

Grade 2

Skills 5 | Teacher Guide

#### Grade 2

## Skills 5

**Teacher Guide** 

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#### Grade 2 | Skills 5

### Introduction

#### **UNIT OVERVIEW**

This unit is devoted to introducing spelling alternatives for vowel sounds. Vowel sounds and their spellings are the most challenging part of the English writing system. There are only two vowel sounds that are almost always spelled just one way (/a/ and /ar/). The other sixteen vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

The sounds and spellings taught in this unit are:

- /u/ spelled 'u' (but), 'o' (son), 'ou' (touch), 'o\_e' (come)
- /ə/ (also called the schwa sound) spelled 'a' (about), 'e' (debate)

In addition to the above sounds and spellings, two sound combinations and their spellings are also taught in this unit. They are:

- /ə/ + /l/ spelled 'al' (animal), 'il' (pencil), 'el' (travel), 'le' (apple)
- $/sh/ + /\theta/ + /n/$  spelled 'tion' (action)

The basic unit of instruction in this program is the phoneme. Students are taught to segment a spoken word into single phonemes and spell the word one phoneme at a time. Likewise, when reading, students learn to identify graphemes (or spellings) that stand for single phonemes and then blend them to make words. This is the best way to read and write most English words, because our writing system is based on making symbols for phonemes.

However, there are some instances in which it makes sense to look at a unit larger than a single phoneme. Two of these multisound chunks are introduced in this unit. Both contain the  $/\theta/$  sound. The students will learn a set of spelling alternatives for  $/\theta/ + /I/$  as in *table*, *shovel*, *devil*, and *animal*. These  $/\theta/ + /I/$  words offer a good example of how  $/\theta/$  complicates English spelling. The four words above all end with the same sound combination,  $/\theta/ + /I/$ , and yet they each contain a different spelling. Students will also learn the 'tion' spelling for the sound combination  $/sh/ + /\theta/ + /n/$ , as in *action*.

You will introduce the above sounds and spellings using Spelling Trees as you have in earlier Grade 2 units. For the various spellings of /u/, you will simply add branches to the /u/ Spelling Tree introduced in Unit 3 with a review of short vowel sounds.

For the schwa sounds and spellings, you may choose to have three separate new Spelling Trees: one in which the trunk is labeled /9/ with two branches for 'a' and 'e'; a second tree in which the trunk is labeled /9/ + /1/ with four branches for 'al', 'el', 'il', and 'le'; and a third tree in which the trunk is labeled /5/ + /9/ + /n/ with one branch for 'tion'. If space does not permit you to have three separate trees, however, you may choose to make one large tree in which the trunk is labeled /9/ with seven branches representing the various spellings associated with the schwa sound.

Please refer to the section More About Schwa ( $/\theta$ /) in the Appendix for a more in-depth explanation of  $/\theta$ / and its relationship to /u/.

#### **Tricky Spellings**

Some of the spellings introduced in this unit are "shared" between multiple sounds. For example, the spelling 'a' is introduced as a spelling alternative for the /ə/ sound. However, students have already been taught that 'a' is the basic code spelling for the /a/ sound, a spelling alternative for the /ae/ sound, and a spelling alternative for the /aw/ sound. We can say this spelling is shared between /a/, /ae/, /aw/, and /ə/. Or we can say it is ambiguous because it can stand for either /a/, /ae/, /aw/, or /ə/. Because this spelling can stand for more than one sound, it is called a *tricky spelling*. Tricky spellings pose a problem for the reader. When a reader comes across an unfamiliar word containing the 'a' spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.

The following tricky spellings are taught in this unit:

- 'a' can be pronounced /a/ (hat), /ae/ (paper), /\text{\text{\text{\gain}}} (about), or /aw/ (wall)
- 'e' can be pronounced /e/ (pet), /ee/ (me), or /ə/ (debate)
- 'o' can be pronounced /o/ (hop), /oe/ (open), or /u/ (son)
- 'o\_e' can be pronounced /oe/ (home) or /u/ (come)
- 'ou' can be pronounced /ou/ (shout) or /u/ (touch)

#### **Challenges for Reading and Writing**

The sound spellings introduced in this unit will likely pose challenges for many students in your class. The /9/ poses problems for reading. Many spellings may be pronounced as /9/ in addition to their other pronunciations. Once /9/ is introduced, for example, students have to consider four pronunciations for the tricky spelling 'a': /a/ as in cat, /ae/ as in table, /9/ as in about, and /aw/ as in wall.

The /ə/ poses even more serious problems for spelling. Indeed it is probably the single largest source of difficulty in accurately spelling English words. If students spell phonemically and are not aware of /ə/, they are likely to produce spellings like these:

- about > ubout
- America > Umericu
- benefit > benufit or benifit
- debate > dubate or dibate

You should expect to see many words spelled in this way for a while. Although not entirely correct, these spelling choices demonstrate that the student is hearing the sounds and writing a plausible spelling for each sound. Gradually, as students gain more exposure to printed words, they will begin to spell more of these words correctly. This unit primarily focuses on making students aware of the problem, encourage them to notice /ə/ while reading, consider it as another pronouncing option, and practice spelling a few high-frequency words containing /ə/. It will take quite a bit of reading and spelling practice for most students to begin to offer reliably correct spellings for the thousands of English words containing /ə/. For some students, this process may take several years.

#### Decodable Reader: Sir Gus

*Sir Gus* is a fictional Reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. In this Reader, Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.

In the Reader lessons for this unit, you will notice a decrease in the number of individual words and spellings reviewed in isolation for decoding purposes immediately before students read the story. This decrease is intentional and represents a very gradual process in which students will assume increasing responsibility and independence in reading texts. While preparing for the day's lesson, however, you should read the story in advance, keeping in mind the letter-sound correspondence mastery of students in your class. You should identify and select words with spellings that have been challenging for all or particular students in the past, so these can be reviewed prior to the story. Likewise, you may want to omit words and spellings selected for review if you feel these have been mastered.

#### **Close Reading**

With the adoption of the Texas Essential Knowledge Standards, increasing attention has been focused on the practice of close reading. At the Grade 2 reading level, the focus on text-dependent questions continues. Once again in this unit, direction is included for teachers to utilize a close-reading approach with several stories from the Reader. These lessons have been carefully crafted to focus the student on the text itself and precisely what meanings can be derived from close examination of said text.

Additionally, you will note wherever these lessons occur, the commitment to placement of decodable text in the Reader and Activity Book does not waiver. Close reading lessons will intensify as the units progress. You will find the close reading lessons occurring about once a week. Please note, for some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a close reading lesson.

#### Spelling

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

In this unit, students review alphabetical order and also practice alphabetizing their spelling list words. They are introduced to the concept of alphabetical order as an organizational principle and are encouraged to look up their spelling words in beginning dictionaries if available.

At this point students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve correct spelling. However, it will take some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.

Spelling achievement will generally trail reading achievement. First, students need to be introduced to the spelling alternatives and learn to decode them while reading. Then, after varying amounts of exposure to the spellings in written words, students will begin to select the correct spelling in their own writing. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take much longer to master conventional spelling. It is not unusual for this to take several years. This is not surprising given the complicated nature of the sound/spelling correspondence system of the English language. Nevertheless, the orderly, systematic way in which the spelling code is taught in this program should lead to noticeable improvements in spelling ability.

While spelling mastery is progressing, you should continue to accept plausible spelling in drafts, though you can also encourage correct spelling in revisions, particularly when the word is made up of spellings students have been taught.

#### Grammar

In Unit 5, students will continue to review previously taught grammar skills, including capitalization and punctuation, use of apostrophes, and the identification of nouns and verbs as parts of speech. New concepts introduced include adjectives as a new part of speech, the concept of verb tenses (present, past, and future), and the components of a sentence, subject and predicate.

#### Writing

In Unit 5, students will continue to practice narrative writing. They will learn to brainstorm and write a logically plausible, but different, ending to a story. They will first be introduced to this type of writing activity using a story of your choice from *Sir Gus*; they will then rewrite an ending to the story "Fire!" from *Sir Gus*.

