



chop



inch

NAME: _____

DATE: _____

TR 20.5

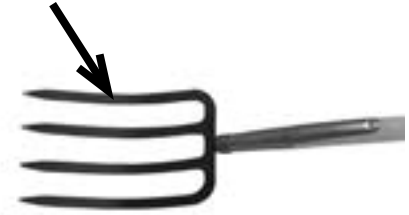
CONTINUED

Race to the Top Word/Picture Cards (Digraph)

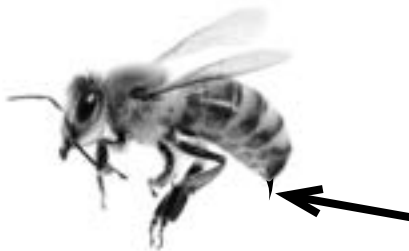
Directions: Word/Picture Cards are provided for use with Race to the Top. Copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.



fang



prong



sting



swing

NAME: _____

DATE: _____

TR 20.6

Tricky Words: Tricky Word Cards

Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word cards for use with Sorts, Bingo, Race to the Top, and Matchmaker. For Matchmaker darker colored card stock is recommended to prevent seeing through.



a

all

are

do

from

have

some

I

is

no

of

once

one

said

says

NAME: _____

DATE: _____

TR 20.7

Word Cards for Progress Monitoring 5

| | | |
|------|-------|-------|
| wish | thin | shift |
| them | pong | flung |
| rash | with | quiz |
| chop | lunch | |

NAME: _____

DATE: _____

TR 20.8

Record Sheet for Progress Monitoring 5

| Word | Student Pronunciation | | | | |
|----------------------|-----------------------|-----|------|------|---------|
| Sample: wish | | | | | |
| 1. thin | /th/ | /i/ | /n/ | - | ____(1) |
| 2. shift | /sh/ | /i/ | /f/ | /t/ | ____(1) |
| 3. them | /th/ | /e/ | /m/ | - | ____(1) |
| 4. pong | /p/ | /o/ | /ng/ | - | ____(1) |
| 5. flung | /f/ | /l/ | /u/ | /ng/ | ____(1) |
| 6. rash | /r/ | /a/ | /sh/ | - | ____(1) |
| 7. with | /w/ | /i/ | /th/ | - | ____(1) |
| 8. quiz | /qu/ | /i/ | /z/ | - | ____(1) |
| 9. chop | /ch/ | /o/ | /p/ | - | ____(1) |
| 10. lunch | /l/ | /u/ | /n/ | /ch/ | ____(1) |
| Total Correct | ____ /10 | | | | |

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant digraphs are scored for this assessment.

/ch/ > 'ch' (9, 10) ____ /2

/th/ > 'th' (1, 7) ____ /2

/qu/ > 'qu' (8) ____ /1

/sh/ > 'sh' (2, 6) ____ /2

/th/ > 'th' (3) ____ /1

/ng/ > 'ng' (4, 5) ____ /2

NAME: _____

DATE: _____

TR 21.1

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

| The Trip to the U.K. | |
|--|--|
| 1 | 2 |
| Nat went <u>to</u> the <u>U.K.</u> , | |
| | and <u>I</u> felt sad. |
| But then Mom set up <u>a</u> trip <u>to</u> the <u>U.K.</u> | But then Mom set up <u>a</u> trip <u>to</u> the <u>U.K.</u> |
| Mom and <u>I</u> went on <u>a</u> jet. | |
| | Ships <u>are</u> fun, |
| but jets <u>are</u> the best! | but jets <u>are</u> the best! |
| <u>I</u> got <u>to</u> sit next <u>to</u> the <u>wing</u> . | |
| | <u>I</u> had lunch. |
| Then <u>I</u> had <u>a</u> nap. | |
| | Mom got this snap shot <u>of</u> the <u>nap</u> . |
| Nat met us at the <u>end</u> <u>of</u> the <u>ramp</u> . | |
| <u>I</u> ran up <u>to</u> hug him. | <u>I</u> ran up <u>to</u> hug him. |
| | Then Nat's mom, Dot, got us <u>a</u> cab. |

NAME: _____

DATE: _____

TR 21.1

CONTINUED

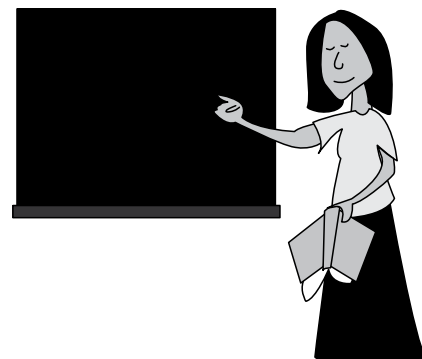
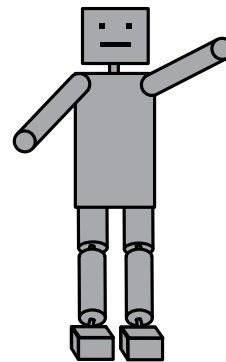
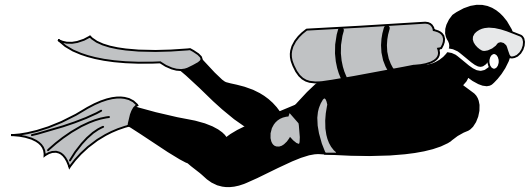
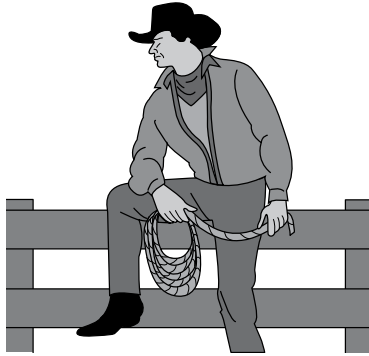
| | |
|--|---|
| This <u>i</u> s <u>a</u> snap shot <u>o</u> f us
with the <u>u</u> cab man. | |
| Nat and <u>I</u> had <u>a</u> lot <u>o</u>f fun. | Nat and <u>I</u> had <u>a</u> lot <u>o</u>f fun. |
| Then, Mom and <u>I</u> slept in <u>a</u>
bed next <u>u</u> Nat's bed. | |

NAME: _____

DATE: _____

TR 22.1

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 23.1

Fluency: Two Voices

The Fish

1

2

This is a snap shot of Nat's fish.

Theu fish swim and splash and munch on fish snacks.

Theu cat can smell theu fish.

It can press on theu glass.

It can grab at theu fish.

It can grab at theu fish.

But it can not get them.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 23.2

Word Sort

Directions: Have students cut apart the header bar and word cards, then read and sort the word cards, placing them under the correct spelling header.

‘c’

‘k’

‘ck’



cut

buck

kiss

peck

can

deck

kit

skit

cab

tack

pluck

cat

king

Kim

quack

NAME: _____

DATE: _____

TR 25.1

Word Cards for Progress Monitoring 6

| | | |
|-------|------|-------|
| shell | huff | brass |
| thick | sell | press |
| buzz | fill | sock |

NAME: _____

DATE: _____

TR 25.2

Record Sheet for Progress Monitoring 6

| Word | Student Pronunciation | | | | |
|----------------------|-----------------------|-----|-----|-----|---------|
| Sample: shell | | | | | |
| 1. huff | /h/ | /u/ | /f/ | - | ____(1) |
| 2. brass | /b/ | /r/ | /a/ | /s/ | ____(1) |
| 3. thick | /th/ | /i/ | /k/ | - | ____(1) |
| 4. sell | /s/ | /e/ | /l/ | - | ____(1) |
| 5. press | /p/ | /r/ | /e/ | /s/ | ____(1) |
| 6. buzz | /b/ | /u/ | /z/ | - | ____(1) |
| 7. fill | /f/ | /i/ | /l/ | - | ____(1) |
| 8. sock | /s/ | /o/ | /k/ | - | ____(1) |
| Total Correct | | | | | |
| | | | | | ____/8 |

Note: Student performance with all phonemes should be noted for evaluation; however, only double letter sound-spellings are scored for this assessment.

/k/ > 'ck' (3, 8) ____ /2

/f/ > 'ff' (1) ____ /1

/z/ > 'zz' (6) ____ /1

/s/ > 'ss' (2, 5) ____ /2

/l/ > 'll' (4, 7) ____ /2

NAME: _____

DATE: _____

TR 26.1

Sound-Spellings: Letter Cards (Double Letter)

Directions: Copy and cut out these letter cards for use with the activity Match Me or the game Race to the Top.



nn

rr

mm

NAME: _____

DATE: _____

TR 27.1

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

When

Where

Why

What

Who

Which

1. _____ did the u dog
rip?

2. _____ is Dot?

3. _____ man had a kilt
on?

NAME: _____

DATE: _____

TR 27.1
CONTINUED

4. _____ did the the man in the he
black hat stand?

5. _____ was Bud at the he
vet?

6. _____ was Beth sad?

NAME: _____

DATE: _____

TR 28.1

Fluency: Two Voices

Which Is the Best?

1

2

This is a snap shot Mom got.

All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast.

Nat and I ran up fast.

The moms had to huff and puff to get to the top.This next snap shot is one that I got.It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said,**“Beth, get a snap shot of this! I am the rock on top! Get it?”****“Beth, get a snap shot of this! I am the rock on top! Get it?”**So which snap shot is the best?

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 29.1

Fluency: Two Voices

The Bus Stop

1

2

Dot led us to a bus stop.

At the bus stop there was
a thrush.

Nat held up his hand.

The thrush was all set to
land on his hand, but then
Dot said,

“Nat, stop that!”

“Nat, stop that!”

Nat let his hand drop.

At the bus stop, Nat said,
“Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that
fast.”

“Then why is it the best?”

Just then, Nat said, “There
it is!”

**It was a big red bus with a
top deck!**

**It was a big red bus with a
top deck!**

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 30.1

Fluency: Two Voices

On the Bus

| 1 | 2 |
|--|---|
| Nat and I sat up on the top deck of the big red bus. | Nat and I sat up on the top deck of the big red bus. |
| The bus went past a big shop. | |
| | "That is <u>where</u> Mom shops," <u>said</u> Nat. "That shop has <u>all</u> the best stuff!" |
| The bus went past a big clock. A bell went | |
| ding, dong, ding, dong. | ding, dong, ding, dong. |
| | "That is Big Ben!" <u>said</u> Nat. |
| " <u>Who</u> is Big Ben?" I <u>said</u> . | |
| | "Big Ben is not a man," Nat <u>said</u> . "Big Ben is the bell that is in that clock." |
| The bus went on. | The bus went on. |

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 30.1

CONTINUED
Fluency: Two Voices

| | |
|--|--|
| | "That is a posh spot <u>there</u> !"
Nat <u>said</u> . |
| "Posh?" I <u>said</u> . "What is
that?" | |
| | "A posh spot is <u>where</u> stuff
costs a lot," <u>said</u> Nat. "Mom
had lunch in <u>there</u> <u>once</u> ,
and it cost <u>so</u> much that
Dad got mad." |

NAME: _____

DATE: _____

TR 32.1

Fluency: Two Voices

The Man in the Kilt

1

2

Once Nat and I met a man in a kilt.

Once Nat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Nat said, "That is not a dress. It is a kilt."

"A quilt?" I said.

"No," Nat said. "A kilt."

"What is a kilt?" I said.

Mom said,

"The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"So the kilt tells us his past?" I said.

"Yes," said Mom. "It is a bit of his past."

"Yes," said Mom. "It is a bit of his past."

Mom got this snap shot of us with the man in the kilt!

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

ACTIVITY BOOK ANSWER KEY

NAME: _____ 1.1 Activity Page
DATE: _____

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

a a a A A
p p p P P
n n n N N
c c c C C
g g g G G

Skills 1 1

pan cap
nap can

can pan
nap cap

Directions: Have the student write each word under its matching picture.

2 Skills 1

NAME: _____ 2.2 Activity Page
DATE: _____

cat pot dot
dad cap dig

dot cap dig
dad cat pot

Directions: Have the student write each word under its matching picture.

Skills 1 7

NAME: _____ 3.2 Activity Page
DATE: _____

pan dot dad
dog pin nap

dog dad nap
dot pan pin

Directions: Have the student write each word under its matching picture.

Skills 1 13

NAME: _____
DATE: _____
4.2 Activity PageDATE:

a dog mom and dad

a fat pig a tin can



mom and dad



a fat pig

Skills 1

17

a dog mom and dad

a fat pig a tin can



a tin can



a dog

18

Skills 1

NAME: _____
DATE: _____
5.1 Activity PageDATE: _____

S S S . . .

S S S S S

Skills 1

33

stamp

hat

fist

ham



fist

hat



stamp

ham

Skills 1

NAME: _____
DATE: _____

6.1

Assessment

1. met man mat bat
2. zip zap sip vat
3. cut cot got gut
4. pet vet vat fat
5. rot rob rod red
6. fox fix fax fan
7. spill grab stop spit
8. clip drip drop drum
9. cabs dogs crabs crust
10. flint flag print flap

Skills X

23

11. mess mass miss muss
12. kong king kin ken
13. wack wax wick wicks
14. ships chops chips chaps
15. chin shin shun sin
16. that fin this thin
17. chin jill chill spill
18. quest chest quill best
19. bus buzz boss buff
20. ebb edd odd bibb

24

TITLE HERE

NAME: _____
DATE: _____

6.1

CONTINUED

Assessment

21. the was of to
22. a from your are
23. have one who their
24. you said were says
25. here I is no

Skills X

25

NAME: _____
DATE: _____

7.2

Assessment

1. Gwen had a:
 - ☐ dog
 - ☐ cat
 - ☒ hen
2. The hen was:
 - ☐ wet
 - ☒ red
 - ☐ mad
3. Gwen kept the hen in a:
 - ☐ box
 - ☒ pen
 - ☐ pet

Skills X

39

4. The hen sat on:

- ☐ a bed
- ☐ a mat
- ☒ its eggs

5. When Gwen went to bed, the hen:

- ☒ sat and sat
- ☐ had a snack
- ☐ went with Gwen

6. The hen sat and sat and was a:

- ☐ kid
- ☐ dad
- ☒ mom

40

Skills 1

NAME: _____
DATE: _____

7.5

Assessment

Letter Name Test

- | | | | |
|-----|---|---|---|
| 1. | a | w | e |
| 2. | t | y | u |
| 3. | o | p | s |
| 4. | f | g | h |
| 5. | k | l | z |
| 6. | c | v | b |
| 7. | d | x | j |
| 8. | n | i | m |
| 9. | u | r | q |
| 10. | l | y | g |

Letter names correct ____ / 10

Skills X

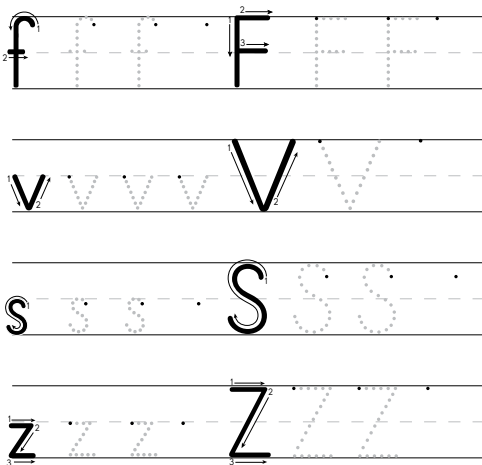
45

NAME: _____
DATE: _____

11.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Skills 1

87

| | | |
|-----|-----|------|
| fan | van | zip |
| sit | fin | cats |



zip

sit

cats



van

fan

fin

Directions: Have the student write each word under its matching picture.

88

Skills 1

NAME: _____ 12.1 Activity Page
DATE: _____

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Bb Ll Rr

b b b
B B B
l l l
L L L
r r r
R R R

Skills 1

95

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

1. rat 3

rat

2. land 4

land

3. trip 4

trip

4. lip 3

lip

5. trim 4

trim

96

Skills 1

NAME: _____ 12.1 Activity Page
DATE: _____

CONTINUED

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

6. stop 4

stop

7. hip 3

hip

8. cup 3

cup

9. drop 4

drop

10. plot 4

plot

Skills 1

97

NAME: _____ 12.2 Activity Page
DATE: _____

1. kid



kid

2. lamp




lamp

Directions: Have the student write each word under its matching picture.

Skills 1

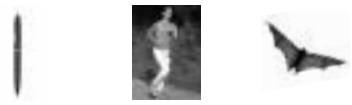
99

3. cats



_____ cats

4. jog



_____ jog

100 Skills 1

NAME: _____ 13.2 Activity Page

DATE: _____

a I no to all of is

1. It is a big bus.

_____ is _____ a

2. No it is not a tent.

_____ no _____ is

_____ a

Directions: Have the student read the Tricky Words in the box. Then, have the student circle, say, and write the Tricky Words in each sentence in the space provided below.

103 Skills 1

a I no to all of is

3. all of us

_____ all _____ of

4. a hint of it

_____ a _____ of

5. I went to bed.

_____ I _____ to

104 Skills 1

NAME: _____ 14.1 Activity Page

DATE: _____

p p p p P P P P

b b b b B B B B

u u u u U U U U

o o o o O O O O

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

107 Skills 1

Directions: Have the student write each word under its matching picture.

| | | |
|------|------|-----|
| tub | bug | rat |
| nuts | grin | wig |

bug grin tub

rat nuts wig

108 Skills 1

NAME: _____ 15.1 Activity Page

DATE: _____

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Jj Yy

j jam y yes

109 Skills 1

Directions: Have the student write each word under its matching picture.

1. bed

bed

jet

jog

jam

110 Skills 1

NAME: _____ 16.1 Activity Page

DATE: _____




Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.




Xx Kk




x fox k kit




113 Skills 1

Directions: Have the student write each word under its matching picture.

1. box   

2. mix   

3. kid   

4. six   

box
mix
kid
six

114 Skills 1

NAME: _____ 17.1 Activity Page

DATE: _____

ch sh

ch ch ch

chip

sh sh sh



shop

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



115 Skills 1

Directions: Have the student write each word under its matching picture.

ship fish chips chimp

fish chips

ship chimp

116 Skills 1

NAME: _____ 17.2 Take-Home

DATE: _____

Dear Family Member,

Your child has been taught to read Tricky Words. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Have your child read the Tricky Words in the box and the sentences below. Note that the tricky parts of the Tricky Words are underlined. Have your child write the matching Tricky Words for each sentence on the line. Extension: Have your child copy the completed sentences on a blank sheet of paper or dictate the sentences to your child.

is two to
are from do

1. Mom and dad are mad.

2. Max is six.

3. Dad had two cats.

117 Skills 1

| | | |
|-----|------|----|
| is | two | to |
| are | from | do |

4. Mom went to bed.

5. Just do it!

6. That gift is from dad.

118

Skills 1

NAME: _____ 18.1 Activity Page
DATE: _____

th

th thin

thin

bath

that

this

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

Skills 1

119

| | |
|-------|-------|
| bath | moth |
| cloth | fifth |



bath

fifth



cloth

moth

Directions: Have the student write each word under its matching picture.

120

Skills 1

NAME: _____ 19.1 Activity Page
DATE: _____

Beth

1. Who went on top of a path at the pond?

Dad and Beth

went up on

top of a path

at the pond.

Directions: Have the student reread the story and answer the questions

Skills 1

123

2. Who got some snap shots?

Mom, Dad,
and Beth got
snap shots.

3. Did Beth get a snap shot of a cat?

No, Beth got a
snap shot of

124

Skills 1

NAME: _____ 19.1 Activity Page
DATE: _____ CONTINUED

a dog with a
hot dog.

4. Dad got a snap shot of ...

☐ a fish.

☒ Mom.

☐ Beth.

Skills 1

125

NAME: _____ 20.1 Activity Page
DATE: _____

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ng qu

ng ng ng

song

qu qu qu

quit

Skills 1

127

quilt

king

swing

sing



swing

king



quilt

sing

Directions: Have the student write each word under its matching picture.

Skills 1

128

NAME: _____ 20.2 Activity Page
DATE: _____

Nat

1. Beth and Nat met . . .
- ☐ in the U.K.
 - ☒ at camp.
 - ☐ on a bus.
2. Who got a lot of snap shots of Nat?
- ☒ Beth
 - ☐ kids at camp
 - ☐ Nat's mom

Directions: Have the student reread the story and answer the questions.

Skills 1

129

3. Beth got a snap shot of Nat with

- ☐ a mask on.
- ☐ a frog.
- ☒ a fish.

4. Who got a job in the U.K.?

- ☐ Beth's mom
- ☒ Nat's mom
- ☐ Nat's dad

130

Skills 1

NAME: _____ 21.2 Activity Page
DATE: _____

The Trip to the U.K.

1. Mom and Beth went to the U.K. on
- ☐ a bus.
 - ☐ a ship.
 - ☒ a jet.
2. Who had a nap on the jet?

Beth had a
nap on the
jet.

Directions: Have the student reread the story and answer the questions.

Skills 1

135

3. Who met Mom and Beth at the end of the ramp?

Nat met them
at the end
of the ramp.

136

Skills 1

NAME: _____ 22.2 Activity Page

DATE: _____

Directions: Have the student paste the sentences from Activity Page 22.1 onto this activity page in the correct order. Then have the student illustrate each sentence.

| | |
|--|----------------------------------|
| 1. Bud had a bad leg. | 2. The vet had to fix Bud's leg. |
| 3. Bud sat in a box with a cat on one leg. | 4. Nat's mom let him have Bud. |

Skills 1 139

NAME: _____ 23.1 Activity Page

DATE: _____

The Fish

- Nat had ...
 - ☒ fish.
 - ☐ two cats.
 - ☐ one dog.
- The fish munch on ...
 - ☐ a hot dog.
 - ☐ chips.
 - ☒ fish snacks.

Directions: Have the student reread the story and answer the questions.

Skills 1 143

3. Can the cat smell the fish?

The cat can
smell the fish.

Skills 1 144

NAME: _____ 23.1 Activity Page

DATE: _____

4. Can the cat get the fish?

The cat can not
get the fish.

It can press on
the glass and
it can grab at
the fish.

Skills 1 145

NAME: _____ 24.1 Activity Page
DATE: _____

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

| | | |
|------|------|------|
| cat | king | cost |
| kit | sock | pick |
| Jack | cot | kid |

/k/ > 'c' /k/ > 'k' /k/ > 'ck'

cat kit Jack
cot king sock
cost kid pick

Skills 1

149

NAME: _____ 26.1 Activity Page
DATE: _____

The Flag Shop

1. The U.K. flag has . . .

- ☐ a red dot.
- ☐ a black box.
- ☒ a red cross.

2. Who went to the shop?

Mom, Beth, Nat,
and his mom
went to the shop.

Directions: Have the student reread the story and answer the questions.

Skills 1

153

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Who is in the snap shot of the U.K. flag?

Nat and his
mom are in
the snap shot
of the U.K. flag.

4. egg doll Nat boss brick
5. Beth flag mat dog shell
6. cat stiff yell plum Bud

Skills 1

154

NAME: _____ 28.1 Activity Page
DATE: _____

Which Is the Best?

1. Who had to huff and puff to get to the top?

The moms
had to huff
and puff to
get to the top.

Directions: Have the student reread the story and answer the questions.

Skills 1

157

2. Where are Nat and Beth in snap shot one?

Nat and Beth
are on top of
the steps.

158

Skills 1

NAME: _____ 28.1 Activity Page
DATE: _____ CONTINUED

3. Why did Mom and Dot lift Nat up?

Mom and Dot
lift Nat up to be
the top rock.

4. (steps) Jack (rocks) Dot (dress)

5. (kid) (moms) glass (Beth) pill

6. huff (sock) said (Nat) (bed)

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

Skills 1

159

NAME: _____ 29.2 Activity Page
DATE: _____

Directions: Have the student paste the sentences from Activity Page 29.1 onto this activity page in the correct order. Then have the student illustrate each sentence.

| | | |
|---|--|--|
| | 2. A thrush was all set to land on Nat's hand. | |
| 1. Nat, Dot, Beth, and Beth's mom all went to the bus stop. | | 3. Nat said that this is the best bus. |
| | | 4. It was a big red bus with a top deck. |

Skills 1

165

NAME: _____ 30.1 Activity Page
DATE: _____

On the Bus

1. Where did Nat and Beth sit on the bus?

Nat and Beth
sat up on the
top deck of the
big red bus.

Directions: Have the student reread the story and answer the questions.

Skills 1

167

2. The bus went past . . .

- ☐ a wind mill.
- ☐ Big Ben and two sheds.
- ☒ a big shop and Big Ben.

3. What is Big Ben?

Big Ben is the
bell that is in
the clock.

168

Skills 1

NAME: _____

DATE: _____

30.1

CONTINUED

Activity Page

4. Big Ben went . . .

- ☐ bam bam.
- ☐ click clack.
- ☒ ding dong.

Skills 1

169

NAME: _____

DATE: _____

31.1

Activity Page

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1.

a

1.

2.

I

2.

3.

no

3.

4.

of

4.

5.

from

5.

Skills 1

173

6.

are

6.

7.

were

7.

8.

one

8.

9.

who

9.

10.

two

10.

Skills 1

174

NAME: _____ 31.2 Activity Page
DATE: _____

The Man in the Black Hat

1. What is the job of the man in the black hat?

His job is to
stand there as
still as a rock
and not grin.

Directions: Have the student reread the story and answer the questions.

Skills 1

175

2. Did Beth get the man to grin?

Beth did a split,
sang a song,
and did a jig,
but still the man
did not grin.

176

Skills 1

NAME: _____ 31.2 Activity Page
DATE: _____

CONTINUED

3. What did Nat do to get the man to grin?

Nat did a trick
and fell on his
back.

Skills 1

177

4. Who did Nat get to grin?

Nat's trick got
Beth, Beth's
mom, and Dot
to grin.

178

Skills 1

NAME: _____ 32.1 Activity Page

DATE: _____

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. the

2. here

3. there

4. was

5. where

Skills 1

179

6. why

7. what

8. who

9. said

10. says

180

Skills 1

NAME: _____ 32.2 Activity Page

DATE: _____

The Man in the Kilt

1. Who was the man that Nat and Beth met?

Nat and Beth
met the man
in the kilt.

Directions: Have the student reread the story and answer the questions.

Skills 1

181

2. The kilt tells us that the man is . . .

- ☒ a Scot.
☐ French.
☐ from the U.S.

3. What is a kilt?

A kilt is a dress
cloth for a man
and tells where
the man is from.

182

Skills 1

NAME: _____ 32.2 Activity Page
DATE: _____

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, circle the nouns that name a place.

4. kilt dog clock Todd stamp

5. word Scot rug king man

6. U.K. U.S. twig Rick tell

Skills 1 183

NAME: _____ PP.9 Activity Page
DATE: _____

crack an egg sit on grass
bring a stick two bricks

two bricks

bring a stick

Skills 1 203

crack an egg sit on grass
bring a stick two bricks

crack an egg

sit on grass

Skills 1 204

NAME: _____ PP.10 Activity Page
DATE: _____

dress tub soft
pond ring

1. ring the bell

2. black dress

3. soft chick

4. frogs in pond

5. fill the tub

Skills 1 205

NAME: _____ PP.11 Activity Page
DATE: _____

Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

| | | |
|------|-------|-------|
| two | glass | word |
| here | | smell |

1. milk in glass
2. two quilts
3. bad smell
4. spell the word
5. sit here

Skills 1

207

NAME: _____ PP.13 Activity Page
DATE: _____

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

| | | |
|------|------|-------|
| fish | Why | There |
| Who | kilt | hill |

1. Jack and Jill went up the hill.
2. There is no one here.
3. Nat has a cat and fish.

Skills 1

211

| | | |
|------|------|-------|
| fish | Why | There |
| Who | kilt | hill |

4. Beth and Nat met a man in a kilt.
5. Why did Dot's map rip?
6. Who has a pet?

212

Skills 1

NAME: _____ PP.14 Activity Page
DATE: _____

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

| | | |
|-------|------|--------|
| pig | fish | from |
| licks | sand | cracks |

1. The crab runs on the sand.
2. The cat runs from the dog.
3. The chick cracks the egg.

Skills 1

213

| | | |
|-------|------|--------|
| pig | fish | from |
| licks | sand | cracks |

4. Do fish swim in the pond?

5. The pig digs in the mud.

6. The dog licks Mom's hand.

Skills 1

NAME: _____ PP.16 Activity Page

DATE: _____

| | | |
|------|-------|-------|
| When | Where | Why |
| What | Who | Which |

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

1. What did the dog rip?

2. Who is Dot?

3. Which man had a kilt on?

217

| | | |
|------|-------|-------|
| When | Where | Why |
| What | Who | Which |

4. Where did the man in the black hat stand?

5. When was Bud at the vet?

6. Why was Beth sad?

Skills 1

NAME: _____ PP.17 Activity Page

DATE: _____

| | | |
|------|-------|------|
| Some | Once | All |
| says | Where | from |

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

1. I got a gift from Dad.

2. All chicks are soft.

3. Once there was a strong king.

219

| | | |
|------|-------|------|
| Some | Once | All |
| says | Where | from |

4. Where did Tom fling the rock?

5. Josh says that one plus one is two.

6. Some kids have pets.

220

Skills 1

NAME: _____ PP.23 Activity Page

DATE: _____

In the Cab

- Nat, Dot, Beth, and Beth's mom got in a cab to the King's Pub to . . .
 - ☐ sit with the king.
 - ☒ get lunch.
 - ☐ have a chat.

2. Did Beth get to sit with the king?

Beth did not
get to sit with
the king.

Skills 1

231

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark the nouns.

3. The pub has the best . . .

- ☐ squid and chips.
- ☐ plush beds.
- ☒ fish and chips.

4. squid map Dot brush pills

5. Nat fish Beth lunch Dot

6. chips sit cab posh with

232

Skills 1

NAME: _____ PP.24 Activity Page

DATE: _____

Lunch at the King's Pub

- What did Beth, Nat, and the moms get at the pub?

Beth, Nat, and
the moms got
fish and chips.

Directions: Have the student reread the story and answer the questions.

Skills 1

233

2. What do all the pubs in the U.K. sell?

All the pubs
sell fish and
chips.

234

Skills 1

NAME: _____ PP.24 Activity Page
DATE: _____ CONTINUED

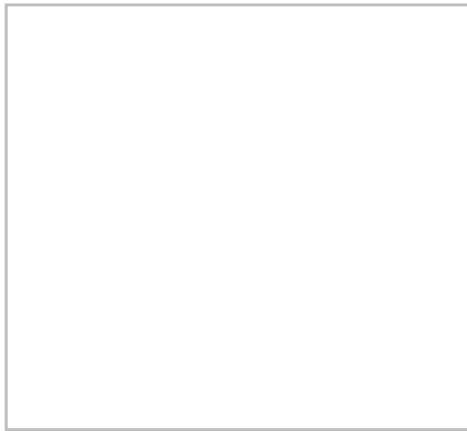
3. What did Nat hit with the back of his hand?

Nat hit a glass
of milk with
the back of
his hand.

Skills 1

235

Directions: In the box, have the student illustrate a part of the story and then write a caption below.



Answers may
vary.

236

Skills 1

NAME: _____ PP.25 Activity Page
DATE: _____

The Trip Back

1. Was Beth glad when the trip had to end?

Beth was sad
when the trip
had to end.

Directions: Have the student reread the story and answer the questions.

Skills 1

237

2. Who got on the jet?

Mom and
Beth got on
the jet.

238

Skills 1

NAME: _____ PP.25 Activity Page
DATE: _____ CONTINUED

3. What did Beth get back in the U.S.?

Beth got a
map of the
U.K. and
hung it up.

239

Skills 1

4. What did Beth send Nat?

Beth sent the
best snap
shots from the
trip to Nat.

240

Skills 1

NAME: _____ PP.27 Activity Page
DATE: _____

Directions: Have the student paste the sentences from Activity Page PP26 onto this activity page in the correct order. Then have the student illustrate each sentence.

| | | | | |
|--|-------------------------|----------------------------------|----------------------------------|---|
| | 1. A dog bit Dot's map. | 2. The dog ran off with the map. | | 4. Nat said that the map got a big rip. |
| | | | 3. Nat ran and got the map back. | |

243

Skills 1

NAME: _____ PP.29 Activity Page

DATE: _____

Directions: Have the student paste the sentences from Activity Page PP.28 onto this activity page in the correct order. Then have the student illustrate each sentence.

| | | | |
|--|---|--|--|
| | 1. There were <u>two</u> punts at the dock. | | 2. All of them got in the punt. |
| | | | |
| | 3. The man said that the punt can tip. | | 4. Nat and Beth sat still in the punt and did not get wet. |

Skills 1 247

NAME: _____ PP.30 Activity Page

DATE: _____

Directions: Have the student read the stories from the Reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.




Beth jet

Beth's mom camp

Beth's dad bus

Nat kilt



Dot punt

Skills 1 249

NAME: _____ PP.31 Activity Page

DATE: _____

Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

brush pal plum kid

clock nest Bob man

pal brush

Bob clock

kid nest

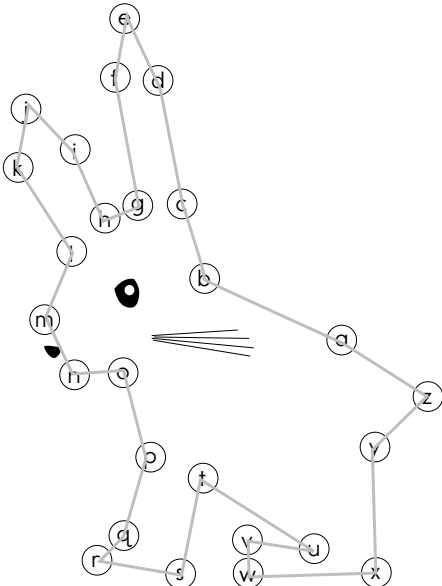
man plum

Skills 1 251

NAME: _____ PP.33 Activity Page

DATE: _____

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.



Skills 1 255

NAME: _____ PP.35 Activity Page

DATE: _____

| | | | |
|---|---|---|---|
| F | L | A | E |
| I | K | B | G |
| J | D | H | C |

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

a A e E i I
b B f F j J
c C g G k K
d D h H l L

Skills 1

259

| | | | | |
|---|---|---|---|---|
| Z | T | Q | U | R |
| S | V | W | P | Y |
| N | X | M | O | |

m M r R w W
n N s S x X
o O t T y Y
p P u U z Z
q Q v V

260

Skills 1

NAME: _____ PP.36 Activity Page

DATE: _____

? .

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

1. Where can I get a snack ?
2. Dogs and cats are pets .
3. I have a big quilt on the bed .
4. Who can spell this word ?
5. The dog can do a lot of tricks .
6. When did Jeff get his drum ?

Skills 1

261

Appendix A: Overview of the Skills Strand

THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension. If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudoword reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$\mathbf{R = D \times C}$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ($D > 0$) and you also have some language comprehension ability ($C > 0$), you will probably also have some reading comprehension ability ($R > 0$). How much reading comprehension ability you have will depend on the exact values of D and C .

What does it mean to have no decoding ability ($D = 0$)? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ($C = 0$)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ($D > 0$) but not language comprehension ability ($C = 0$). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ($D > 0$), but they would have scored a zero on any measure of language comprehension ($C = 0$). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ($D = 0$). However, by virtue of his great learning,

he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ($C > 0$). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills ($D > 0$), but you would be lacking language comprehension ($C = 0$). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension

abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

This program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that *both strands are crucial for reading comprehension in later grades*. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the "fourth-grade slump," and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension

ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

TWO MISCONCEPTIONS ABOUT READING AND WRITING

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger

and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system

KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- The program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- The program rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- The program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- The program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- The program includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with sounds and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’. It says /m/.” As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.
- The program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- The program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.

- The program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- The program does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- The program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- The program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings in Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- The program avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- The program teaches lowercase letters first and introduces the uppercase letters later.

THE BASIC AND ADVANCED CODE

This program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a_e’ > /ae/, ‘o_e’ > /oe/.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound

and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, and 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the Basic and Advanced Code.

As each spelling alternative is taught, the frequency with which students may expect the spelling to occur is communicated in several ways. A "power bar" on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

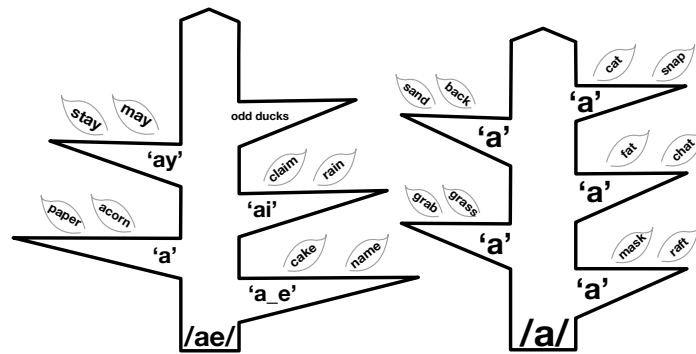
The long power bar on the card below indicates that the 'a' spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/:

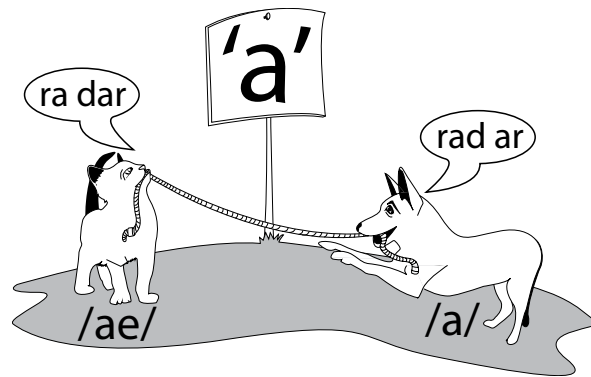


Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. Whereas Skills instruction in Kindergarten focuses almost entirely on the Basic Code, much instructional time in Grades 1 and 2 is devoted to teaching **Spelling Alternatives**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /ae/ (*paper*), /o/ (*father*) or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way.



Tricky spellings present a challenge when students are asked to read unfamiliar words, since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some **tricky spellings** are taught in Grade 1, with many more taught in Grade 2.

Basic and Advanced Code: Consonants

| Phoneme | Basic Code Spelling | Advanced Code Spellings | Example Words |
|---------|---------------------|--|---|
| /b/ | 'b' | 'bb' | bat , ebb |
| /ch/ | 'ch' | 'tch', 't' | chop , watch , future |
| /d/ | 'd' | 'dd', 'ed' | mad , rudder , played |
| /f/ | 'f' | 'ff', 'ph', 'gh' | fox , stuff , phone , rough |
| /g/ | 'g' | 'gg', 'gu', 'gh', 'gue' | get , egg , guess , ghost , vague |
| /h/ | 'h' | 'wh' | hat , who |
| /j/ | 'j' | 'g', 'dge', 'dg', 'ge', 'd' | jump , giant , judge , judging , barge , education |
| /k/ | 'c', 'k' | 'ck', 'cc', 'ch' | cat , kit , rock , raccoon , school |
| /l/ | 'l' | 'll' | lip , bell |
| /m/ | 'm' | 'mm', 'mn', 'mb' | mat , hammer , hymn , lamb |
| /n/ | 'n' | 'nn', 'kn', 'gn' | net , runner , knot , gnat |
| /ng/ | 'ng' | 'n' | thing , think |
| /p/ | 'p' | 'pp' | pit , pepper |
| /qu/ | 'qu' | | quit |
| /r/ | 'r' | 'rr', 'wr', 'rh' | red , squirrel , wrong , rhombus |
| /s/ | 's' | 'ss', 'c', 'sc', 'st', 'ce', 'se' | sit , dress , city , science , whistle , prince , rinse |
| /sh/ | 'sh' | 'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci' | ship , assure , sure , chef , session , tension , Martian , Grecian |
| /t/ | 't' | 'tt', 'ed', 'bt' | top , mitt , walked , doubt |
| /th/ | 'th' | | thin |
| /th/ | 'th' | 'the' | them , bathe |
| /v/ | 'v' | 've' | vet , valve |
| /w/ | 'w' | 'wh' | wet , when |
| /x/ | 'x' | | tax |
| /y/ | 'y' | | yes |
| /z/ | 'z' | 'zz' | zip , buzz |
| /zh/ | (none) | 'ge', 'j', 's' | garage , Jacques , treasure |

Basic and Advanced Code: Vowels

| Phoneme | Basic Code Spelling | Advanced Code Spellings | Example Words |
|-----------|---------------------|--|---|
| /a/ | 'a' | | cat |
| /ae/ | 'a_e' | 'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh' | date, baby, rain, tray, vein, prey, eight, steak, straight |
| /ar/ | 'ar' | | arm |
| /aw/ | 'aw' | 'au', 'ough', 'augh', 'al' | paw, pause, ought, naughty, wall |
| /e/ | 'e' | 'ea', 'ai', 'ay', 'a', 'ie' | bed, head, said, says, many, friend |
| /ee/ | 'ee' | 'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei' | bee, me, meat, bunny, scene, key, chief, variation, receive |
| /er/ | 'er' | 'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our' | her, fir, fur, work, dollar, earth, hurry, courage |
| /i/ | 'i' | 'y', 'ui', 'i_e' | sit, gym, build, give |
| /ie/ | 'i_e' | 'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy' | fine, find, high, pie, my, style, bye, guy |
| /o/ | 'o' | 'a', 'wa' | hot, lava, water |
| /oe/ | 'o_e' | 'o', 'oe', 'ow', 'oa' | rope, no, toe, snow, boat |
| /oi/ | 'oi' | 'oy' | oil, boy |
| /oo/ | 'oo' | 'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe' | soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe |
| /oo/ | 'oo' | 'u', 'oul' | wood, put, could |
| /ou/ | 'ou' | 'ow', 'ough' | out, now, bough |
| /or/ | 'or' | 'ore', 'our', 'oor', 'oar', 'ar' | for, bore, four, door, soar, award |
| /u/ | 'u' | 'o', 'ou', 'o_e', 'e' | but, among, touch, come, the |
| /ue/ | 'u_e' | 'u', 'ue', 'ew' | cute, pupil, hue, few |
| /ə/ | 'a' | 'e' | about, debate |
| /ə/ + /l/ | 'al' | 'le', 'el', 'ul', 'il' | animal, apple, travel, awful, pencil |

THE TRICKY WORD LESSON

A final lesson type is the Tricky Word Lesson. The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e’, as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the ‘ai’ in *said*). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me*, are taught as Tricky Words early on because it is hard to write stories without them.