#### **UNIT 5 ASSESSMENT**

#### **Formative Assessments and Additional Support**

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. You will also be promped to collect activity pages to monitor student progress in reading and writing the spelling alternatives for /u/, /ə/, /əl/, and /shən/, and the Tricky Spellings 'a,' 'e,' 'o,' and 'ou.' You will also collect activity pages on which students are asked to apply and demonstrate the grammar and writing skills taught in this unit. Quick "Checks for Understanding" to evaluate students' performance as a whole are also designated in various lessons.

An analysis of students' performance on weekly spelling assessments may also be a valuable tool in gaining insight into specific gaps in code knowledge for individual students. You are encouraged to use the spelling analysis tools provided in Teacher Resources to summarize data about the types of errors students make.

In addition, continue using the Anecdotal Reading Record and Discussion Questions Observation Record found in the Teacher Resources section at the end of this Teacher Guide, as well as the Story Question Activity Pages. You should circulate and listen to students read, making notes as you listen. You should strive to hear every student read aloud at least once or twice a week.

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**

At the end of Unit 5, a series of both group and individual Student Performance Assessments occur in Lessons 26–30. In Lesson 26, the first task is a whole group Reading Comprehension Assessment. Students will be asked to silently read a selection from *Sir Gus* and answer questions about what they have read. After a short break students will be asked to complete a Grammar Assessment. This assessment is cumulative and includes asking students to determine the tense of a verb in a given sentence.

In Lesson 27, all students will complete a group Decoding Assessment. Students who do not perform adequately on the Reading Comprehension Assessment from Lesson 26 or the Decoding Assessment from Lesson 27 will be asked to sit individually with the teacher and complete additional assessments to identify specific areas of difficulty.

#### **SMALL GROUP TIME**

Small group sessions are continued throughout Unit 5. Small group time is an opportunity for you to work with students needing help with specific issues, such as difficulties with letter-sound correspondences, fluency, and comprehension. It is also a time for you to work with the more independent learners. Although activity pages and other activity suggestions are provided, you should decide how this time can best be utilized to meet the specific needs of students.

#### PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 5 skills can be found in the Pausing Point section included at the end of the last lesson. It is strongly recommended that you pause for 4 or 5 days and provide targeted remediation for individual or groups of students in any areas in which they performed poorly on the end-of-unit assessment.

#### FLUENCY PACKET

A separate component, the *Fluency Packet*, is available on the program's digital components site. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled "Did You Know?", a Reader's Theater, a realistic fiction selection, and a science or social studies selection. See directions in the *Fluency Packet* for further guidance.

#### **APPENDICES**

Prior to teaching Lesson 7, please study Appendix A: More About Schwa (/e/.) Once again Appendix B: Using Chunking to Decode Multisyllable Words is included at the end of this Teacher Guide. Please use this as a resource when working with students who have not mastered the ability to chunk words into syllables for decoding.

#### **TEACHER RESOURCES**

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

- Discussion Questions Observation Record
- Anecdotal Reading Record
- Lessons 5, 10, 15, 20, and 25: Analysis of Student Spelling Errors
- Reading Comprehension Class Record
- Grammar Class Record
- Decoding Total Score Class Record
- Decoding Analysis Class Record
- · Alphabetizing Class Record
- Individual Decoding Word List
- Individual High Frequency Word List
- Additional Support Activity Pages
- Activity Book Answer Key

#### ADDITIONAL MATERIALS NEEDED IN UNIT 5

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 5. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- brown, green, and yellow paper, scissors, marker and tape for Spelling Trees (1)
- unruled 4" x 6" or 5" x 7" white index cards (1)
- paper clips (1)
- grade-appropriate reference materials, such as beginning dictionaries, books with glossaries and/or indices, to illustrate the use of alphabetical order as an organizing principle. (1)
- thin-tipped green markers for each student (2)
- sentence strips (10)
- chart paper (17)
- digital components: Throughout this unit and others, whenever the lesson suggests 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. (1)

# 1

#### **SPELLING ALTERNATIVES**

# Introduce /u/>'o,' 'ou,' and 'o\_e'

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will identify the alternative sound/spelling correspondences /u/ > 'o' 'ou', and 'o\_e' and will read and sort words with these features.

#### TEKS 2.2.B.i; TEKS 2.2.C.iv

#### Language (Grammar, Spelling)

Students will identify nouns and verbs in oral sentences and will add adjectives to describe nouns, using the terms *adjective* and *noun* to describe individual words.

#### TEKS 2.11.D.iv

Students will read two-syllable words ending in -y or -ly and the Tricky Word alphabet and will alphabetize a series of words. TEKS 2.2.D

#### **FORMATIVE ASSESSMENT**

Observation

Board Sort and Spelling Tree
TEKS 2.2.B.i; TEKS 2.2.C.iv

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.2.C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; TEKS 2.11.D.iv Edit drafts using standard English conventions, including adjectives, including articles; TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words.

#### LESSON AT A GLANCE

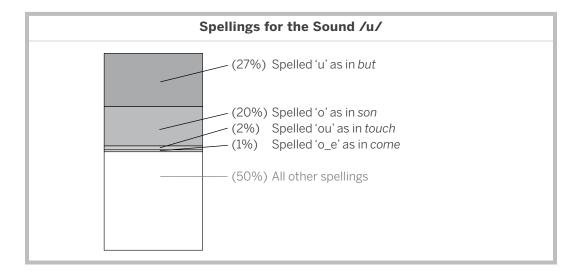
	Grouping	Time	Materials
Foundational Skills			
Spellings for /u/ (Phonics)	Whole Group	10 min.	☐ Board Sort Chart (Digital Components)
Spelling Tree for /u/ (Phonics)	Whole Group	15 min.	<ul><li>□ Spelling Tree for /u/</li><li>□ three new branches,</li><li>□ prepared leaves</li><li>□ tape</li></ul>
Language	'		
Introduce Adjectives (Grammar)	Whole Group	20 min.	
Introduce Spelling Words and Alphabetical Order (Spelling)	Whole Group	15 min.	<ul> <li>index cards</li> <li>tape</li> <li>paper clips</li> <li>assorted reference materials</li> <li>Activity Page 1.1</li> </ul>
Take-Home Material			
Spelling Letter: Alphabetical Order			☐ Activity Page 1.1

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

Over several lessons, you will teach spelling alternatives for the /u/ sound. In this lesson, you will present an overview of the most frequent spelling alternatives for /u/ using the Spelling Tree. During subsequent lessons this week, you will target one or two specific spelling alternatives per lesson using the Vowel Code Flip Book and Individual Code Chart.

These spellings include the basic code spelling 'u' as in *but* and the spelling alternatives 'o' as in *son*, 'o\_e' as in *come*, and 'ou' as in *touch*. The chart shows the most common spellings for this sound. Students should already know the basic code spelling 'u' as in *but*.



Here are some patterns for your information:

- The spelling 'o' is common. It appears in stressed (front, other, mother) and unstressed syllables (consumer, second, button), most often in multisyllable words.
- The spelling 'ou' appears in stressed (double, cousin) and unstressed syllables (famous, nervous).
- The spelling 'o\_e' occurs in a handful of one-syllable words (some, come) and the compound words that derive from these words (something, become).
- The spellings 'ou' and 'o\_e' never represent /u/ at the beginning or end of a word.
- The spelling 'o' never represents /u/ at the end of a word.

#### Digital Component 1.1

- Create a blank version of the chart for Spellings for /u/ (Digital Component 1.1) on the board/chart paper, or use the digital version
- Create two long branches to add to the /u/ Spelling Tree, for 'o' and 'ou', and a much shorter branch for 'o\_e'. Prepare the following leaves for the /u/ Tree: public, subject, tantrum, mother, brother, cousin, touch, some, and love.

#### Language

- Write the following definition for *adjective* on the board/chart paper to display for student reference: An adjective is a word that describes a noun.
- Write the following spelling words on index cards or sentence strips. Write the alphabet on the board vertically for students to reference for several days.
   Leave at least one inch between letters.

/ee/ > 'y'	/ee/ > 'ly'	Tricky Word:
funny	quickly	alphabet
angry	neatly	
empty	ugly	
mommy	jelly	
daddy	chilly	
happy	slowly	
pretty		
grumpy		

 Have available, in hard copy or electronically, various dictionaries, a few books with an index, and a set of encyclopedias. Alternatively, visit the library media center to access these resources.

#### **Universal Access**

- Bring in images to support the spelling words and the alternative spellings
   ('o', 'ou', 'o\_e') for the /u/ sound. For the Board Sort and Spelling Tree, gather
   images for duck, bug, mother, brother, touch, love.
- For Spelling Words, gather images depicting the following antonym pairs: quickly-slowly and ugly-pretty. Also bring examples of jelly, chilly, funny, angry, happy, grumpy, empty, mommy, and daddy.



**Primary Focus:** Students will identify the alternative sound/spelling correspondences /u/ > 'o', 'ou', and 'o\_e' and will read and sort words with these features. **TEKS 2.2.B.i**; **TEKS 2.2.C.iv** 

#### SPELLINGS FOR /U/ (10 MIN.)

#### **Board Sort**

- Tell students that today you will review the basic code spelling and introduce new spelling alternatives for the sound /u/.
- Have students say the sound /u/.
- Give students two minutes to think of words with alternative spellings of the /u/ sound. While students think, display the chart you created in advance or display the digital version. Then call on students to contribute words with the alternative spellings to the chart.
- Write the words on the board in the appropriate columns, circling the alternative spelling of /u/ in each word. For example, if a student says some, list the word under the heading 'o\_e' and circle the 'o\_e'. If a student says stuck, list the word under the heading 'u' and circle the 'u'. If a student says touch, list the word under the heading 'ou', with the 'ou' circled.

#### Digital Component 1.1

Spelling Alternatives for /u/				
ʻu'	'o'	'ou'	'o_e'	
1. stuck	1. mother	1. touch	1. some	
2. duck	2. brother	2. cousin	2. love	
3. buy			3. dove	

**Note:** Students may come up with schwa words like *America* during this exercise. Write these on the board as odd ducks, and tell students they will learn about these spellings later in this unit.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

#### Challenge

Remind students that they already know the spelling 'o\_e' stands for the /oe/ sound, but now they are learning a new sound for this spelling. Based on readiness, have students work in pairs to write one or two sentences that include a word that contains the spelling 'o\_e'.



#### Using Foundational Literacy Skills

Introduce the words with spelling leaves along with an image for support. When creating the Spelling Tree, place an image next to each word. Using the home language and culture of English learners can connect them to the content. For example, providing the translation of Spelling Tree, árbol de ortografía, might help deepen students' understanding of adding leaves to the tree.

ELPS 1.C

#### Support

Tell students that they can organize adjectives into categories that relate to the senses.

For example:

Sound - loud, soft, silent, screaming, shouting, quiet, noisy

Taste - sweet, sour, salty, delicious, yummy, spicy, yucky

Touch - hard, soft, silky, bumpy, smooth, lumpy, scratchy, rough, glassy, mushy

Call on students to provide a sound adjective that describes the word baby, a taste adjective that describes the word cake, etc.

#### SPELLING TREE FOR /U/ (15 MIN.)

- Display the Spelling Tree for /u/.
- Have students read the existing words, pointing out that /u/ is spelled 'u' in every one. Ask students to help you add new spellings for the /u/ sound to the tree. Tape the three new branches to the /u/ Spelling Tree.
- Using the leaves you created, read each word aloud to students, circle the spellings for /u/, and add them to the tree. Move any odd ducks that contain one of the alternative spellings of /u/ to the appropriate branch at this time. Explain that students will have chances to add more words to the tree over the next few days.



#### Observation: Board Sort and Spelling Tree

As students complete the Board Sort and Spelling Tree activity note any confusion that individual students may have about the pronunciation of any of the spelling alternatives for the /u/ sound.

#### Lesson 1: Grammar

# Language



#### **Primary Focus**

Students will identify nouns and verbs in oral sentences and will add adjectives to describe nouns, using the terms *adjective* and *noun* to describe individual words. TEKS 2.11.D.iv

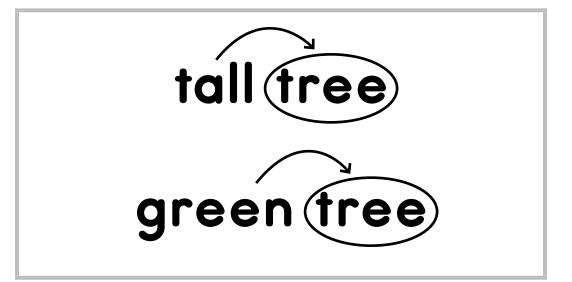
Students will read two-syllable words ending in -y or -ly and the Tricky Word alphabet and alphabetize a series of words. **TEKS 2.2.D** 

#### **INTRODUCE ADJECTIVES (20 MIN.)**

- Review nouns and verbs with students. (A noun names a person, place, or thing. A verb can show action.)
- Say the following sentence, "Mary saw a tree." Have students identify the nouns and verb(s) in the sentence. (nouns: Mary, tree; verb: saw)
- Now say, "How can we learn more about the tree Mary saw? Maybe we can think of words to describe the tree. How about the word *big*? Mary saw a big tree. *Big* describes the noun *tree*. Now you try."

**TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Record students' responses, listing each adjective and noun offered. Sample answers: *tall tree, big tree, green tree, oak tree, pine tree*.
- Say: "The words that describe the noun *tree* are called adjectives. An adjective is a part of speech that describes a noun." Circle the adjectives and draw an arrow from adjective to noun. Reiterate: "An adjective is a word that describes a noun."



- Display the definition of *adjective* you prepared in advance.
- If time allows, use the sentences below to continue working.
- Say a sentence and ask students to suggest various adjectives to describe the common noun, making it more specific. Make sure students use the terms *noun* and *adjective* in their responses.
  - Jack is eating candy. (sweet candy, delicious candy, chocolate candy)
  - John is playing with the dog. (spotted dog, old dog, brown dog)
  - I see a slide. (long slide, yellow slide, slick slide)
  - Look at the cat. (black cat, old cat, pretty cat)

#### INTRODUCE SPELLING WORDS AND ALPHABETICAL ORDER (15 MIN.)

#### TEKS 2.2.D

• Show each index card you created in advance and read each spelling word to students. Then have them read aloud each word as you tape the spelling words to the board in random order. (Do NOT tape the words to the alphabet written vertically on the board at this time.) Point out that each word ends with either 'y' or 'ly', where the 'y' represents the /ee/ sound.

TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words.



#### Language

#### **Learning How English Works**

#### Beginning

Hold up an object and ask students to describe it using one word: "What color is the crayon?" Use students' responses in a sentence: "I have a yellow crayon." Have students repeat the sentence.

#### Intermediate

Hold up an object and ask students to describe it, using one word: "What color is the crayon?" Then provide a sentence frame for the next step: "I have a \_\_\_\_\_."

#### Advanced/ Advanced High

Have students work independently to choose and describe an object(s): "I will use yellow, red, and blue crayons to color my drawing."

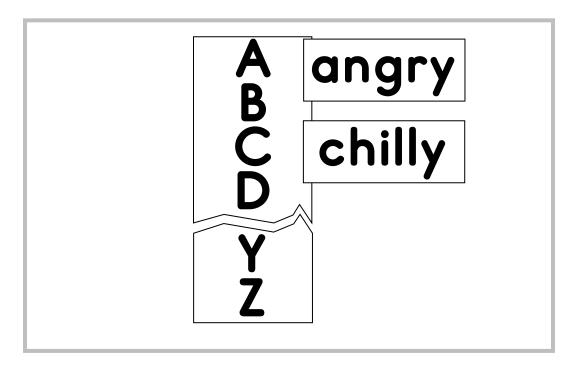
#### ELPS 1.F

- Point to the alphabet you have written vertically on the board.
- Tell students they will learn how to put words in alphabetical order. First, sing the alphabet song with students as you point to each letter. Then explain that alphabetical order means to start with the first letter, 'a', and continue to the last letter, 'z', like when you sing the alphabet song.
- Show students a dictionary and other references. Point out that the entries appear in alphabetical order. Help students see that alphabetical order provides a quick way to find words, articles, and other things. DVDs, for example, often appear on store shelves in alphabetical order, by title. Books appear in bookstores and the library in alphabetical order, by the author's last name.
- Direct students' attention to the alphabet written on the board. Tell them they will use the alphabet as a tool for learning to put words in alphabetical order.
- Remove the spelling word cards one at a time from the board. Fold over and fasten the card with a paper clip so only the first letter shows. Then tape the words to the board by matching the letter on the card to a letter in the alphabet.