However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

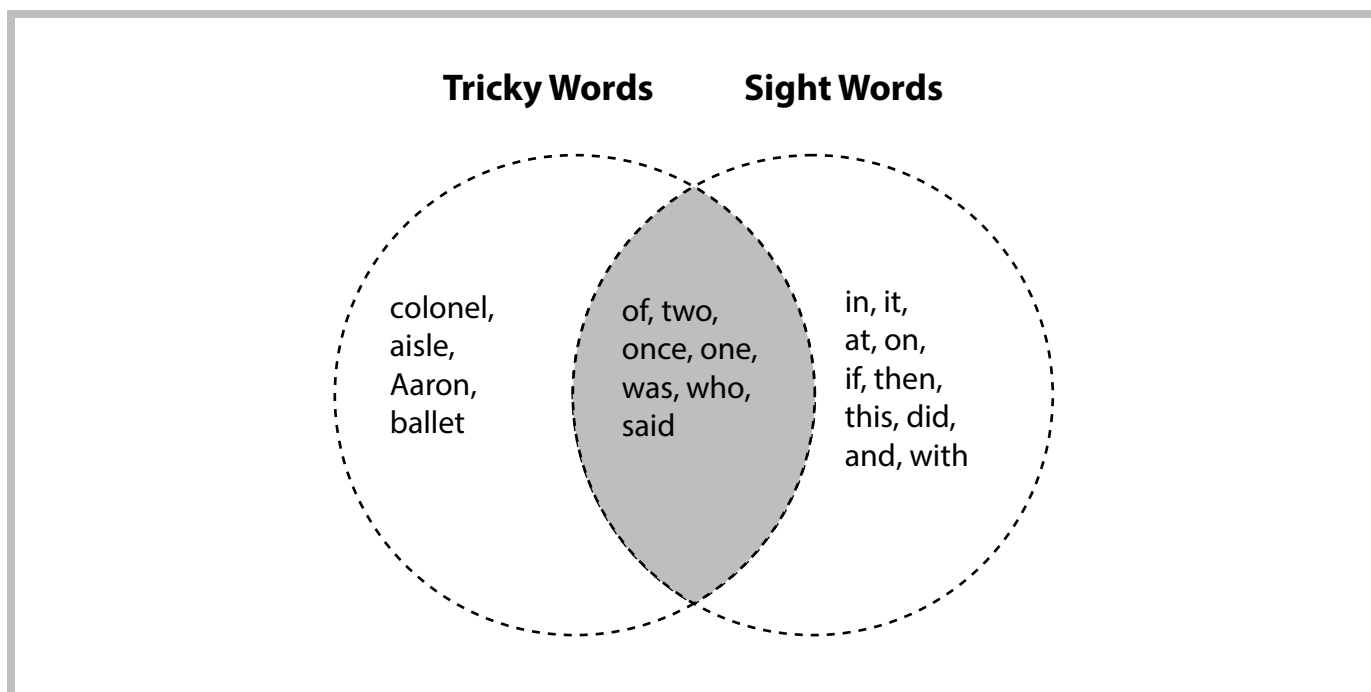
SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we distinguish between *Tricky Words* and *sight words*. We define these terms as follows:

- A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A *sight word* is a high-frequency word that we want students to see many, many times and learn to read quickly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See “The Tricky Word Lesson” previously.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded

out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in materials for this program—but you probably do not need to give these words special attention and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term *sight word* in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

This program does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that this is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's "Instant Word" list. Fry's list is divided into groups of 100. For purposes of illustration, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

By the end of Unit 3, four of Fry's Instant Words are 100% decodable: *at, did, got, it*.

By the end of Unit 4, 16 Instant Words are 100% decodable: *can, an, and, not, in, on, man, him, had, if, its, get, end, men, set, sit*.

By the end of Unit 10 in Kindergarten, 129 high frequency words (41 Tricky Words, plus 88 decodable words) from the Fry Instant Word List have been taught. Using the Dolch Sight Word List as criteria, by the end of Unit 10, 116 high frequency words (42 Tricky Words, plus 74 decodable words) from the Dolch List have been taught. Many of these Tricky Words are practiced and reviewed in Grade 1 Units 1 and 2.

CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term “digraph,” or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a white board, chart paper, an overhead projector, a document camera or the projection system of your choice. A projection system works especially well for activity pages, since it allows the teacher to model the task exactly as the students will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a Smartboard. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to “catch up” by skipping ahead to Lesson 14. If you do, students will be lacking important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

SMALL GROUP WORK

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. Since all students need to learn that /t/ is spelled ‘t’, it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons, as well as the Additional Support activities at the end of each lesson, that will guide you in how to differentiate instruction for your students, while still using the whole class approach described in the Basic Code Lessons.

However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small group; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that *you can pause at any point in the program*. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

GROUPING AND PULL-OUT INSTRUCTION

The Grade 1 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 1 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 6–10 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 1 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 1 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of remediation can be moved to the appropriate group, while students who are making progress can advance.

Appendix B: Grade 1

Scope and Sequence

Unit 1

- comprehensive assessment of reading skills
- review of reading and writing CVC, CCVC, CVCC, CCVCC words
- the Tricky Words *a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, do, who, two, the, said, says, was, when, where, why, what, which, here, there*
- oral blending and segmenting of sounds
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form

Unit 2

- Basic Code spellings for the long vowel sounds (/ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e')
- the Tricky Words *he, she, we, be, me, they, their, my, by, no, so, some, you, your*
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification

Unit 3

- Basic Code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/
- read two-syllable words
- the Tricky Words *should, would, because, could, down*
- reading decodable stories
- answering questions about stories in written form

- weekly spelling words and assessment
- the writing process: fictional narratives

Unit 4

- Basic Code spellings for the r-controlled vowel sounds (/er/, /ar/, /or/)
- past-tense endings
- read two-syllable words
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form
- the Tricky Words *today, yesterday, tomorrow*
- weekly spelling words and assessment
- the writing process: descriptive writing

Unit 5

- common spelling alternatives for consonant sounds (e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/)
- weekly spelling words and assessment
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification
- word sorts
- the Tricky Words *how, picture, coach*
- the writing process: opinion piece

Unit 6

- common spelling alternatives for consonant sounds (e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /wh/)
- weekly spelling words and assessment
- dictation with phrases
- chaining exercises

- word sorts for tricky spellings
- reading decodable stories
- answering questions about stories in written form
- the writing process: instructional writing

Unit 7

- spelling alternatives for long vowel sounds (e.g., 'ai' and 'ay' for /ae/, 'o' and 'oe' for /oe/)
- chaining exercises
- weekly spelling words and assessment
- word sorts
- read three-syllable words
- reading decodable stories
- answering questions about stories in written form
- the writing process: personal narratives

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 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 1.1.A | listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses | |
| TEKS 1.1.B | follow, restate, and give oral instructions that involve a short, related sequence of actions | |
| TEKS 1.1.C | share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language | |
| TEKS 1.1.D | Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions | |
| TEKS 1.1.E | develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings | |
| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: | | |
| (A) demonstrate phonological awareness by: | | |
| TEKS 1.2.A.i | producing a series of rhyming words | |
| TEKS 1.2.A.ii | recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound | |
| 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 | U1: p. 18, U1: p. 19, U1: p. 26, U1: p. 30, U1: p. 38, U1: p. 52, U1: p. 58, U1: p. 64, U1: p. 67, U1: p. 109, U1: p. 112, U1: p. 122, U1: p. 125, U1: p. 133, U1: p. 136, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170, U1: p. 178, U1: p. 185, U1: p. 192, U1: p. 195 |
| TEKS 1.2.A.v | blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends | U1: p. 19, U1: p. 22, U1: p. 41, U1: p. 44, U1: p. 52, U1: p. 55, U1: p. 109, U1: p. 112, U1: p. 122, U1: p. 125, U1: p. 144, U1: p. 147, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170, U1: p. 178, U1: p. 181, U1: p. 192, U1: p. 195, U1: p. 229, U1: p. 232, U1: p. 241, U1: p. 244, U1: p. 271, U1: p. 274, U1: p. 282, U1: p. 285, U1: p. 291, U1: p. 294, U1: p. 300, U1: p. 303, U1: p. 310, U1: p. 313, U1: p. 323, U1: p. 326, U1: p. 334, U1: p. 337, U1: p. 344, U1: p. 347 |
| TEKS 1.2.A.vi | manipulating phonemes within base words | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 1

| Skills 1 | | Correlation—Teacher's Guide |
|--|--|--|
| 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 | U1: p. 19, U1: p. 22, U1: p. 41, U1: p. 44, U1: p. 52, U1: p. 55, U1: p. 109, U1: p. 112, U1: p. 122, U1: p. 125, U1: p. 144, U1: p. 147, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170, U1: p. 178, U1: p. 181, U1: p. 192, U1: p. 195, U1: p. 229, U1: p. 232, U1: p. 241, U1: p. 244, U1: p. 282, U1: p. 285, U1: p. 291, U1: p. 294, U1: p. 300, U1: p. 303, U1: p. 310, U1: p. 313, U1: p. 323, U1: p. 326, U1: p. 334, U1: p. 337, U1: p. 344, U1: p. 347 |
| (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 | U1: p. 30, U1: p. 33, U1: p. 38, U1: p. 41, U1: p. 44, U1: p. 52, U1: p. 55, U1: p. 58, U1: p. 64, U1: p. 67, U1: p. 109, U1: p. 112, U1: p. 122, U1: p. 125, U1: p. 133, U1: p. 136, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170, U1: p. 178, U1: p. 181, U1: p. 214, U1: p. 217, U1: p. 229, U1: p. 232, U1: p. 241, U1: p. 244, U1: p. 253, U1: p. 256, U1: p. 259, U1: p. 260, U1: p. 264, U1: p. 268, U1: p. 271, U1: p. 274 |
| TEKS 1.2.B.ii | decoding words with initial and final consonant blends, digraphs, and trigraphs | U1: p. 178, U1: p. 181, U1: p. 182, U1: p. 185, U1: p. 190, U1: p. 192, U1: p. 195, U1: p. 214, U1: p. 217, U1: p. 253, U1: p. 256, U1: p. 264, U1: p. 268, U1: p. 259, U1: p. 260, U1: p. 271, U1: p. 274 |
| 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 | U1: p. 19, U1: p. 26, U1: p. 30, U1: p. 38, U1: p. 122, U1: p. 125, U1: p. 144, U1: p. 147, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170 |
| 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 | U1: p. 271, U1: p. 274, U1: p. 275 |
| TEKS 1.2.B.vi | identifying and reading at least 100 high-frequency words from a research-based list | U1: p. 41, U1: p. 44, U1: p. 64, U1: p. 67, U1: p. 109, U1: p. 112, U1: p. 133, U1: p. 136, U1: p. 144, U1: p. 149, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170, U1: p. 178, U1: p. 185, U1: p. 204, U1: p. 208, U1: p. 214, U1: p. 217, U1: p. 253, U1: p. 256, U1: p. 271, U1: p. 274, U1: p. 291, U1: p. 294, U1: p. 300, U1: p. 307, U1: p. 310, U1: p. 313 |
| (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 | |
| TEKS 1.2.C.ii | spelling words with initial consonant digraphs | |
| TEKS 1.2.C.iii | spelling words using sound-spelling patterns | U1: p. 44, U1: p. 52, U1: p. 58, U1: p. 133, U1: p. 136, U1: p. 323, U1: p. 327 |
| TEKS 1.2.C.iv | spelling high-frequency words from a research-based list | U1: p. 334, U1: p. 338, U1: p. 344, U1: p. 347 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

| Skills 1 | | Correlation—Teacher's Guide |
|---|--|---|
| TEKS 1.2.D | demonstrate print awareness by identifying the information that different parts of a book provide | |
| TEKS 1.2.E | alphabetize a series of words to the first or second letter and use a dictionary to find words | U1: p. 323, U1: p. 326, U1: p. 384 |
| TEKS 1.2.F | develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words | U1: p. 52, U1: p. 58, U1: p. 192, U1: p. 195, U1: p. 200 |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS 1.3.A | use a resource such as a picture dictionary or digital resource to find words | |
| TEKS 1.3.B | use illustrations and texts the student is able to read or hear to learn or clarify word meanings. | |
| TEKS 1.3.C | identify the meaning of words with the affixes -s, -ed, and -ing | U1: p. 271, U1: p. 274, U1: p. 275 |
| TEKS 1.3.D | identify and use words that name actions, directions, positions, sequences, categories, and locations | U1: p. 19, U1: p. 24, U1: p. 26, U1: p. 30, U1: p. 36, U1: p. 37, U1: p. 52, U1: p. 56, U1: p. 64, U1: p. 67, U1: p. 122, U1: p. 125, U1: p. 133, U1: p. 136, U1: p. 137, U1: p. 154, U1: p. 157, U1: p. 167, U1: p. 170 |
| (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 | U1: p. 83, U1: p. 87, U1: p. 88, U1: p. 204, U1: p. 209, U1: p. 214, U1: p. 229, U1: p. 235, U1: p. 241, U1: p. 248, U1: p. 253, U1: p. 259, U1: p. 282, U1: p. 287, U1: p. 300, U1: p. 304, U1: p. 310, U1: p. 317, U1: p. 323, U1: p. 328, U1: p. 334, U1: p. 339, U1: p. 344, U1: p. 349 |
| (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. | |
| (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 | U1: p. 204, U1: p. 209, U1: p. 210, U1: p. 214, U1: p. 221, U1: p. 222 |
| TEKS 1.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance | |
| TEKS 1.6.C | make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance | |
| TEKS 1.6.D | create mental images to deepen understanding with adult assistance | |
| TEKS 1.6.E | make connections to personal experiences, ideas in other texts, and society with adult assistance; | |
| TEKS 1.6.F | make inferences and use evidence to support understanding with adult assistance | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 1

| Skills 1 | | Correlation—Teacher's Guide |
|--|--|--|
| TEKS 1.6.G | evaluate details to determine what is most important with adult assistance | U1: p. 204, U1: p. 209, U1: p. 214, U1: p. 221, U1: p. 229, U1: p. 235, U1: p. 241, U1: p. 248, U1: p. 253, U1: p. 259, U1: p. 282, U1: p. 287, U1: p. 300, U1: p. 304, U1: p. 310, U1: p. 317, U1: p. 323, U1: p. 328, U1: p. 334, U1: p. 339, U1: p. 344, U1: p. 349 |
| TEKS 1.6.H | synthesize information to create new understanding with adult assistance | |
| TEKS 1.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down | |
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS 1.7.A | describe personal connections to a variety of sources | |
| TEKS 1.7.B | discuss rhyme, rhythm, repetition, and alliteration in a variety of poems | |
| TEKS 1.7.C | use text evidence to support an appropriate response | |
| TEKS 1.7.D | retell texts in ways that maintain meaning | U1: p. 241, U1: p. 248 |
| TEKS 1.7.E | interact with sources in meaningful ways such as illustrating or writing | |
| TEKS 1.7.F | respond using newly acquired vocabulary as appropriate | |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS 1.8.A | discuss topics and determine theme using text evidence with adult assistance | |
| TEKS 1.8.B | describe the main character(s) and the reason(s) for their actions | |
| TEKS 1.8.C | describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently | |
| TEKS 1.8.D | describe the setting | |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS 1.9.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; | |
| TEKS 1.9.B | discuss rhyme, rhythm, repetition, and alliteration in a variety of poems | |
| TEKS 1.9.C | discuss elements of drama such as characters and setting | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 1.9.D.i | the central idea and supporting evidence with adult assistance | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 1

Correlation—Teacher's Guide

| | | |
|---|--|--|
| TEKS 1.9.D.ii | features and simple graphics to locate or gain information | |
| TEKS 1.9.D.iii | organizational patterns such as chronological order and description with adult assistance | |
| TEKS 1.9.E | recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do | |
| TEKS 1.9.F | recognize characteristics of multimodal and digital texts | U1: p. 214, U1: p. 221, U1: p. 300, U1: p. 304, U1: p. 310, U1: p. 317, U1: p. 320 |
| (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 | U1: p. 204, U1: p. 209 |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS 1.11.A | plan a first draft by generating ideas for writing such as by drawing and brainstorming | |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 1.11.B.i | organizing with structure | |
| TEKS 1.11.B.ii | developing an idea with specific and relevant details | |
| TEKS 1.11.C | Revise drafts by adding details in pictures or words. | |
| (D) edit drafts using standard English conventions, including: | | |
| TEKS 1.11.D | edit drafts using standard English conventions | |
| TEKS 1.11.D.i | complete sentences with subject-verb agreement | |
| TEKS 1.11.D.ii | past and present verb tense | |
| TEKS 1.11.D.iii | singular, plural, common, and proper nouns | U1: p. 41, U1: p. 48, U1: p. 64, U1: p. 67, U1: p. 144, U1: p. 148, U1: p. 178, U1: p. 184, U1: p. 241, U1: p. 247, U1: p. 264, U1: p. 267, U1: p. 282, U1: p. 285, U1: p. 310, U1: p. 315 |
| TEKS 1.11.D.iv | adjectives, including articles | |
| TEKS 1.11.D.v | adverbs that convey time | |
| TEKS 1.11.D.vi | prepositions | |
| TEKS 1.11.D.vii | pronouns, including subjective, objective, and possessive cases | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Skills 1

Correlation—Teacher's Guide

| | | |
|--|---|--|
| TEKS 1.11.D.viii | capitalization for the beginning of sentences and the pronoun "I" | |
| TEKS 1.11.D.ix | punctuation marks at the end of declarative, exclamatory, and interrogative sentences | |
| TEKS 1.11.D.x | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance | |
| TEKS 1.11.E | publish and share writing | |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| TEKS 1.12.A | dictate or compose literary texts, including personal narratives and poetry | |
| TEKS 1.12.B | dictate or compose informational texts, including procedural texts | |
| TEKS 1.12.C | dictate or compose correspondence such as thank you notes or letters | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| TEKS 1.13.A | generate questions for formal and informal inquiry with adult assistance | |
| TEKS 1.13.B | develop and follow a research plan with adult assistance | |
| TEKS 1.13.C | identify and gather relevant sources and information to answer the questions with adult assistance | |
| TEKS 1.13.D | demonstrate understanding of information gathered with adult assistance | |
| TEKS 1.13.E | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 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. 187 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | |
| ELPS 1.F | use accessible language and learn new and essential language in the process | |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|---|------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | U1: p. 163 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 1

Correlation—Teacher's Guide

| | | |
|---|--|--|
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | |
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| ELPS 3.E | share information in cooperative learning interactions | |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and contentbased vocabulary during extended speaking assignments | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

| Skills 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 | |
| <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 | U1: p. 319 |
| 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. 187 |
| 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 | U1: p. 163 |
| 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. 211, U1: p. 224, U1: p. 238, U1: p. 288, U1: p. 306, U1: p. 319, U1: p. 330, U1: p. 341, U1: p. 350 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Skills 1

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 | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | |

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Grade 1 | Skills 1 | Teacher Guide

ISBN 9781683919377



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1

Grade 1

Skills 1 | Activity Book

Grade 1

Skills 1

Activity Book

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Skills 1

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 1. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

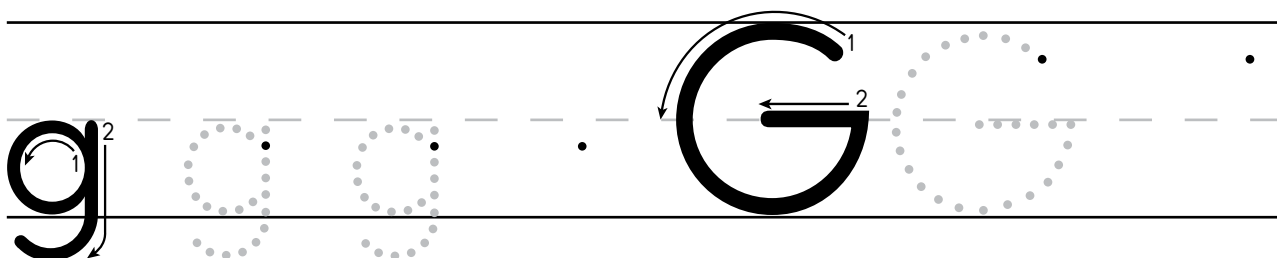
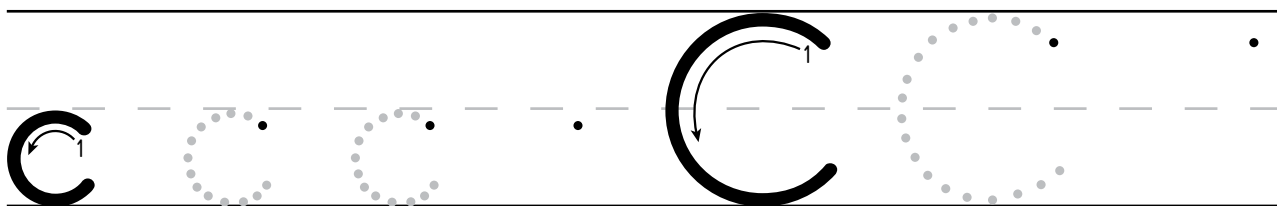
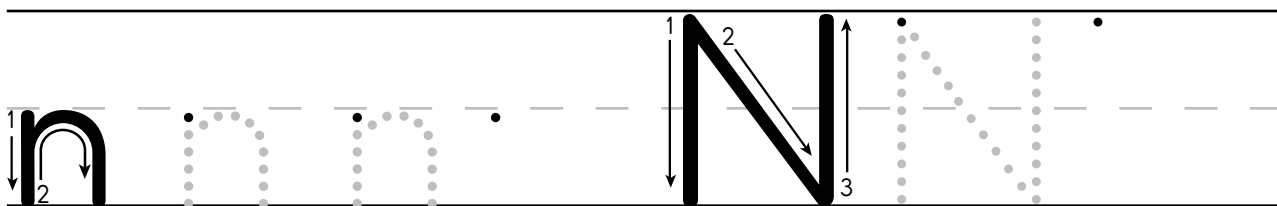
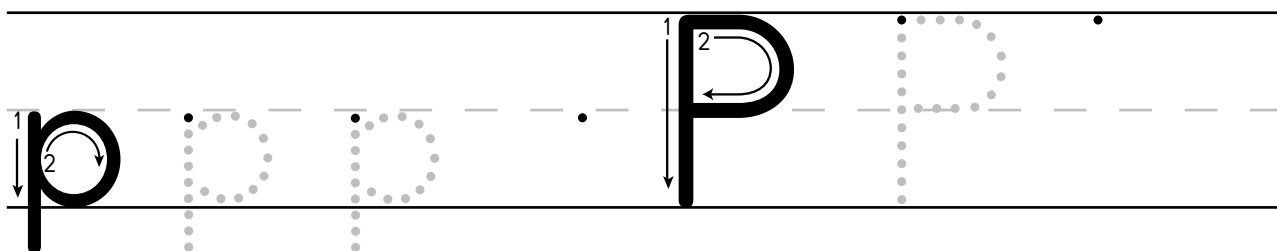
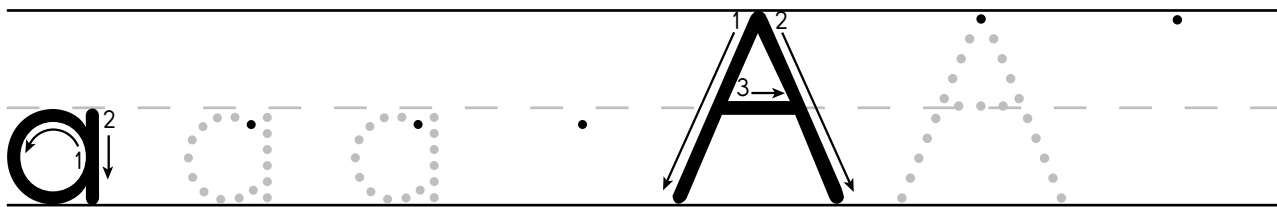
NAME: _____

DATE: _____

1.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

pan

cap

nap

can





NAME: _____

DATE: _____

1.2

Take-Home

Dear Family Member,

It is exciting to start the school year—a warm welcome back to you and your child!

During the early weeks of school, we will review the skills taught in Kindergarten. This review period will also give us the opportunity to get to know your child better so we can identify his or her particular areas of strength and weakness in reading. It is important that we determine exactly what level of instruction is most appropriate for your child.

Once we have completed our evaluations, your child will be placed in the instructional materials most appropriate for his or her learning needs. You will begin to see more examples of class work, as well as homework, on a regular basis.

It is important that parents become involved in the education of their child. If you would like information on how you can help your child at home, please do not hesitate to contact me. You will continue to receive periodic family letters that will give you tips and activities to do with your child at home. I look forward to teaching your child this year and helping each student to grow as a reader!

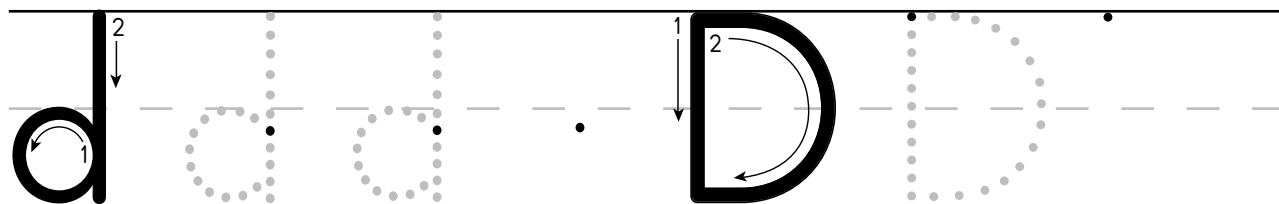
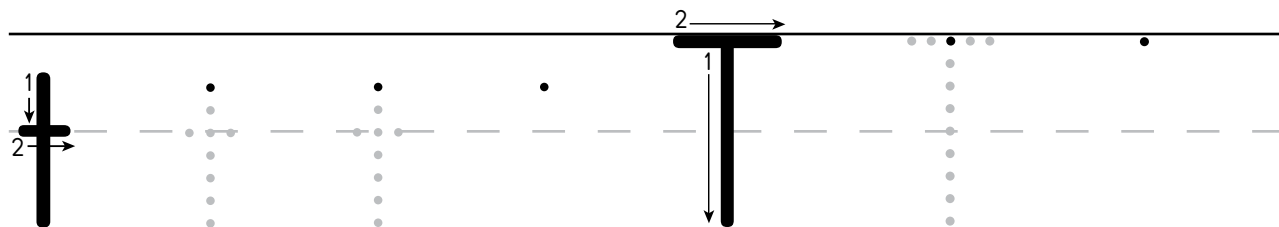
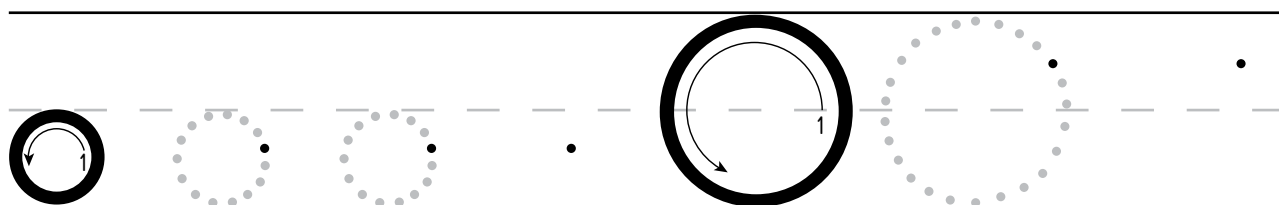
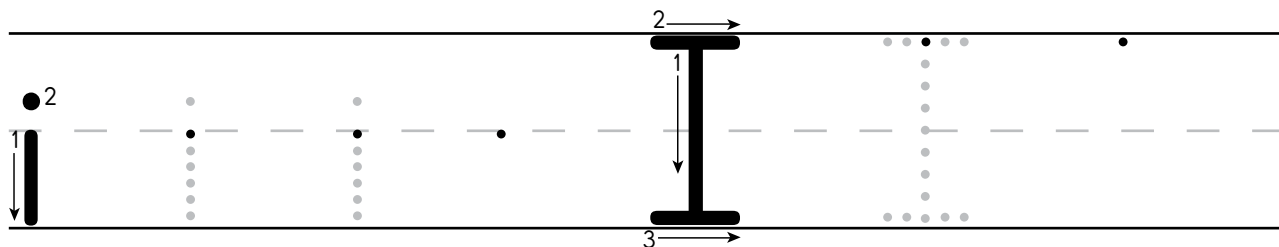
NAME: _____

DATE: _____

2.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

2.2

Activity Page

cat

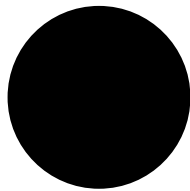
pot

dot

dad

cap

dig





Directions: Have the student write each word under its matching picture.

NAME: _____

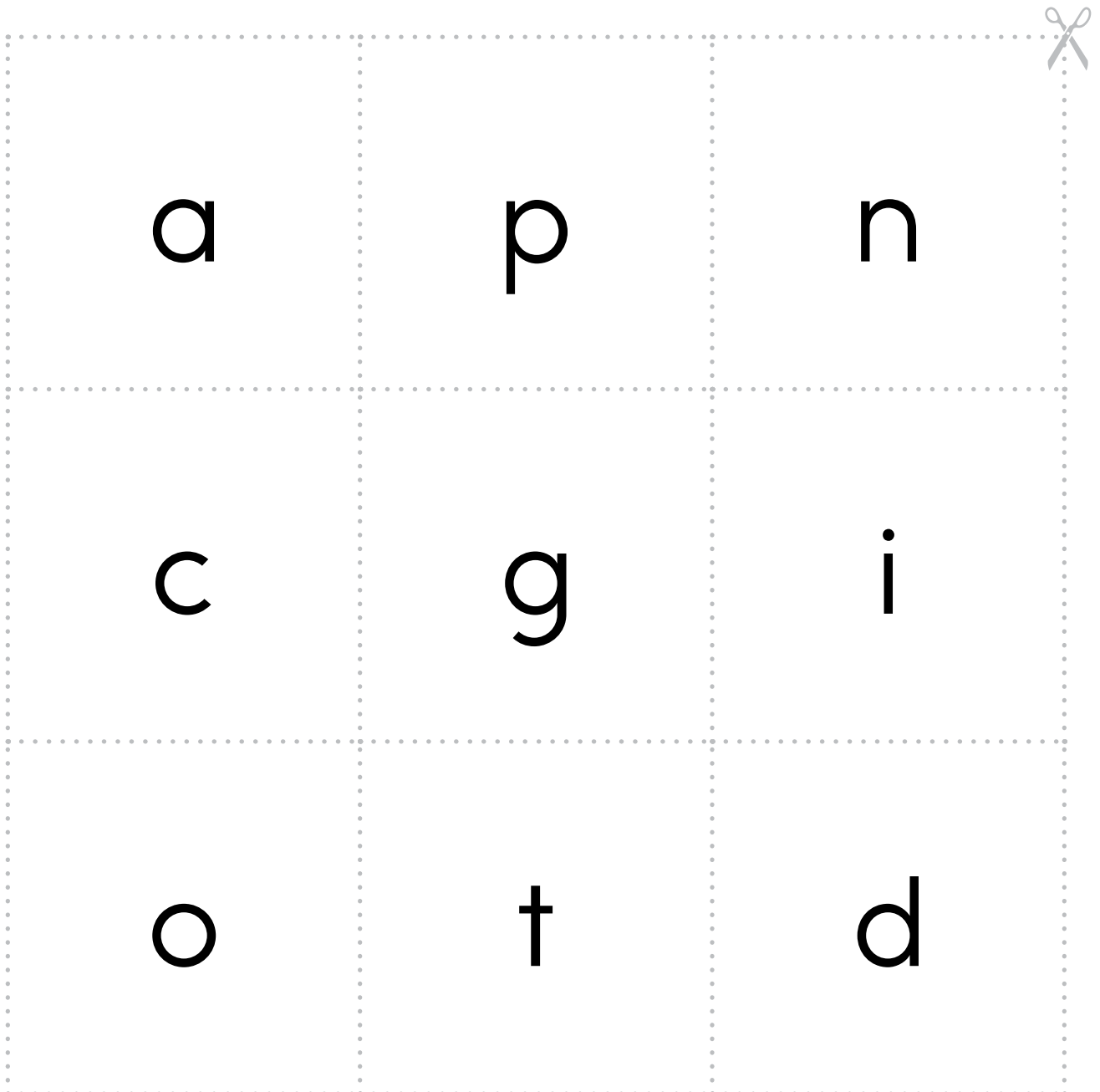
DATE: _____

2.3

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards. Arrange the cards to make the word *cat*. Have your child read the word, sound by sound. Repeat with the following words: *pat, pot, pit, nap, it, got, dog, dig, not*. If your child does well reading the words, read the words aloud one at a time, and ask him or her to spell the word by arranging the letter cards.



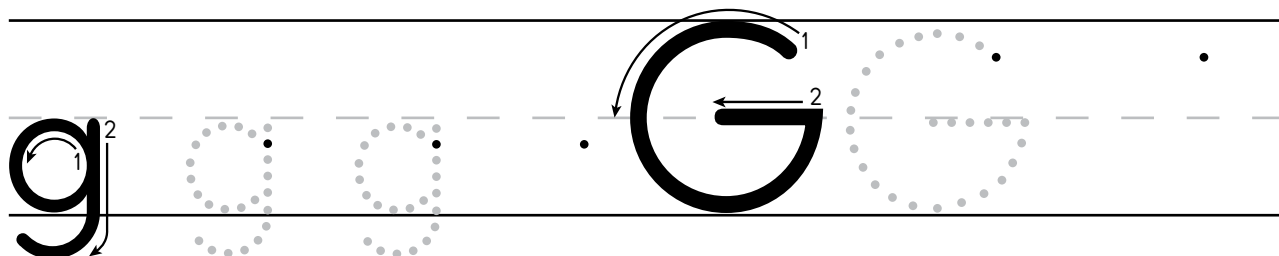
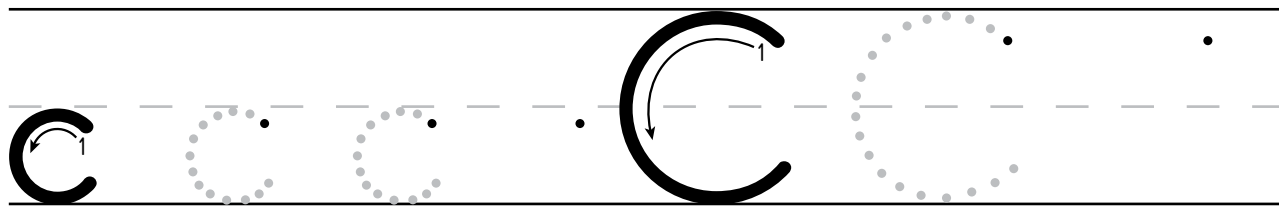
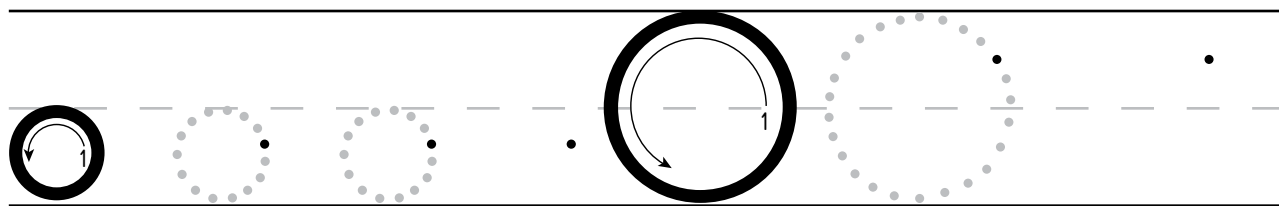
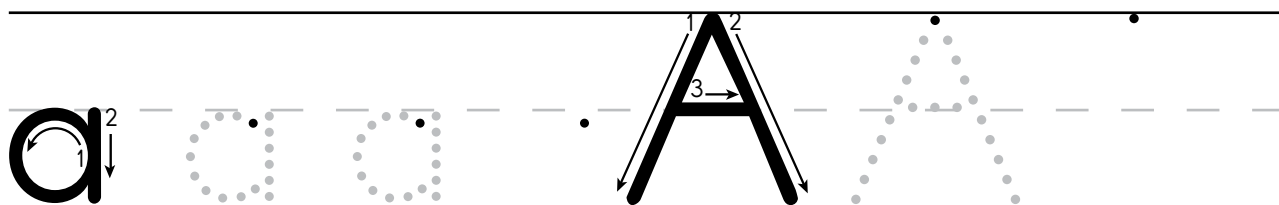
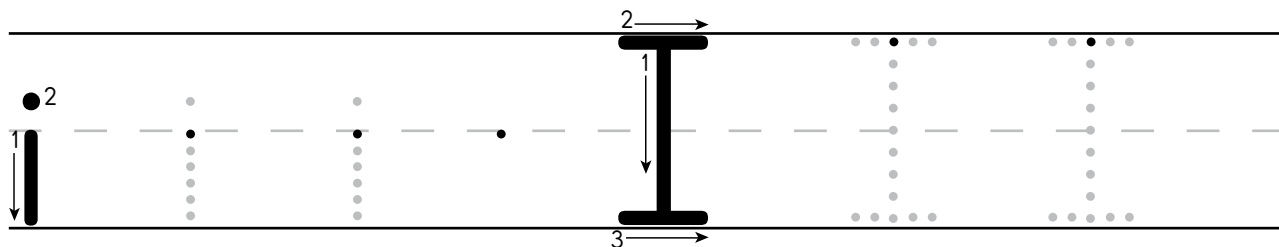
NAME: _____

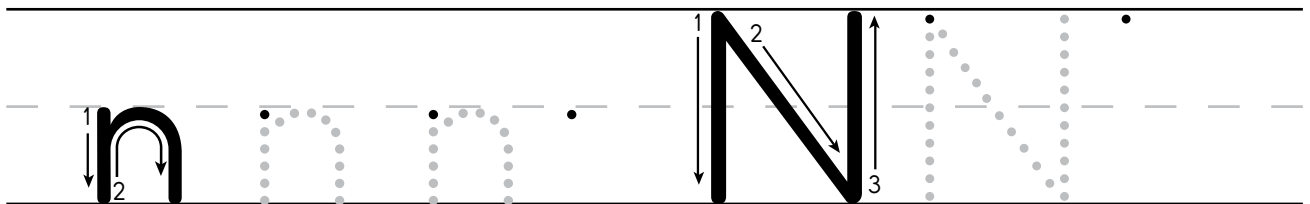
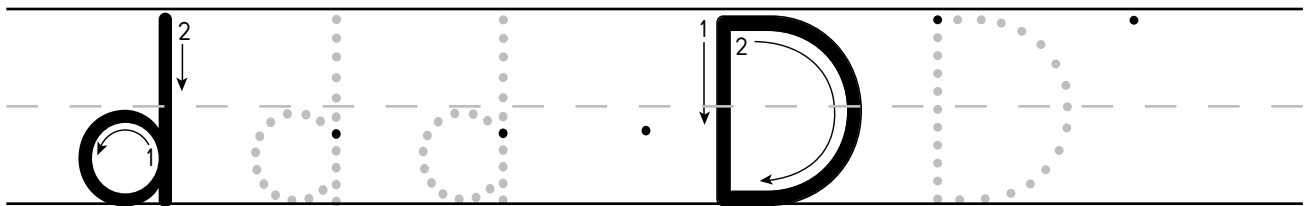
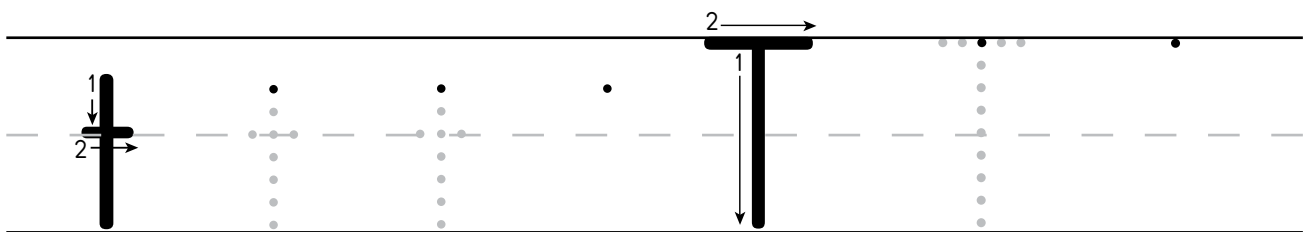
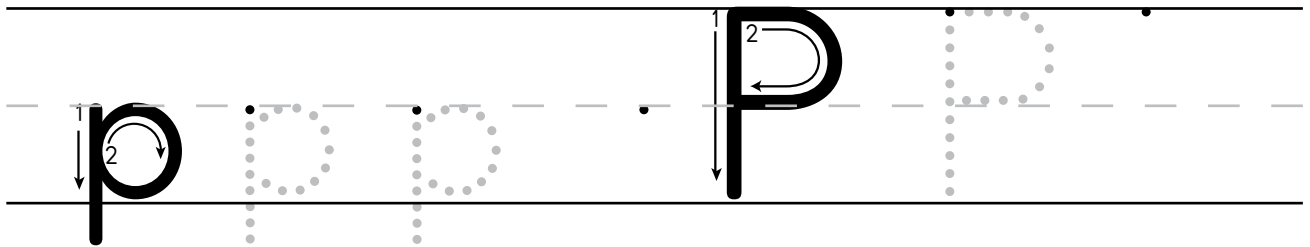
DATE: _____

3.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





NAME: _____

DATE: _____

3.2

Activity Page

pan

dot

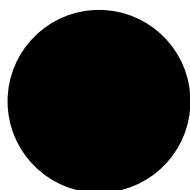
dad

dog

pin

nap





Directions: Have the student write each word under its matching picture.

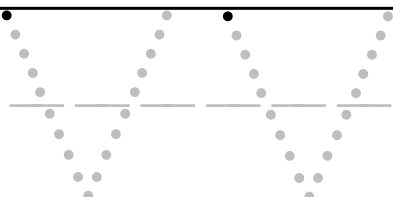
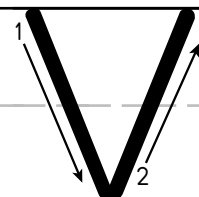
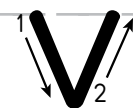
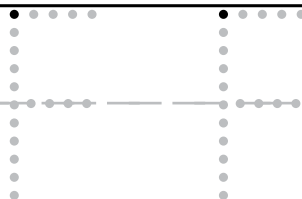
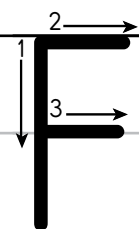
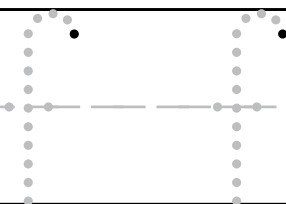
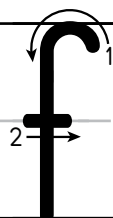
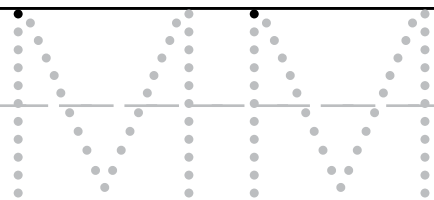
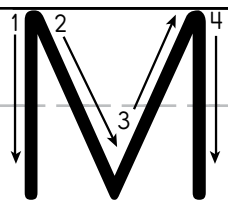
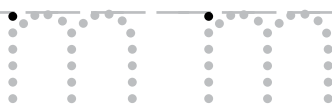
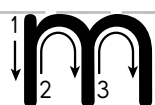
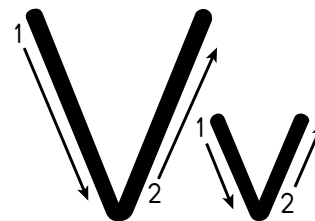
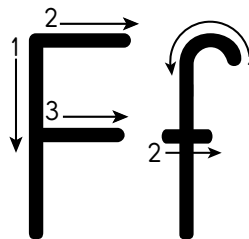
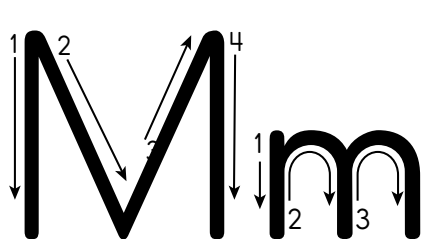
NAME: _____

DATE: _____

4.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

4.2

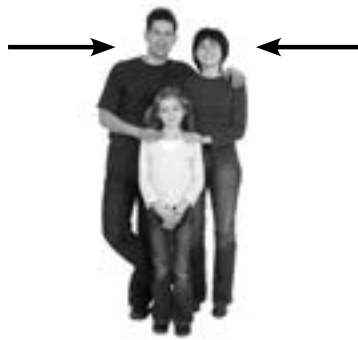
Activity Page

a dog

mom and dad

a fat pig

a tin can





Directions: Have the student write each phrase under its matching picture.

a dog

mom and dad

a fat pig

a tin can



NAME: _____

DATE: _____

4.3

Take-Home

Dear Family Member,

Your child has been taught to read words by saying the sounds and then blending them together to make a word. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying individual sounds and then blending them together to make a word. The words marked with a star are Tricky Words. These are words that are not pronounced as students may expect; we say that Tricky Words do not play by the rules. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

| | | |
|-----|------|------|
| fat | did | pig |
| and | dog | not |
| mad | cat | mats |
| vet | damp | gift |
| ★ a | ★ I | |

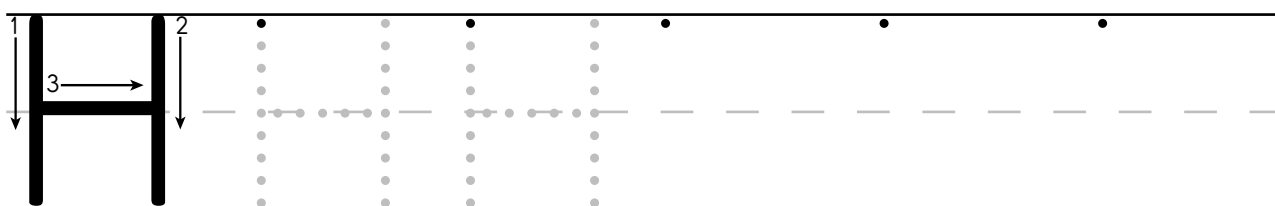
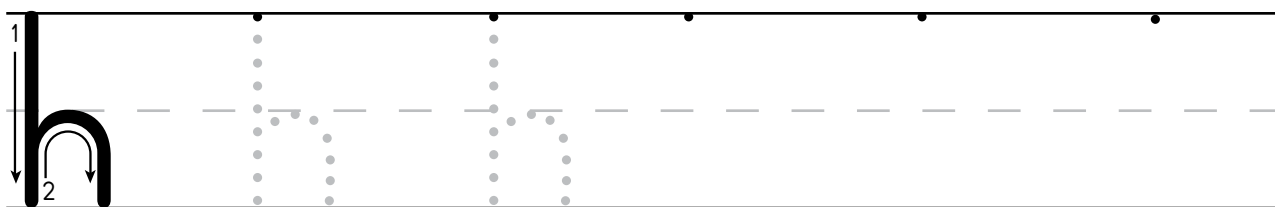
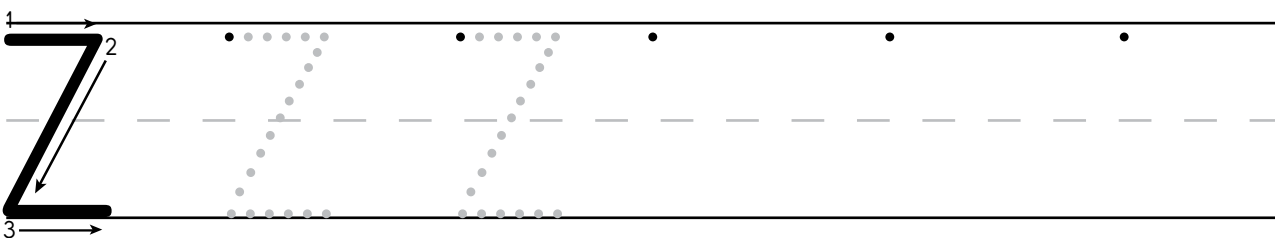
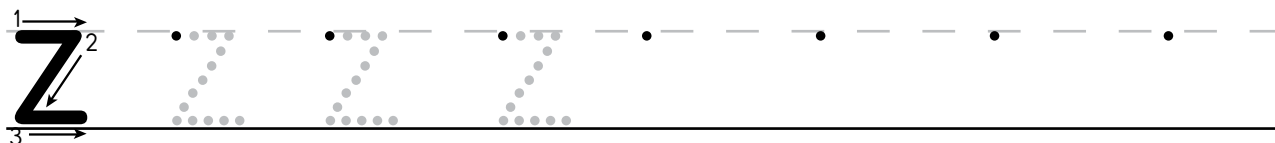
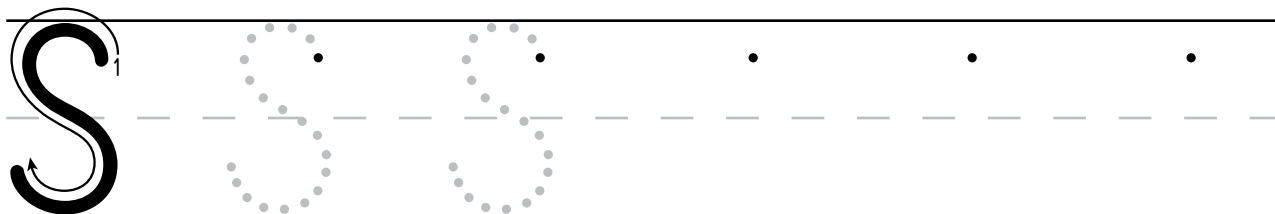
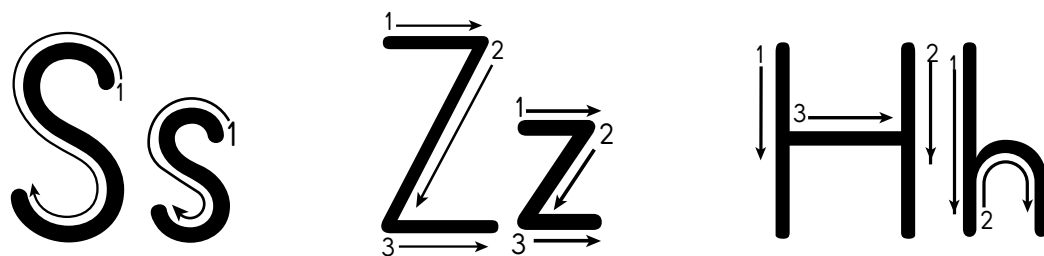
NAME: _____

DATE: _____

5.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

stamp

hat

fist

ham



NAME: _____

DATE: _____

6.1

Assessment

1. met man mat bat

2. zip zap sip vat

3. cut cot got gut

4. pet vet vat fat

5. rot rob rod red

6. fox fix fax fan

7. spill grab stop spit

8. clip drip drop drum

9. cabs dogs crabs crust

10. flint flag print flap

| | | | | |
|-----|------|------|------|------|
| 11. | mess | mass | miss | muss |
|-----|------|------|------|------|

| | | | | |
|-----|------|------|-----|-----|
| 12. | kong | king | kin | ken |
|-----|------|------|-----|-----|

| | | | | |
|-----|------|-----|------|-------|
| 13. | wack | wax | wick | wicks |
|-----|------|-----|------|-------|

| | | | | |
|-----|-------|-------|-------|-------|
| 14. | ships | chops | chips | chaps |
|-----|-------|-------|-------|-------|

| | | | | |
|-----|------|------|------|-----|
| 15. | chin | shin | shun | sin |
|-----|------|------|------|-----|

| | | | | |
|-----|------|-----|------|------|
| 16. | that | fin | this | thin |
|-----|------|-----|------|------|

| | | | | |
|-----|------|------|-------|-------|
| 17. | chin | jill | chill | spill |
|-----|------|------|-------|-------|

| | | | | |
|-----|-------|-------|-------|------|
| 18. | quest | chest | quill | best |
|-----|-------|-------|-------|------|

| | | | | |
|-----|-----|------|------|------|
| 19. | bus | buzz | boss | buff |
|-----|-----|------|------|------|

| | | | | |
|-----|-----|-----|-----|------|
| 20. | ebb | edd | odd | bibb |
|-----|-----|-----|-----|------|

NAME: _____

DATE: _____

6.1
CONTINUED

Assessment

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no

NAME: _____

DATE: _____

6.1
CONTINUED

Assessment

Scoring Sheet for Word Recognition Assessment

| Lines | Code Knowledge Tested | Items Correct | Specific Errors |
|-------|--|---------------|--|
| 1–6 | CVC word with single-letter spellings (e.g., <i>fax</i> , <i>fat</i>) | ___/6 | Sound spellings missed and/or confusion, e.g., ‘b’ and ‘d’, ‘s’ and ‘z’, ‘a’ and ‘o’ |
| 7–13 | Consonant clusters (e.g., ‘dr’ in <i>drip</i>) | ___/7 | Clusters missed: |
| 14–20 | Consonant digraphs and double-letter spellings (e.g., ‘ss’ and ‘th’) | ___/7 | Consonant digraphs/ double-letter spellings missed: |
| 21–25 | Tricky Words (e.g., <i>the</i> and <i>I</i>) (Do not count as a part of the total score.) | ___/5 | Tricky Words missed: |

Total Score: ____/20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Assessment, “Gwen’s Hens.”**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Assessment.**

NAME: _____

DATE: _____

6.2

Activity Page

Seth

This is Seth Smith.

Seth is ten.



Seth must get in bed at ten.

Seth can jump on his bed, but not past ten.

Seth can stomp and romp and stand on his hands, but not past ten.



Seth's dad gets mad if Seth is not in bed at ten.



NAME: _____

DATE: _____

6.3

Activity Page

Seth's Mom

This is Pat.

Pat is Seth's mom.



Pat can fix things.



Pat can scrub, plan, and think.



Pat is strong.

Pat can run fast.



Pat can sing songs.



NAME: _____

DATE: _____

6.4

Activity Page

Kit

Kit can run.



Kit can skip.



Kit can flip and flop.



Kit can swim.



NAME: _____

DATE: _____

6.5

Activity Page

Kit and Stan

Kit ran and hid.



Stan ran and got Kit.



Stan ran and hid.



Kit ran and got Stan.



Kit and Stan had fun.



NAME: _____

DATE: _____

7.1

Assessment

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

Note to Teacher: If a student re-reads this story aloud to you one-on-one after independently reading the story, use this page as a running record, marking any words the student misreads.

NAME: _____

DATE: _____

7.2

Assessment

Note to Teacher: If you ask these questions orally, after the student has independently marked responses, use this page and a different color pen to mark the student's oral responses.

1. Gwen had a:

☐ dog

☐ cat

☐ hen

2. The hen was:

☐ wet

☐ red

☐ mad

3. Gwen kept the hen in a:

☐ box

☐ pen

☐ pet

4. The hen sat on:

- ☐ a bed
- ☐ a mat
- ☐ its eggs

5. When Gwen went to bed, the hen:

- ☐ sat and sat
- ☐ had a snack
- ☐ went with Gwen

6. The hen sat and sat and was a:

- ☐ kid
- ☐ dad
- ☐ mom

NAME: _____

DATE: _____

7.3

Assessment

Pseudoword Reading Assessment Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads “wug” as /wag/, mark “wug” as follows:

a
wug

CVC Words

1. wug rab sep zat het

CVC Words

2. kem jid pog lum yod

CVC Words

3. lin fod cax ved mip

Consonant Cluster

4. nist brin clup stent glosp

Consonant Digraphs

5. thock shup chim quib ling

Double-Letter Spellings

6. muzz vell tass beff dagg

Words correct _____ / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings:

NAME: _____

DATE: _____

7.4

Assessment

Code Knowledge Diagnostic Assessment

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

Letter/sounds correct _____ / 35

NAME: _____

DATE: _____

7.5

Assessment

Letter Name Test

1. a w e

2. t y u

3. o p s

4. f g h

5. k l z

6. c v b

7. d x j

8. n i m

9. u r q

10. l y g

Letter names correct _____ / 10

NAME: _____

DATE: _____

7.6

Activity Page

Seth's Dad

This is Ted.

Ted is Seth's dad.



Ted brings his lunch
with him.



Ted **thinks** and plans.

Ted is fast **with** math.



Ted is **strong**.

Ted can **crush** tin
cans **with** his hands.



NAME: _____

DATE: _____

7.7

Activity Page

Sal's Fish Shop

Pat and Seth went in Sal's
Fish Shop.



Sal had fresh fish.

Sal had fresh shrimp.

Sal had crabs.

Sal had clams.

Sal had squid.



Pat got fish and shrimp.



NAME: _____

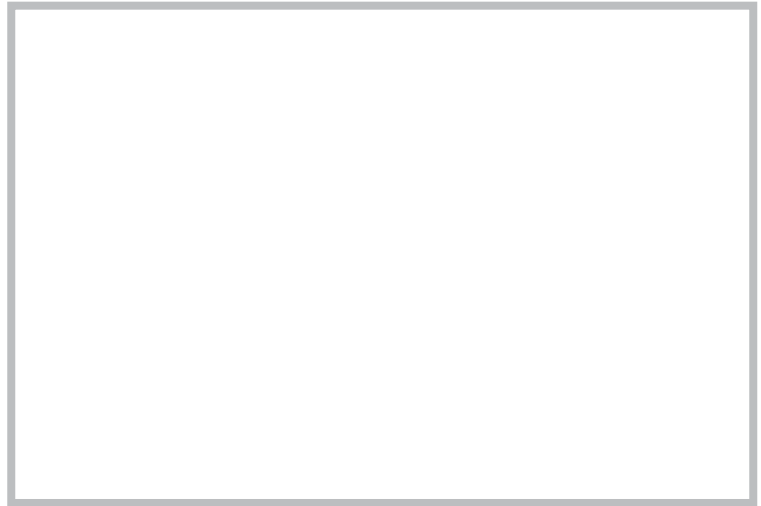
DATE: _____

7.8

Activity Page

Directions: Have the student draw a picture for each phrase.

1. flip flops



2. big drop



3. tin can



4. red mat



5. big hat



6. mom and dad



NAME: _____

DATE: _____

7.9

Activity Page

Kit's Hats

Kit has hats.



Kit has big hats.



Kit has flat hats.



Kit has fun hats.



NAME: _____

DATE: _____

7.10

Activity Page

Kit's Cats

Kit has cats.



Kit's cats run fast.



Kit's cats lap up milk.



Kit's cats jump up on Kit's bed.



NAME: _____

DATE: _____

8.1

Activity Page

Lunch

Seth had lunch with his mom and dad.

Pat had shrimp and chips.

Ted had shrimp, fish, and chips.

Seth had ham and chips.



Munch, munch.

Crunch, crunch.

Yum, yum.



NAME: _____

DATE: _____

8.2

Activity Page

Seth's Finch

That's Seth's pet finch, Chip.

Chip can flap his wings.

Chip can munch on ants and bugs.

Chip can sing.



Chip can land on Seth's hand.

That finch is fun!



NAME: _____

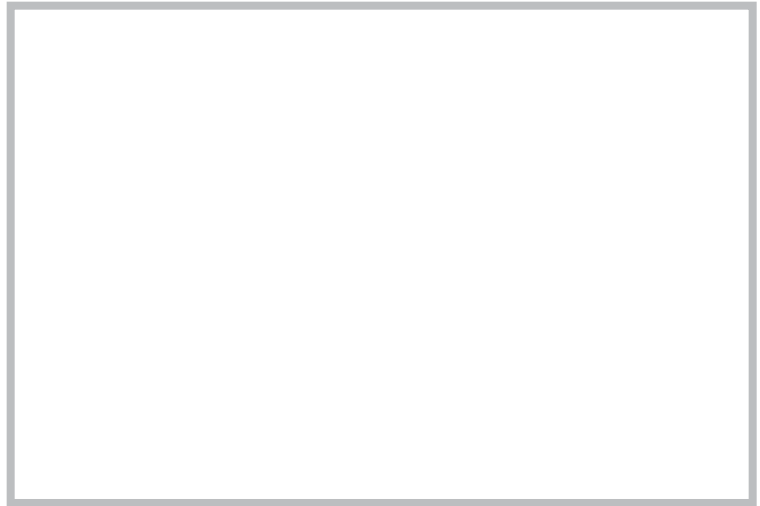
DATE: _____

8.3

Activity Page

Directions: Have the student draw a picture for each phrase.

1. big dog



2. red cap



3. mad dad



4. fat cat



5. wet frog



6. pig and hen



NAME: _____

DATE: _____

8.4

Activity Page

Kit's Mom

Kit's mom gets up at six.



Kit's mom gets dad up.



Kit's mom gets Kit up.

Kit's mom gets dad fed.

Kit's mom gets Kit fed.

Kit's mom gets Kit's pets fed



NAME: _____

DATE: _____

8.5

Activity Page

Mumps

Kit has mumps.

Kit is in bed.

Kit can't get up.



Kit can't run and jump.

Kit can't skip and hop.

Kit is sad.



NAME: _____

DATE: _____

9.1

Activity Page

Lost Finch

Seth's pet finch, **Chip**, is lost.

Seth can't spot him.

Pat can't spot him.

Ted can't spot him.



Chip is not on Seth's bed.

Chip is not on Seth's desk.

Then, at last, Pat spots **Chip**.

Chip hid in Pat's hat and slept.



NAME: _____

DATE: _____

9.2

Activity Page

Seth's Sled

Seth's sled went fast.

Seth held on.

Seth hit bumps but did not stop.

Seth hit slush but did not stop.



Then Seth's sled hit mud.

Splash!

Seth got mud on his sled.

Seth got mud on his pants.

Seth got mud on his hat.



NAME: _____

DATE: _____

9.3

Activity Page

Directions: Have the student draw a picture for each phrase.

1. a cup



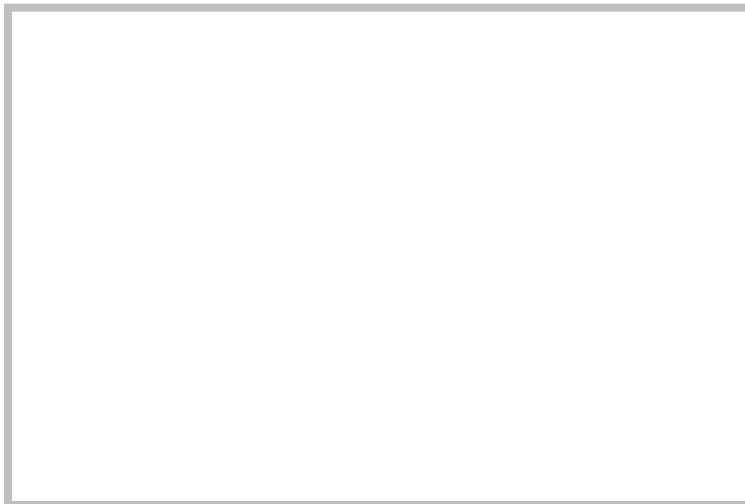
2. wet mop



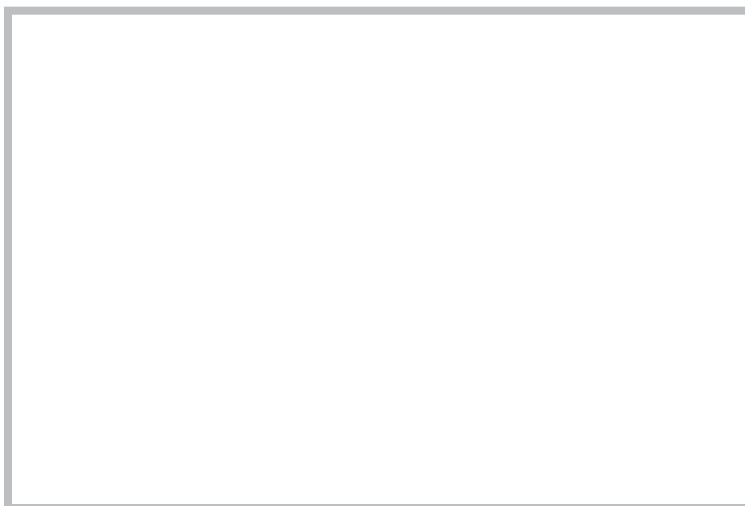
3. big log



4. red ball



5. sad pal



6. hot dog



NAME: _____

DATE: _____

9.4

Activity Page

Up

Kit gets up on top.

Kit helps Max get up.



Max helps Jen get up.

Jen helps Kent get up.



Kent helps Ted get up.

Ted helps Peg get up.



NAME: _____

DATE: _____

9.5

Activity Page

Fast Fred

Kit's pal Fred gulps his milk.

Fast Fred gulps and gulps.

Fred gets milk on his desk.

Fred gets milk on his pants.



Fred gets milk on Kit.

Kit gets mad at Fred.

“Stop it, Fred!”



NAME: _____

DATE: _____

10.1

Activity Page

Meg's Tots

This is Meg.

Meg is Pat's best pal.



Pat has 1 lad—Seth.

Meg has 5 tots—Tom, Tim, Max, Sam, and Wes.

Meg has **quints**!



Pat and Ted help Meg.

Pat sets Tim and Tom on Seth's rug.

Ted sets Sam on Seth's **quilt**.

Pat sets Max on Seth's bed.

Ted helps Wes stand up on Seth's desk.



NAME: _____

DATE: _____

10.2

Activity Page

Hash and Milk

Pat and Ted had lunch with
Meg's tots.

Max got hash on his chin.

Wes got hash on his bib.

Tim's milk is on Tom.

Then Tom got milk on Tim.

Sam got milk on Pat and Ted.



NAME: _____

DATE: _____

10.3

Activity Page

Pip's Cats

Pip is Kit's pal.



Pip has six cats.

Pip's cats got in mud.



Pip's cats left mud on his rug.

Pip's mom got mad.



NAME: _____

DATE: _____

10.4

Activity Page

Vic Gets Lost

Pip's cat Vic got lost.

Pip felt sad.



Kit ran and got Vic.

Kit set Vic on Pip's lap.

Pip felt glad.



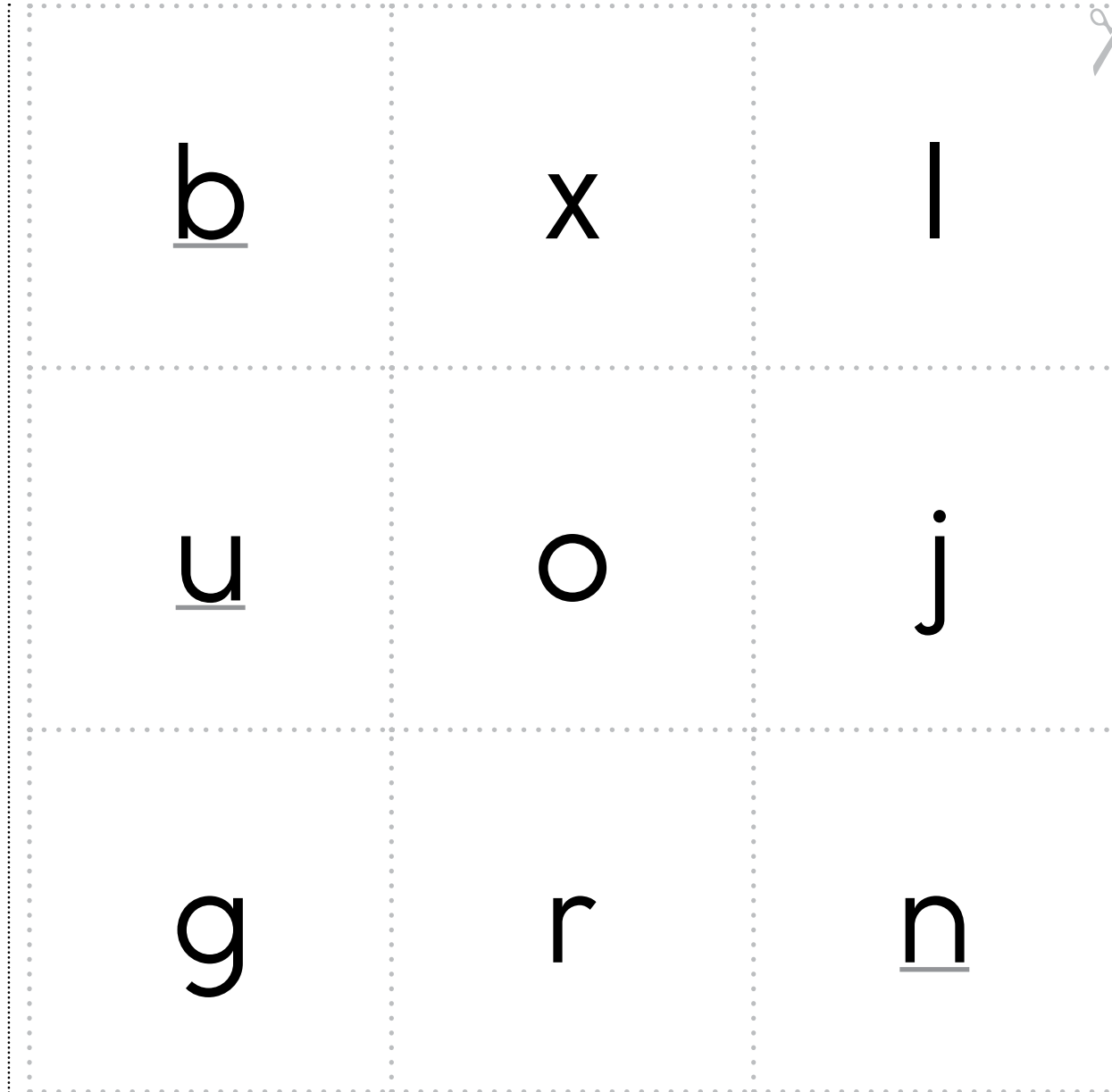
NAME: _____

DATE: _____

10.5

Activity Page

Directions: Have the student cut out the letters and see how many words he or she can make. Ask him or her to write the words on a piece of paper.



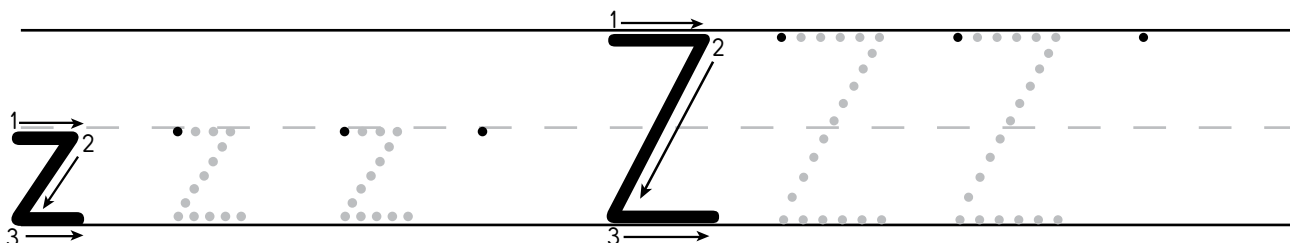
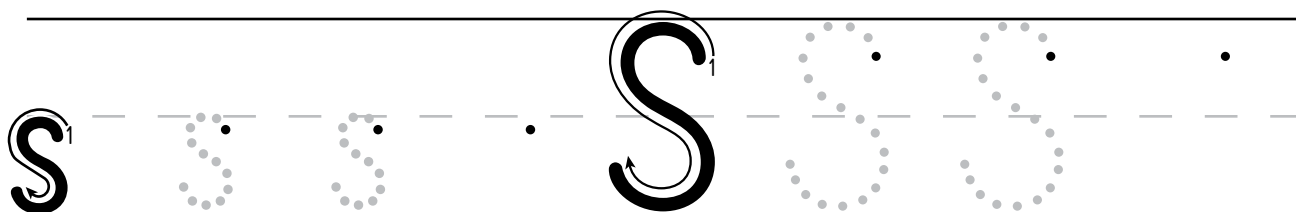
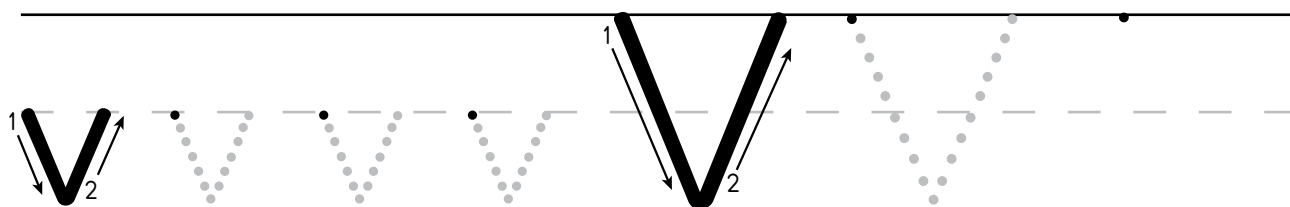
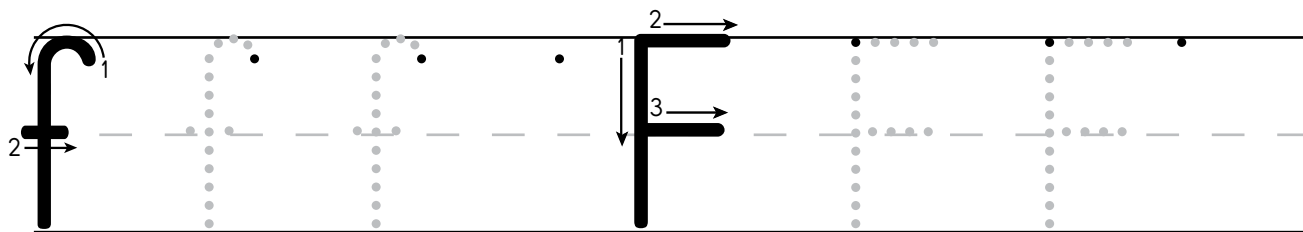
NAME: _____

DATE: _____

11.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

fan

van

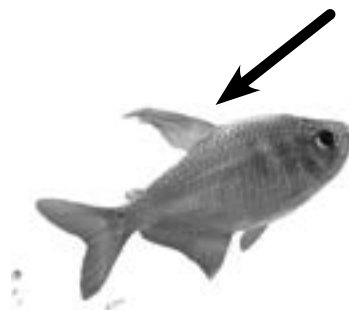
zip

sit

fin

cats





NAME: _____

DATE: _____

11.2

Activity Page

Directions: Have the student cut out the letter cards.

S





Z

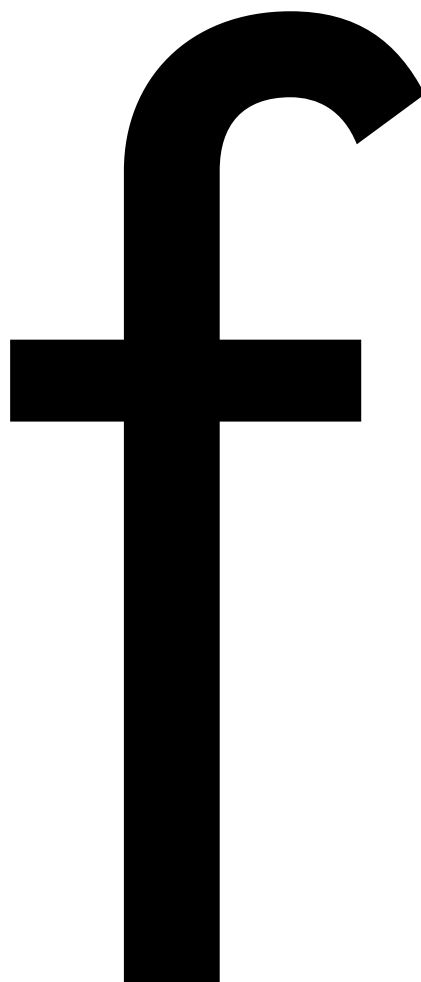
NAME: _____

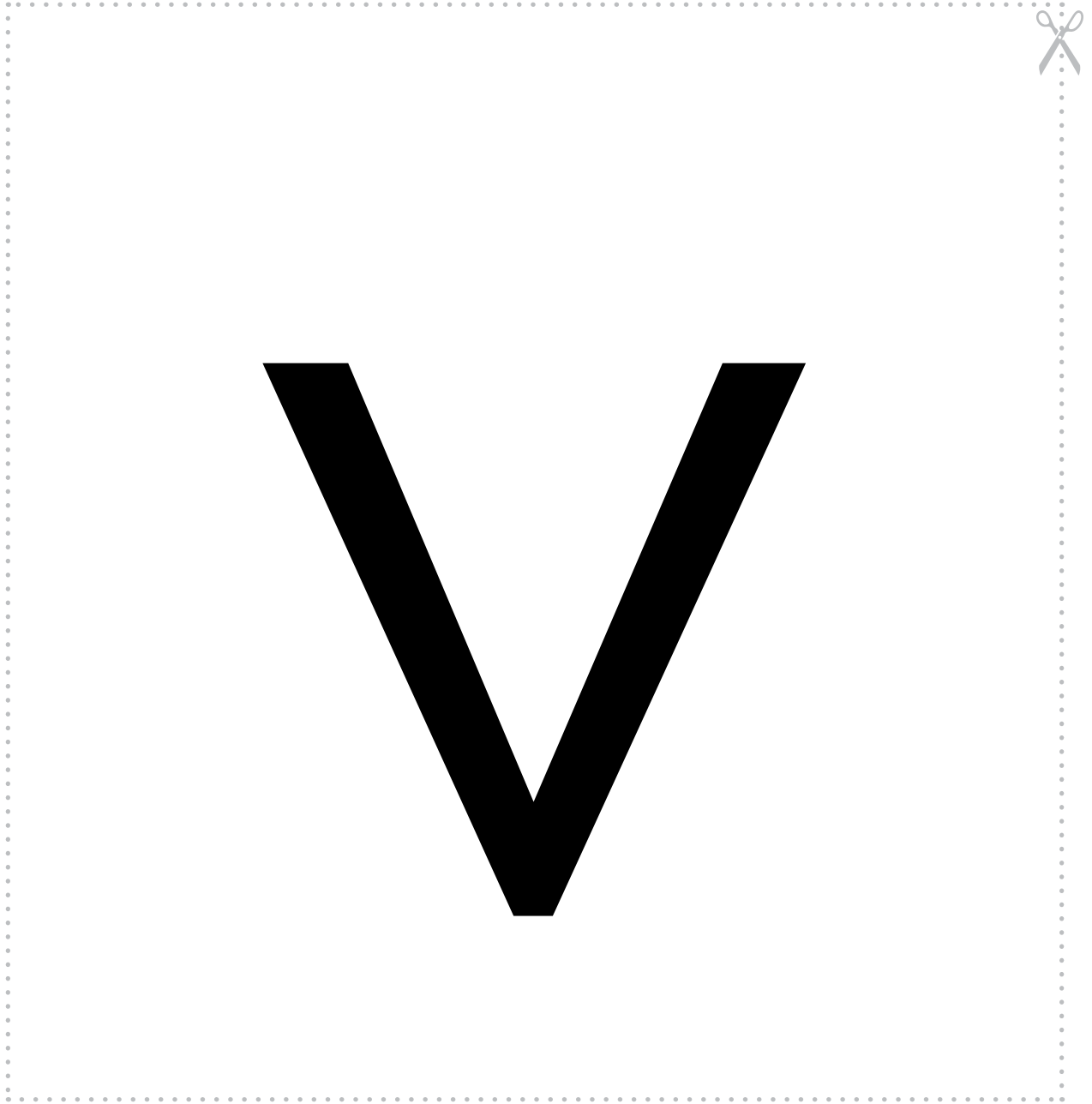
DATE: _____

11.2

CONTINUED

Activity Page





NAME: _____

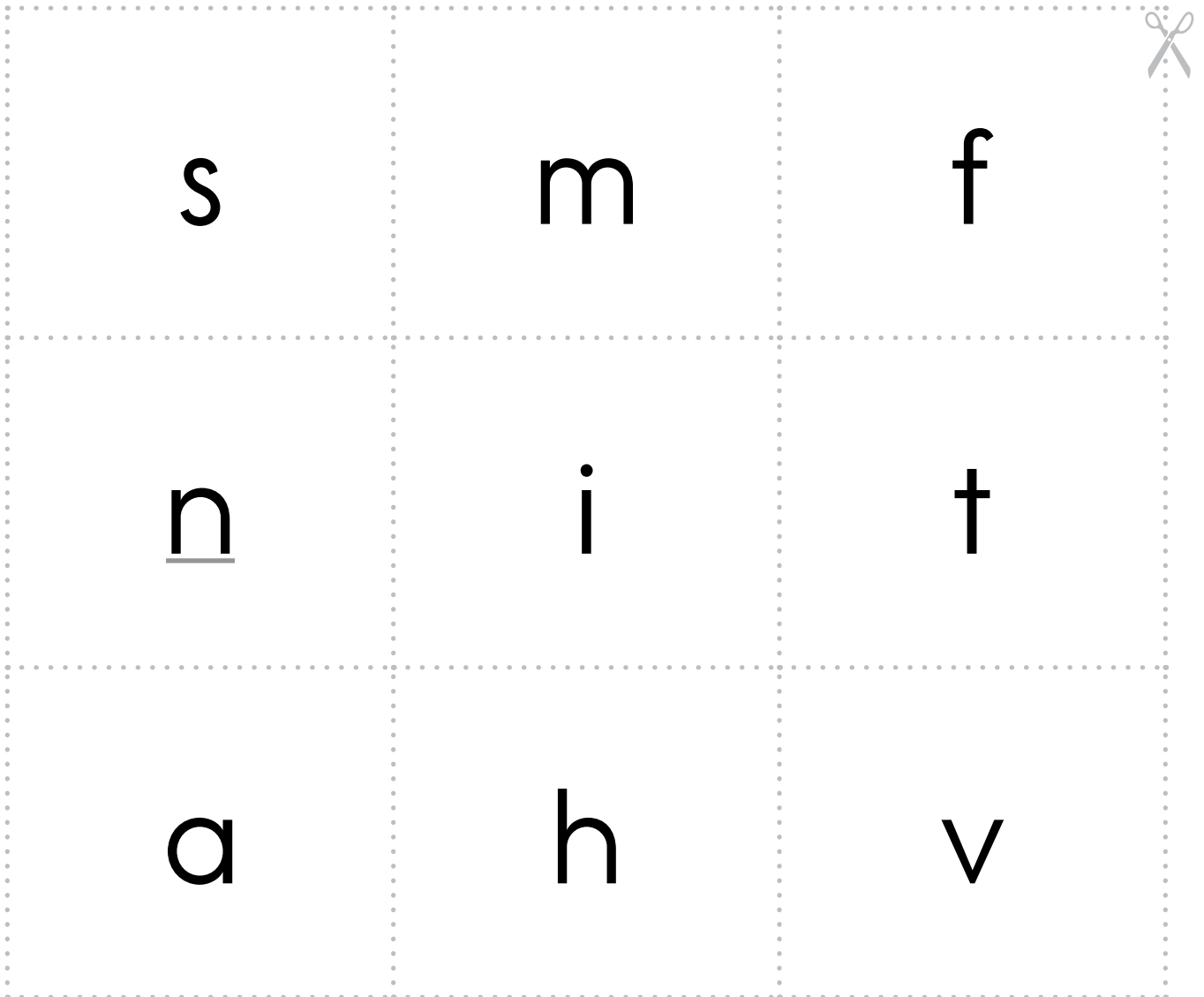
DATE: _____

11.3

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards and arrange the cards to make the word *sit*. Have your child read the word, sound by sound. Repeat with the following words: *sat, mat, man, van, hit, hat, fit, fan, in*. If your child does well reading the words, read the words aloud one at a time and ask your child to spell the word by arranging the letter cards.



NAME: _____

DATE: _____

12.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

Bb

Ll

Rr

b b b

B B B

l l l

L L L

r r r

R R R

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

1. rat

3

rat

2. land

3. trip

4. lip

5. trim

NAME: _____

DATE: _____

12.1
CONTINUED

Activity Page

Directions: Have the student count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have the student copy the words on the lines.

6. stop

7. hip

8. cup

9. drop

10. plot

NAME: _____

DATE: _____

12.2

Activity Page

1. kid



| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

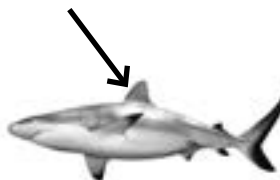
2. lamp



| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Directions: Have the student write each word under its matching picture.

3.cats



| | | |
|--|--|--|
| | | |
| | | |
| | | |

4.jog



| | | |
|--|--|--|
| | | |
| | | |
| | | |

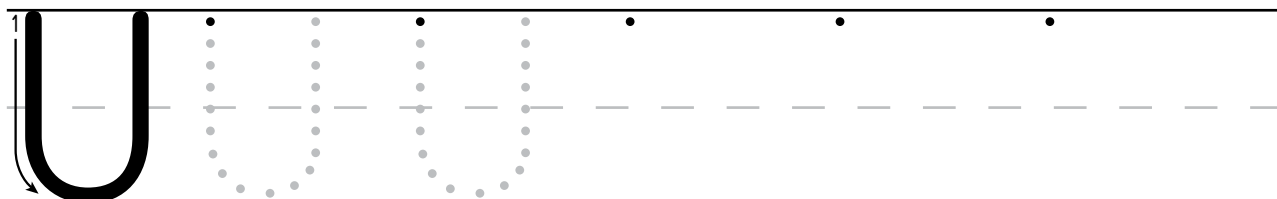
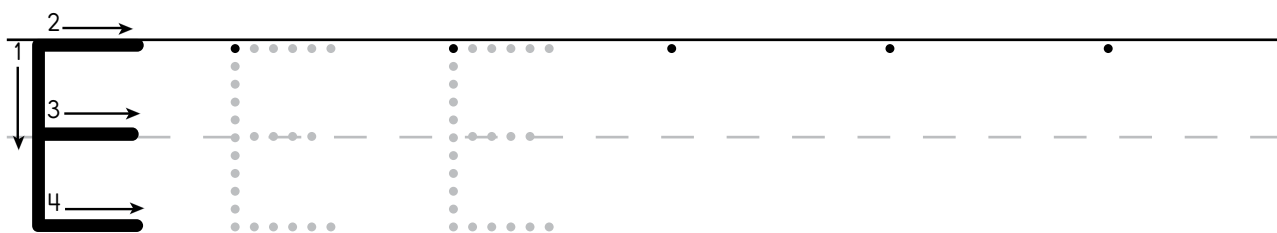
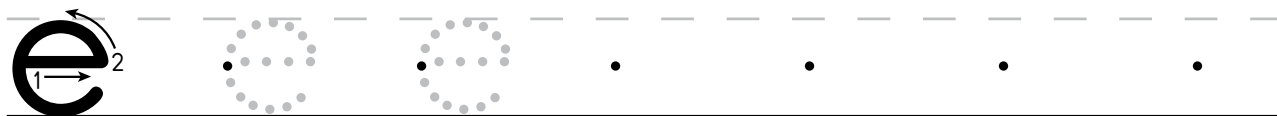
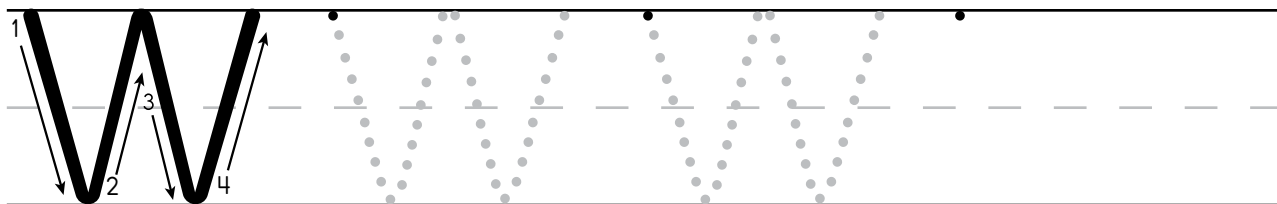
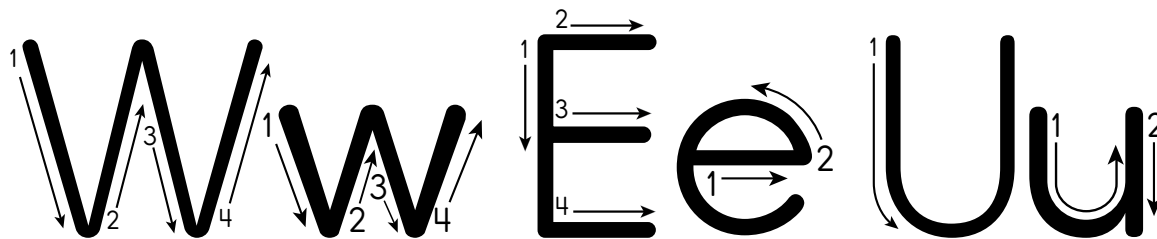
NAME: _____

DATE: _____

13.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



NAME: _____

DATE: _____

13.2

Activity Page

Directions: Have the student read the Tricky Words in the box. Then, have the student circle, say, and write the Tricky Words in each sentence in the space provided below.

a I no to all of is

1. It is a big bus.

is

a

2. No, it is not a tent.

a I no to all of is

3. all of us

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

4. a hint of it

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

5. I went to bed.

| | |
|-------|-------|
| _____ | _____ |
| ----- | ----- |
| _____ | _____ |

NAME: _____

DATE: _____

13.3

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modifications: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice. Remember that the words marked with a star are Tricky Words, which are words that don't play by the spelling rules.

| | | |
|-----------------|---------------|------------------|
| ★
<u>all</u> | rest | ★
to |
| must | sit | run |
| in | cats | ★
<u>some</u> |
| men | bed | wet |
| ★
<u>a</u> | ★
<u>I</u> | ★
<u>no</u> |

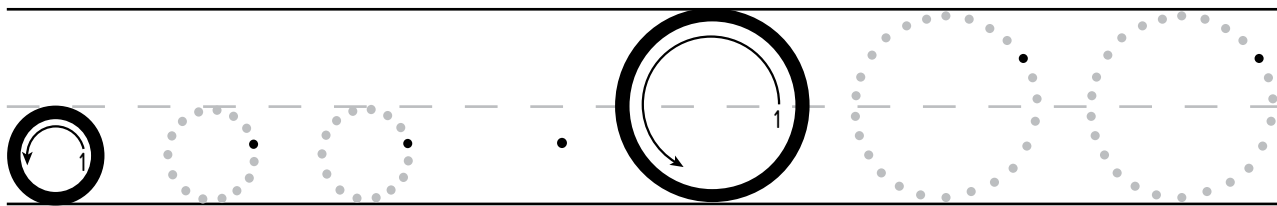
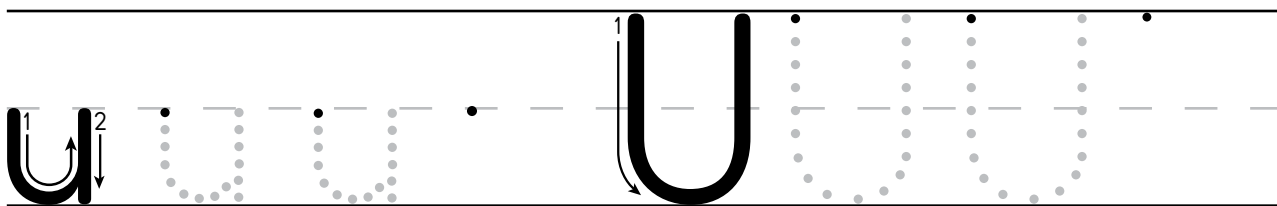
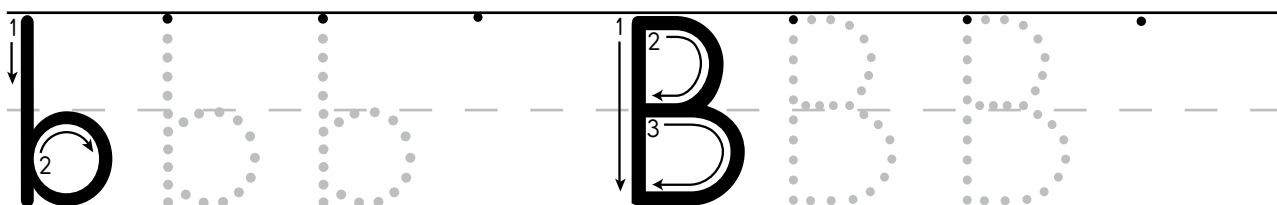
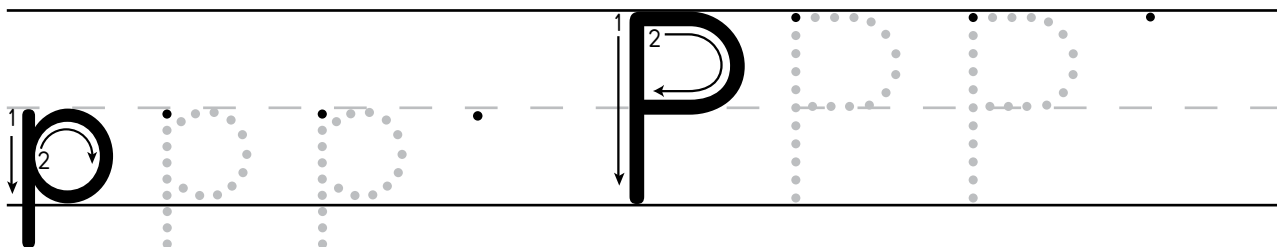
NAME: _____

DATE: _____

14.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

tub

bug

rat

nuts

grin

wig



NAME: _____

DATE: _____

15.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

j j

Y Y

y y

j j j j j

J J J J J

j a m j a m j a m

j a m j a m j a m

y y y y y

Y Y Y Y Y

y e s y e s y e s

y e s y e s y e s

Directions: Have the student write each word under its matching picture.