# A B C C C Y Z

#### Support

Put students' first names in alphabetical order. Ask them to write their first name on a note card. Have them put the card on the vertical alphabet, next to the letter that begins their name. • Tell students that their spelling words are now in alphabetical order. Unfold each word.



- Have students read the words aloud, reminding them that the spelling words are in alphabetical order.
- If there are sufficient copies of beginning dictionaries, distribute them to students and support them as they look up several spelling words in the dictionary.
- Have students turn to Activity Page 1.1 and tear it out to take home.
   Tell students to use the back to write words in alphabetical order with their families.

End Lesson

## Take-Home Material

#### SPELLING LETTER; ALPHABETICAL ORDER

• Have students take home Activity Page 1.1 to practice their spelling words and place them in alphabetical order.

Activity Page 1.1



#### **Lesson 1: Foundational Skills Remediation**

# Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Using a **pocket chart or the board/chart paper**, create and label a column for each spelling for /u/: 'u', 'o', 'ou', and 'o\_e'.
- Copy each of the following words on **index cards**, one word per card:

'o'	'ou'	'o_e'	ʻu'
freedom	country	come	pun
person	famous	love	funny
mother	young	become	runner
canyon	cousin	done	stun
brother	southern	glove	gum
kingdom		shove	tummy
honey		none	
other		welcome	

• Have students read the word on a card and put the card under the proper header.

# 2

#### **SPELLING ALTERNATIVES**

# Review /u/>'o' and 'u'

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read words with /u/ > 'o' and will sort and write words with /u/ > 'o' and 'u.' TEKS 2.2.B.i; TEKS 2.2.C.iv

#### Reading

Students will read "The Beginning" with purpose and understanding and will answer literal and inferential questions about the main characters' traits and key details in the text. TEKS 2.8.B; TEKS 2.10.C

#### FORMATIVE ASSESSMENT

Activity Page 2.1 Word Sort /u/ > 'o' and 'u'

TEKS 2.2.B.i; TEKS 2.2.C.iv

Activity Page 2.2 Fill in the Blanks /u/ > 'o' and 'u'

TEKS 2.2.B.i; TEKS 2.2.C.iv

Observation Discussion Questions "The Beginning"

TEKS 2.8.B

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

#### LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review /u/ > 'o' (Phonics)	Whole Group	10 min.	<ul> <li>□ Vowel Code Flip Book</li> <li>□ Spelling Card for /u/ &gt; 'o' (son)</li> <li>□ Individual Code Chart</li> <li>□ Spelling Tree for /u/ and leaves</li> <li>□ green markers</li> </ul>
Practice /u/ > 'o' and 'u' (Phonics)	Whole Group	25 min.	<ul><li>□ Activity Pages 2.1, 2.2</li><li>□ Activity Page 2.1 (Digital Components)</li></ul>
Reading			
Introduce the Reader and Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)
Read "The Beginning"	Whole Group	20 min.	□ Sir Gus
Take-Home Material			
"The Beginning"			☐ Activity Pages 2.3, 2.4

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

- Prepare to display the Vowel Code Flip Book within view of all students.
   You may wish to tab page 4. Also have the Spelling Card listed in the
   Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- Write the following words on leaves for the /u/ Spelling Tree: son, cover, month, money, front, wonder, won, dozen, crunchy, trumpet, husband, thunder.
- Bring in an image depicting each word you will add to the /u/ Spelling Tree.

#### Digital Component 2.1

• Create an enlarged version of Activity Page 2.1 (Digital Component 2.1).

#### Reading

#### Digital Component 2.2

- Create the Preview Spellings Chart (Digital Component 2.2) for Introduce the Reader and Chapter on the board/chart paper or prepare to display the digital version.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer literal, inferential, and evaluative questions.



**Primary Focus:** Students will read words with /u/ > 'o' and will sort and write words with /u/ > 'o' and 'u.' **TEKS 2.2.B.i; TEKS 2.2.C.iv** 

#### REVIEW /U/> 'O' (10 MIN.)

Code Materials

- Display the Vowel Code Flip Book and have the Spelling Card /u/> 'o' (son) readily available. Also have the Spelling Tree for /u/ ready to display.
- Point to the /u/ Spelling Tree. Tell students they already know the 'u' spelling, as in *up*, *nuts*, *but*.
- Explain they will review one of the spelling alternatives presented yesterday, the 'o' spelling for /u/.
- Remind students they have learned 'o' as /o/ in box, fox, and mom.
- Remind them they have also learned 'o' as /oe/ in no, so, and go.
- Reiterate that today students will learn words in which 'o' represents the /u/ sound.

Vowel Code Flip Book	Individual Code Chart
1. /u/ > 'o' (son) <b>page 4</b>	1. /u/ > 'o' (son) <b>page 7</b>

- Turn to **Vowel Code Flip Book page 4**. Put the Spelling Card on the appropriate space. Discuss the power bar.
- Distribute green markers. Have students turn to page 7 of the Individual Code Chart for today's letter-sound correspondence. Guide students as they outline the appropriate spelling on the chart.
- Write the words in the following box on the board, one at a time, circling the spellings for /u/. Read each word aloud as a class. Reiterate that 'o' is a spelling alternative for the /u/ sound.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

1. cover

4. brother

2. mother

5. month

- 3. won
- Shuffle the word leaves you created. Hold up one word leaf with a supporting image. Then ask a student to read the word, identify the spelling for /u/, and tape the leaf and image to the Spelling Tree.
- Have students look at the Individual Code Chart. Ask which spelling for /u/ has the longer power bar. Explain that 'u' is used as a spelling for /u/ more often than 'o'.

#### PRACTICE /U/ > 'O' AND 'U' (25 MIN.)

#### **Word Sort**

#### Digital Component 2.1

- Display the enlarged version of Activity Page 2.1, and ask students to tear the page from their Activity Books.
- Explain that the words in the box contain the /u/ sound; the words either have the spelling 'o' or 'u'.
- Tell students you want them to sort the words according to spellings and write them in the proper columns.
- Point out the first word, rush, has already been sorted.
- Ask students to read the second word in the box, trust; point out the sound/ spelling for the /u/ sound and circle the spelling. Then ask where you should write the word.
- Add the word to the correct column. Have students do the same on their activity pages. Then use the word in an oral sentence to illustrate its meaning.
- Repeat this process until all of the words have been sorted.

#### Fill in the Blanks

- Ask students to turn to Activity Page 2.2. Remind them that they have been learning the alternative spellings 'o' and 'u' for the /u/ sound.
- Start by reading aloud the words in the box on Activity Page 2.2.

#### Activity Page 2.1





#### Foundational Skills

#### Using Foundational Literacy Skills

#### Beginning

Assist students with the Word Sort by giving them note cards. Sample card: /u/ ugly, /u/ front. Say the word on the card. Have students repeat the word and put the card in the correct column.

#### Intermediate

After students have read the word, help them frame the next step: "Put the card in \_\_\_\_\_."

#### Advanced/ Advanced High

Ensure that students use complete sentences during the activity: "Put the word *trust* in the first column."

#### ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 4.A

#### Activity Page 2.2



#### Support

Use the scaffolding strategies described in the appendix "Using Chunking to Decode Multisyllable Words" to assist students who struggle to read multisyllable words. Also remind students to use their Individual Code charts.