1. bed



2. jet



3. jog



4. jam



NAME: _____

DATE: _____

15.2

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. You may ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

| | | |
|-----------------|---------------------|-----|
| and | ★
have <u> </u> | rug |
| fast | sad | mad |
| jumps | gets | red |
| dog | frog | bug |
| ★
<u>are</u> | ★
<u>were</u> | yes |

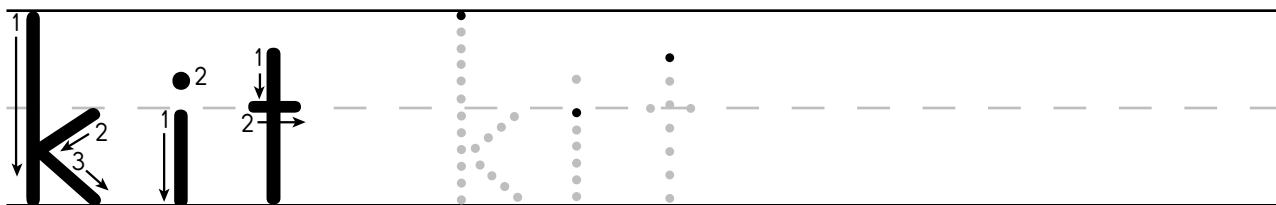
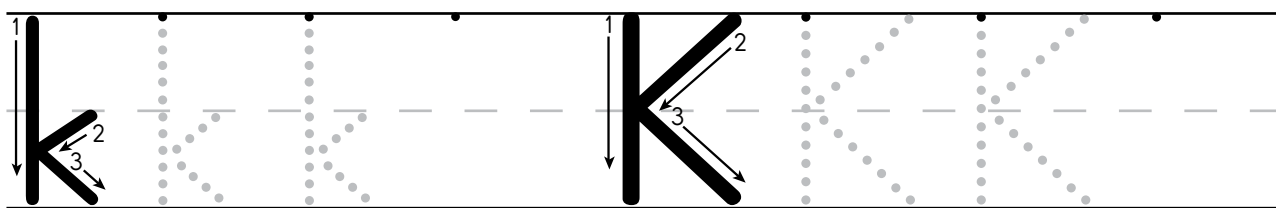
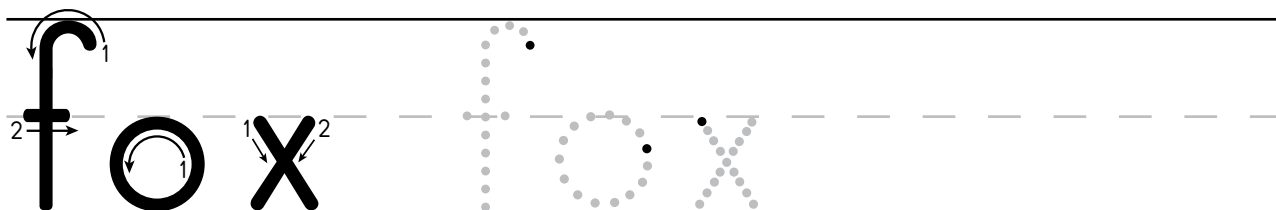
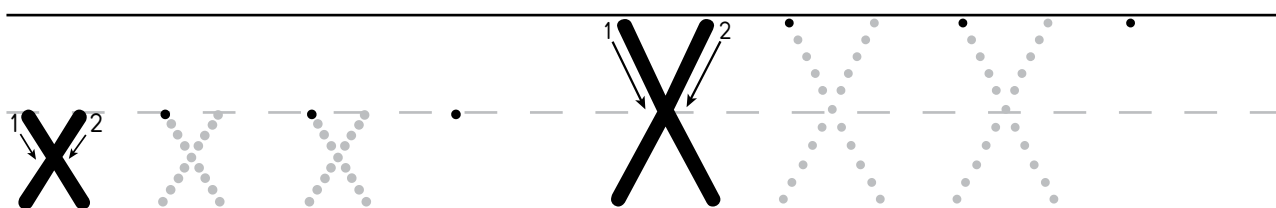
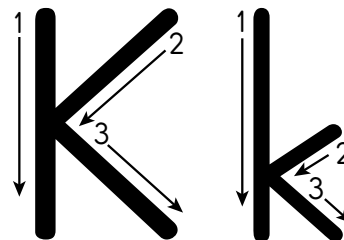
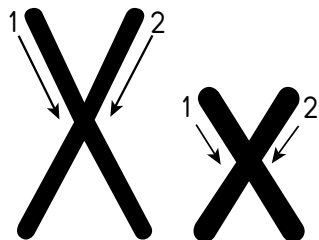
NAME: _____

DATE: _____

16.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



Directions: Have the student write each word under its matching picture.

1. box



2. mix



3. kid



4. six

6



NAME: _____

DATE: _____

17.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ch sh

ch ch ch

chip

sh sh sh

shop

Directions: Have the student write each word under its matching picture.

ship

chips

fish

chimp





NAME: _____

DATE: _____

17.2

Take-Home

Dear Family Member,

Your child has been taught to read Tricky Words. Tricky Words are hard to read because they contain parts that are not pronounced the way one would expect. Have your child read the Tricky Words in the box and the sentences below. Note that the tricky parts of the Tricky Words are underlined. Have your child write the matching Tricky Words for each sentence on the line. Extension: Have your child copy the completed sentences on a blank sheet of paper or dictate the sentences to your child.

is
are

two
from

to
do

1. Mom and dad _____ mad.

2. Max _____ six.

3. Dad had _____ cats.

is
are

two
from

to
do

4. Mom went _____ bed.

5. Just _____ it!

6. That gift is _____ dad.

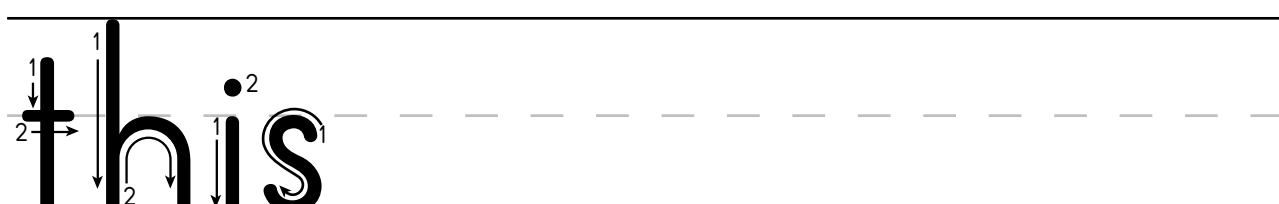
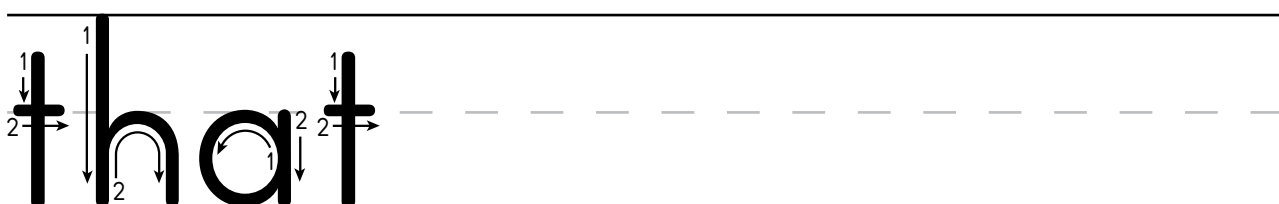
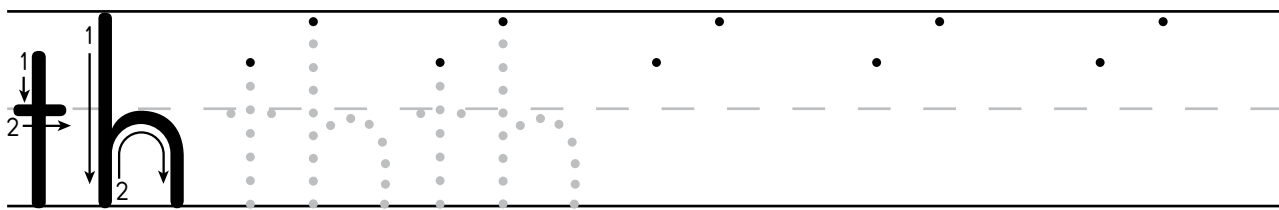
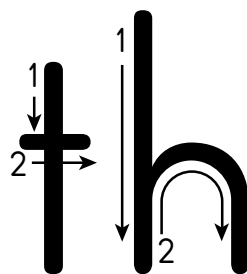
NAME: _____

DATE: _____

18.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.



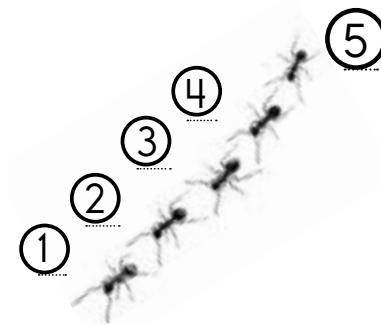
Directions: Have the student write each word under its matching picture.

bath

moth

cloth

fifth



NAME: _____

DATE: _____


18.2

Take-Home

Dear Family Member,

Your child has been taught to read words with the digraphs 'ch' as in *chips*, 'sh' as in *shin*, and 'th' as in *thin* or *then*. Below are some words your child should be able to read with practice. Ask your child to cut out the word cards. Show the cards to your child and have him or her read them. Please encourage your child to read the words by saying sounds and then blending them to make a word. As an extension of this activity, ask your child to copy the words onto a sheet of paper. Please keep the word cards for future practice.

| | | |
|------|-------|-------|
| dish | chop | shelf |
| that | brush | rich |
| this | chin | bath |
| shop | thin | much |



NAME: _____

DATE: _____

19.1

Activity Page

Beth

1. Who went on top of a path at the pond?

Directions: Have the student reread the story and answer the questions

2. Who got some snap shots?

3. Did Beth get a snap shot of a cat?

NAME: _____

DATE: _____

19.1
CONTINUED

Activity Page

4. Dad got a snap shot of . . .

☐ a fish.

☐ Mom.

☐ Beth.

NAME: _____

DATE: _____

20.1

Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ng qu

ng ng

song

qu qu

quit

Directions: Have the student write each word under its matching picture.

quilt

swing

king

sing



NAME: _____

DATE: _____

20.2

Activity Page

Nat

1. Beth and Nat met . . .

☐ in the U.K.

☐ at camp.

☐ on a bus.

2. Who got a lot of snap shots of Nat?

☐ Beth

☐ kids at camp

☐ Nat's mom

Directions: Have the student reread the story and answer the questions.

3. Beth got a snap shot of Nat with

☐ a mask on.

☐ a frog.

☐ a fish.

4. Who got a job in the U.K.?

☐ Beth's mom

☐ Nat's mom

☐ Nat's dad

NAME: _____

DATE: _____

20.3

Take-Home

Dear Family Member,

Ask your child to cut out the letter cards. Have your child arrange the cards to make a series of real words and/or silly words (e.g., *shup*). Have your child read the words. Discuss whether each word is real or silly. Modification: Arrange the cards yourself and have your child read the words. Extension: Have your child copy the words onto a sheet of paper. Please keep the cards for future practice.

| | | | |
|----|----|----|----|
| ch | p | i | s |
| m | a | j | z |
| u | sh | x | th |
| qu | b | t | o |
| w | e | ng | g |

NAME: _____

DATE: _____

21.1

Activity Page

Directions: Have the student cut out the letter cards.

a

e

o

u

i



NAME: _____

DATE: _____

21.2

Activity Page

The Trip to the U.K.

1. Mom and Beth went to the U.K. on

☐ a bus.

☐ a ship.

☐ a jet.

2. Who had a nap on the jet?

Directions: Have the student reread the story and answer the questions.

[illegible]

NAME: _____

DATE: _____

22.1

Activity Page

Bud the Cat

The vet had to fix Bud's leg.

Nat's mom let him have Bud.

Bud had a bad leg.

Bud sat in a box with a cast on one leg.

Directions: Have the student copy or paste the sentences onto Activity Page 22.2 in the correct order.

NAME: _____

DATE: _____

22.2

Directions: Have the student paste the sentences from Activity Page 22.1 onto this activity page in the correct order.
Then have the student illustrate each sentence.

| | | | |
|--|----|--|----|
| | 1. | | 2. |
| | | | 3. |
| | | | 4. |

NAME: _____

DATE: _____

22.3

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined.

Bud the Cat

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet.

Bud had a bad leg.

The vet had to fix Bud's leg.



Bud had to sit in a box with a cast on one leg.

Then Nat said, "Mom, can I have him? Can I? Can I? Can I?"

Dot said yes.



NAME: _____

DATE: _____

23.1

Activity Page

The Fish

1. Nat had . . .

☐ fish.

☐ two cats.

☐ one dog.

2. The fish munch on . . .

☐ a hot dog.

☐ chips.

☐ fish snacks.

Directions: Have the student reread the story and answer the questions.

3. Can the cat smell the fish?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

NAME: _____

DATE: _____

23.1
CONTINUED

Activity Page

4. Can the e cat get the e fish?

NAME: _____

DATE: _____

23.2

Take-Home

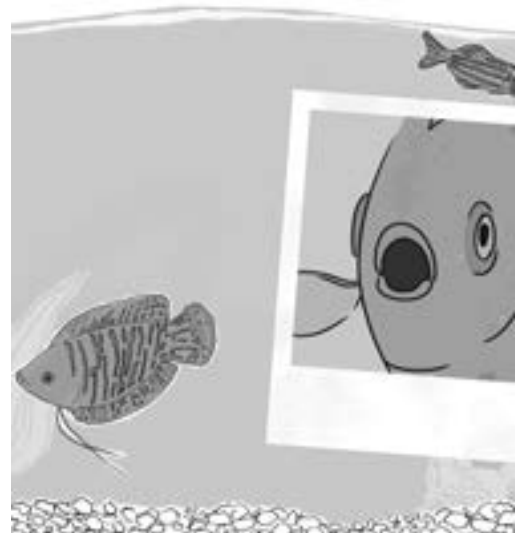
Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story to you and talk about it together. Note that the tricky parts of the Tricky Words are underlined.

The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and
munch on fish snacks.



The cat can smell the fish.

It can press on the glass.

It can grab at the fish.

But it can not get them.



NAME: _____

DATE: _____

24.1

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat

kit

Jack

king

sock

cot

cost

pick

kid

/k/ > 'c'

/k/ > 'k'

/k/ > 'ck'

NAME: _____

DATE: _____

25.1

Take-Home

Dear Family Member,

Ask your child to cut out the word cards and arrange the cards to make phrases. Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

| | | |
|------------------|-----------------|-----------------|
| his | ★
<u>all</u> | pigs |
| strong | ★
<u>two</u> | with |
| ★
<u>have</u> | run | ★
<u>the</u> |
| kick | sniff | legs |

NAME: _____

DATE: _____

26.1

Activity Page

The Flag Shop

1. The U.K. flag has . . .

☐ a red dot.

☐ a black box.

☐ a red cross.

2. Who went to the shop?

Directions: Have the student reread the story and answer the questions.

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Who is in the the snap shot of the the U.K. flag?

4. egg doll Nat boss brick

5. Beth flag mat dog shell

6. cat stiff yell plum Bud

NAME: _____

DATE: _____


26.2

Take-Home

Dear Family Member,

Have your child cut out the word cards. Tell your child that all of these words are nouns. Nouns are words that name people or things. Ask your child to sort the nouns: one column for nouns that name a person and one column for nouns that name a thing. Extension: Have your child make a sentence with each noun.

| | | |
|------|-------|-------|
| egg | chick | man |
| kid | Jeff | clock |
| rock | drum | king |



NAME: _____

DATE: _____

28.1

Which Is the Best?

1. Who had to huff and puff to get to the top?

Directions: Have the student reread the story and answer the questions.

2. Where are Nat and Beth in snap
shot one?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

NAME: _____

DATE: _____

28.1
CONTINUED

Activity Page

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

3. Why did Mom and Dot lift Nat up?

4. steps Jack rocks Dot dress

5. kid moms glass Beth pill

6. huff sock said Nat bed

NAME: _____

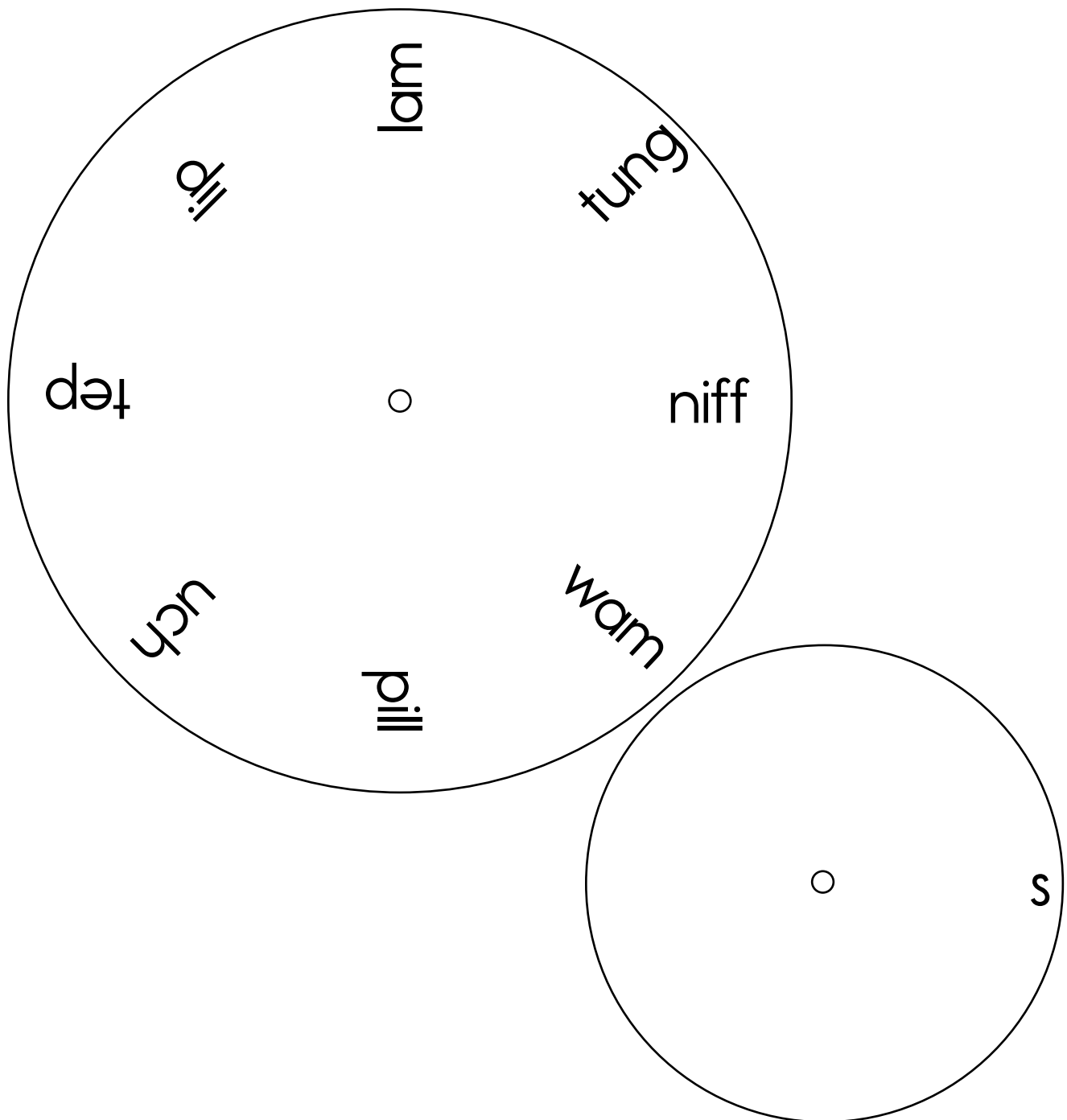
DATE: _____

28.2

Take-Home

Dear Family Member,

Ask your child to cut out the two circles. Pin the smaller circle on top of the larger circle using a brass fastener. Ask your child to spin the smaller circle to make words. Have your child read the words. Extension: Ask your child to copy the words onto a sheet of paper. Modification: Arrange the circles yourself and have your child read the words.



NAME: _____

DATE: _____

29.1

Activity Page

The Bus Stop

It was a big red bus with a top deck.

A thrush was all set to land on Nat's hand.

Nat said that this is the best bus.

Nat, Dot, Beth, and Beth's mom all went to the bus stop.

Directions: Have the student copy or paste the sentences onto Activity Page 29.2 in the correct order.

NAME: _____

DATE: _____

Directions: Have the student paste the sentences from Activity Page 29.1 onto this activity page in the correct order.
Then have the student illustrate each sentence.

| | | | |
|--|----|--|----|
| | | | |
| | 1. | | 4. |
| | | | |
| | | | 3. |

NAME: _____

DATE: _____

30.1

On the Bus

1. Where did Nat and Beth sit on the bus?

Directions: Have the student reread the story and answer the questions.

2. The bus went past ...

- ☐ a wind mill.
- ☐ Big Ben and two sheds.
- ☐ a big shop and Big Ben.

3. What is Big Ben?

This image shows a sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and the lines are light gray.

NAME: _____

DATE: _____

30.1
CONTINUED

Activity Page

4. Big Ben went . . .

☐ bam bam.

☐ click clack.

☐ ding dong.

NAME: _____

DATE: _____

30.2

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make questions. Extension: Ask the child to copy the words onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the questions. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

| | | |
|------------------|-------------------|-------------------|
| ★
<u>Who</u> | ★
<u>the</u> | ★
<u>was</u> |
| ★
<u>When</u> | man | ★
<u>What</u> |
| ★
<u>Why</u> | ★
<u>there</u> | is |
| that | ★
<u>here</u> | ★
<u>Where</u> |
| | ? | |

NAME: _____

DATE: _____

31.1

Activity Page

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

| | | |
|-----|--|-----|
| | | |
| | | |
| 6. | | 6. |
| | | |
| | | |
| | | |
| 7. | | 7. |
| | | |
| | | |
| | | |
| 8. | | 8. |
| | | |
| | | |
| | | |
| 9. | | 9. |
| | | |
| | | |
| | | |
| 10. | | 10. |
| | | |
| | | |

2. Did Beth get the man to grin?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

NAME: _____

DATE: _____

31.2
CONTINUED

Activity Page

3. What did Nat do to get the man to
grin?

4. Who did Nat get to grin?

Handwriting practice lines for the question. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines provided for writing practice.

NAME: _____

DATE: _____

32.1

Activity Page

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

| | | | |
|----|--|----|--|
| 1. | | 1. | |
| 2. | | 2. | |
| 3. | | 3. | |
| 4. | | 4. | |
| 5. | | 5. | |

| | | |
|-----|--|-----|
| | | |
| | | |
| 6. | | 6. |
| | | |
| | | |
| | | |
| 7. | | 7. |
| | | |
| | | |
| | | |
| 8. | | 8. |
| | | |
| | | |
| | | |
| 9. | | 9. |
| | | |
| | | |
| | | |
| 10. | | 10. |
| | | |
| | | |

NAME: _____

DATE: _____

32.2

Activity Page

The Man in the Kilt

1. Who was the man that Nat and Beth met?

Directions: Have the student reread the story and answer the questions.

2. The kilt tells us that the man is . . .

- ☐ a Scot.
- ☐ French.
- ☐ from the U.S.

3. What is a kilt?

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The background is white, and the lines are light gray.

NAME: _____

DATE: _____

32.2
CONTINUED

Activity Page

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, circle the nouns that name a place.

4. kilt dog clock Todd stamp

5. word Scot rug king man

6. U.K. U.S. twig Rick tell

NAME: _____

DATE: _____

32.3

Take-Home

Dear Family Member,

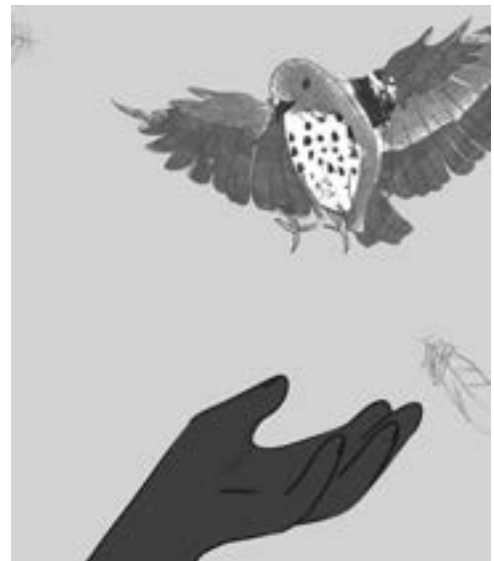
This is a story your child has read at school at least once, possibly several times. Encourage your child to read the story to you and talk about it together.

The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.



At the bus stop, Nat said, “Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus with a top deck!











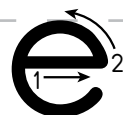



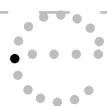




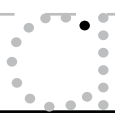






NAME: _____

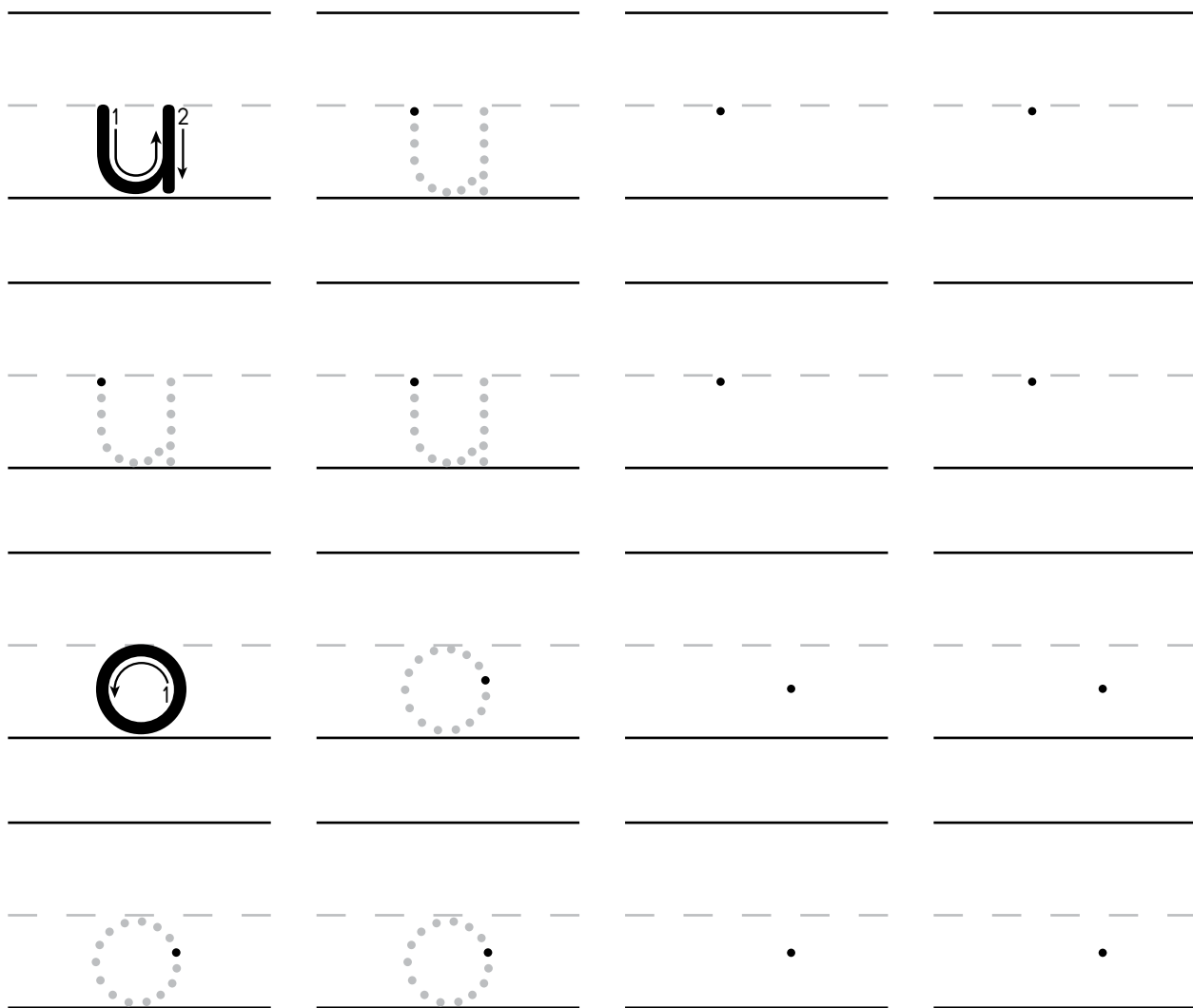
DATE: _____

PP.1

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

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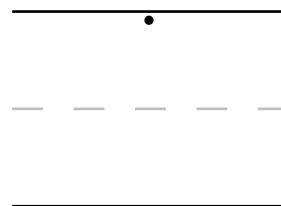
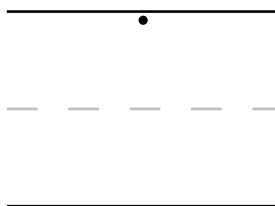
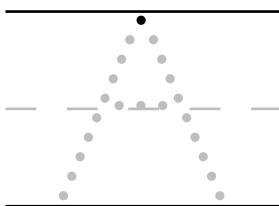
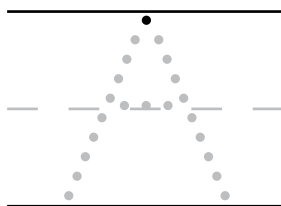
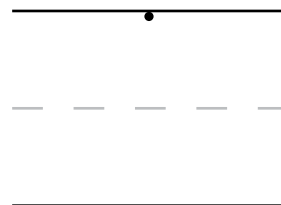
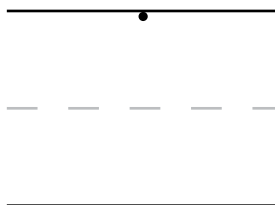
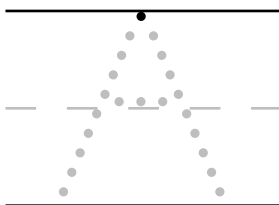
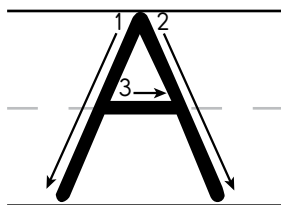
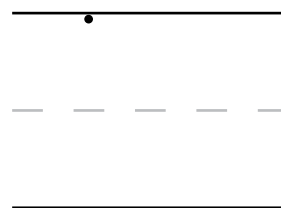
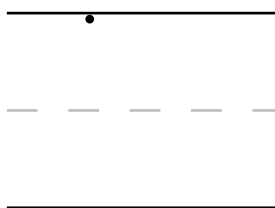
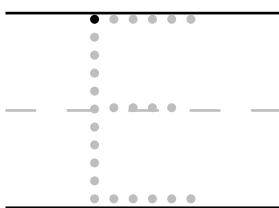
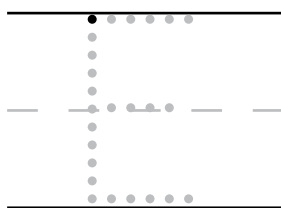
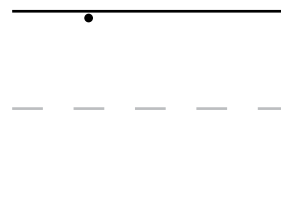
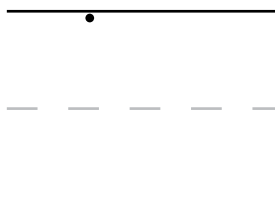
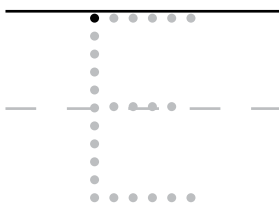
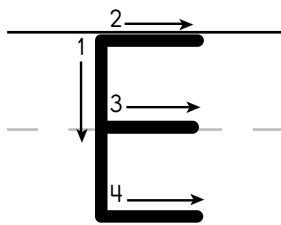
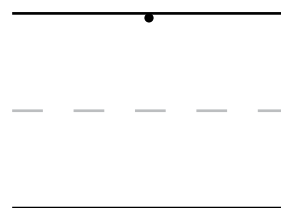
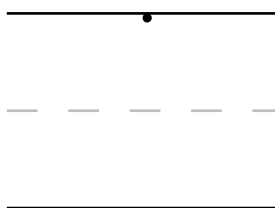
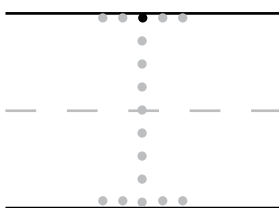
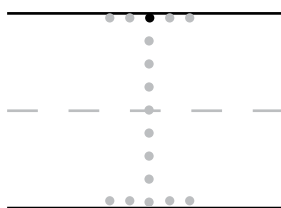
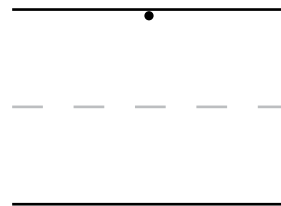
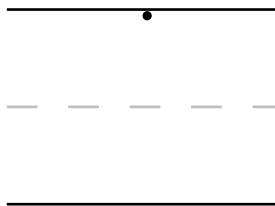
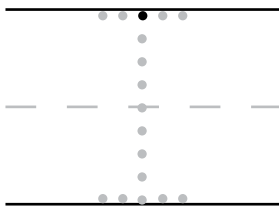
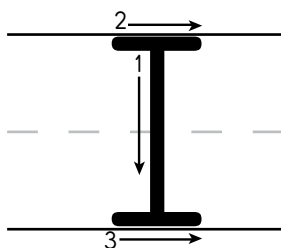
NAME: _____

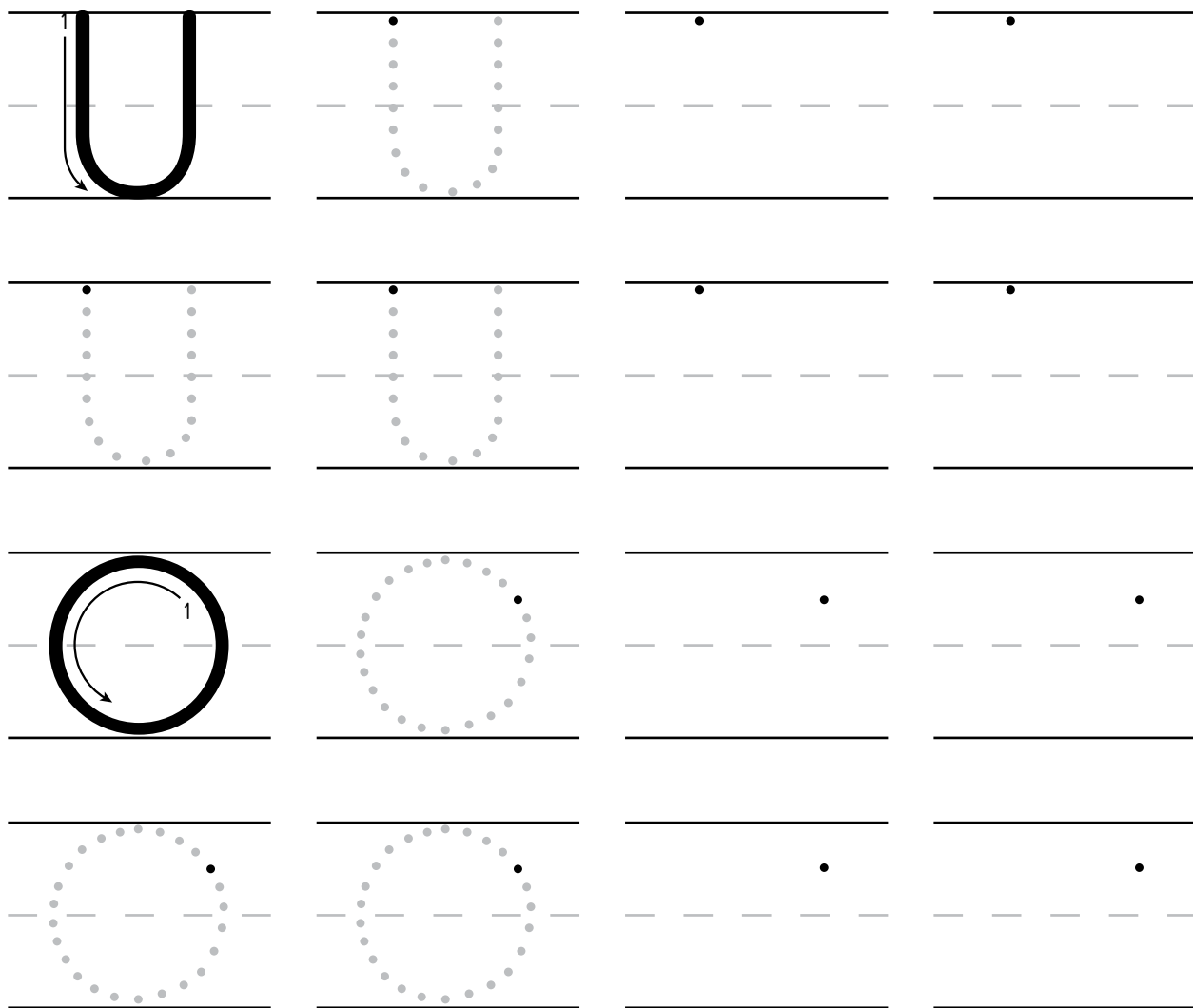
DATE: _____

PP.2

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





NAME: _____

DATE: _____

PP.3

Activity Page

Directions: Have the student trace and copy the letters.

ch

ch

ch

ch

ch

ch

ch

ch

sh

sh

sh

sh

sh

sh

sh

sh

th

th

th

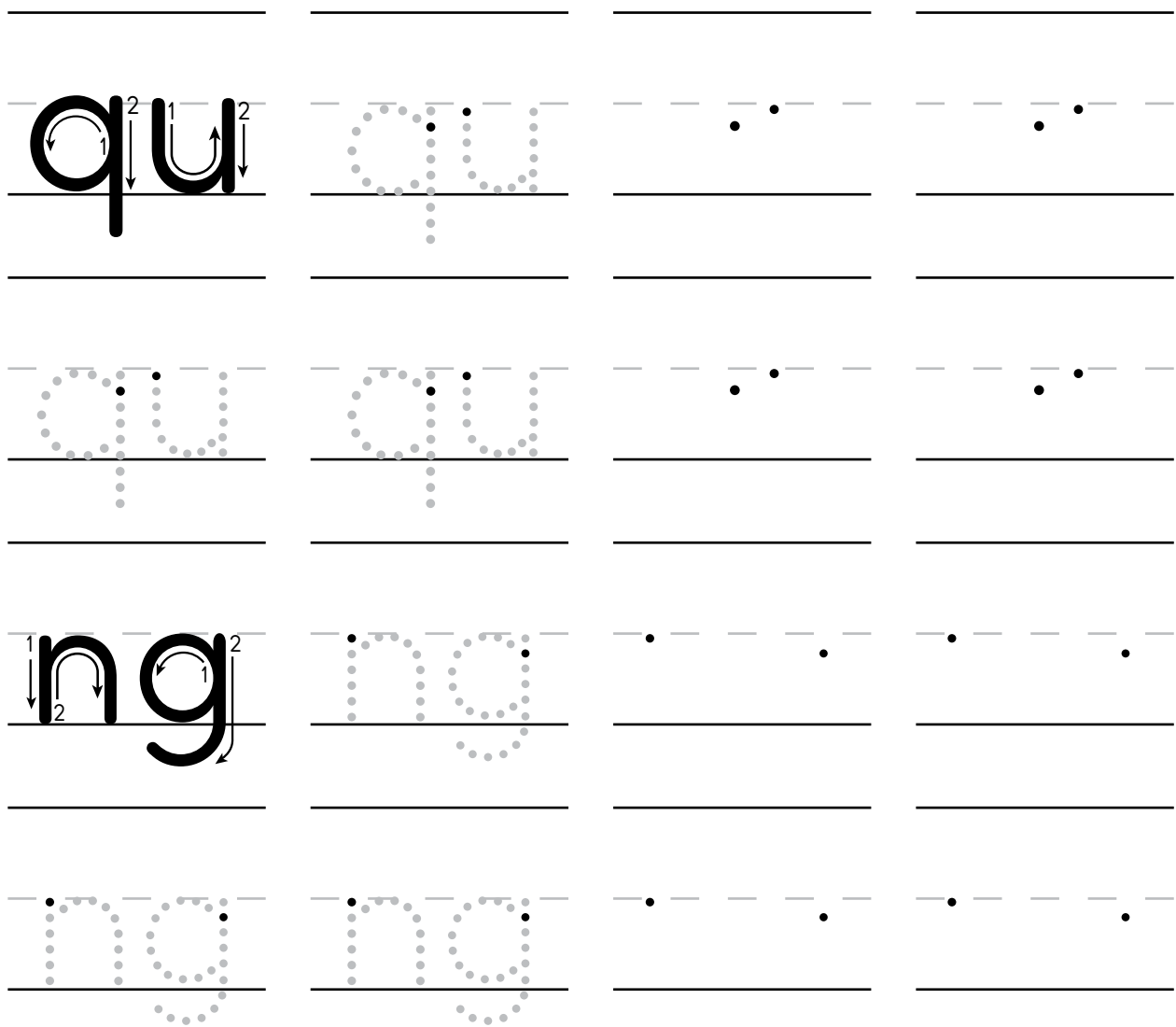
th

th

th

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th




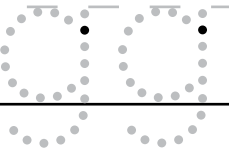
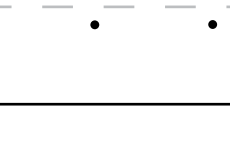
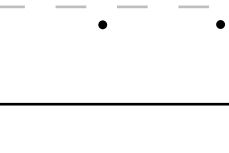
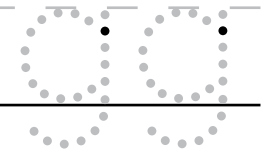
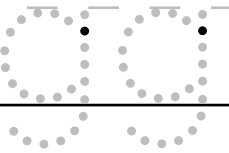
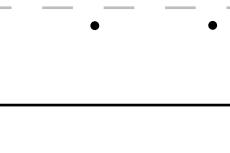
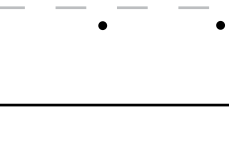
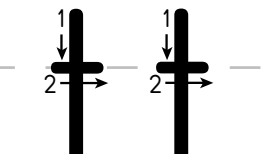
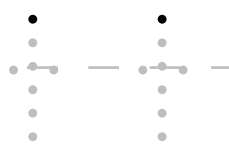
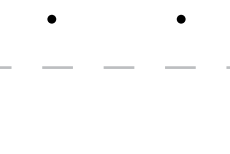
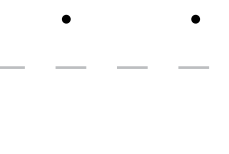
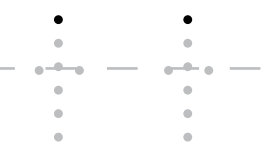
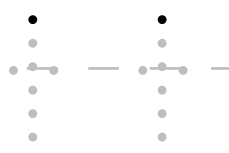
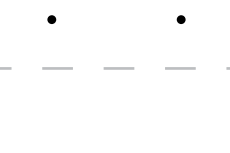
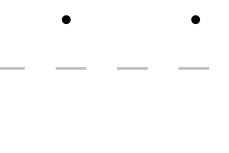
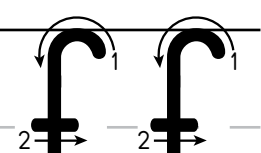
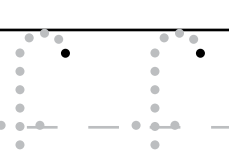
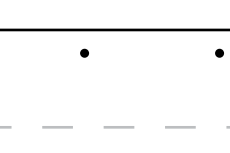
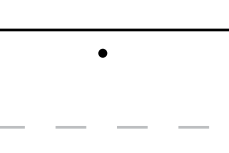
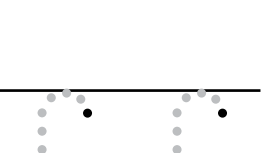
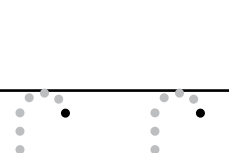
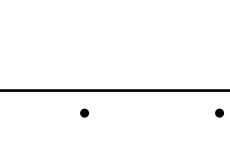
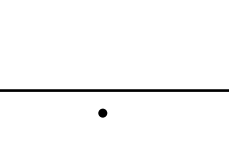
NAME: _____

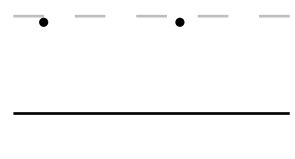
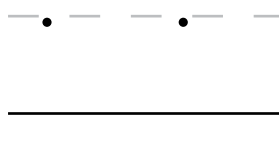
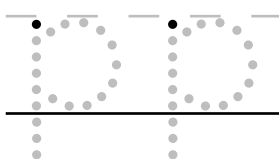
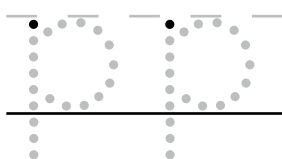
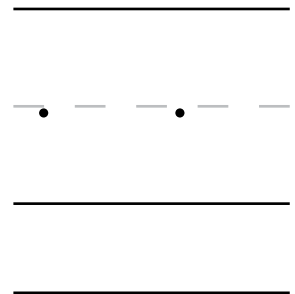
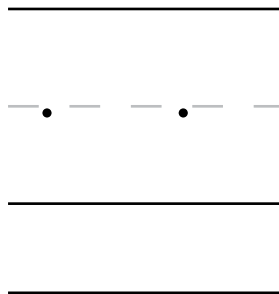
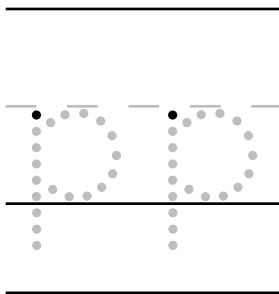
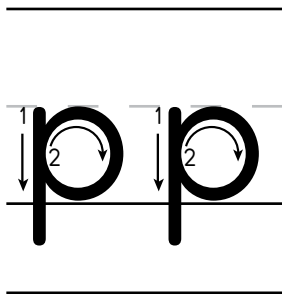
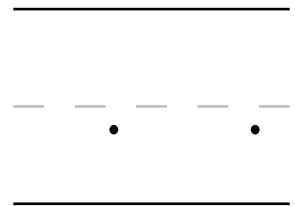
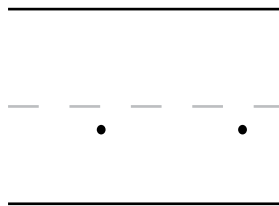
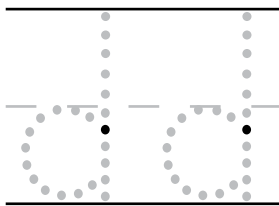
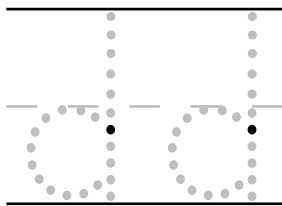
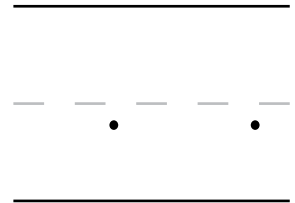
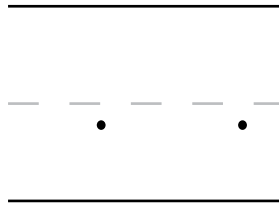
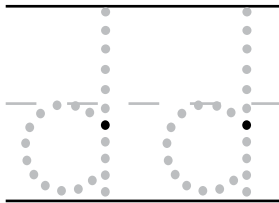
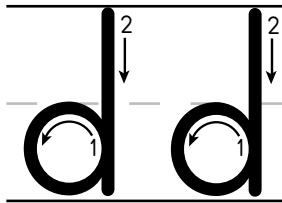
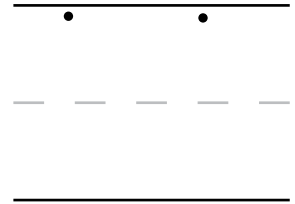
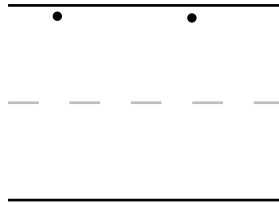
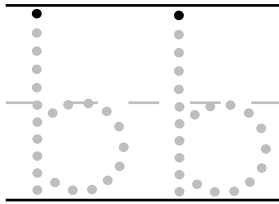
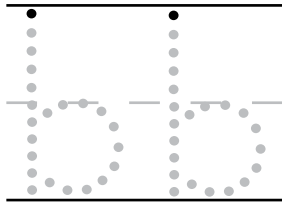
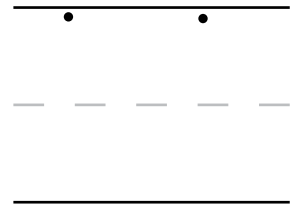
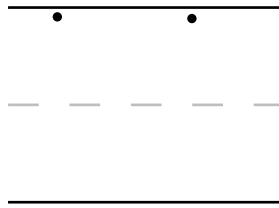
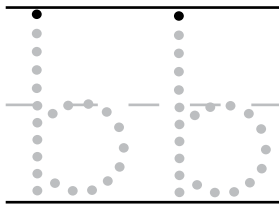
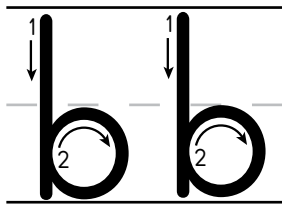
DATE: _____

PP.4

Activity Page

Directions: Have the student trace and copy the double-letter spellings.

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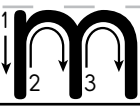
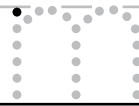






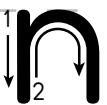















NAME: _____

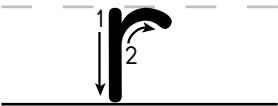

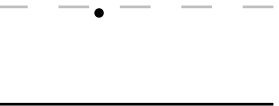
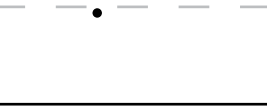


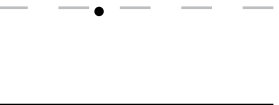



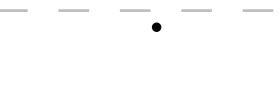


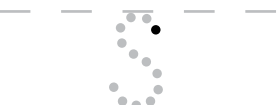
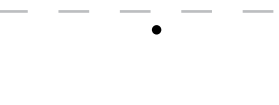

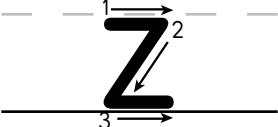
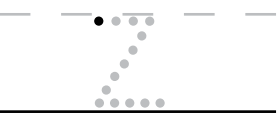
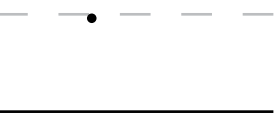
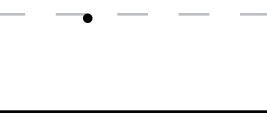




DATE: _____

PP.5

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.

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|---|---|---|---|
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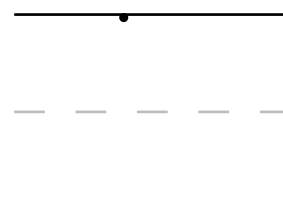
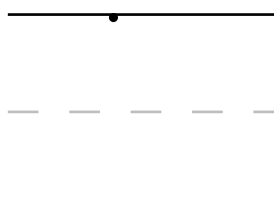
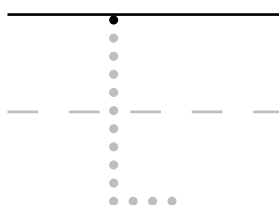
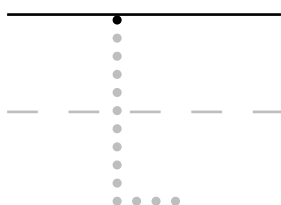
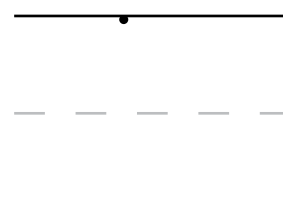
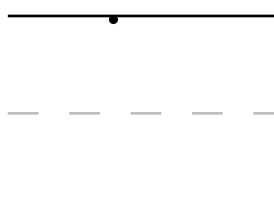
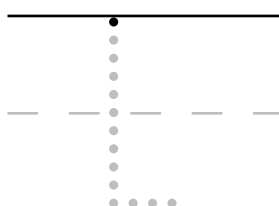
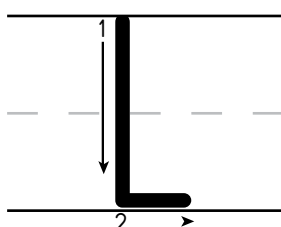
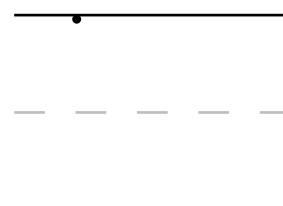
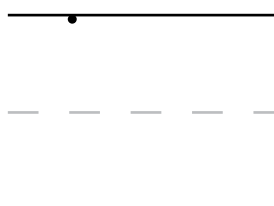
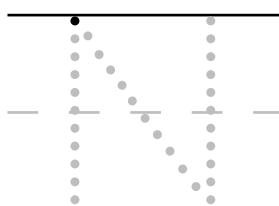
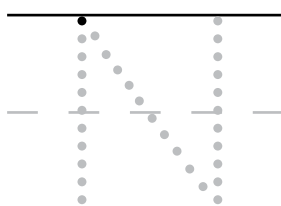
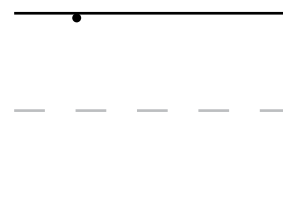
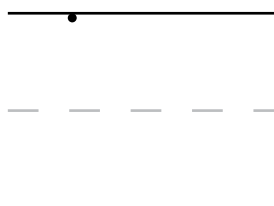
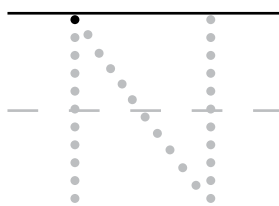
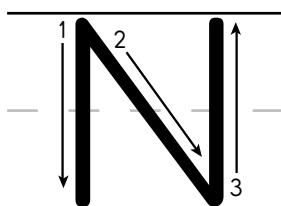
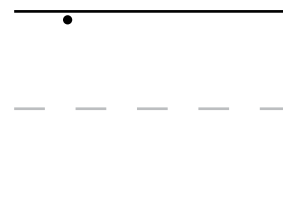
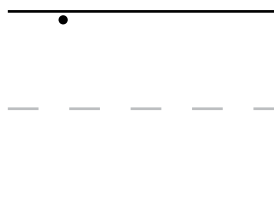
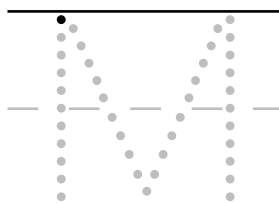
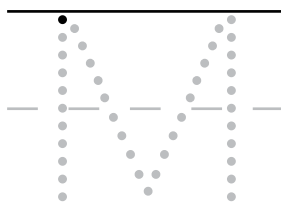
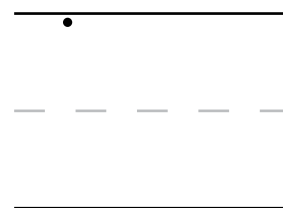
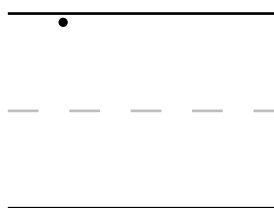
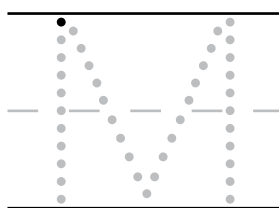
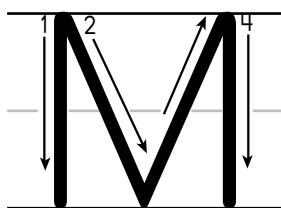
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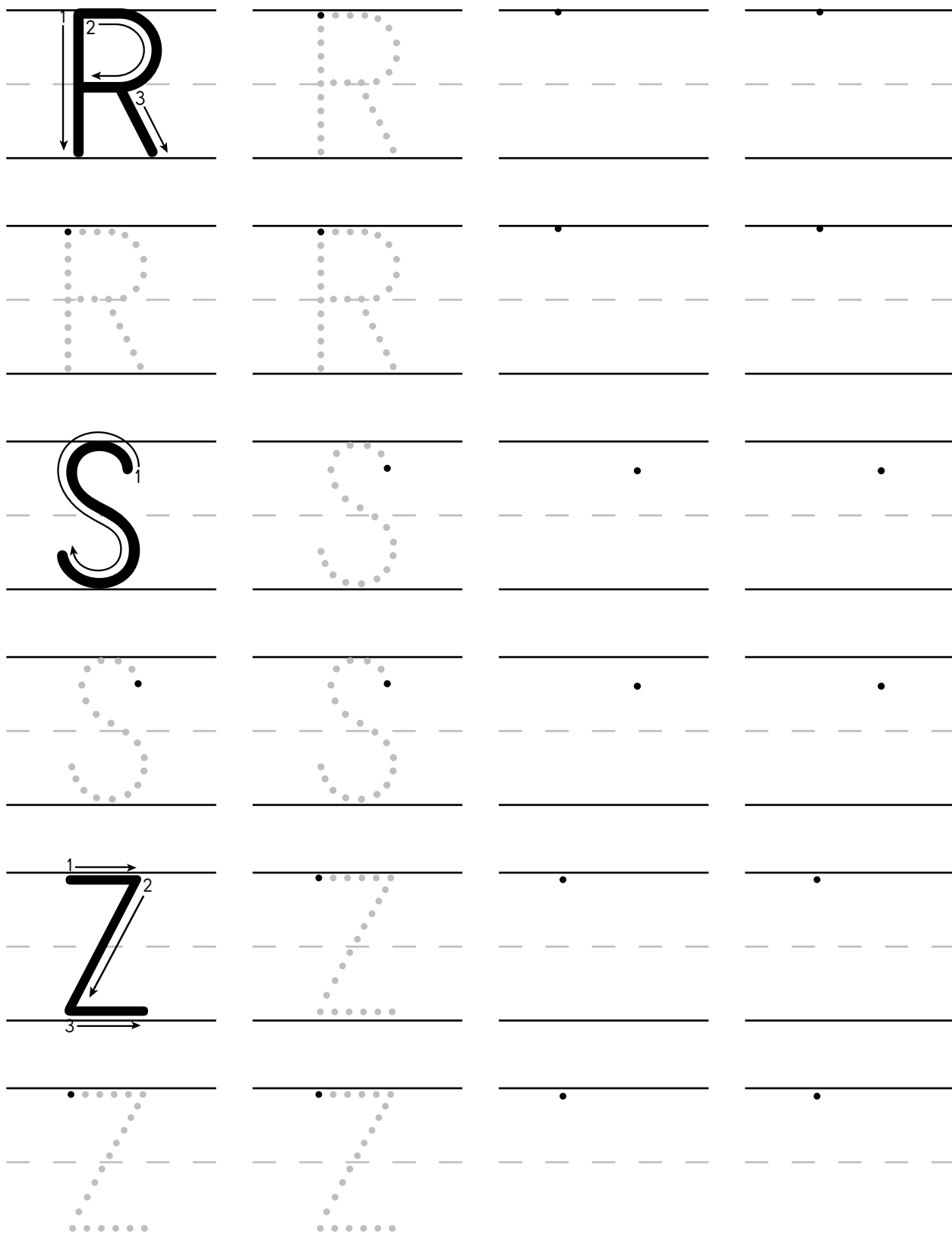
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PP.6

Activity Page

Directions: Have the student trace and copy the letters. The student should say the sounds while writing the letters.





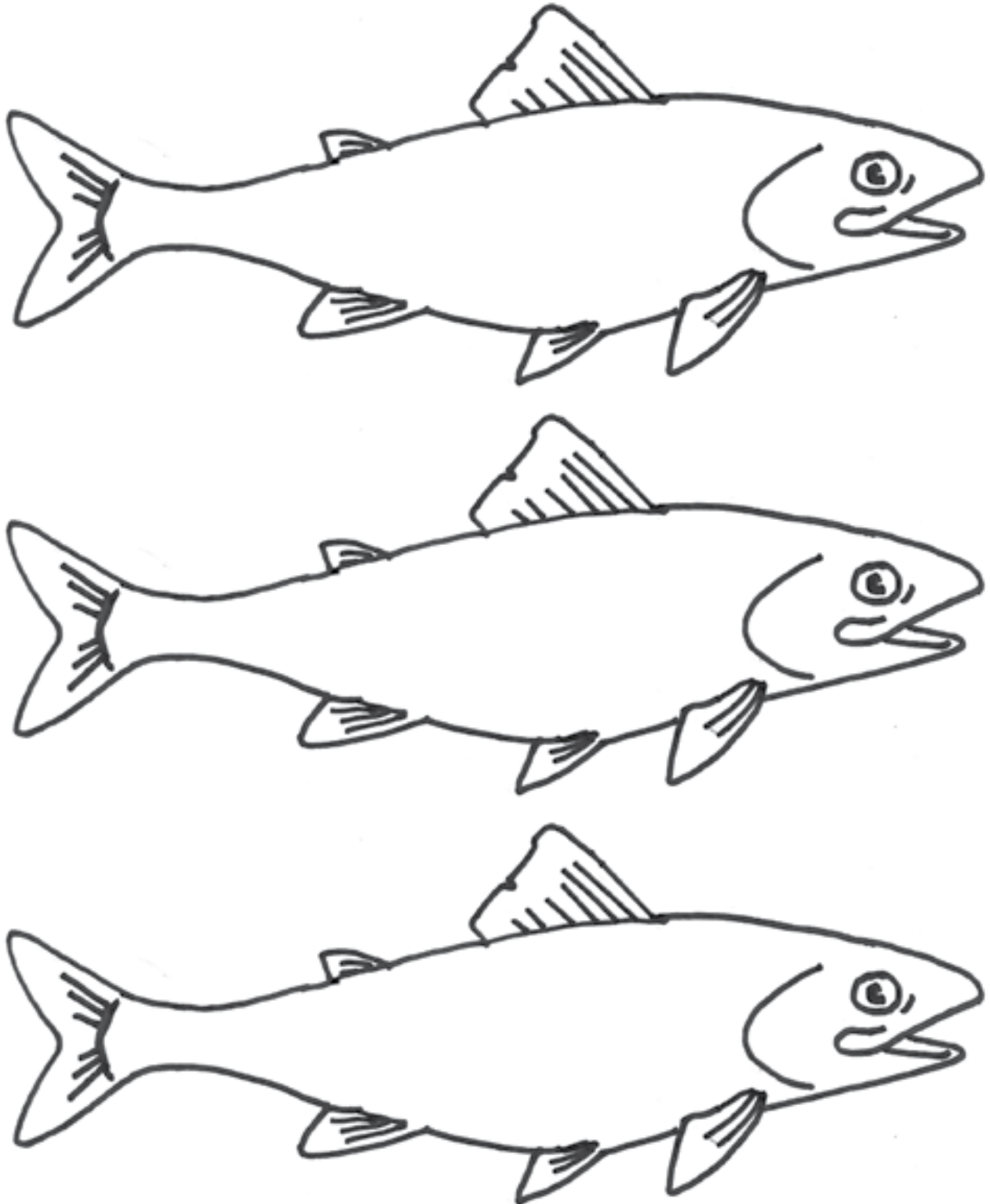
NAME: _____

DATE: _____

PP.7

Activity Page

Template for Fishing Pond Exercise



NAME: _____

DATE: _____

PP.8

Take-Home

Dear Family Member,

Ask your child to cut out the word cards. Have your child arrange the cards to make phrases. Extension: Ask your child to copy the phrases onto a sheet of paper. Modification: Arrange the cards yourself and have your child read the phrases. Note that the tricky parts in Tricky Words are underlined. Please keep the cards for future practice.

| | | |
|------|-----|------|
| the | a | to |
| sat | and | has |
| Greg | in | one |
| pig | ran | shed |

NAME: _____

DATE: _____

PP.9

Activity Page

crack an egg

sit on grass

bring a stick

two bricks



Directions: Have the student write each phrase under its matching picture.



crack an egg

sit on grass

bring a stick

two bricks





NAME: _____

DATE: _____

PP.10

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

dress

tub

soft

pond

ring

1. _____ the bell

2. black _____

3. _____ chick

4. frogs in _____

5. fill the be _____

NAME: _____

DATE: _____

PP.11

Activity Page

Directions: Have the student read the words and phrases. Then have the student write the matching words for each phrase on the line.

two

glass

word

here

smell

1. milk in _____

2. _____ quilts

3. bad _____

4. spell the e _____

5. sit _____

NAME: _____ PP.12

DATE: _____

Activity Page

Directions: Have the student cut out the word cards. Have the student create phrases with the words and write them on a piece of paper.

the

a

two



black

and

one

hat

big

quilt

dress

best

kings

NAME: _____

DATE: _____

PP.13

Activity Page

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

fish

Why

There

Who

kilt

hill

1. Jack and Jill went up the

_____.

2. _____ is no one here.

3. Nat has a cat and

_____.

| | | |
|------------|------------|-----------------|
| fish | <u>Why</u> | There <u>re</u> |
| <u>Who</u> | kilt | hill |

4. Beth and Nat met a man in a

_____.

5. _____ did Dot's map
rip?

6. _____ has a pet?

NAME: _____

DATE: _____

PP.14

Activity Page

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

pig

fish

from

licks

sand

cracks

1. The crab runs on the sa

2. The cat runs _____
the dog.

3. The chick _____ the egg.

pig

licks

fish

sand

from

cracks

4. Do swim in the pond?

5. The digs in the mud.

6. The dog Mom's hand.

NAME: _____

DATE: _____

PP.15

Activity Page

Directions: Have the student cut out the cards. Then have the student create sentences with the words and write them on a piece of paper. Remind the student that sentences start with an uppercase letter and end with a period or question mark.

?

.



When Where

do

Who

are

The

here

did

was

kids

that

cat

the

jump

run

NAME: _____

DATE: _____

PP.16

Activity Page

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

When

Where

Why

What

Who

Which

1. _____ did the dog rip?

2. _____ is Dot?

3. _____ man had a kilt on?

When

Where

Why

What

Who

Which

4. _____ did the man
in the black hat stand?

5. _____ was Bud at
the vet?

6. _____ was Beth sad?

NAME: _____

DATE: _____

PP.17

Activity Page

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

Some

Once

All

says

Where

from

1. I got a gift _____

Dad.

2. _____ chicks are soft.

3. _____ there was a
strong king.

Some

Once

All

says

Where

from

4. _____ did Tom fling the
rock?

5. Josh _____ that one
plus one is two.

6. _____ kids have ets.

NAME: _____

DATE: _____

PP.18

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the snap shot, with the U.S. flag.



The U.K. flag has a big red cross on it.

Nat and his mom held one up.

I got this snap shot of the two of them with the flag.



NAME: _____

DATE: _____

PP.19

Take-Home

Dear Family Member,

This is a story your child has read at school. Encourage your child to read the story aloud to you and talk about the events in the story. If your child has difficulty reading a word, encourage your child to blend the word letter by letter to read it.

Which Is the Best?

This is a snap shot Mom got.

All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.



This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?



NAME: _____

DATE: _____

PP.20

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, "Why is that man in a dress?"

Nat said, "That is not a dress. It is a kilt."

"A quilt?" I said.

"No," Nat said. "A kilt."



"What is a kilt?" I said.

Mom said, "The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from."

"So the kilt tells us his past?" I said.

"Yes," said Mom. "It is a bit of his past."

Mom got this snap shot of us with the man in the kilt!



NAME: _____

DATE: _____

PP.21

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

The Map

Once all of us were on a trip when a dog ran up and bit the map.

Dot said, “Bad dog! Stop that! Drop that map! Drop it!”

But the dog did not drop the map. The dog ran up the block with the map.



Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”



NAME: _____

DATE: _____

PP.22

Take-Home

Dear Family Member,

This is a story your child has probably read at least once, possibly several times, at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!



Nat had a glass of milk with his fish and chips.

Then his hand hit the glass. Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.



NAME: _____

DATE: _____

PP.23

Activity Page

In the Cab

1. Nat, Dot, Beth, and Beth's mom got in a cab to the King's Pub to . . .

☐ sit with the king.

☐ get lunch.

☐ have a chat.

2. Did Beth get to sit with the king?

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark the nouns.

3. The pub has the best . . .

- ☐ squid and chips.
- ☐ plush beds.
- ☐ fish and chips.

4. squid map Dot brush pills

5. Nat fish Beth lunch Dot

6. chips sit cab posh with

NAME: _____

DATE: _____

PP.24

Activity Page

Lunch at the King's Pub

1. What did Beth, Nat, and the moms get at the pub?

Directions: Have the student reread the story and answer the questions.

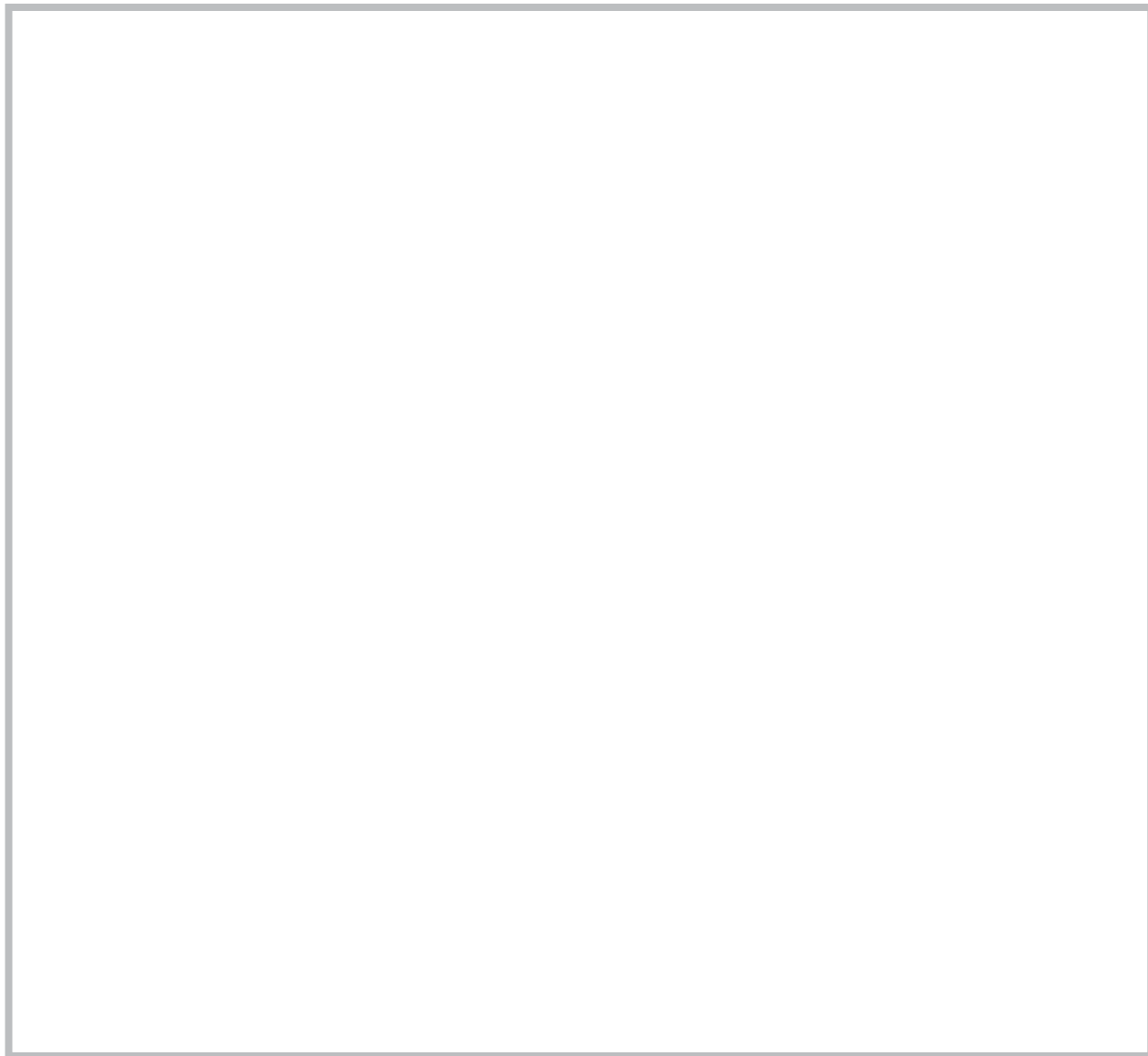
[illegible]

DATE: _____

Activity Page

[illegible]

Directions: In the box, have the student illustrate a part of the story and then write a caption below.



Four sets of horizontal lines for writing a caption. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

DATE: _____

PP.25

Activity Page

The Trip Back

1. Was Beth glad when the trip had to end?

Directions: Have the student reread the story and answer the questions.

2. Who got on the jet?

Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

NAME: _____

DATE: _____

PP.25
CONTINUED

Activity Page

3. What did Beth get back in the U.S.?

4. What did Beth send Nat?

Handwriting practice lines for the question. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines provided for writing the answer.

NAME: _____

DATE: _____

PP.26

Activity Page

The Map

The dog ran off with the map.

A dog bit Dot's map.

Nat said that the map got a big rip.

Nat ran and got the map back.

Directions: Have the student copy or paste the sentences onto Activity Page PP.27 in the correct order.

NAME: _____

DATE: _____

Directions: Have the student paste the sentences from Activity Page PP.26 onto this activity page in the correct order. Then have the student illustrate each sentence.

| | | | |
|----|----|----|----|
| | 2. | | |
| 1. | | 3. | 4. |

NAME: _____

DATE: _____

PP.28

Activity Page

The Punt

Nat and Beth sat still in the punt and did not get wet.

All of them got in the punt.

The man said that the punt can tip.

There were two punts at the dock.

Directions: Have the student copy or paste the sentences onto Activity Page PP.29 in the correct order.

NAME: _____

DATE: _____

Directions: Have the student paste the sentences from Activity Page PP.28 onto this activity page in the correct order. Then have the student illustrate each sentence.

| | | | |
|----|----|----|----|
| | 2. | | |
| 1. | | 3. | 4. |

NAME: _____

DATE: _____

PP.30

Activity Page

Directions: Have the student reread the stories from the Reader Snap Shots and find nouns that name persons or things. Have the student copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.



NAME: _____

DATE: _____

PP.31

Activity Page

brush

pal

plum

kid

clock

nest

Bob

man



Directions: Have the student write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

NAME: _____

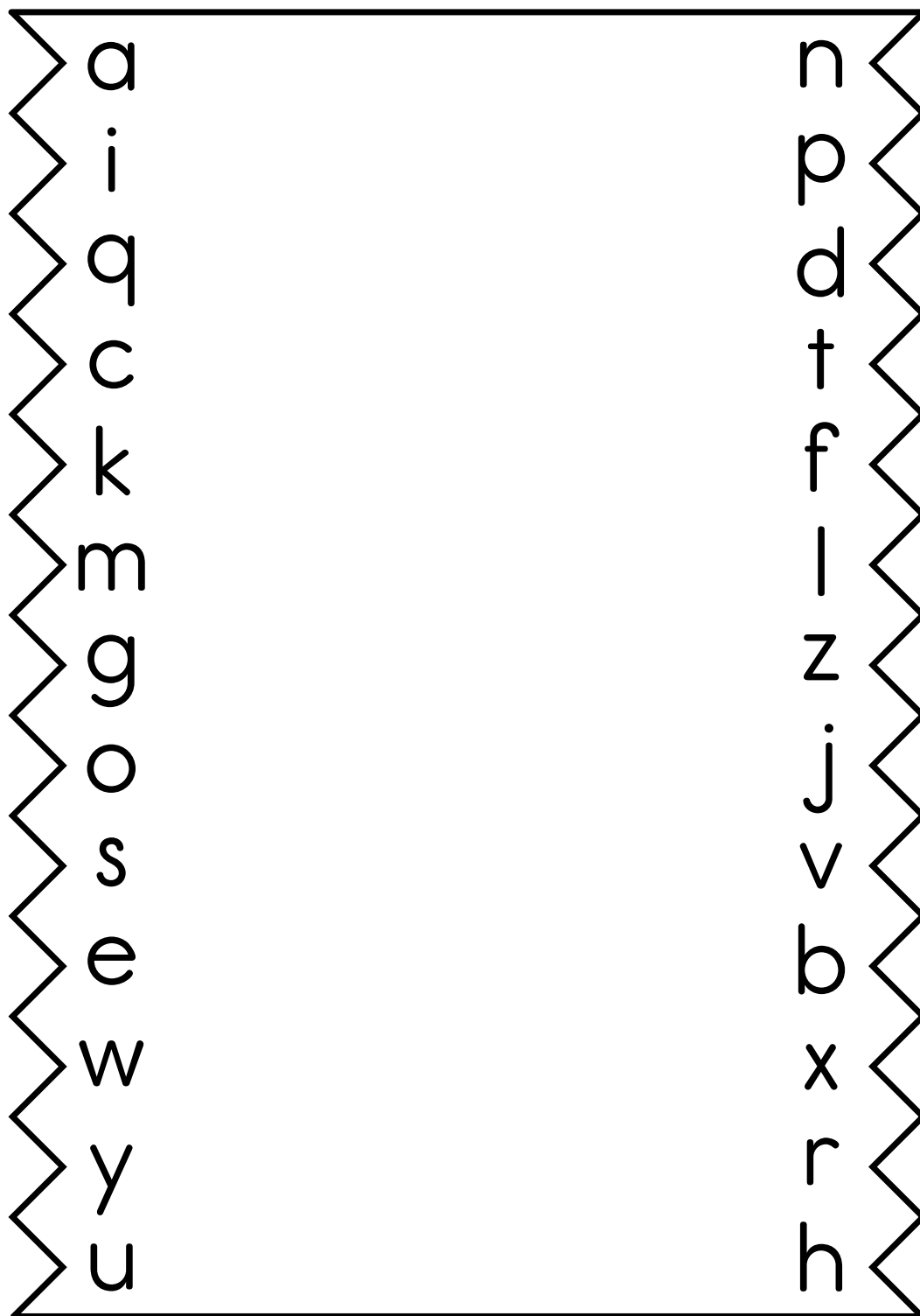
DATE: _____

PP.32

Activity Page

Template for Alphabet Wrap

Directions: Have the student connect the letters in alphabetical order with a pencil or string.



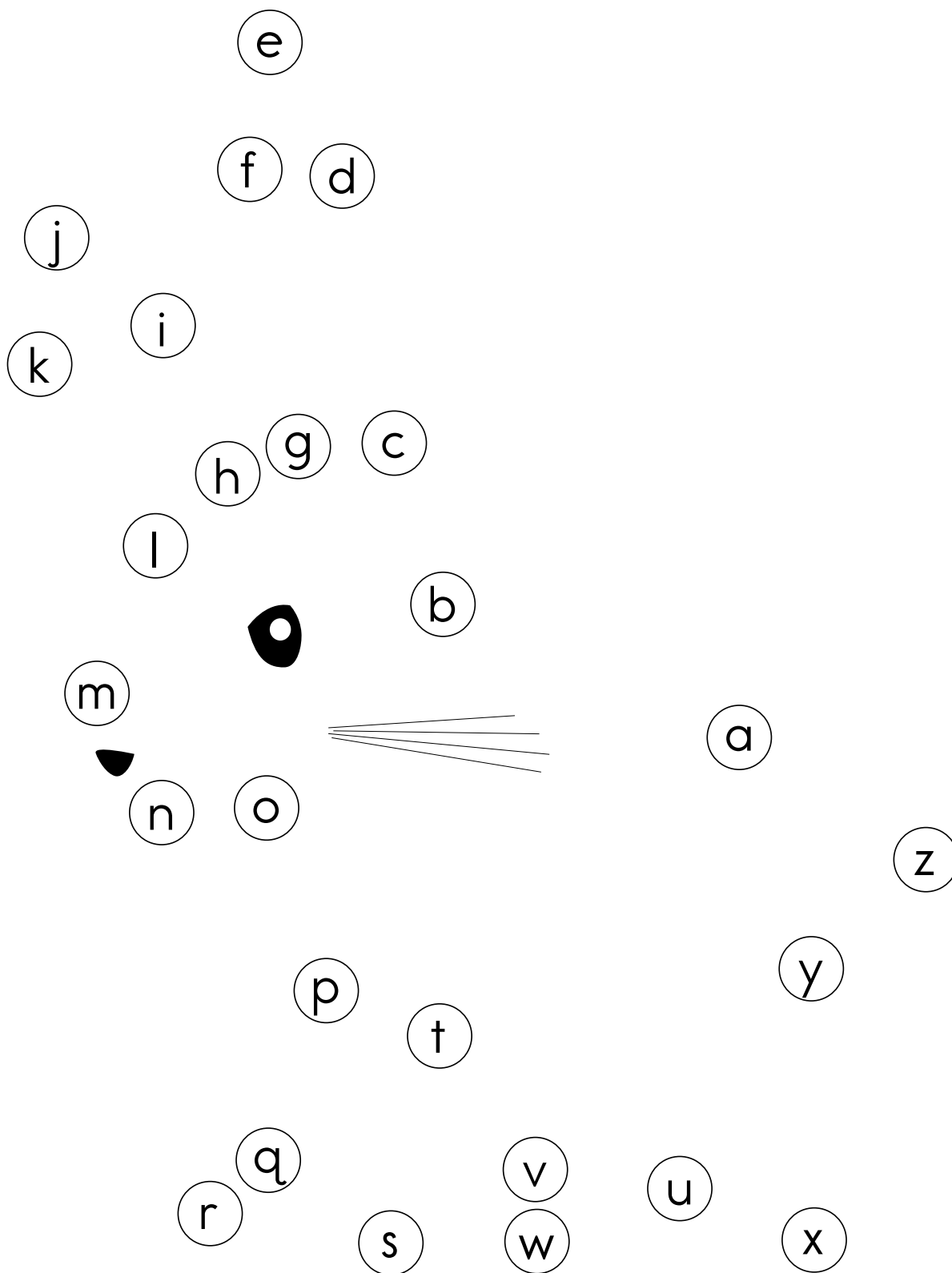
NAME: _____

DATE: _____

PP.33

Activity Page

Directions: Have the student connect the letters in alphabetical order. Have the student say the letter names out loud.