- Tell students sometimes they are going to come across words they will have to sound out to read. Tell them they will have to use their very best skills, such as thinking about tricky spellings and chunking syllables, to sound out words. Point out that they should also use context clues to see if the word they have sounded out makes sense in the sentence in which it is used.
- For sentence number 1, say to students, "I see some words in this sentence I am not sure about, and I am going to use the rules I know to see if I can say them." Model sounding out the following words by using chunking and context clues: heard and lightning. Make sure to emphasize students need to focus on meaning in context as well as chunking, blending, and sounding out. For example:
  - heard: "I can try to sound this out by saying /h//ee//ar//d/. No, that doesn't sound right. So I will try using what I know about r-controlled vowels /h//er//d/. This seems close to the word heard—that means to use my ears and listen. Let me try it in the sentence. (Read the sentence using the correct word.) Yes, this word makes sense."
  - lightning: "I will try /I//i//g//h//t//n//ing/. No, that doesn't sound like any word I know. Oh, I see 'igh' and I know it sounds like /ie/, so I will try/I//ie//t//n//ing/. This word makes sense. Let me try it in the sentence. (Read the sentence using the correct word.) Yes, this word makes sense."
- Follow the same procedure for sentence 3.
  - buy: "I will try /b/ /u/ /y/. No, that doesn't make any sense. Let me try /b/ /u/ /ee/. No, let me try /b/ /ee/. No, that doesn't make sense. Let me try /b/ /ie/. Yes. that makes sense when I use it in the sentence."
- Continue guiding students through the activity.



#### Activity Pages 2.1, 2.2: Word Sort and Fill in the Blanks

Collect and review Activity Pages 2.1 and 2.2 to monitor student progress with /u/ > 'o' and 'u' and in reading Tricky Words.

# Reading



**Primary Focus:** Students will read "The Beginning" with purpose and understanding and will answer literal and inferential questions about the main characters' traits and key details in the text. **TEKS 2.8.B; TEKS 2.10.C** 

#### INTRODUCE THE READER AND CHAPTER (5 MIN.)

- Show students the front cover of the Reader, *Sir Gus*, the story of a knight. A knight is a type of soldier who lived long ago during a time called the Middle Ages. Most knights worked for kings, defending their kingdoms. Explain that kings often honored knights who became famous for doing a great job defending kingdoms. These knights earned the title *sir*, as in *Sir Gus*.
- Distribute the Readers. Ask students to turn to the table of contents and find the page on which "Sir Gus and His Stuff" begins. Ask students to turn to page 2.
- Tell students that the illustrations show things from the Middle Ages, also called medieval times, when knights, kings, and queens lived. Clarify: Knights did exist. However, in many fairy-tale stories, knights are fictional characters, who often fight fictional dragons and break magic spells. This Reader, *Sir Gus*, is fictional.
- Guide students through the first pictures of "Sir Gus and His Stuff." Explain
  that because knights were in charge of protecting the kingdom against its
  enemies, they needed weapons. They also needed to protect themselves
  during battles.
  - Lance: A long pole knights held when they fought on horseback. "How might a knight use a lance?" (knocking things down)
  - **Spear:** Ask students for adjectives to describe the word *spear*. (*The end is pointed and sharp.*) Explain that the word *spear* is used as a noun and as a verb: "We carry a spear" and "spear a fish."
  - Sword: Preview the Tricky Word sword for students, explaining that they do
    not pronounce the 'w'. Tell students that knights used swords to fight their
    enemies. Ask students what they think a sword might be made of. (metal)
  - **Shield:** Knights carried shields in front of their bodies for protection.



Page 2

**TEKS 2.8.B** Describe the main character's (characters') internal and external traits; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

- Armor: Ask students to look at the picture of a knight on page 5. Explain that the knight is wearing armor. Tell students the armor is made of metal. Ask students why they think a knight would have worn armor like this. (to protect him when fighting) Ask students if they think armor would be heavy or light. (heavy) Point out the horse; it is wearing armor to protect it as well. The knight is carrying a flag representing the colors of his kingdom. Ask students how they think it would feel to wear heavy armor with just a small space in the visor for looking out. (very difficult)
- **Castle:** Preview the Tricky Word *castle*. Have students sound out the letters 'le' as /əl/. The 't' is not pronounced /t/. The spelling 'st' represents the /s/ sound. "Who lived in castles?" (*kings and queens*) Explain that castles had thick walls to keep enemies out, and lookout towers from which guards watched for enemies of the kingdom.
- You may also preview the Tricky Words before and always. Explain that the /or/ sound in before is spelled 'ore.' The 'al' in always is pronounced /ə/ + /l/.

#### **Preview Spellings**

• Preview the following additional spellings before reading today's text:

#### Digital Component 2.2

/n/ > 'kn'	/u/ > 'o'	/ee/ > 'ea'	
knight	of	sea	
knife	from	feasts	
known		peaceful	
knee		fears	

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's text:

well-known—adj., fully or widely known (10)

Example: The well-known artist makes beautiful paintings.

**fearless—adj.,** without fear, brave (10)

Example: The knight was fearless, even in dangerous situations.

odd—adj., strange (10)

Example: The kitchen had an odd smell while my brother was cooking lunch.

**faint—v.,** when a person passes out, falling to the ground and appearing to be asleep (10)

Example: If you play in the hot sun with no water, you may faint while playing soccer.

#### absentminded—adj., forgetful (12)

Example: Since I was so tired, I was absentminded and didn't bring my homework to school.

#### **Sayings and Phrases**

**served him well—**Sir Gus always did the best he could for King Alfred. (12) Example: The king told me that Sir Gus always "served him well."

Vocabulary Chart for "The Beginning"				
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		well-known fearless absentminded		
Multiple-Meaning Core Vocabulary Words		odd faint		
Sayings and Phrases	served him well			

#### **Purpose for Reading**

• Tell students to read Chapter 1, "The Beginning," to find out if Sir Gus deserves the name "Sir Gus the Fearless."

#### READ "THE BEGINNING"

#### Whole Group

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

#### **Guided Reading Supports**

- At the end of the first page, ask students to describe King Alfred. (He is fair and kind, keeps his people safe, and likes having fun at feasts and parties.)
- Point out the sentence: "Cats and horses made Sir Gus itch." Ask students to show you what *Sir Gus* did when he started to itch.

#### Support

Tell students that to get information about whether or not Sir Gus deserves the name "Sir Gus the Fearless," they can look for patterns in what Sir Gus does and says. They can think about those patterns: "Sir Gus sleep a long time." "Is this how fearless knights act?"

#### Challenge

Ask students: "Horses and cats make Sir Gus itch. Why might Sir Gus react that way to cats and horses?"

Lead students in a brief discussion. (Sir Gus might be allergic to cats and horses. When he goes near these animals, he itches. Itching is a sign of an allergic reaction.)





Reading

**Reading Closely** 

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: "Sir Gus is afraid of a lot of things. Do you agree?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: "First, Sir Gus meets the \_\_\_\_\_."
"Then he starts to \_\_\_\_\_."

#### Advanced/ Advanced High

Encourage students to expand/or build on other students' responses and learned phrases.

ELPS 4.G; ELPS 4.I

#### Wrap-Up

- Ask students to share adjectives for Sir Gus. (fearful, absentminded, odd)
   Does he really deserve the name "Sir Gus the Fearless?"
- Use the following questions to guide discussion about the text.

#### Discussion Questions for "The Beginning" TEKS 2.8.B

- 1. **Literal.** How many knights does King Alfred have?
  - » King Alfred has twelve knights.
- 2. **Inferential.** Why does King Alfred give Sir Gus the name Fearless?
  - » Answers may vary.
- 3. **Inferential.** Is Sir Gus's character brave? Why or why not?
  - » Sir Gus does not sound brave. Sir Gus is afraid of many things: the dark, mice, bats, spiders, boats, shadows, and loud noises.
- 4. Literal. Which things make Sir Gus itch?
  - » Horses and cats make Sir Gus itch.
- 5. **Literal.** Sir Gus likes to do what things?
  - » Sir Gus likes sleeping in and long soaks in the bathtub.



#### Observation: Discussion Questions

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

**TEKS 2.8.B** Describe the main character's (characters') internal and external traits.

### Take-Home Material

#### "THE BEGINNING"

• Have students complete Activity Pages 2.3 and 2.4 at home.

**Lesson 2: Foundational Skills Remediation** 

## Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES

#### **Word Sort**

- Write the words from the following box on the board/chart paper.
- Have students write the following column headers on paper: 'o' and 'u'.
- Have students sort the words according the spelling that is used for the /u/ sound by writing each word in the appropriate column.

1. ugly

6. sponge

2. front

7. ton

3. funny

8. buzz

4. month

9. such

5. unkind

10. honey

#### Fill in the Blank

- Make one copy of **Activity Page TR 2.1** for each student.
- Have students complete each sentence with one of the words from the box.