NAME: _____

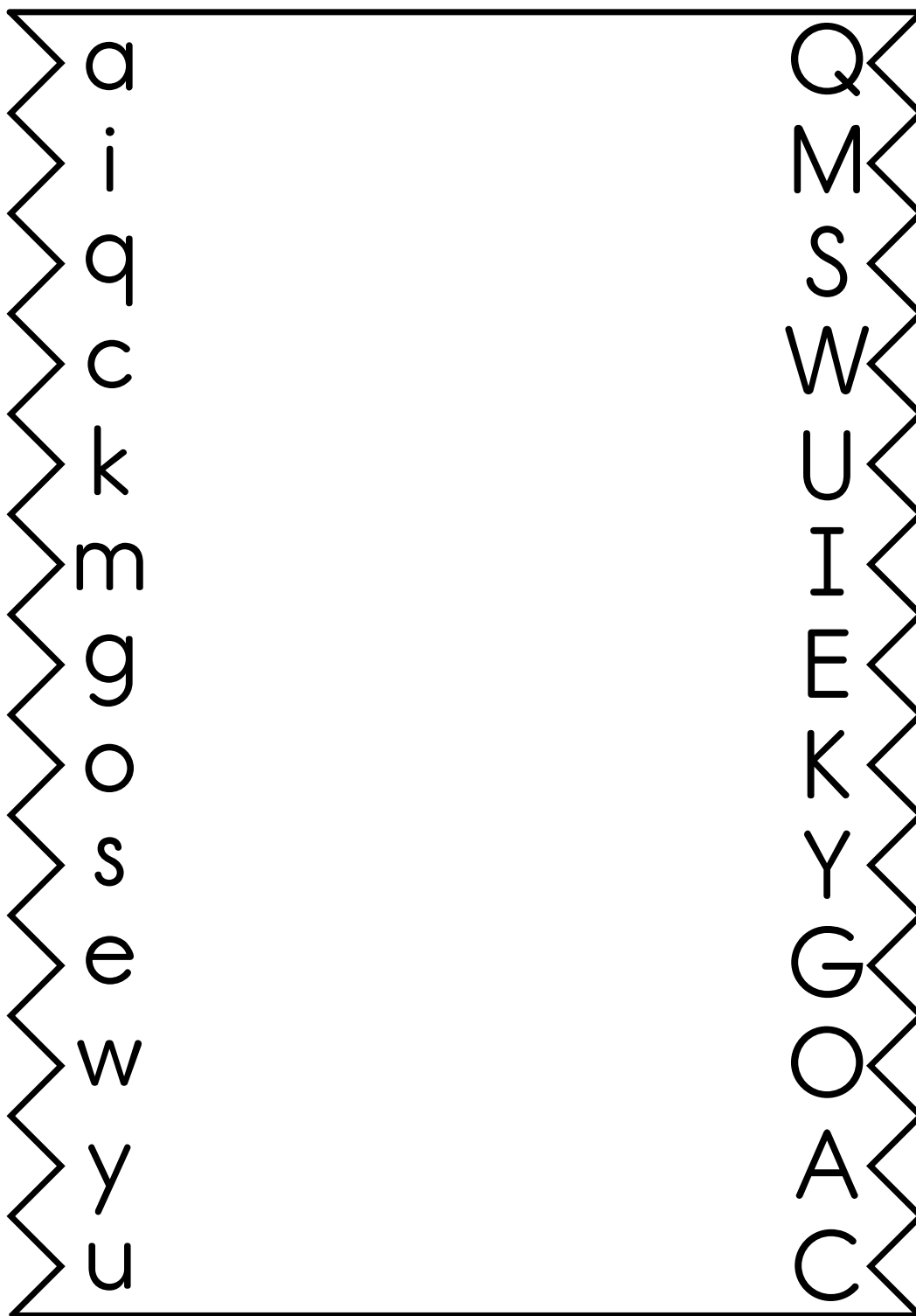
DATE: _____

PP.34

Activity Page

Template for Caps Wrap

Directions: Have the student connect the lowercase letters to their uppercase letters in alphabetical order using a pencil or string.



NAME: _____

DATE: _____

PP.35

Activity Page

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

| | | | |
|---|---|---|---|
| F | L | A | E |
| I | K | B | G |
| J | D | H | C |

a

e

i

b

f

j

c

g

k

d

h

l

| | | | | |
|---|---|---|---|---|
| Z | T | Q | U | R |
| S | V | W | P | Y |
| N | X | M | O | |

| | | |
|---|---|---|
| m | r | w |
| n | s | x |
| o | t | y |
| p | u | z |
| q | v | |

NAME: _____

DATE: _____

PP.36

Activity Page

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

?

.

1. Where can I get a snack

2. Dogs and cats are pets

3. I have a big quilt on the bed

4. Who can spell this word

5. The dog can do a lot of tricks

6. When did Jeff get his drum

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Grade 1 | Skills 1 | Activity Book

ISBN 9781643836928



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Grade 1

Skills 1 | Reader

Snap Shots

Grade 1

Skills 1

Snap Shots

Reader

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Beth

I am Beth.

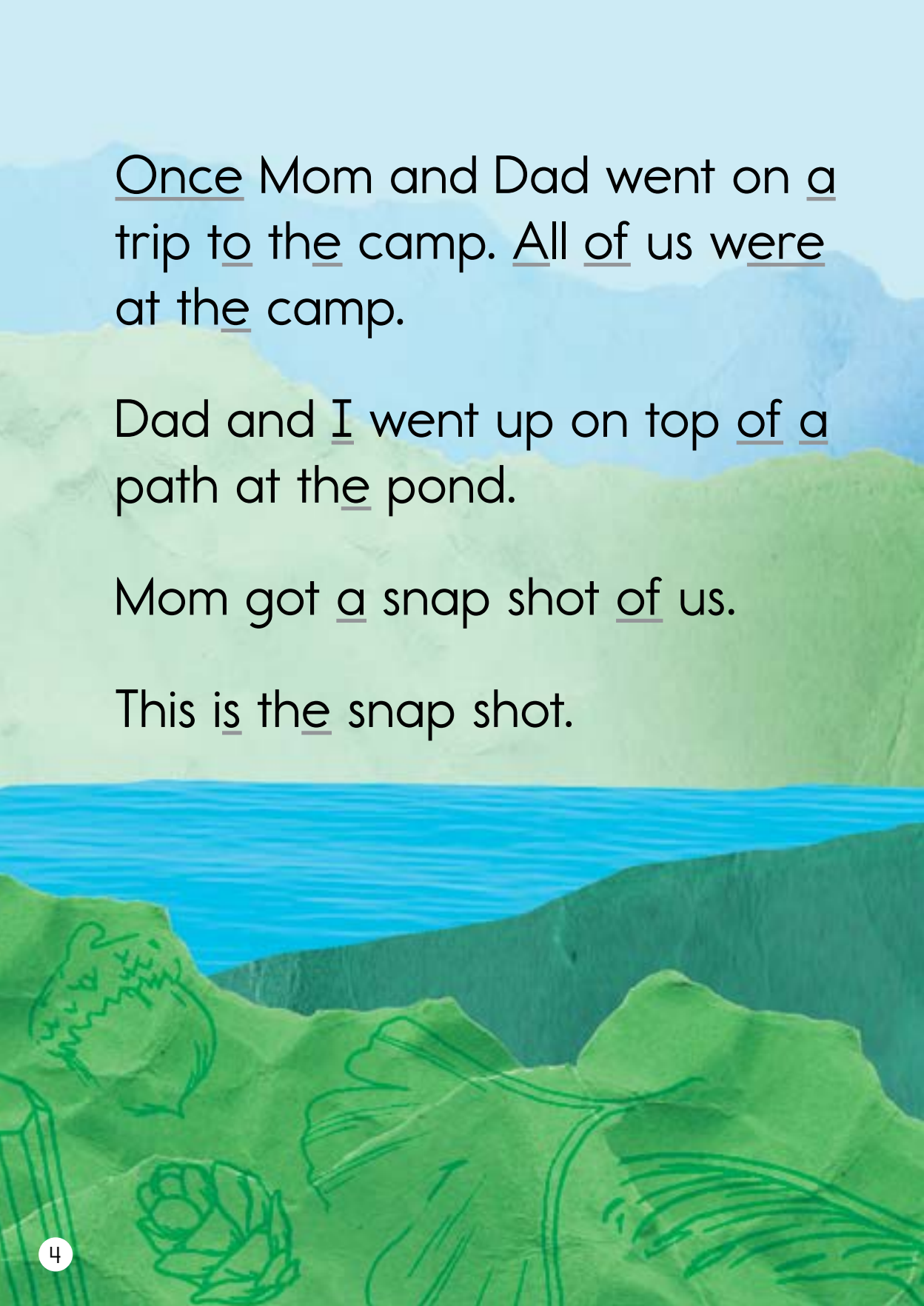
I am ten.

I am at camp.

Camp is fun.







Once Mom and Dad went on a
trip to the camp. All of us were
at the camp.

Dad and I went up on top of a
path at the pond.

Mom got a snap shot of us.

This is the camp snap shot.



Then Mom let us snap some
shots.

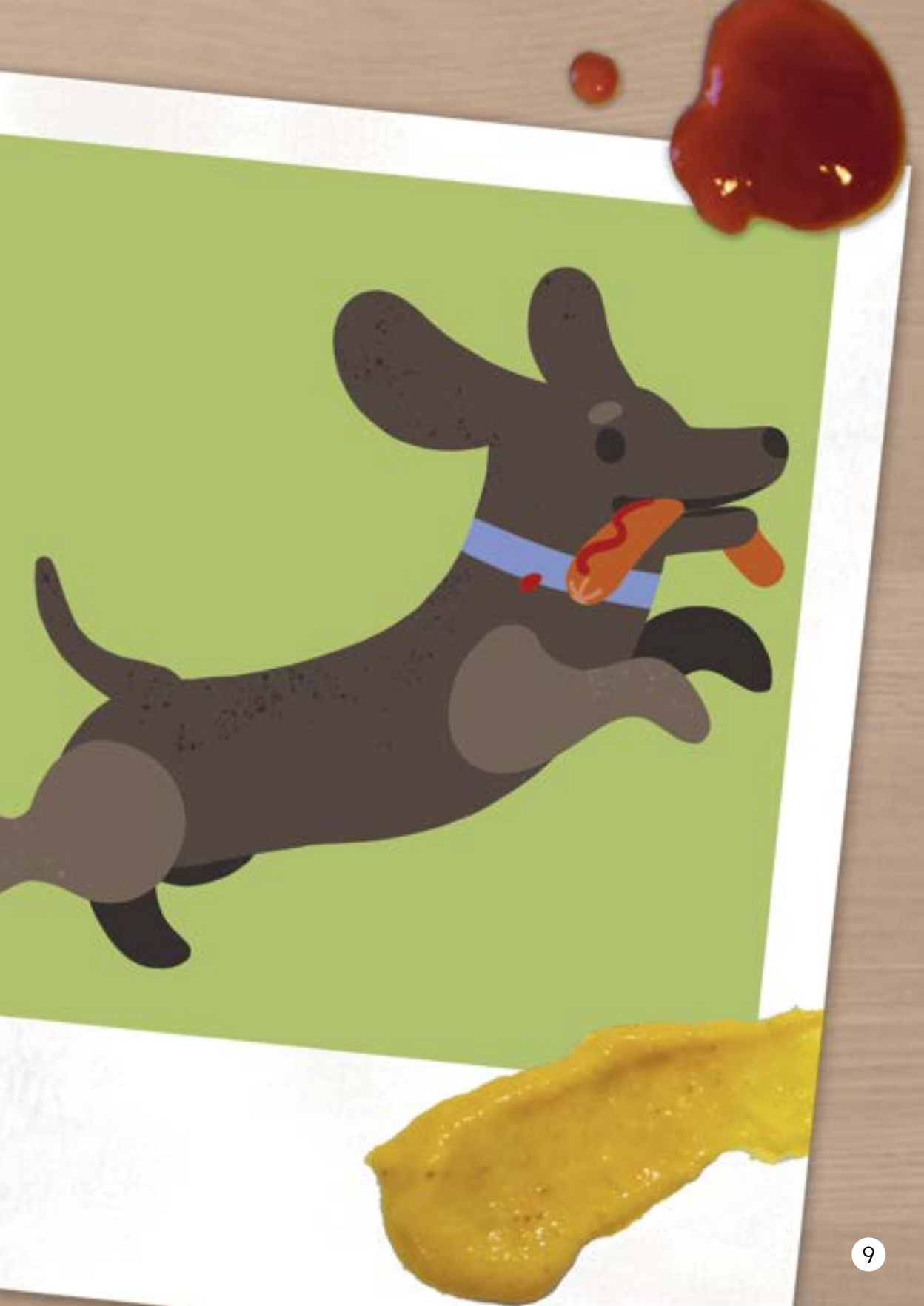
Dad got a snap shot of Mom.





I got a snap shot
of a dog with a hot
dog.







Nat

This is Nat.

Nat is a kid I met at
camp.





I have lots of snap shots
of Nat.

This is a snap shot of Nat
with a fish.







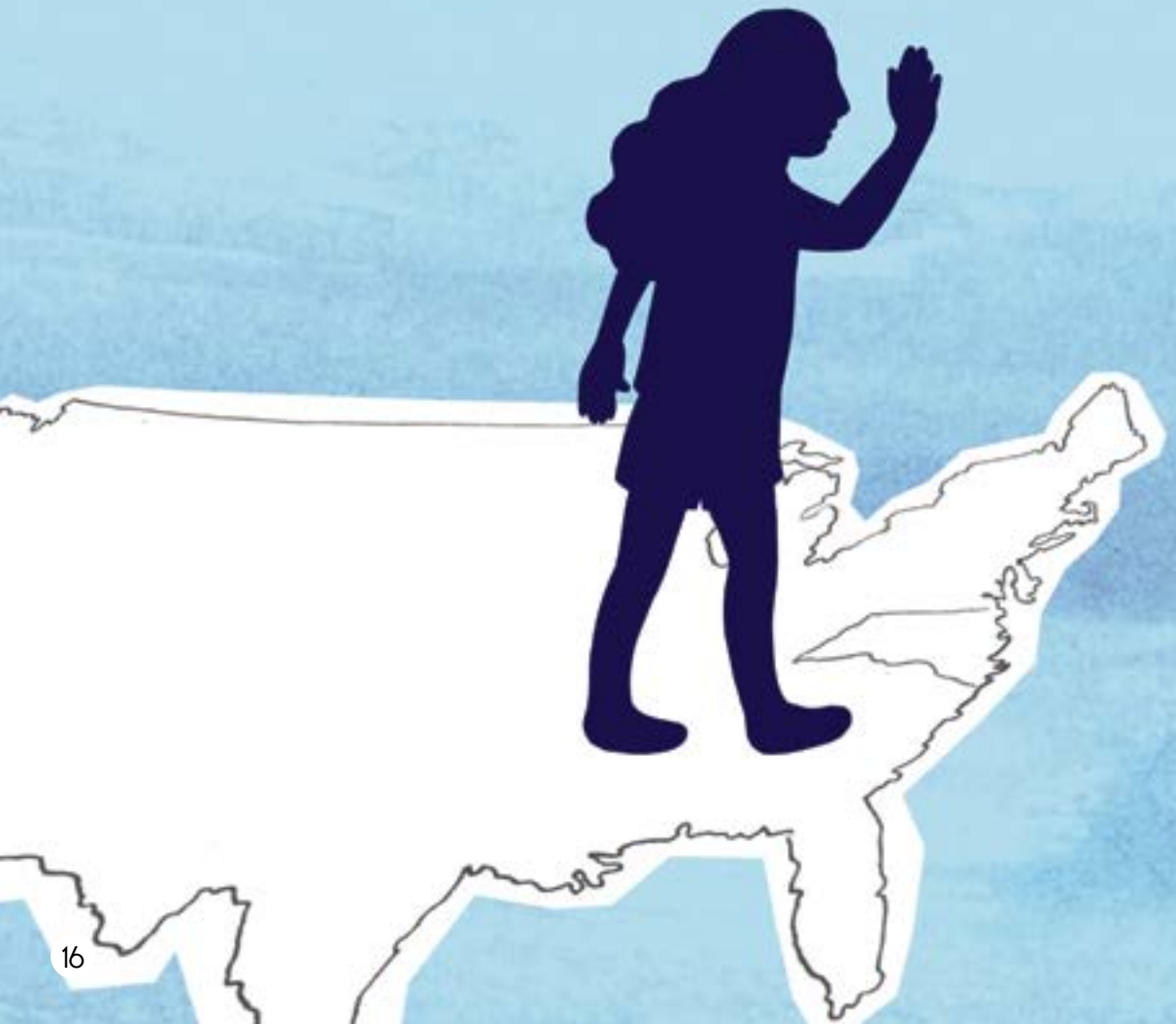
This is a snap shot of
Nat on a raft.





Nat and I had lots of fun at camp. But then Nat's mom got a job in the U.K.

Nat left, and I felt sad.





The Trip to the U.K.

Nat went to the U.K., and I felt sad. But then Mom set up a trip to the U.K.





Mom and I went on a jet. Ships are fun, but jets are the best!

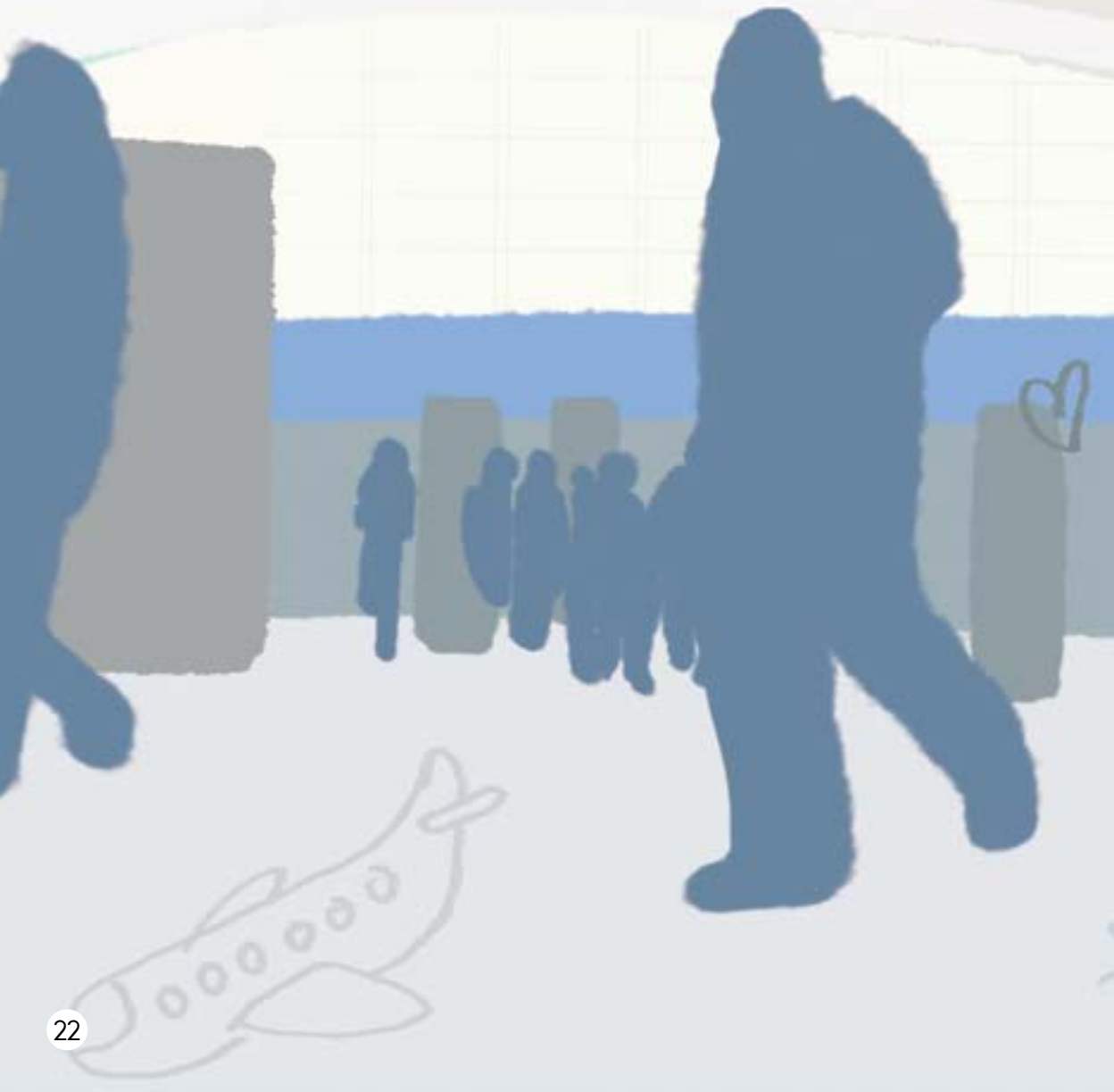
I got to sit next to the wing. I had lunch. Then I had a nap. Mom got this snap shot of the nap.





Nat met us at the end
of the ramp.

I ran up to hug him.





Then Nat's mom, Dot, got us
a cab.

This is a snap shot of us
with the cab man.





Nat and I had a lot of
fun.

Then, Mom and I slept
in a bed next to Nat's
bed.





Bud the Cat

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet. Bud had a bad leg. The vet had to fix Bud's leg.



I ♥ Bud

Bud had to sit in a box with a cast on one leg.

Then Nat said, “Mom, can I have him? Can I? Can I? Can I?”

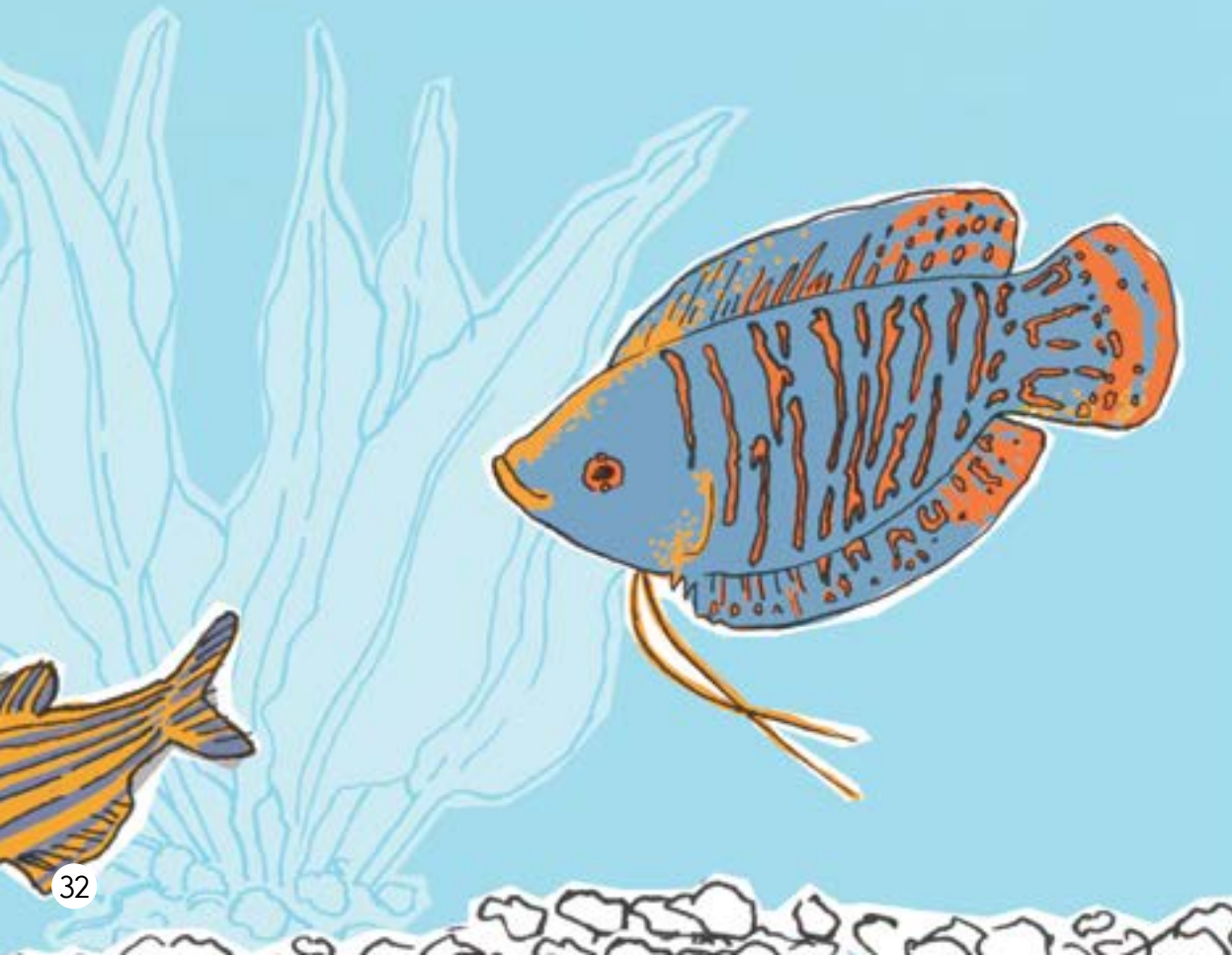
Dot said yes.

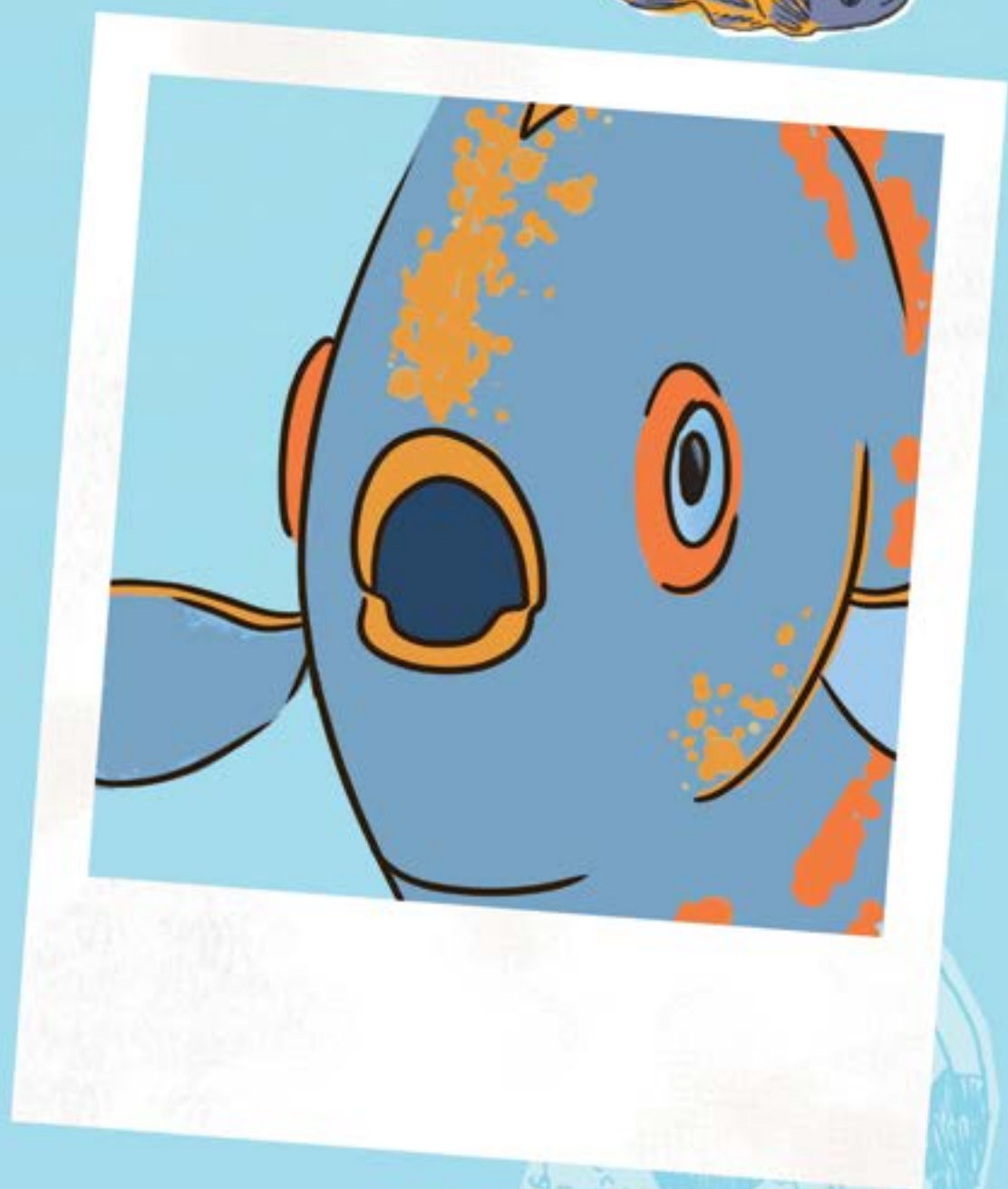


The Fish

This is a snap shot of Nat's fish.

The fish swim and splash and
munch on fish snacks.





Thee cat can smell thee fish. It
can press on thee glass. It can
grab at thee fish. But it can not
get them.





The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

That's Mom in the shop shot, with the U.S. flag.



The U.K. flag has a big red cross on it. Nat and his mom held one up.

I got this snap shot of the two of them with the U.K. flag.





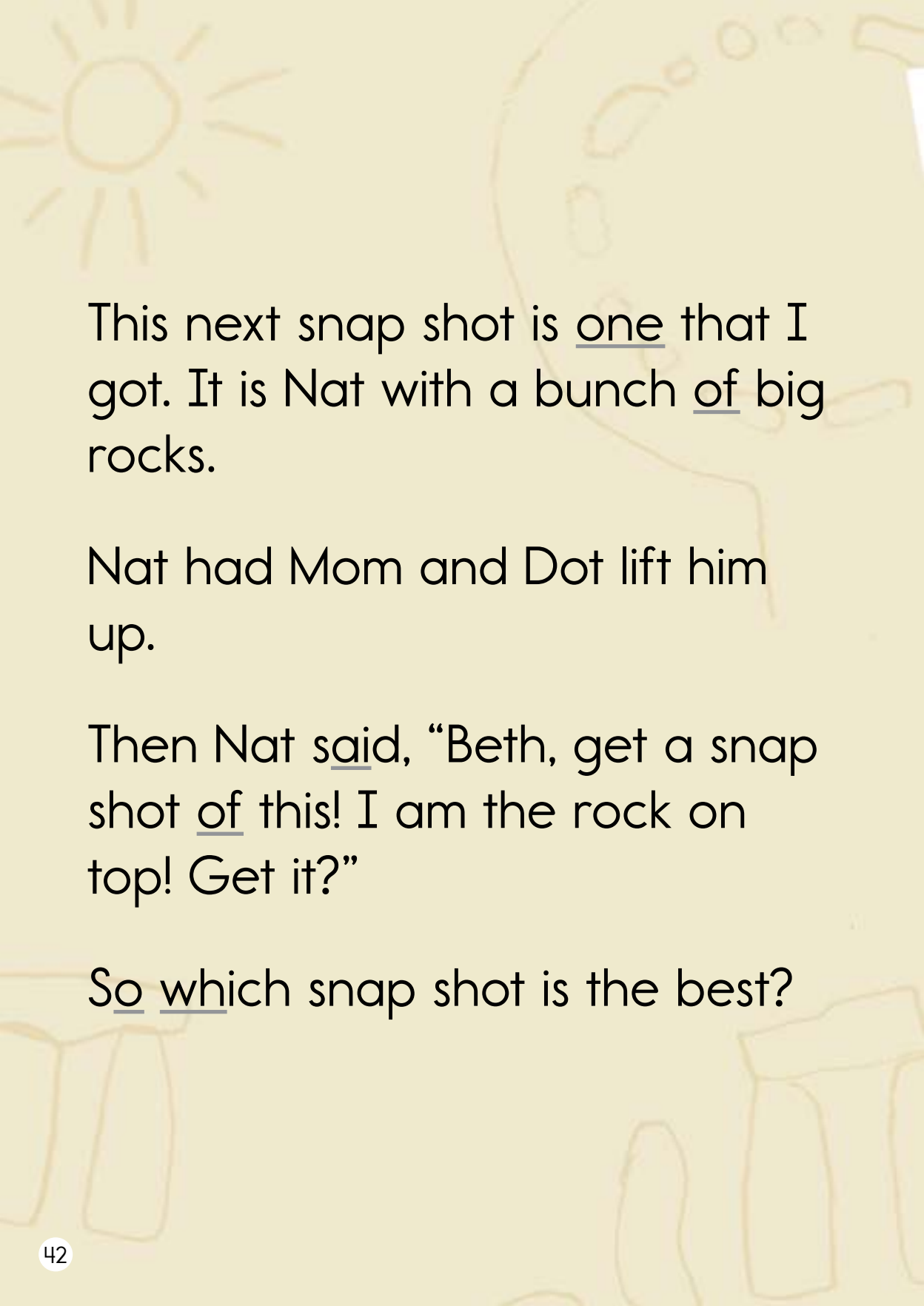
Which Is the Best?



This is a snap shot Mom got. All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.





This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?





The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.





At the bus stop, Nat said, “Beth,
this is the best bus!”

I said, “Why? Is it fast?”

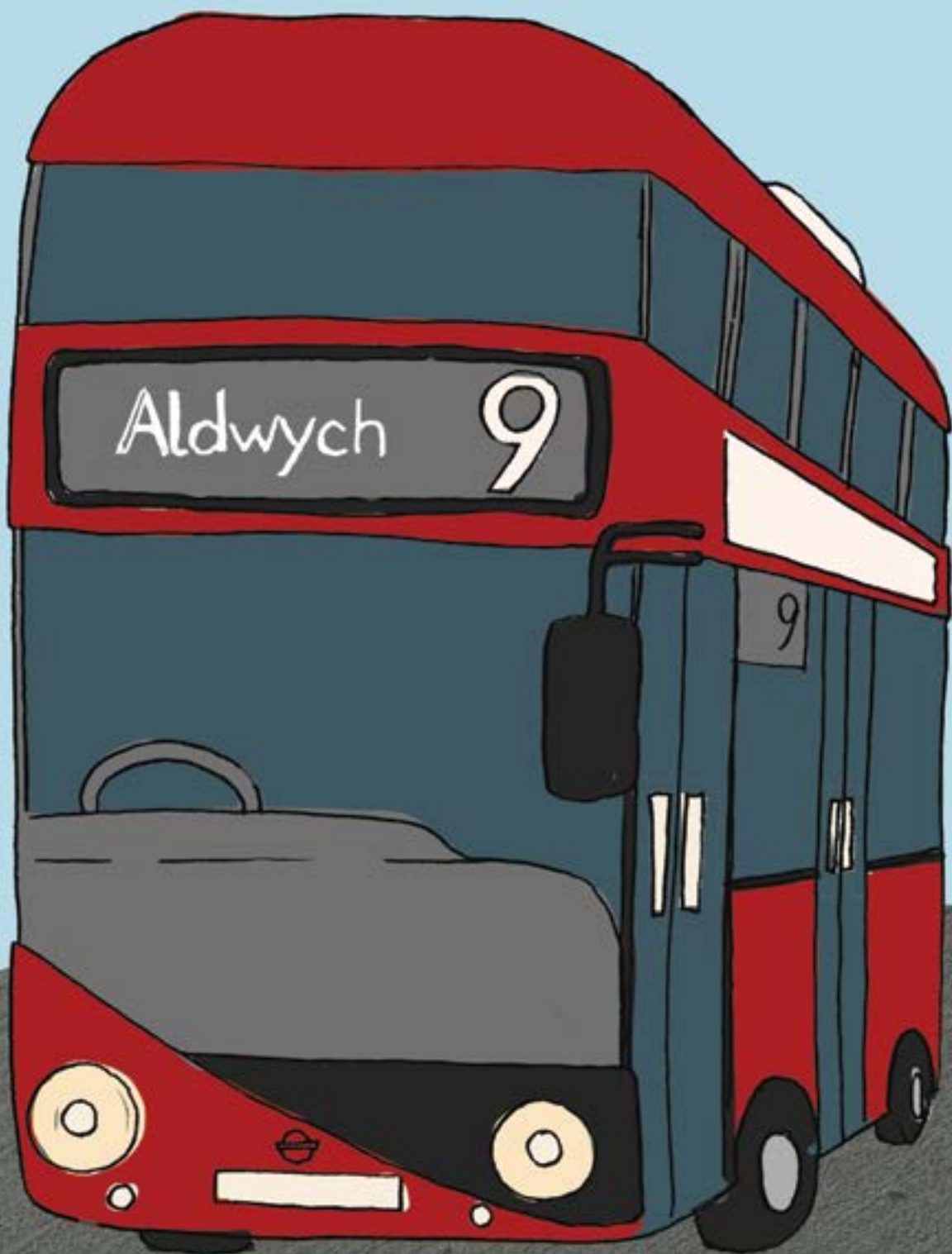
“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus with
a top deck!





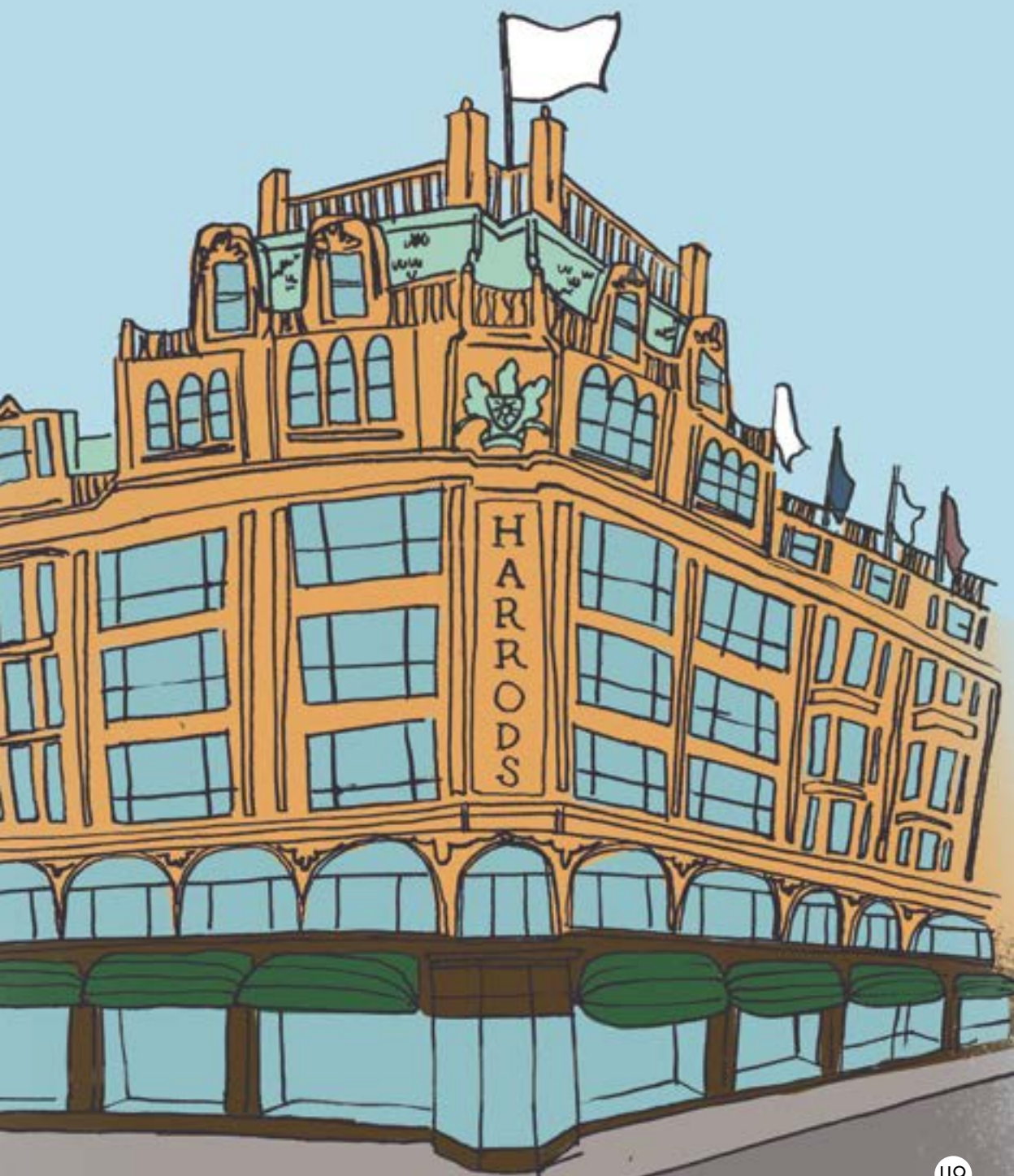
On the Bus

Nat and I sat up on the top deck of the big red bus.

The bus went past a big shop.

“That is where Mom shops,” said Nat. “That shop has all the best stuff!”





The bus went past a big clock. A bell went ding, dong, ding, dong.

“That is Big Ben!” said Nat.

“Who is Big Ben?” I said.

“Big Ben is not a man,” Nat said.

“Big Ben is the bell that is in that clock.”



The bus went on.

“That is a posh spot there!” Nat said.

“Posh?” I said. “What is that?”

“A posh spot is where stuff costs a lot,” said Nat. “Mom had lunch in there once, and it cost so much that Dad got mad.”



The Man in the Black Hat

All of us got off the bus. Nat led us up to a man in a black hat.

“Beth,” Nat said, “that man will not grin.”

“Why not?” I said.

“His job is to stand there as still as a rock and not grin,” Nat said.



“I will do the best
trick I can,” Nat said.

“But I will bet that
man will not grin.”

Nat did a trick and
fell on his back.

Nat’s trick got all of
us to grin, but the
man in the black hat
did not grin.





“I bet I can get him to
grin!” I said.

I did a split, but the
man did not grin.

I sang a song and did
a jig, but still the man
did not grin.





Mom got lots of snap shots of us
and the man in the black hat.
But there is not one snap shot
where that man grins.





The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, “Why is that man in a dress?”

Nat said, “That is not a dress. It is a kilt.”

“A quilt?” I said.

“No,” Nat said. “A kilt.”







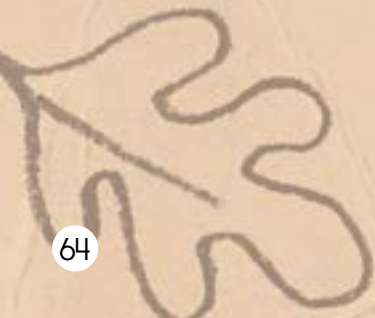
“What is a kilt?” I said.

Mom said, “The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“So the kilt tells us his past?” I said.

“Yes,” said Mom. “It is a bit of his past.”

Mom got this snap shot of us with the man in the kilt!





The Map

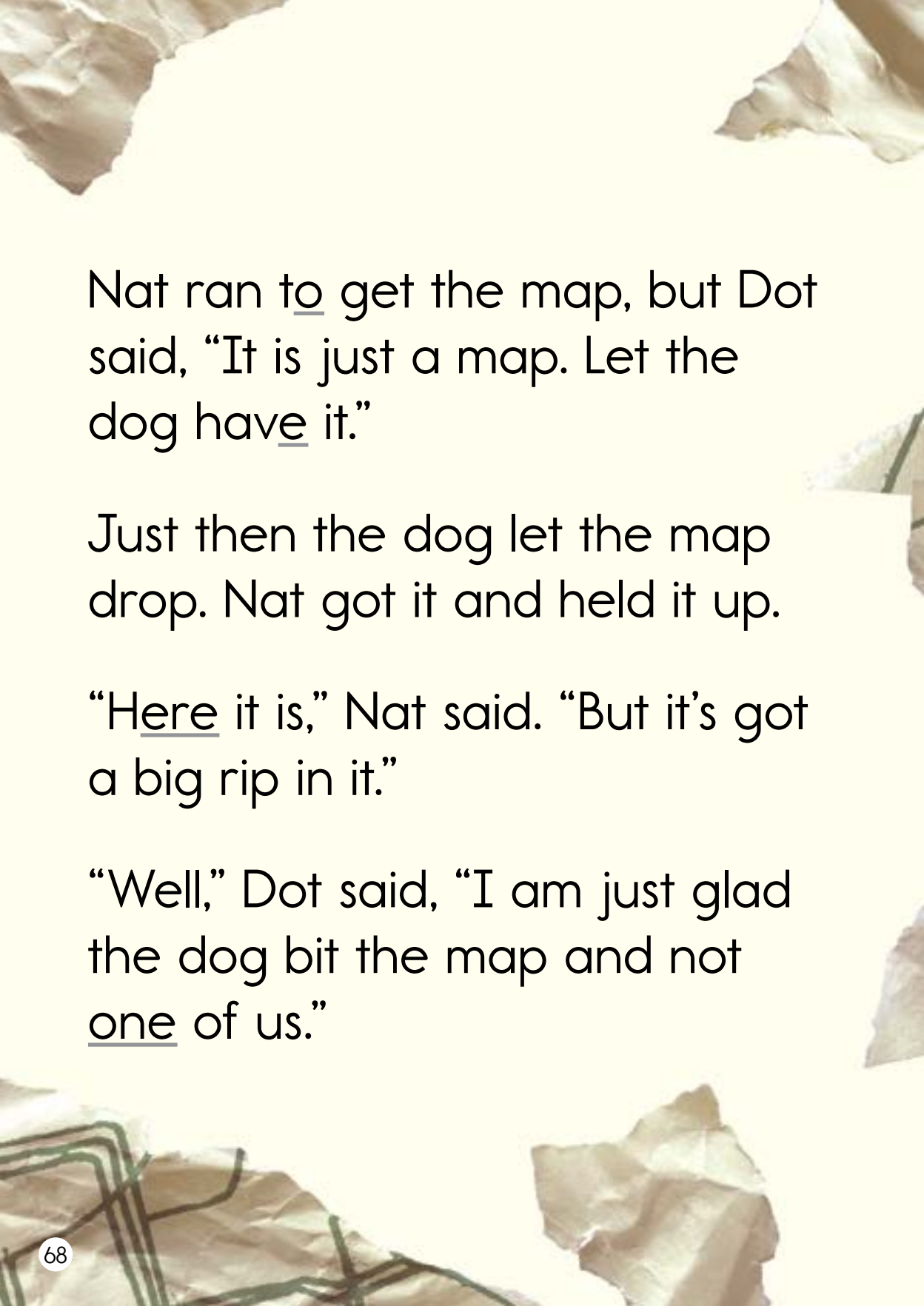
Once all of us were
on a trip when a dog ran
up and bit the map.

Dot said, “Bad dog! Stop that!
Drop that map! Drop it!”

But the dog did not
drop the map. The
dog ran up the block
with the map.





The background of the page is a light cream color, decorated with several pieces of torn, aged paper. Some of these pieces show fragments of a map with green lines. The text is arranged in four paragraphs, each starting with a new line of text.

Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”



In the Cab

Dot got us a cab.

The cab man said, “Where
to?”

Dot said, “The King’s Pub.”

“What is a pub?” I said.

“A pub is a spot to get
lunch,” said Nat.







“If it’s the King’s Pub,” I said, “I bet it’s posh. Will I get to sit with the king?”

“No,” said Dot with a grin. “But this pub has got the best fish and chips!”

The cab man got us to the pub in a flash. Then all of us went in to have lunch.

KING'S PUB

A stylized illustration of a pub entrance. The sign "KING'S PUB" is in gold letters on a dark blue background. The entrance features two brown columns with white capitals and grey stone bases, flanking a dark doorway. Above the doorway is a wooden frame with a triangular window. Green bushes with yellow flowers are on either side of the entrance.

Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!





Nat had a glass of milk with his fish and chips. Then his hand hit the glass.

Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.





The Punt

Dot said, “Let’s rent a punt!”

“A punt?” I said. “What’s that?”

Dot led us to a dock. There were two punts there, as well as a man with a long stick.

“Let’s rent one!” I said.

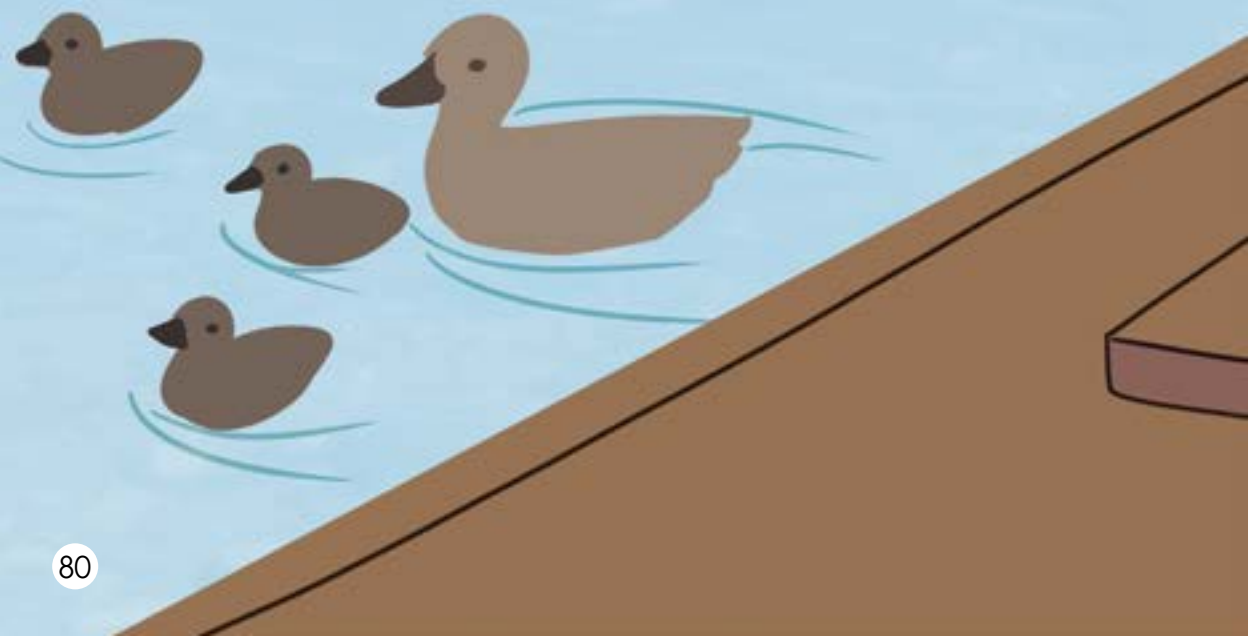


All of us got in the punt. The man with the stick got in last.

The man said, “Kids, this punt can tip. If it tips, all of us will get wet. The best thing to do is to sit still and not stand up.”

Nat and I sat still and did not get wet.

It was a lot of fun.





The Trip Back

The trip to the U.K. was so much fun. I was sad that it had to end.

When it did end, Nat and I had a hug. So did Mom and Dot.

Then Mom and I got back on the jet.



When Mom and I got back to the U.S., Dad met us.

“Dad!” I said, “I am glad you are here. I wish you were with us in the U.K. Mom and I went on a punt and had fish and chips at a pub! Nat and I sat on top of a big red bus and went past Big Ben! It was the best trip!”





I got a map of the U.K. and
hung it up.

I stuck red dots on all the spots
Mom and I went to.





Mom got prints of the snap shots
from the trip.

I sent the best ones to Nat!



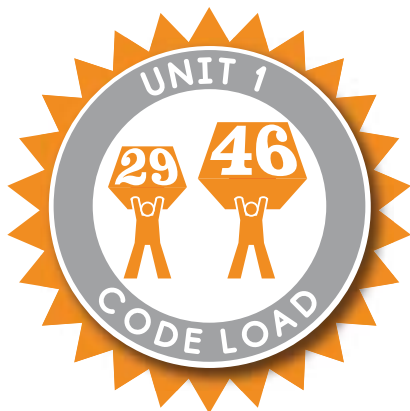


About this Book

This book has been created for use by students learning to read with the program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.



Code Knowledge assumed at the beginning of this Reader:

Note: The listing below of assumed code knowledge lists the vowel and consonant sounds and spellings, Tricky Words, and other language conventions that are reviewed in Lessons 1–19 of this unit before students begin reading the first story in this Reader.

| VOWEL SOUNDS AND SPELLINGS: | CONSONANT SOUNDS AND SPELLINGS: | |
|-------------------------------|---|--|
| /i/ as in <u>sk</u> <i>im</i> | /m/ as in <u>sw</u> <i>im</i> | /ch/ as in <u>ch</u> <i>in</i> |
| /e/ as in <u>b</u> <i>ed</i> | /n/ as in <u>ru</u> <i>n</i> | /sh/ as in <u>sh</u> <i>op</i> |
| /a/ as in <u>t</u> <i>ap</i> | /t/ as in <u>ba</u> <i>t</i> | /th/ as in <u>th</u> <i>en</i> |
| /u/ as in <u>u</u> <i>p</i> | /d/ as in <u>bi</u> <i>d</i> | /th/ as in <u>th</u> <i>in</i> |
| /o/ as in <u>f</u> <i>lop</i> | /k/ as in <u>c</u> <i>ot</i> and <u>k</u> <i>id</i> | |
| | /g/ as in <u>l</u> <i>og</i> | OTHER: |
| | /f/ as in <u>f</u> <i>at</i> | |
| | /s/ as in <u>s</u> <i>it</i> | • Punctuation (period, comma, quotation marks, question mark, exclamation point) |
| | /z/ as in <u>z</u> <i>ip</i> | • 's (for possession) |
| | /v/ as in <u>v</u> <i>et</i> | • Abbreviations (U.K., U.S.) |
| | /p/ as in <u>t</u> <i>ip</i> | |
| | /b/ as in <u>r</u> <i>ub</i> | TRICKY WORDS: |
| | /l/ as in <u>l</u> <i>amp</i> | |
| | /r/ as in <u>r</u> <i>ip</i> | a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two |
| | /h/ as in <u>h</u> <i>am</i> | |
| | /w/ as in <u>w</u> <i>et</i> | |
| | /j/ as in <u>j</u> <i>og</i> | |
| | /y/ as in <u>y</u> <i>es</i> | |
| | /x/ as in <u>x</u> <i>ox</i> | |

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Beth”: Tricky Word *the*
- Beginning with “The Trip to the U.K.”: /ng/ as in *king*
- Beginning with “Bud the Cat”: Tricky Word *said*
- Beginning with “The Fish”: double-letter spellings for consonant sounds, such as ‘ll,’ ‘ss,’ etc. and /k/ > ‘ck’ as in *snack*
- Beginning with “The Flag Shop”: Tricky Word *was* and /z/ > ‘s’ as in *dogs*
- Beginning with “Which Is the Best”: Tricky Word *which*
- Beginning with “The Bus Stop”: Tricky Words *there, why*
- Beginning with “On the Bus”: Tricky Words *where, who, what*
- Beginning with “The Man in the Kilt”: /qu/ as in *quilt*
- Beginning with “The Map”: Tricky Words *when, here*

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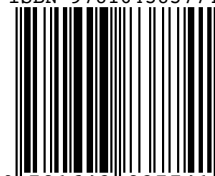
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Grade 1 | Skills 1 | Reader

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Snap Shots

Big Book

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Beth

I am Beth.

I am ten.

I am at camp.

Camp is fun.



Once Mom and Dad went on
a trip to the camp. All of us
were at the camp.

Dad and I went up on top of
a path at the pond.

Mom got a snap shot of us.

This is the snap shot.





Then Mom let us snap some
shots.

Dad got a snap shot of Mom.





I got a snap shot
of a dog with a hot
dog.







Nat

This is Nat.

Nat is a kid I met at camp.







I have lots of snap shots
of Nat.

This is a snap shot of Nat
with a fish.







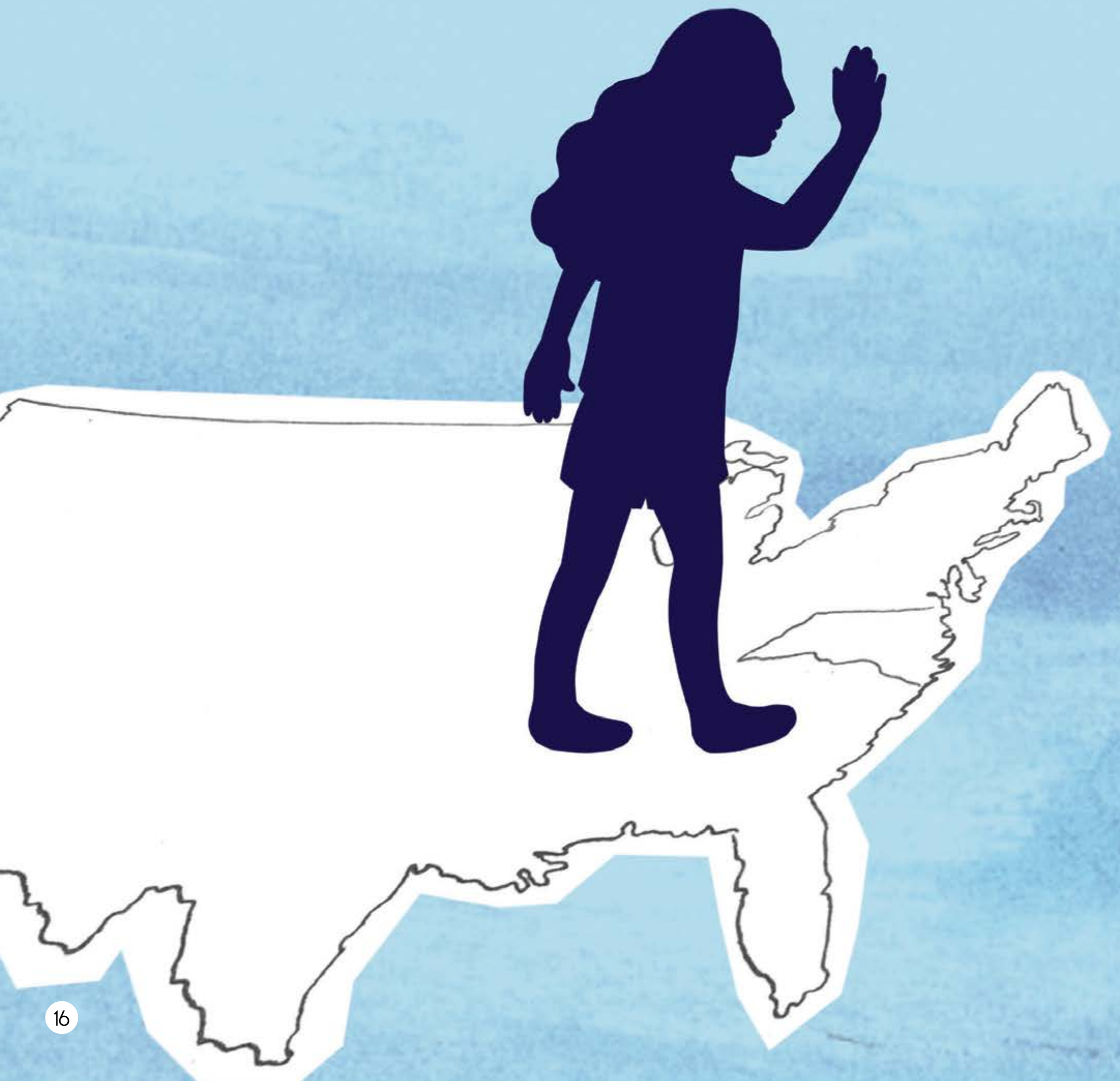
This is a snap shot of
Nat on a raft.





Nat and I had lots of fun at camp. But then Nat's mom got a job in the U.K.

Nat left, and I felt sad.





The Trip to the U.K.

Nat went to the U.K., and I felt sad. But then Mom set up a trip to the U.K.





Mom and I went on a jet.
Ships are fun, but jets are the best!

I got to sit next to the wing. I
had lunch. Then I had a nap.
Mom got this snap shot of the nap.





Nat met us at the end of the ramp.

I ran up to hug him.





Then Nat's mom, Dot, got
us a cab.

This is a snap shot of us
with the cab man.





Nat and I had a lot of
fun.

Then, Mom and I slept
in a bed next to Nat's
bed.

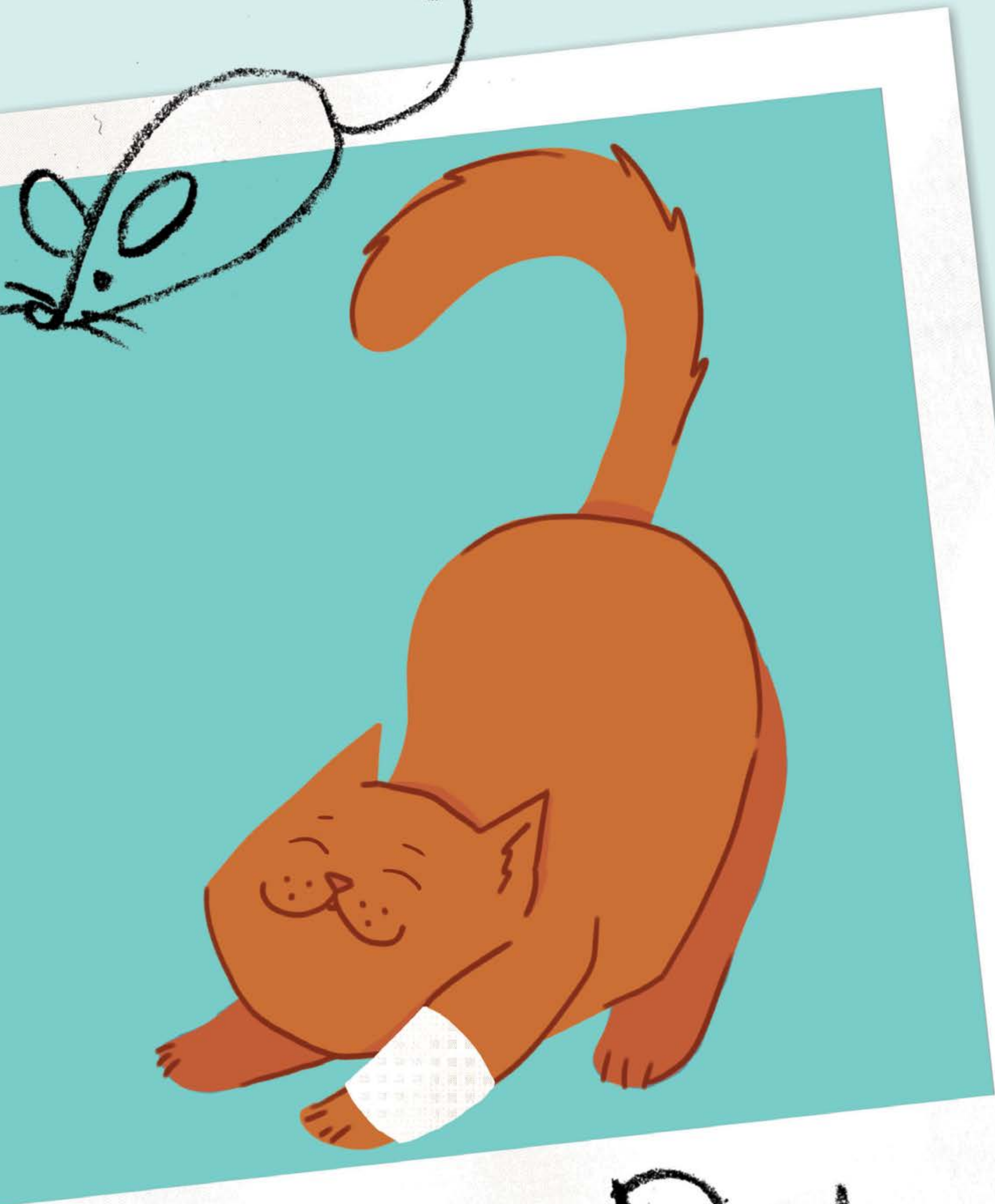




Bud the Cat

This is a snap shot of Nat's cat, Bud.

Nat got Bud from a vet. Bud had a bad leg. The vet had to fix Bud's leg.



I ♡ Bud

Bud had to sit in a box with a cast on one leg.

Then Nat said, “Mom, can I have him? Can I? Can I? Can I?”

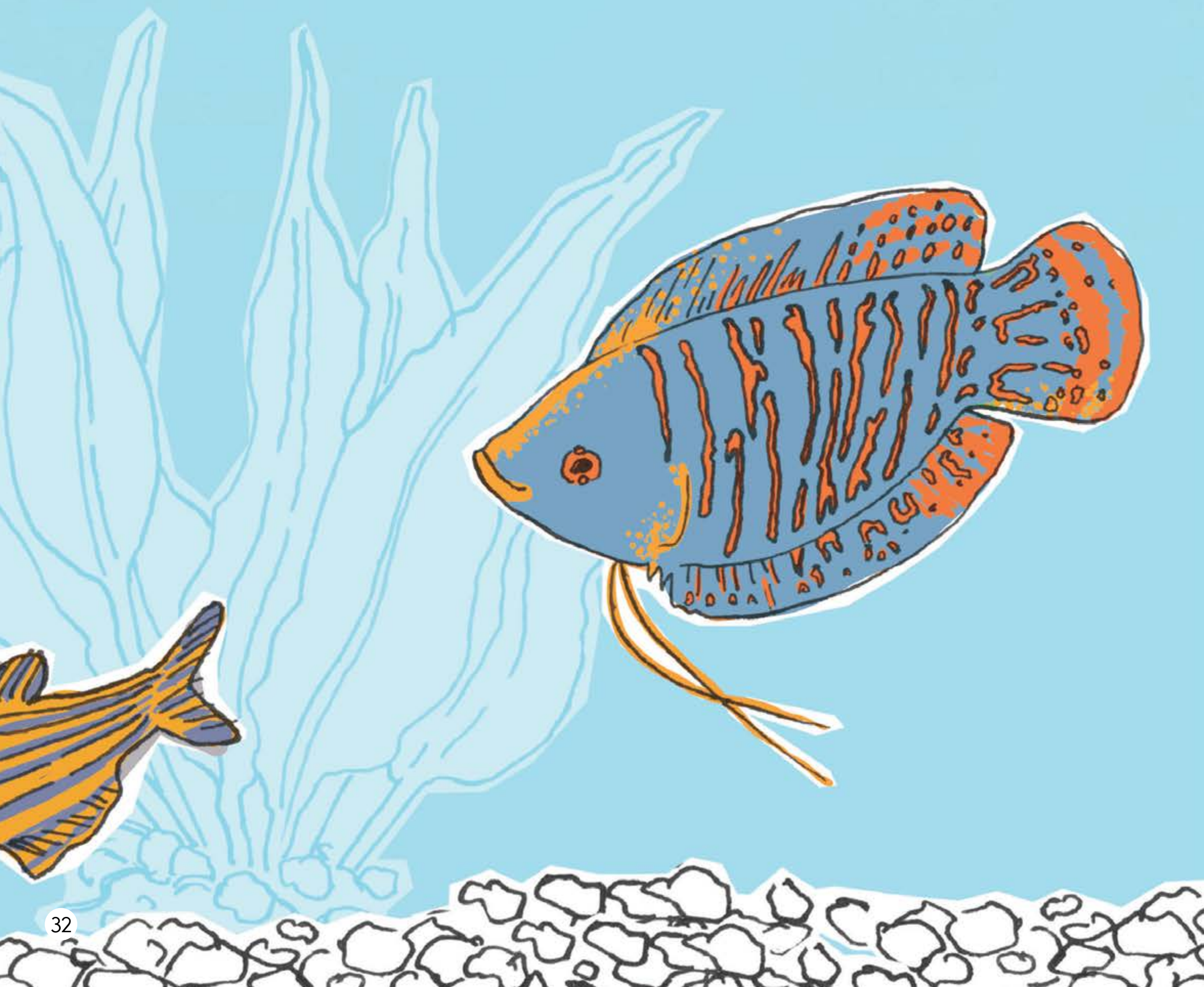
Dot said yes.

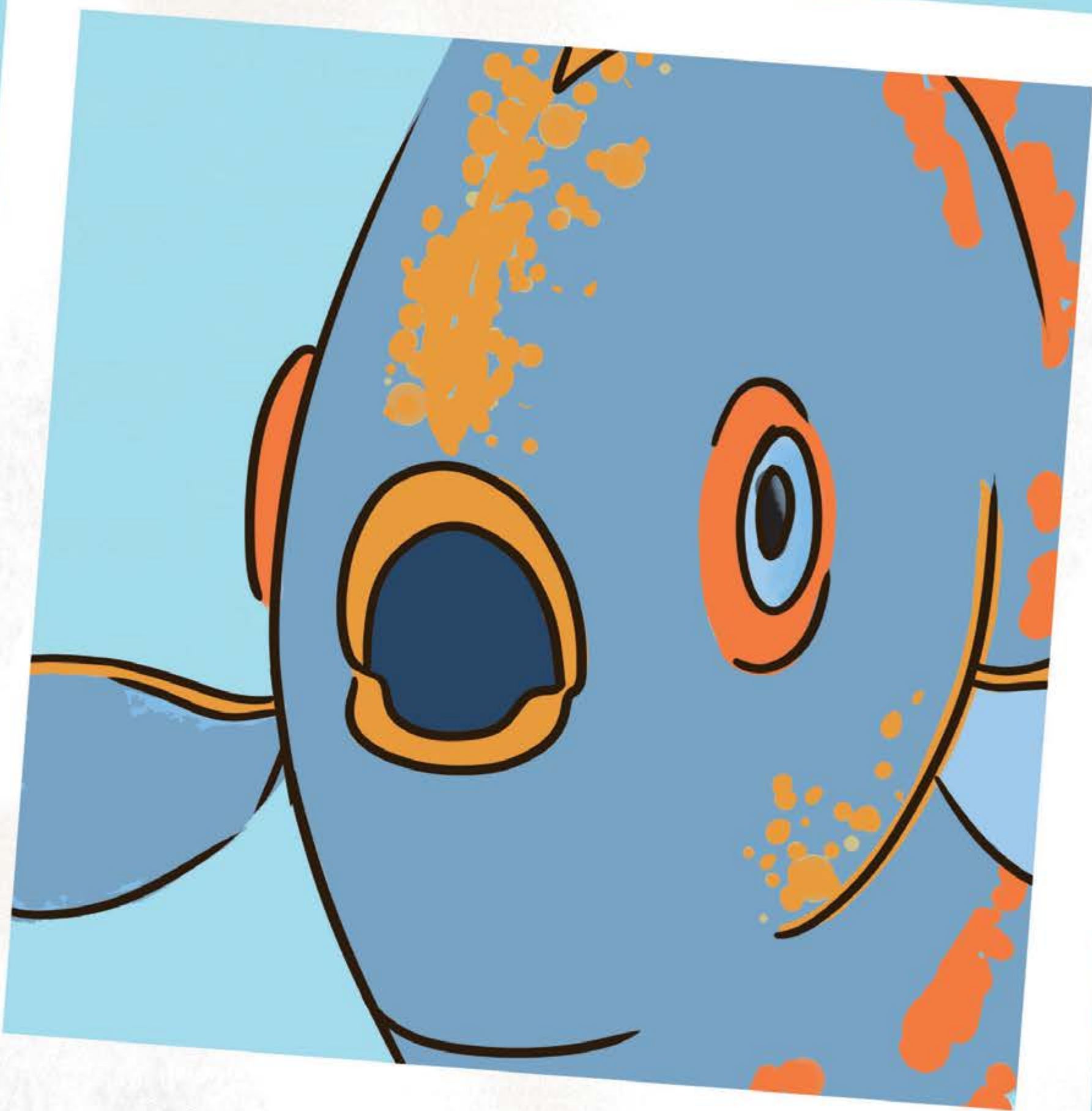


The Fish

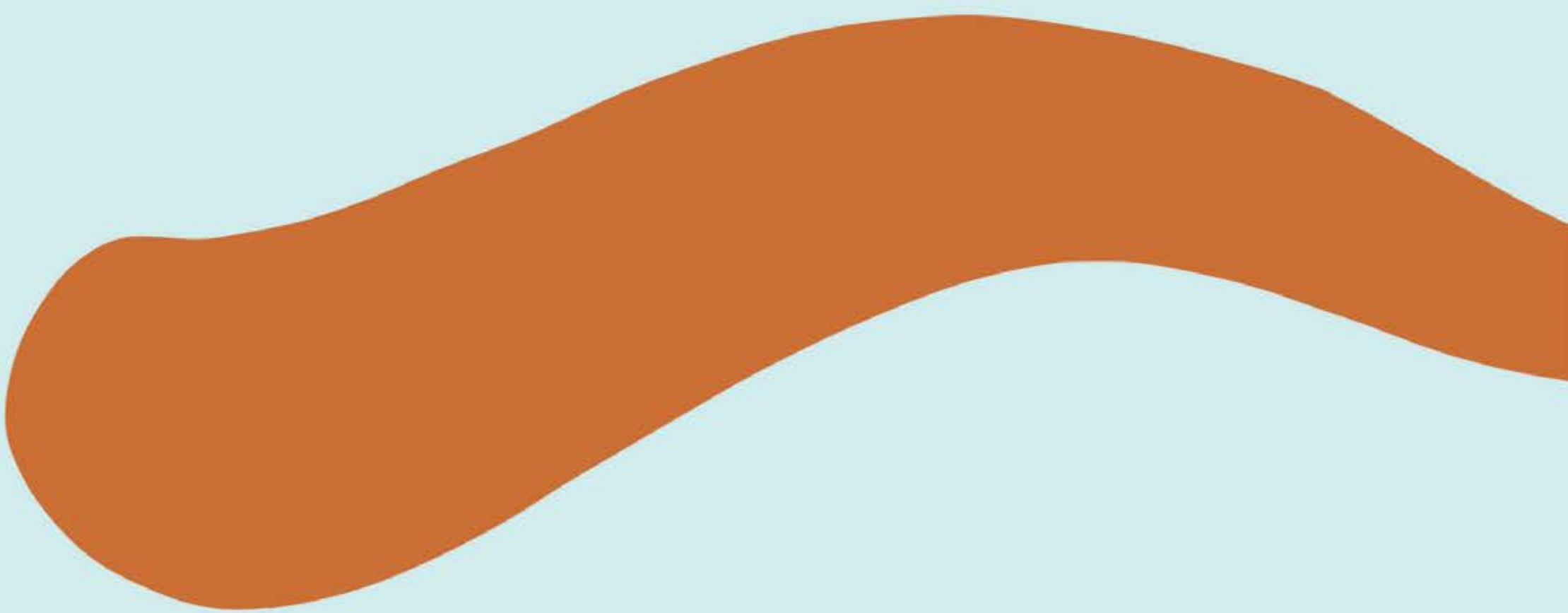
This is a snap shot of Nat's fish.

The fish swim and splash and
munch on fish snacks.





The cat can smell the fish. It can press on the glass. It can grab at the fish. But it can not get them.






The Flag Shop

Mom and I went in a lot of shops in the U.K. One of the shops was a flag shop.

The shop had the U.S. flag, the French flag, and the U.K. flag.

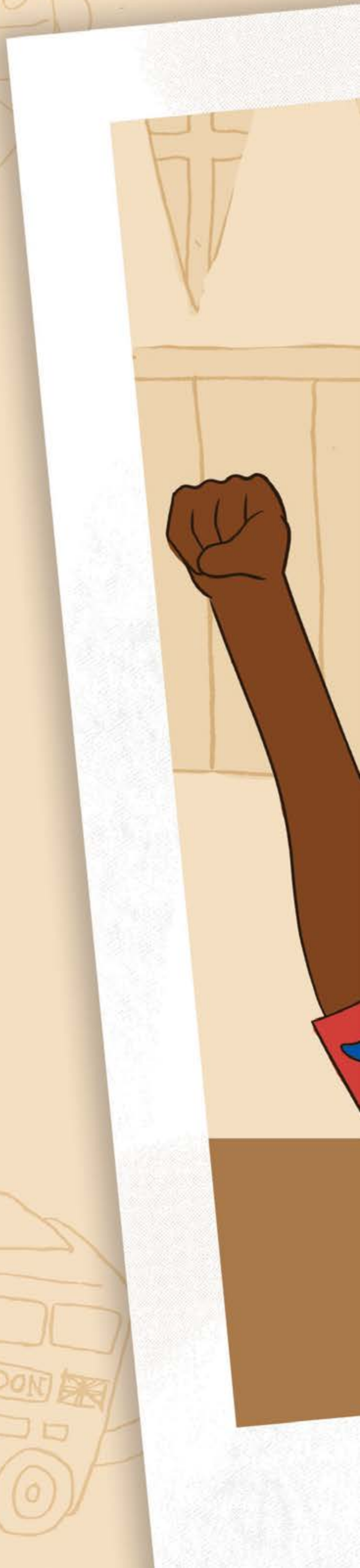


That's Mom in the snap shot, with the U.S. flag.





The U.K. flag has a
big red cross on it.
Nat and his mom
held one up.

I got this snap shot
of the two of them
with the flag.





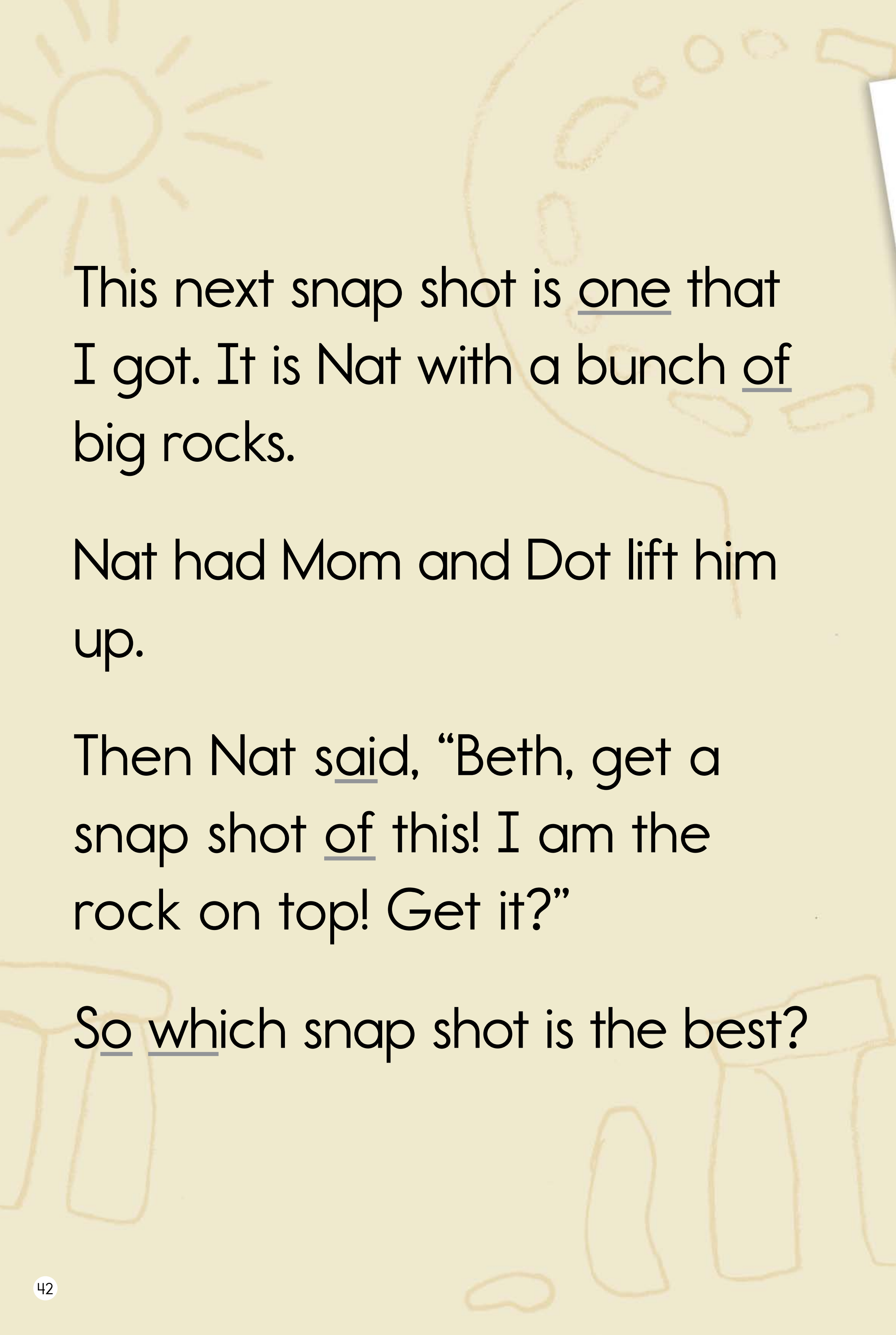
Which Is the Best?



This is a snap shot Mom got. All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast. The moms had to huff and puff to get to the top.





This next snap shot is one that I got. It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said, “Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?

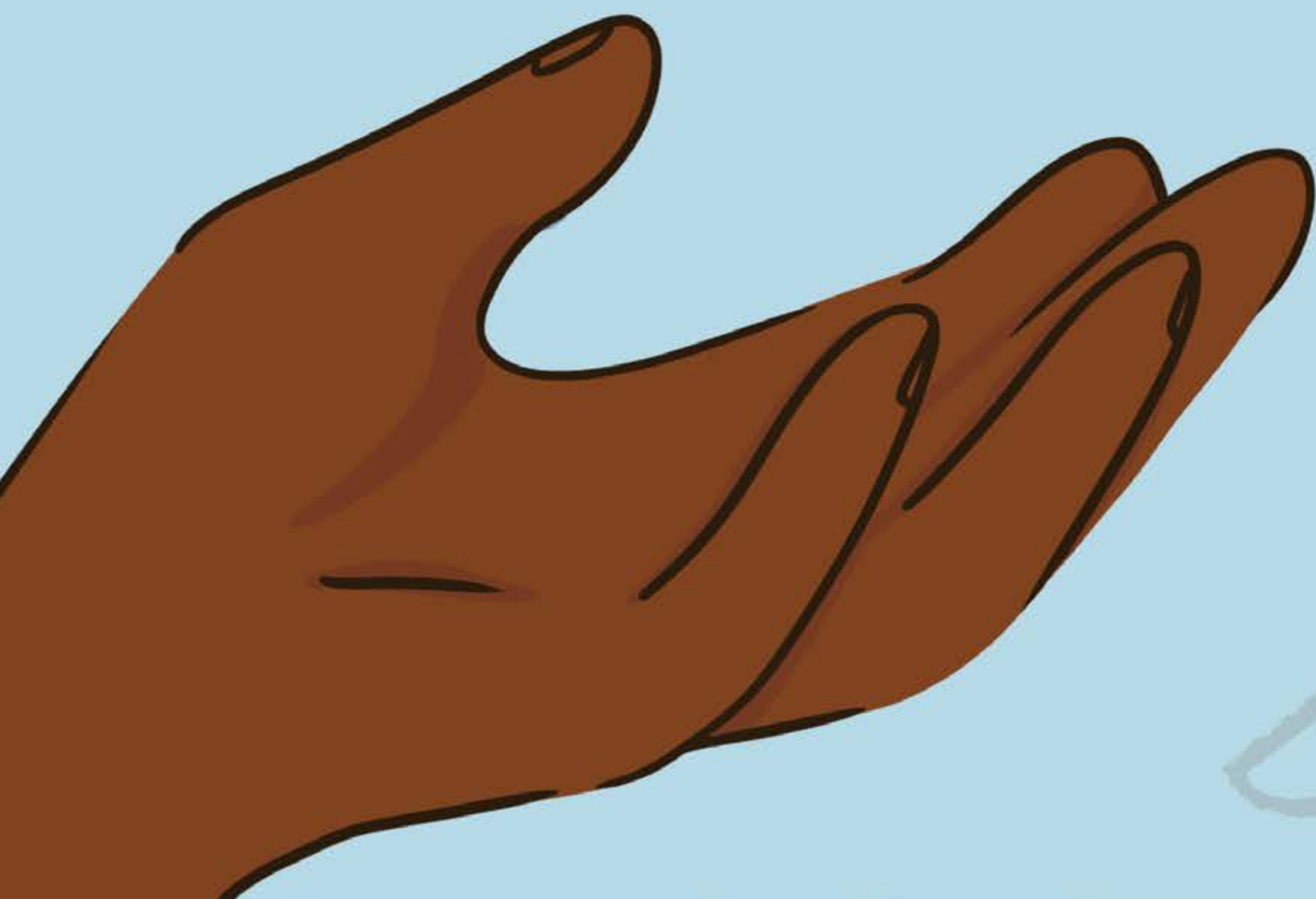


The Bus Stop

Dot led us to a bus stop. At the bus stop there was a thrush.

Nat held up his hand. The thrush was all set to land on his hand, but then Dot said, “Nat, stop that!”

Nat let his hand drop.



At the bus stop, Nat said, “Beth,
this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus
with a top deck!





On the Bus

Nat and I sat up on the top deck of the big red bus.

The bus went past a big shop.

“That is where Mom shops,” said Nat.

“That shop has all the best stuff!”





The bus went past a big clock. A bell went ding, dong, ding, dong.

“That is Big Ben!” said Nat.

“Who is Big Ben?” I said.

“Big Ben is not a man,” Nat said.

“Big Ben is the bell that is in that clock.”



The bus went on.

“That is a posh spot there!”
Nat said.

“Posh?” I said. “What is that?”

“A posh spot is where stuff
costs a lot,” said Nat. “Mom
had lunch in there once, and
it cost so much that
Dad got mad.”





The Man in the Black Hat

All of us got off the bus. Nat led us up to a man in a black hat.

“Beth,” Nat said, “that man will not grin.”

“Why not?” I said.

“His job is to stand there as still as a rock and not grin,” Nat said.

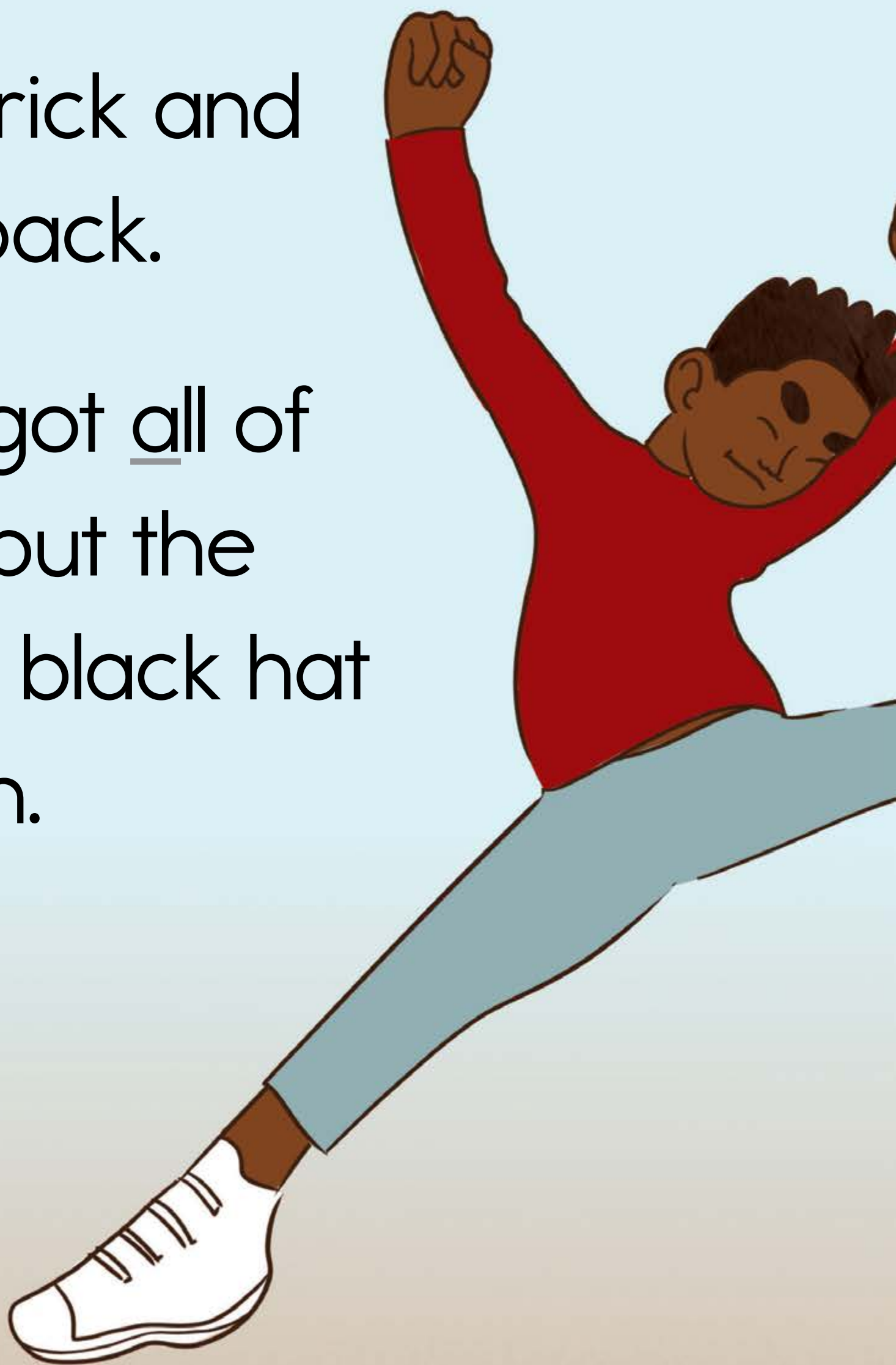


“I will do the best
trick I can,” Nat said.