#### **Code Knowledge**

Before today's lesson: If students read 1,000 words in a trade book, on average 754–882 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average 787–898 of those words would be completely decodable.

The spelling 'o' can be pronounced /u/ as in son.

Activity Pages 2.3, 2.4



# 3

#### **SPELLING ALTERNATIVES**

# Review /u/>'ou' and 'o\_e'

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read words featuring /u/ > 'ou' and 'o\_e'. TEKS 2.2.B.i

Students will complete fill-in-the-blank sentences, using syllable chunking and sentence context to determine the correct pronunciation and meaning of words. TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.3.B

#### **Language (Grammar)**

Students will identify adjectives and the nouns they describe in oral sentences.

TEKS 2.11.D.iv

#### Reading

Students will read "The Thief" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

TEKS 2.4; TEKS 2.6.C; TEKS 2.6.I; TEKS 2.8.C

#### **FORMATIVE ASSESSMENT**

Activity Page 3.1 Fill in the Blank /u/ > 'ou' and 'o\_e'

TEKS 2.2.B.i

Observation Adjectives TEKS 2.11.D.iv

**Observation** Anecdotal Reading Record "The Thief"

TEKS 2.4

**Observation Discussion Questions** "The Thief"

**TEKS 2.8.C** 

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; TEKS 2.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words; TEKS 2.11.D.iv Edit drafts using standard English conventions, including adjectives, including articles; TEKS 2.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 2.6.C Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; TEKS 2.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; TEKS 2.8.C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

#### LESSON AT A GLANCE

	Grouping	Time	Materials				
Foundational Skills	Foundational Skills						
Review /u/ > 'ou' and 'o_e'	Whole Group	15 min.	<ul> <li>□ Vowel Code Flip Book</li> <li>□ Spelling Cards 'o_e' &gt; /u/, 'ou' &gt; /u/</li> <li>□ Individual Code Chart</li> <li>□ green markers</li> <li>□ /u/ Spelling Tree and leaves</li> <li>□ Review /u/ &gt; 'o_e' (Digital Components)</li> </ul>				
Practice /u/ > 'ou' and 'o_e' (Phonics)	Whole Group	15 min.	☐ Activity Page 3.1				
Language (Grammar)							
Review Adjectives	Whole Group	10 min.					
Reading							
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)				
Read "The Thief"	Partner	15 min.	□ Sir Gus				
Take-Home Material							
"The Thief"			☐ Activity Pages 3.2, 3.3				

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

It is strongly suggested that you read each story prior to assigning the story to students to read. Based on students' needs, you may add or subtract the spellings to preview as appropriate.

#### **Foundational Skills**

- Write the following words on leaves to add to the Spelling Tree: done, none, come, shove, glove, cousins, country, young, southern.
- Prepare to display the Vowel Code Flip Book within view of all students.
   You may wish to tab page 4. Also have the Spelling Cards listed in the
   Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.

#### Digital Components 3.1 and 3.2

• Create the charts (Digital Components 3.1 and 3.2) for reviewing /u/ > 'ou' and 'o\_e' on the board/chart paper or use the digital version.

#### Reading

 At the start of each week, prepare the Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.

#### Digital Component 3.3

- Create the Preview Spellings Chart (Digital Components 3.3) for Introduce the Chapter on the board/chart paper or use the digital version.
- Plan student partners based on students' strengths and weaknesses.

## Lesson 3: The /u/ Sound and Its Spellings Foundational Skills



#### **Primary Focus**

Students will read words featuring /u/ > 'ou' and 'o\_e'. TEKS 2.2.B.i

Students will complete fill-in-the-blank sentences, using syllable chunking and sentence context to determine the correct pronunciation and meaning of words.

TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.3.B

#### REVIEW /U/ > 'OU' AND 'O\_E' (15 MIN.)

- Take a few moments to review the spelling you taught yesterday: 'o' > /u/ (son). Direct students' attention to the branch on the /u/ Spelling Tree to which you attached the leaves yesterday. As a class, read the words on the branch.
- Display the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in Lesson At a Glance readily available.
- Today's letter-sound correspondences appear on the following pages of the Vowel Code Flip Book.

#### **Vowel Code Flip Book**

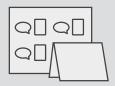
- 1. /u/ > 'o\_e' (come) page 4
- 2. /u/ > 'ou' (touch) page 4
- Tell students that today they will focus on two other spellings for the /u/sound: 'o\_e' and 'ou'.
- Explain that 'o\_e' can stand for the /u/ sound as in done.
- Display the chart with /u/ > 'o\_e' words that you prepared in advance.

#### Digital Component 3.1

1.	none	3.	glove	5.	some
2.	shove	4.	done	6.	come

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

#### Code Materials



#### Support

Remind students they have already learned 'o\_e' stands for /oe/ as in drove, rose, and hose.

• Turn to **Vowel Code Flip Book page 4**, and attach the Spelling Card 'o\_e' on the appropriate space. Discuss the power bar for the /u/ sound.

**Note:** The Tricky Word *some* is now included as part of a larger spelling pattern. You can move it to the decodable word wall.

• Explain that 'ou' can stand for the /u/ sound as in touch. Display the chart with /u/ > 'ou' words that you prepared in advance.

#### Digital Component 3.2

1.	country	3.	Doug	5.	southern
2.	young	4.	cousins		

#### Support

Remind students that they have already learned 'ou' sounds, like /ou/ as in shout, ounce, and bounce.

- Show students the Spelling Card for 'ou' > /u/ (touch). Read aloud the sample word. Discuss the power bar. Add the Spelling Card to the Vowel Code Flip Book on page 4.
- Today's letter-sound correspondences appear on the following pages of the Individual Code Chart:

# /u/ > 'o\_e' (come) page 7 /u/ > 'ou' (touch) page 7

- Distribute the green markers. Have students turn to **Individual Code Chart page 7**. Guide students in outlining the appropriate spellings on the chart.
- Shuffle the leaves you have prepared in advance.
- Hold up one of the leaves, and call on a student to read the word aloud. Ask
  which branch the leaf belongs on, and have the student tape the leaf to the
  appropriate branch.
- Tell students to look at the Individual Code Chart. Ask students which of the two spellings, 'o\_e' or 'ou', has the longest power bar. (*They are about the same.*) Explain that these spellings do not appear often, but they show up in some common words and so we need to learn them.

#### PRACTICE /U/ > 'OU' AND $'O_E'$ (15 MIN.)

- Have students read aloud the words in the boxes on both sides of Activity Page 3.1.
- Remind students of different methods they can use to sound out words, such as chunking and use of context.
- Work with students to complete the front of the sheet. Students should complete the back independently.



#### Activity Page 3.1: Fill in the Blank

Collect and review Activity Page 3.1 to monitor student progress with /u/ > 'o\_e' and 'ou'.

#### Lesson 3: Grammar

## Language



**Primary Focus:** Students will identify adjectives and the nouns they describe in oral sentences. **TEKS 2.11.D.iv** 

#### **REVIEW ADJECTIVES (10 MIN.)**

- Ask students, "What is an adjective?" (a word that describes a noun) Have them provide as many adjectives as possible describing the clothes you are wearing today.
- Tell students that adjectives can be very useful words as they describe important details. For example, adjectives help to:
  - give directions (turn at the yellow house)
  - give correct amounts for recipes (use one cup of white sugar)
  - order at restaurants (scrambled eggs, fried eggs)
  - know the weather (rainy day)
- Tell students that adjectives also serve to make writing more descriptive and interesting to read.
- Read the following sentences aloud. Ask students to identify the adjective and the noun it is describing.

TEKS 2.11.D.iv Edit drafts using standard English conventions, including adjectives, including articles.

Activity Page 3.1



- 1. White goats jump!
- 2. Orange hair rocks.
- 3. Soft grass sways.
- 4. Pink bubblegum pops!
- 5. Silly cats dance.

- 6. Loyal dogs stay.
- 7. Smart teachers rule!
- 8. Funny books are great.
- 9. Brown cows moo.



#### Check for Understanding

After identifying the adjective in each sentence below, call on different students to provide a different adjective for the noun, making note of any student who appears to struggle or who hesitates in responding.