“But I will bet that
man will not grin.”

Nat did a trick and
fell on his back.

Nat’s trick got all of
us to grin, but the
man in the black hat
did not grin.





“I bet I can get
him to grin!” I said.

I did a split, but the
man did not grin.

I sang a song and
did a jig, but still the
man did not grin.





Mom got lots of snap shots of us and the man in the black hat. But there is not one snap shot where that man grins.





The Man in the Kilt

Once Nat and I met a man in a kilt.

I said, “Why is that man in a dress?”

Nat said, “That is not a dress. It is a kilt.”

“A quilt?” I said.

“No,” Nat said. “A kilt.”







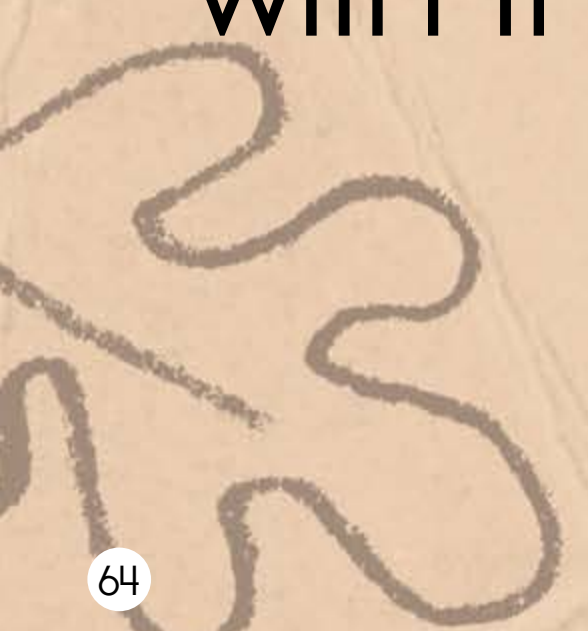
“What is a kilt?” I said.

Mom said, “The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“So the kilt tells us his past?” I said.

“Yes,” said Mom. “It is a bit of his past.”

Mom got this snap shot of us with the man in the kilt!





The Map

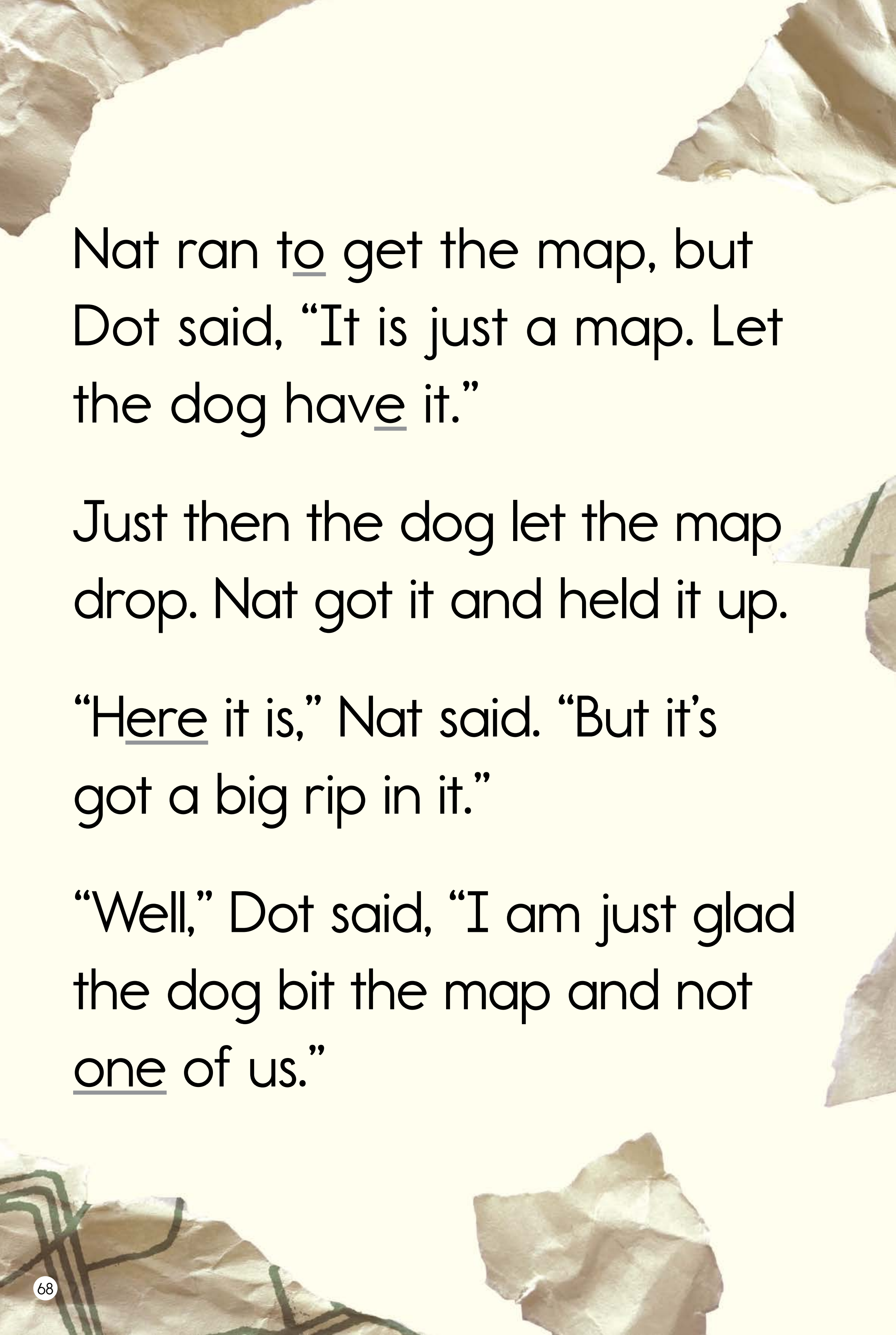
Once all of us were
on a trip when a dog ran
up and bit the map.

Dot said, “Bad dog! Stop that!
Drop that map! Drop it!”

But the dog did not
drop the map. The
dog ran up the block
with the map.





The background of the page is a light cream color, decorated with several pieces of torn, aged, light brown paper. These pieces are scattered around the edges, with some showing faint green and brown patterns, possibly remnants of a map or old parchment. The text is centered in a black, sans-serif font.

Nat ran to get the map, but Dot said, “It is just a map. Let the dog have it.”

Just then the dog let the map drop. Nat got it and held it up.

“Here it is,” Nat said. “But it’s got a big rip in it.”

“Well,” Dot said, “I am just glad the dog bit the map and not one of us.”



In the Cab

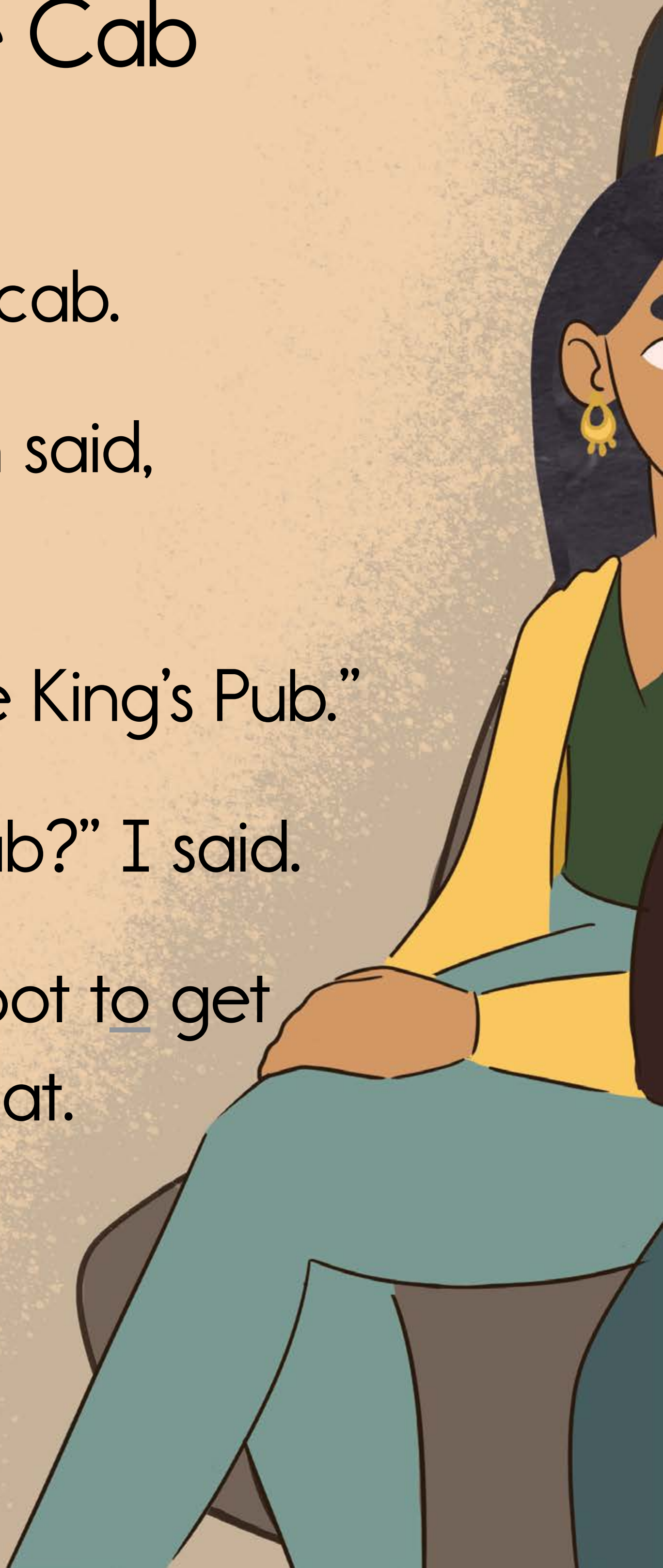
Dot got us a cab.

The cab man said,
“Where to?”

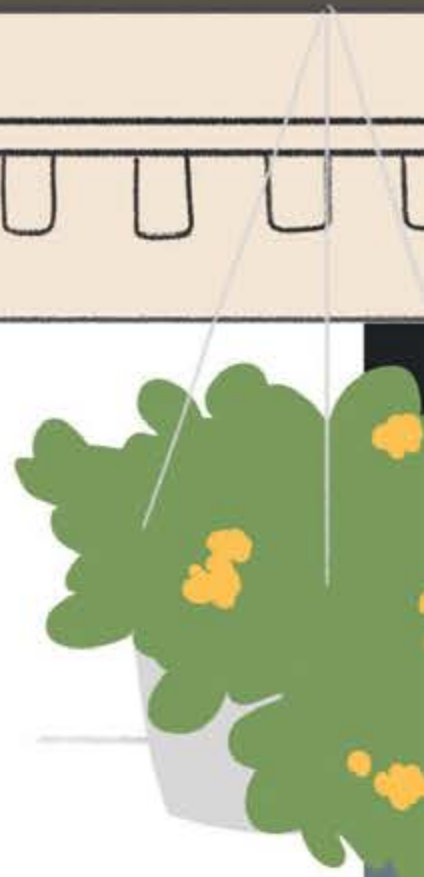
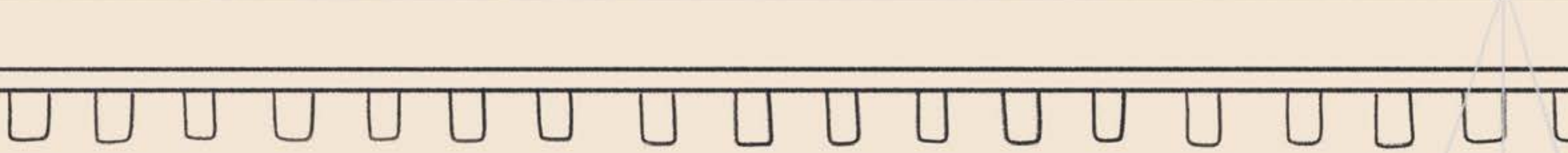
Dot said, “The King’s Pub.”

“What is a pub?” I said.

“A pub is a spot to get
lunch,” said Nat.







“If it’s the King’s Pub,” I said,
“I bet it’s posh. Will I get to sit
with the king?”

“No,” said Dot with a grin. “But
this pub has got the best fish
and chips!”

The cab man got us to the
pub in a flash. Then all of us
went in to have lunch.



Lunch at the King's Pub

At the King's Pub, all of us had fish and chips.

All of the pubs in the U.K. sell fish and chips. The fish and chips I had in the King's Pub were the best I had in the U.K.

Yum, yum!





Nat had a glass of milk with his fish and chips. Then his hand hit the glass.

Splash!

The milk went on Dot's fish and chips.

This snap shot tells it all.



The Punt

Dot said, “Let’s rent a punt!”

“A punt?” I said. “What’s that?”

Dot led us to a dock. There
were two punts there, as well
as a man with a long stick.

“Let’s rent one!” I said.

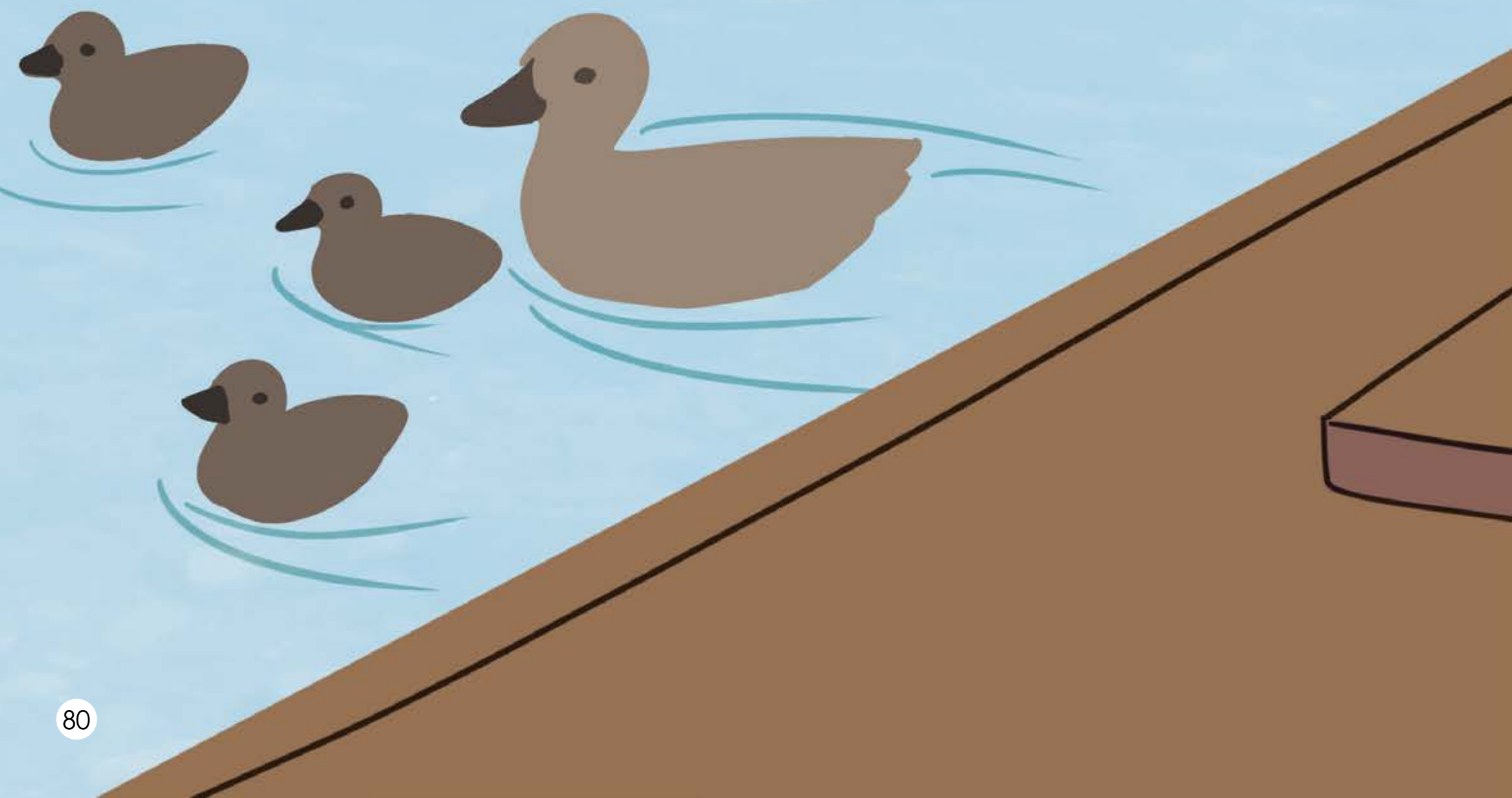


All of us got in the punt. The man with the stick got in last.

The man said, “Kids, this punt can tip. If it tips, all of us will get wet. The best thing to do is to sit still and not stand up.”

Nat and I sat still and did not get wet.

It was a lot of fun.





The Trip Back

The trip to the U.K. was so much fun. I was sad that it had to end.

When it did end, Nat and I had a hug. So did Mom and Dot.

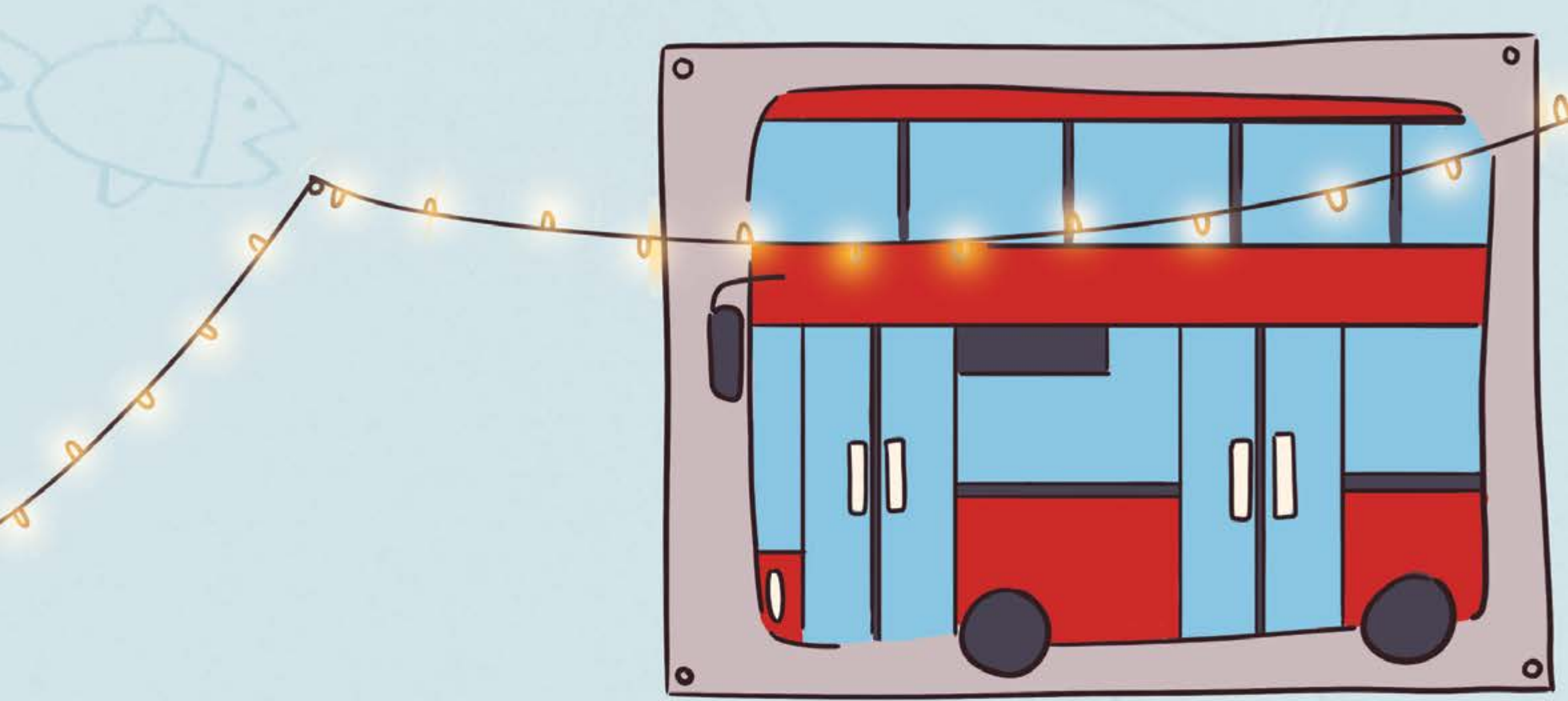
Then Mom and I got back on the jet.



When Mom and I got back to the U.S., Dad met us.

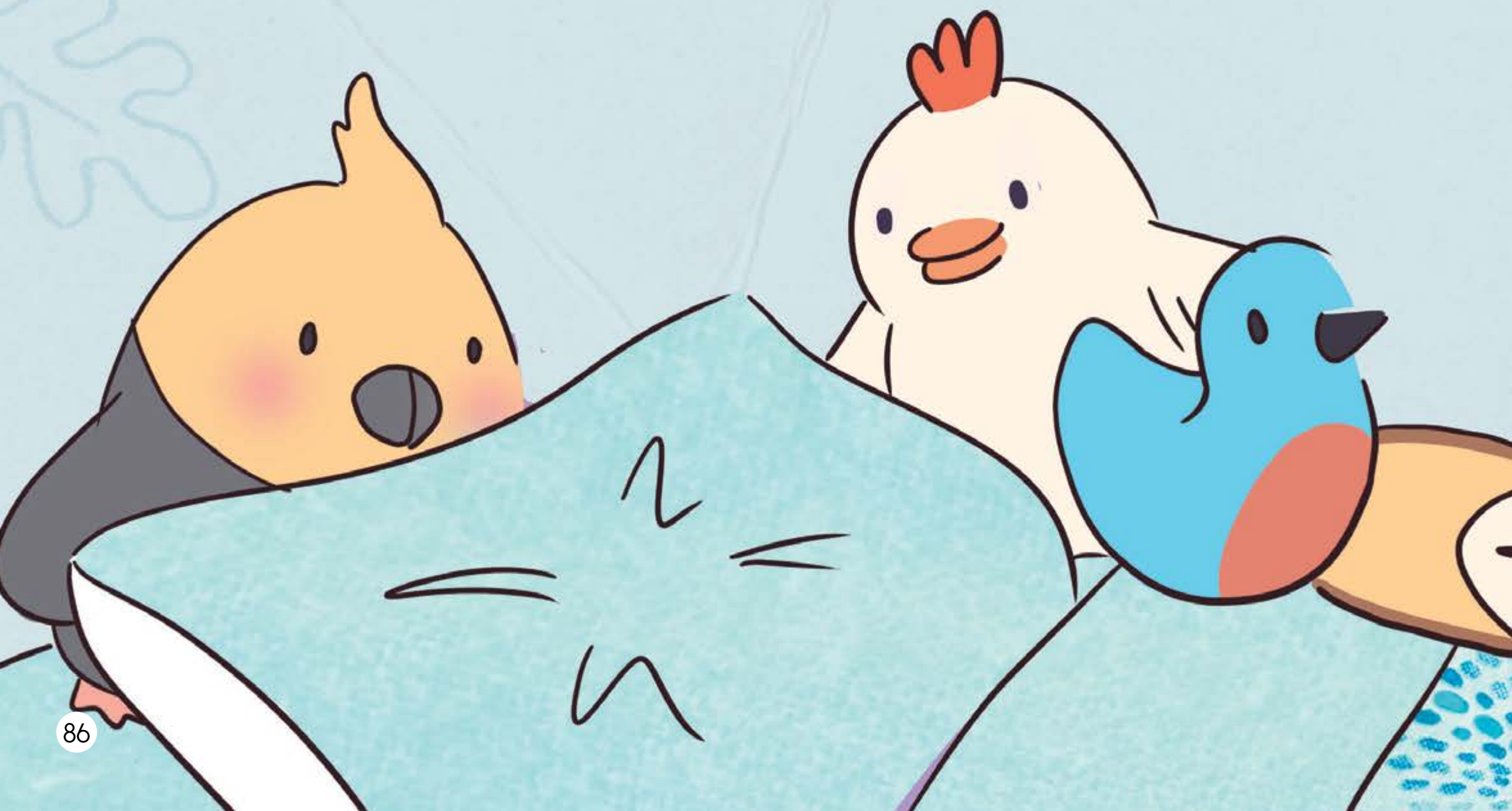
“Dad!” I said, “I am glad you are here. I wish you were with us in the U.K. Mom and I went on a punt and had fish and chips at a pub! Nat and I sat on top of a big red bus and went past Big Ben! It was the best trip!”





I got a map of the U.K. and hung it up.

I stuck red dots on all the spots Mom and I went to.





Mom got prints of the snapshots from the trip.

I sent the best ones to Nat!



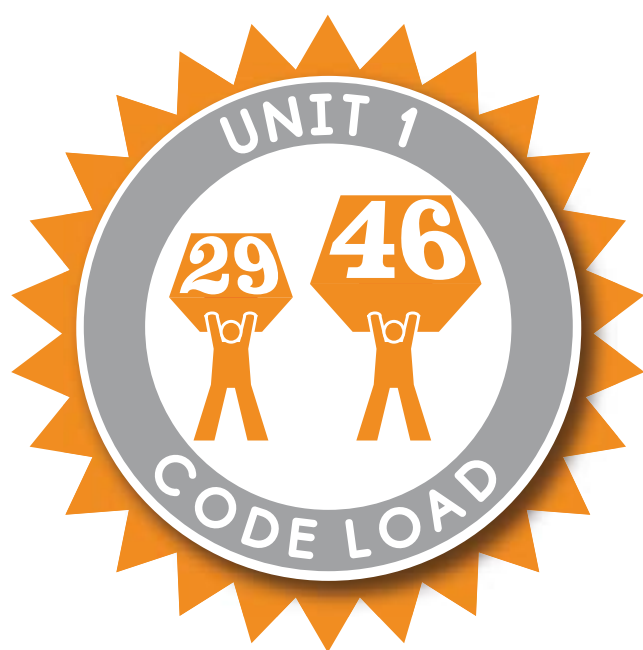


About this Book

This book has been created for use by students learning to read with the program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses only spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.



Code Knowledge assumed at the beginning of this Reader:

Note: The listing below of assumed code knowledge lists the vowel and consonant sounds and spellings, Tricky Words, and other language conventions that are reviewed in Lessons 1–19 of this unit before students begin reading the first story in this Reader.

| VOWEL SOUNDS
AND SPELLINGS: | CONSONANT SOUNDS AND
SPELLINGS: | |
|--------------------------------|---------------------------------------|--|
| /i/ as in sk <u>i</u> m | /m/ as in sw <u>i</u> m | /ch/ as in <u>ch</u> in |
| /e/ as in b <u>e</u> d | /n/ as in ru <u>n</u> | /sh/ as in <u>sh</u> op |
| /a/ as in t <u>a</u> p | /t/ as in ba <u>t</u> | /th/ as in <u>th</u> en |
| /u/ as in <u>u</u> p | /d/ as in bi <u>d</u> | /th/ as in <u>th</u> in |
| /o/ as in fl <u>o</u> p | /k/ as in <u>c</u> ot and <u>k</u> id | |
| | /g/ as in log | OTHER: |
| | /f/ as in <u>f</u> at | |
| | /s/ as in <u>s</u> it | • Punctuation (period, comma, quotation marks, question mark, exclamation point) |
| | /z/ as in <u>z</u> ip | • 's (for possession) |
| | /v/ as in <u>v</u> et | • Abbreviations (U.K., U.S.) |
| | /p/ as in ti <u>p</u> | |
| | /b/ as in ru <u>b</u> | TRICKY WORDS: |
| | /l/ as in <u>l</u> amp | |
| | /r/ as in <u>r</u> ip | a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two |
| | /h/ as in <u>h</u> am | |
| | /w/ as in <u>w</u> et | |
| | /j/ as in <u>j</u> og | |
| | /y/ as in <u>y</u> es | |
| | /x/ as in bo <u>x</u> | |

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Beth”: Tricky Word *the*
- Beginning with “The Trip to the U.K.”: /ng/ as in *king*
- Beginning with “Bud the Cat”: Tricky Word *said*
- Beginning with “The Fish”: double-letter spellings for consonant sounds, such as ‘ll,’ ‘ss,’ etc. and /k/ > ‘ck’ as in *snack*
- Beginning with “The Flag Shop”: Tricky Word *was* and /z/ > ‘s’ as in *dogs*
- Beginning with “Which Is the Best”: Tricky Word *which*
- Beginning with “The Bus Stop”: Tricky Words *there, why*
- Beginning with “On the Bus”: Tricky Words *where, who, what*
- Beginning with “The Man in the Kilt”: /qu/ as in *quilt*
- Beginning with “The Map”: Tricky Words *when, here*

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Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM

Grade 1 | Skills 1 | Big Book

Snap Shots

450L

ISBN 9781643837963



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1

Grade 1

Skills 1 | Digital Components

Grade 1

Skills 1

Digital Components

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1. a pan

2. I nap.

3. a dad

4. I dig.

5. I got a cat.

6. a pit

1. a dog

2. a fat pig

3. mom and dad

4. a tin can

1. a can of ham

2. I am so mad.

3. no nap

4. just so

5. a can of jam

6. no cats

1. no hats

2. a big pig

3. so hot

4. a dog and a cat

5. I sat on it.

6. pig in a pit

1. It is a cat.

2. Is it hot?

3. Sam went to bed.

4. It is a bag of chips.

5. Is it fun?

6. I went to camp.

- | | | |
|----------------------------------|------------------------------------|-----------------------------------|
| 1. <u>s</u> ome <u>d</u> og | 8. <u>s</u> ome <u>d</u> mugs | 15. <u>s</u> ome <u>d</u> spot |
| 2. <u>a</u> ll fish | 9. <u>s</u> ome <u>d</u> dad | 16. <u>a</u> ll the <u>d</u> pots |
| 3. <u>a</u> ll kids | 10. <u>t</u> o the <u>d</u> jet | 17. <u>s</u> ome <u>d</u> rest |
| 4. <u>a</u> ll fun | 11. <u>s</u> ome <u>d</u> men | 18. <u>a</u> ll <u>o</u> f us |
| 5. <u>s</u> ome <u>d</u> twigs | 12. <u>a</u> ll <u>o</u> f it | 19. <u>s</u> ome <u>d</u> nuts |
| 6. <u>a</u> ll the <u>d</u> dust | 13. <u>s</u> ome <u>d</u> webs | 20. <u>t</u> o the <u>d</u> van |
| 7. <u>a</u> ll cats | 14. <u>a</u> ll the <u>d</u> kings | 21. <u>t</u> o the <u>d</u> dog |

1. zip pants

2. big word

3. bad cut

4. a word

5. hot dog

6. gift from him

7. gift from her

8. a big word

1. jump on bed

2. havee cats

3. yes and no

4. dog yelps

5. Mom and Dad are up.

6. just a bug

7. jog fast

8. not a dog

9. is fun

10. were wet

- | | | |
|--------------------------|----------------------|--------------------------|
| 1. Ask him <u>once</u> . | 3. <u>one</u> box | 5. Met him <u>once</u> . |
| 2. <u>one</u> big ox | 4. <u>once</u> I can | 6. <u>one</u> mask |

1. fast ship
2. two cups
3. This is fun.

4. Beth had some chips.
5. I have one big moth in that box.

Directions: Have the student reread the story and answer the questions

Beth

1. Who went on top of a path at the pond?

2. Who got some snap shots?

3. Did Beth get a snap shot of a cat?

4. Dad got a snap shot of ...
- ☐ a fish.
 - ☐ Mom.
 - ☐ Beth.

1. Tam says yes.

2. Nat said no.

3. Who says that?

4. I said that Tom can do it.

| /k/ | | |
|-----|-----|------|
| ‘c’ | ‘k’ | ‘ck’ |
| | | |
| | | |
| | | |

| /sh/ > ‘sh’ | /ch/ > ‘ch’ |
|-------------|-------------|
| ship | chip |
| splash | lunch |

1. _____ can sing the best?
2. _____ is the van?
3. _____ did the bell ring?
4. _____ is the sun hot?
5. _____ dress is black?
6. _____ is in the bag?

| /f/ > ‘ff’ | /k/ > ‘ck’ |
|------------|------------|
| stuff | stick |
| puff | rock |

Beth said, “I can run fast.”

Dad said, “Run and get the bag.”

Mom says, “Scrub that tub!”

| |
|----------------------|
| /k/ > ‘ck’ |
| stock |
| flock |

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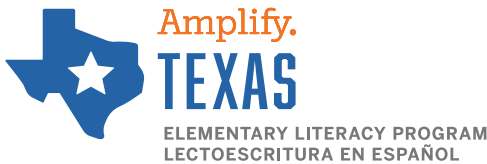
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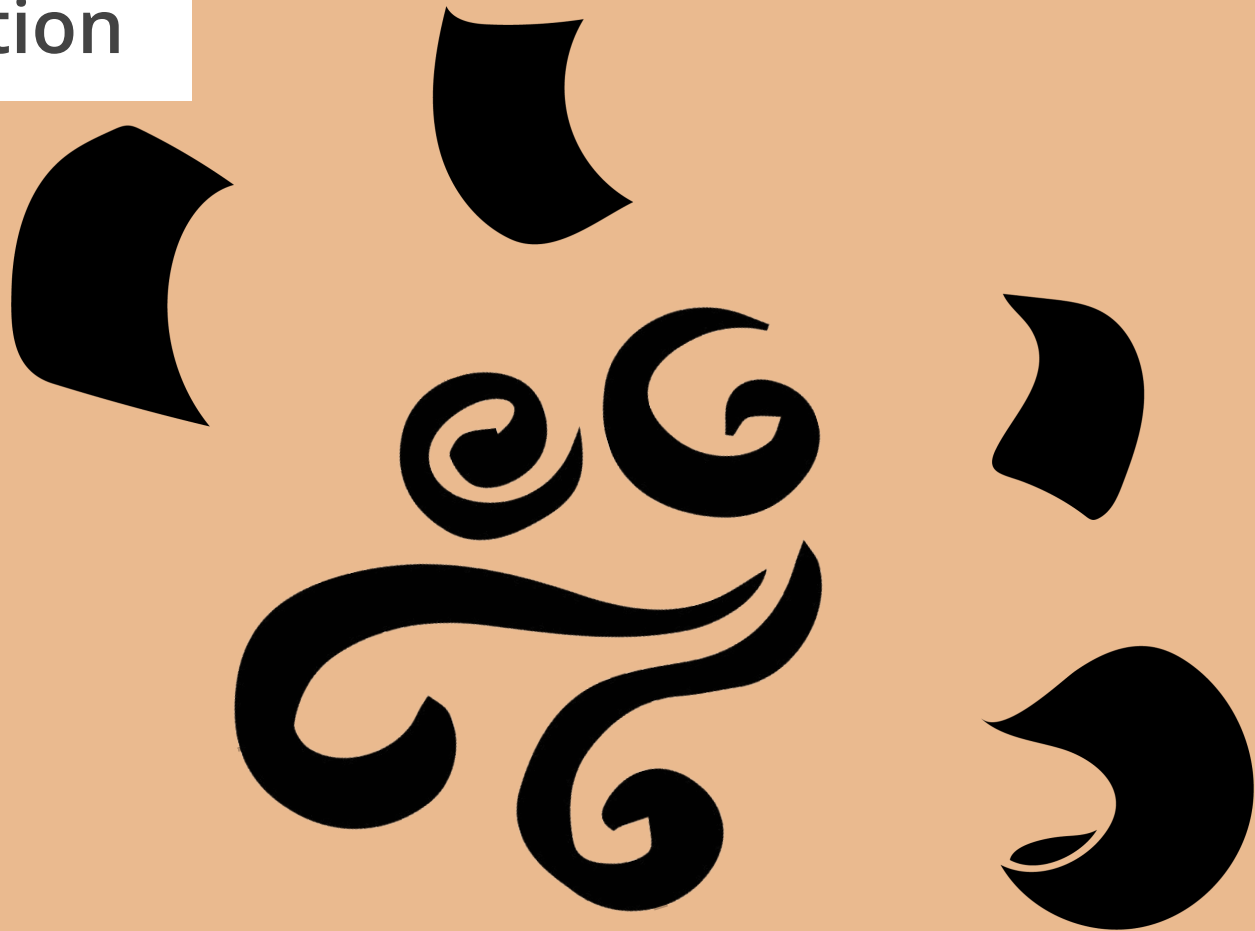


POETRY

Grade 1 Lesson 1: “Keep a Poem in Your Pocket”
by Beatrice Schenk de Regniers



Introduction



Today we're going to talk about poetry.

You heard some poetry in the Kindergarten *Nursery Rhymes and Fables* unit.

Poetry is different from other types of writing because it has a rhythm and sometimes rhymes.

It is also broken up into lines. We'll learn more about that later in the lesson.

As I read, listen to the poem’s sounds and words.

Read “Keep a Poem in Your Pocket” by Beatrice Schenk de Regniers aloud.

The poem can be found online or from other sources, such as the library.

What is this poem about?

What does the poem say poetry will do for you if you keep it close?

What is this poem about?

*It is about keeping a poem and a picture in your pocket
and the things they can do for you.*

What does the poem say a poem and a picture will
do for you if you keep them close?

*They will sing to you and bring you dreams, and
you will never feel lonely.*

Turn and talk to a partner and describe what happens in the poem.

Reading




One thing that makes poetry different from other types of writing is that it is made up of lines and stanzas.

Let's look at some examples of lines and stanzas to learn more about what they are.


A line is a smaller part of a poem (like the underlined part in red).

A stanza is a group of lines (marked by the blue symbols).


Keep a Poem in Your Pocket
Beatrice Schenk de Regniers



Keep a poem in your pocket
And a picture in your head
And you'll never feel lonely
At night when you're in bed.



The little poem will sing to you
The little picture bring to you
A dozen dreams to dance to you
At night when you're in bed.



So—
Keep a picture in your pocket
And a poem in your head
And you'll never feel lonely
At night when you're in bed.

Let's count the number
of stanzas in this
poem.

Keep a Poem in Your Pocket
Beatrice Schenk de Regniers

- 1 { Keep a poem in your pocket
And a picture in your head
And you'll never feel lonely
At night when you're in bed.
- 2 { The little poem will sing to you
The little picture bring to you
A dozen dreams to dance to you
At night when you're in bed.
- 3 { So-
Keep a picture in your pocket
And a poem in your head
And you'll never feel lonely
At night when you're in bed.

Let's count the number
of lines in this poem.

Keep a Poem in Your Pocket
Beatrice Schenk de Regniers

1. Keep a poem in your pocket
2. And a picture in your head
3. And you'll never feel lonely
4. At night when you're in bed.

5. The little poem will sing to you
6. The little picture bring to you
7. A dozen dreams to dance to you
8. At night when you're in bed.

9. So–
10. Keep a picture in your pocket
11. And a poem in your head
12. And you'll never feel lonely
13. At night when you're in bed.

Which is bigger, a line or a stanza?

Which is bigger, a stanza or a poem?

Which is bigger, a line or a stanza?

a stanza

Which is bigger, a stanza or a poem?

a poem

Wrap-Up



Is the **green line** marking
a line or a stanza?

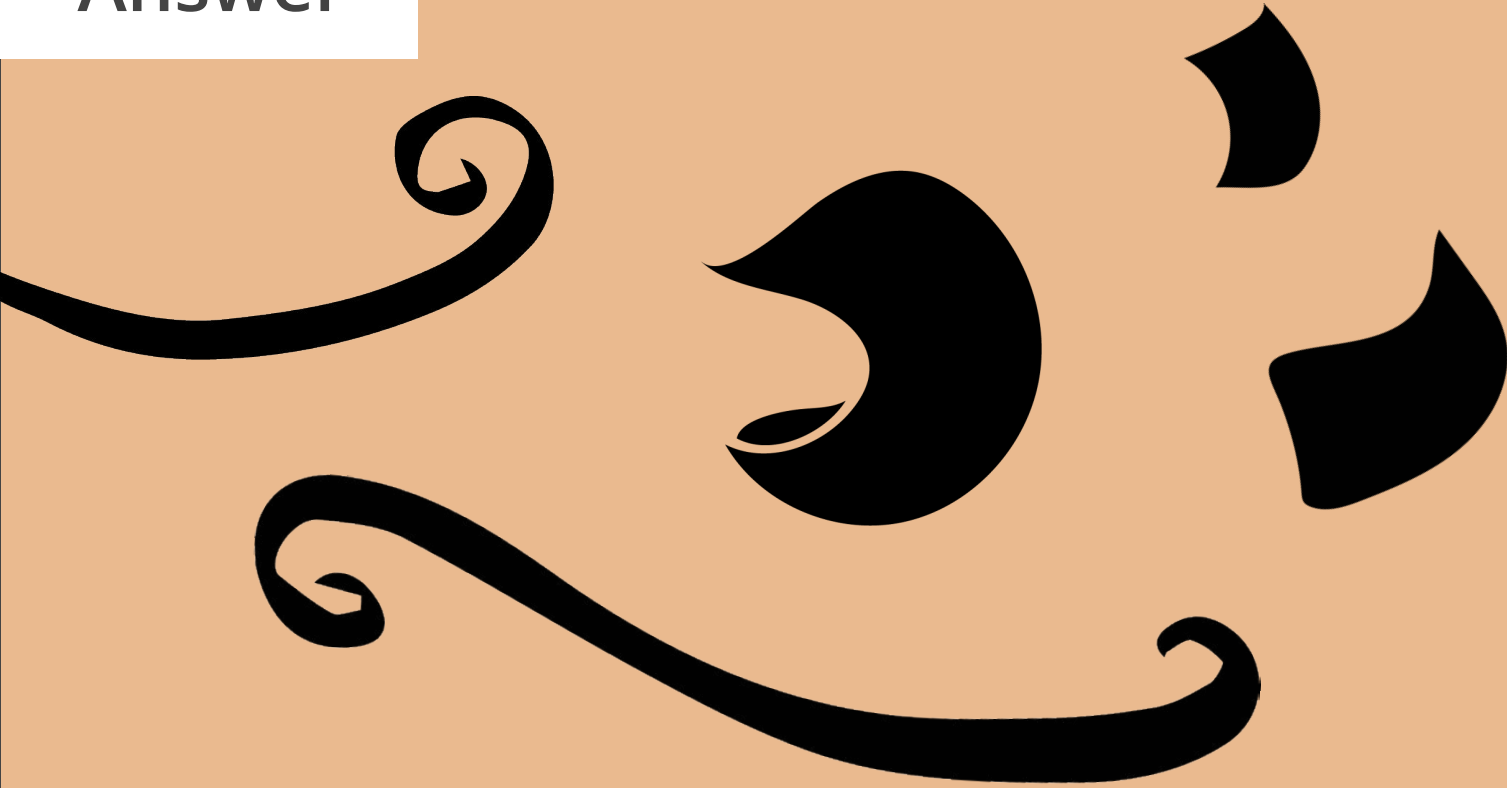
Is the **purple line** marking
a line or a stanza?

At the Sea-Side
By Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

Answer



Is the green line marking
a line or a stanza?

stanza

Is the purple line marking
a line or a stanza?

line

At the Sea-Side
By Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.