# Reading



**Primary Focus:** Students will read "The Thief" with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the

#### text. TEKS 2.4; TEKS 2.6.C; TEKS 2.6.1; TEKS 2.8.C

#### INTRODUCE THE CHAPTER (5 MIN.)

**Note:** For the first time in the program, you will direct students to perform silent reading. Please be aware that silent reading for Grade 2 students at this point may not really sound silent; students may move their lips and read under their breath.

Tell students they will read this story with a reading partner. Divide students
into partner pairs. Explain to students that they will both read the first page
silently, then one partner will read that page aloud. Next, they will both read
the second page silently, then the other partner will read that page aloud, and
so on. Remind students to use the Individual Code Chart to help sound out
words and to ask their partners questions when they encounter confusing
parts in the story.



Reader

Page 14

TEKS 2.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 2.6.C Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; TEKS 2.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; TEKS 2.8.C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

• Ask students to turn to the table of contents and tell you the title of the story after "The Beginning." ("The Thief") Write thief on the board and read it aloud to students, asking them to repeat after you. Ask students, "What is a thief?" (a person who steals things) Talk about why it is wrong to steal things. Tell students today's story is about a thief who steals something from the king.

#### **Preview Spellings**

• Preview the following spellings before reading today's story.

#### Digital Component 3.3

/u/ > 'o_e'	/u/ > 'ou'	/u/> 'o'	Compound Words
love	country	agony	bedroom
none	young	gallop	horseback
	could		sunrise

- You may preview the Tricky Word *father*. Tell students that the 'a' is not pronounced /a/, but rather /o/.
- In addition to previewing the spellings, make sure to use any words in a sentence to clarify meaning for students.

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**agony—n.,** intense pain or suffering (14)

Example: After breaking her arm, the girl was in agony.

**herring—n.,** a salty fish (14)

Example: My mother likes to eat herring for dinner.

**summoned—v.,** sent for (16)

Example: The Queen summoned a group of knights to the palace.

**mounted—v.,** climbed up onto something above the level of the ground (22)

Example: The knight mounted his horse and began riding away.

#### Sayings and Phrases

**my lord; your majesty—**respectful titles for a king (remind students about other titles you have discussed, such as *Mr.* and *Mrs.*) (16)

Example: 1. "My lord" has given me a job to do. 2. It is my pleasure to serve you, "your majesty."

#### Support

Remind students that 'ie' is a tricky spelling, either representing the sound /ie/ as in pie or /ee/ as in thief.



#### Foundational Skills

#### Using Foundational Literacy Skills

Pair students who need more support with proficient readers and scaffold the oral reading for students beforehand.

#### Beginning

Students can listen to "The Thief" read aloud, as they follow the text. Show students where to pause to talk about the supporting images.

#### Intermediate

Assign sentences or paragraphs to students before the oral reading, based on difficulty level and reading stamina.

#### Advanced/ Advanced High

Provide accommodations for students, if necessary, but encourage them to follow the main plan for reading "The Thief."

ELPS 4.B; ELPS 4.F

**crack of dawn—**very early in the morning when the sun is beginning to rise (20)

Example: I needed to get up at the "crack of dawn" in order to make it to the soccer game on time.

#### **shot off like an arrow**—started quickly (22)

Example: The horse "shot off like an arrow" after hearing the horn blow.

Vocabulary Chart for "The Thief					
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	herring	agony summoned mounted			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases	my lord your majesty crack of dawn shot off like an arrow				

#### **Purpose for Reading**

Ask students to make a prediction about how King Alfred will react when he
finds out something of his has been stolen. Tell students to read the story
carefully to discover if their predictions are correct.

#### READ "THE THIEF" (15 MIN.)

#### **Partner Reading**

• Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.



#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room listening to different pairs.

Make note of students' individual reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Ask students to share adjectives for Sir Gus. (fearful, absentminded, odd)
- Use the following questions to guide discussion about the text.

#### **Discussion Questions for "The Thief"**

- 1. **Evaluative.** Were there any parts of the story that you found confusing? What questions did you ask yourself as you read?
  - » Answers may vary.
- 2. **Literal.** What is stolen at the beginning of the story?
  - » King Alfred's ring
- 3. **Literal.** What does it mean to be in agony?
  - » to be in great pain
- 4. **Literal.** In the story, King Alfred summons his knights. Can you think of a synonym for *summon*?
  - » call
- 5. **Inferential.** I might say that Sir Gus is lazy. Can you read a sentence to support my adjective?
  - » Answers may vary.
- 6. **Inferential.** Do you think Sir Gus will recover the king's ring? Why or why not?
  - » Answers may vary.



#### Observation: Discussion Questions

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



#### Reading

#### **Reading Closely**

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: "King Alfred's ring is stolen in this story. Is that right?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: "When King Alfred's \_\_\_\_\_ gets stolen, he summons ."

#### Advanced/ Advanced High

Encourage students to expand/or build on other students' responses and learned phrases. For example, add these sentence stems: "I noticed something similar to \_\_\_\_\_, Sir Gus" or "I agree with \_\_\_\_\_'s observation that...."

ELPS 4.G; ELPS 4.I



#### Check for Understanding

Ask students to summarize events in "The Thief." Say: "Let's make a list of the most important events in the story, from beginning to end." (thief steals king's ring, king summons knights, Sir Gus appears without his horse, king gives Sir Gus the royal horse, knights leave castle in search of the thief)

End Lesson

### Take-Home Material

#### "THE THIEF"

• Students should take home Activity Pages 3.2 and 3.3 to complete at home.



3.2, 3.3

**Activity Pages** 

Lesson 3: Foundational Skills Remediation

### Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Make one copy of **Activity Page TR 3.1** for each student.
- Have students practice by reading a word and using it in an oral sentence.

# 4

#### **GRAMMAR**

# Adjectives

#### PRIMARY FOCUS OF LESSON

#### Language (Grammar)

Students will recognize the suffix -ous indicates a word is an adjective and will pair adjectives with nouns. TEKS 2.2.B.vi; TEKS 2.11.D.iv

#### Reading

Students will decode words with blends. TEKS 2.2.B.i

Students will partner read "All's Well that Ends Well" and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing challenging portions of the text. TEKS 2.4; TEKS 2.6.I; TEKS 2.7.C

Students will learn the multiple meanings of the word *well* and will identify when a particular use of the word is employed in "All's Well that Ends Well." TEKS 2.3.B

#### **FORMATIVE ASSESSMENT**

Observation Anecdotal Reading Record "All's Well that

Ends Well" TEKS 2.4

Activity Pages 4.1, 4.2 \*\* "All's Well that Ends Well" TEKS 2.3.B

**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - est; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Language (Grammar)						
Adjective Hunt	Whole Group	10 min.	□ Sir Gus			
Adjectives	Whole Group	20 min.	☐ Adjectives Chart (Digital Components)			
Reading						
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)			
Close Read "All's Well that Ends Well"	Partner/ Whole Group	25 min.	<ul> <li>□ Sir Gus</li> <li>□ red, green, blue markers for each student</li> <li>□ Activity Pages 4.1, 4.2</li> <li>□ 'Well' Multiple Meaning Chart (Digital Components)</li> <li>□ Activity Page 4.1 (Digital Components)</li> </ul>			
Take-Home Material						
Spelling Alternatives for /u/			☐ Activity Page 4.3			

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

It is strongly suggested that you read each story prior to assigning the story to students. Based on students' needs, you may add or subtract the spellings to preview as appropriate.

#### Language

#### Digital Component 4.1

• Write the list of only the adjectives (Digital Component 4.1) for the Adjectives activity on the board/chart paper, or use the digital version.

#### Reading

#### Digital Component 4.2

• Create the Preview Spellings chart (Digital Component 4.2) for Introduce the Chapter on the board/chart paper or use the digital version.

#### Digital Component 4.3

• Create the multiple-meaning word chart for *well* (Digital Component 4.3) from the Reading lesson on the board/chart paper or use the digital version.

#### Digital Component 4.4

• Create an enlarged version of Activity Page 4.1 to display for Close Reading, or use the digital version.

#### Lesson 4: Adjectives

Reader

Page 6

## Language



**Primary Focus:** Students will recognize the suffix −ous indicates a word is an adjective and will pair adjectives with nouns. TEKS 2.2.B.vi; TEKS 2.11.D.iv

#### ADJECTIVE HUNT (10 MIN.)

- For this activity, students will complete an adjective hunt using the story "The Beginning" from *Sir Gus*. Review the definition of an adjective (a part of speech describing a noun). Ask students to quickly provide one or two adjectives for each of these nouns: *flower*, *book*, *pencil*.
- Now ask students to turn to Chapter 1 of *Sir Gus*. Tell them they will be playing a game called *Adjective Hunt*. To play this game, students are to find as many adjectives as they can in the story "The Beginning" as a guided activity. You will record the words on the board to see how many adjectives they can find.
- Begin with this sentence: "King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south."
- Tell students that before looking for adjectives they need to first find the nouns. Do this by identifying *land*, *forests*, and *sea* as some of the nouns in this sentence. Write the nouns on the board.
- Show students the adjectives describing the nouns *land* and *forests*. (*large* and *dark*) Write these words on the board next to their respective nouns.
- Direct students' attention to the last sentence on page 10: "But Sir Gus liked a long soak in a bathtub better than a fight."
- Have students identify the noun and adjective. *Soak* is the noun, and *long* is the adjective.
- If time permits, direct students' attention to the sentence on page 10: "He had a spear and a sword."
- Ask students if they can think of adjectives to add to the sentence to describe the spear and sword to make it more interesting.
- Students may supply adjectives such as: sharp, pointed, long, diamond-handled.
- Continue the activity as time permits.



**TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - est; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles.

#### **ADJECTIVES (20 MIN.)**

**Note:** The goal of this lesson is not to have students memorize the definitions of the adjectives presented, but to recognize *-ous* as a suffix that signals a word is an adjective.

- Tell students they will learn about a group of adjectives ending in the suffix —ous. Write 'ous' on the board. Tell students that 'ous' seems to be a tricky spelling. We know 'ou' can sound like /ou/ or /u/. When 'ous' occurs at the end of a word, it is sounded as /us/.
- Write the word *famous* on the board, and guide students as they sound it out. Tell them that the word *famous* is related to the word *fame*, so it describes a person who is well known by many other people, such as a musician, actor, or athlete.
- Ask students if they can think of other adjectives ending in the suffix -ous.
   Record their answers on the board.
- Write the following adjectives on the board, underline 'ous', have students sound out the word, and then discuss the meaning with students.

#### Digital Component 4.1

- 1. monstrous—(related to monsters) frightful, revolting
- 2. disastrous—(related to a disaster) most unfortunate
- 3. nervous—(related to nerves) uneasy, excitable, tense
- 4. chivalrous—(related to chivalry) considerate, loyal, polite
- 5. enormous—very big
- 6. generous-very giving; a large amount
- 7. boisterous—noisy and rough
- 8. hideous-horrible
- 9. jealous—resentful and wishing to have someone else's possessions
- Have students pair each adjective with as many nouns as they can brainstorm. For example, ask students to name some nouns that might be enormous.
- Review that adjectives are describing words, and some adjectives have the suffix -ous.

#### Support

Students may need to make several attempts to decode hideous. They may try /hide/ /us/. Then they might try /hide/ /ee/ /us/. If they do not do so on their own, direct them to try /hid/ /ee/ /us/; to sound out jealous, students may first try /j/ /ee/ /l/ /ous/. Direct them to try /j/ /e/ /l/ /ous/.

• Tell students to watch for *-ous* adjectives when they are reading and to try to include *-ous* words in their own writing.

# Reading



#### **Primary Focus**

Students will decode words with blends. TEKS 2.2.B.i

Students will partner read "All's Well that Ends Well" and will close read the text by answering text-dependent questions, discussing Tier 2 vocabulary, and discussing

challenging portions of the text. TEKS 2.4; TEKS 2.6.1; TEKS 2.7.C

Students will learn the multiple meanings of the word *well* and will identify when a particular use of the word is employed in "All's Well that Ends Well." **TEKS 2.3.B** 

INTRODUCE THE CHAPTER (5 MIN.)

- Remind students that the last story they read was "The Thief." Review the characters and main events with students.
- Tell students today's story is "All's Well that Ends Well." Discuss the meaning of this saying (if everything is fine at the end of a situation, then everything that happened in between, even if it was challenging, is okay as well).
- Note the contraction All's in the title, created by using all + 's, meaning all is.

#### Preview Spellings TEKS 2.2.B.i

Preview the following spellings before reading today's story.

#### Digital Component 4.2

/u/ > 'ou'	/u/ > 'o_e'
country	glove
nervously	come
young	
touched	
generous	

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words.





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#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**Note:** The multiple meanings of the word *well* will be explored in depth during the close reading of the story. During Preview Core Vocabulary, briefly explain only meanings (1) and (2).

**well—1. adj.**, everything is fine (24); **2. n.**, a deep hole dug into the ground to reach underground water. A bucket is lowered down into the well on a rope (24);

**3. int.,** an exclamation or expression of emotion (30)

Example: 1. I hope you're feeling well today 2. The family got their water from a well behind their house. 3. Well! Look at that hot air balloon.

**shiver—v.,** to shake due to fear or the cold (28)

Example: After swimming in the chilly lake, I began to shiver.

#### Sayings and Phrases

**ack!**—an exclamation used when someone is frustrated and surprised (26) Example: Ack! There is a spider on my shoulder!

Vocabulary Chart for "All's Well that Ends Well"						
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary		shiver				
Multiple-Meaning Core Vocabulary Words		well				
Sayings and Phrases	ack!					

#### **Purpose for Reading**

• Tell students they will read this story with a reading partner. Tell students they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.





#### Reading

#### **Reading Closely**

#### **Beginning**

Reframe questions to get simple yes/no answers: "Did Sir Gus fall down a deep hole in the ground filled with water? Is this deep hole called a well?"

#### Intermediate

Provide students with a sentence frame for answering questions: "In this sentence, well means a deep \_\_\_\_\_."

#### Advanced/ Advanced High

Encourage students to expand or build on other students' comments.

#### ELPS 4.G; ELPS 4.I

#### Support

Use the text of "All's Well that Ends Well" and Activity Pages 4.1 and 4.2. Have students work with a partner to find the multiple-meaning words fetch, spotted, touched, generous, peer. Write the words on the board for students' reference. As they find each word, have them read the sentence in which it appears

#### CLOSE READ "ALL'S WELL THAT ENDS WELL" (25 MIN.)

#### **Partner Reading**

Ask students to partner read "All's Well that Ends Well," taking turns reading
the first two pages silently and then aloud to each other. Tell them to read the
remainder of the story silently.



#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room, listening to different students read. Make note of students' individual reading ability in the Anecdotal Reading Record.

#### **Close Reading**

- After students have finished reading "All's Well that Ends Well" with their partners, lead students in a close reading of the text, using the following strategies.
  - Ask text-dependent questions that require students to draw on evidence from the text, identifying and discussing general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences.
  - Engage students in a culminating writing activity completed independently, if possible.

**Note:** In this lesson you will note the rigor of the close-reading lesson has increased. In Units 2–4, students were asked simple questions as they learned to closely examine the text of a selection. In this lesson, students will become aware of multiple-meaning words and reflect on the author's purpose in using them. Although particular focus is on the multiple-meaning word *well* in this chapter, there are other multiple-meaning words that may be used to reinforce the concept that words can have more than one meaning. It is up to your discretion, based on students' needs and time constraints, to further discuss these words.

- During this close reading, students will read "All's Well that Ends Well" story using Activity Page 4.1, instead of the Reader. Students will be asked to use the different colored markers to circle each use of the multiple-meaning word *well* in the story on Activity Page 4.1, using a different colored marker to designate each meaning of *well*.
- Using the chart you created in advance or the digital version, review the three possible meanings using each in a sentence, noting that each different meaning of *well* also changes its part of speech.

#### Digital Component 4.3

Well					
1. adjective	everything is fine or ok	green			
2. noun	a hole dug in the ground for water	blue			
3.!	Wow! or a sentence starter	red			

#### Digital Component 4.4

- Ask students to open their Activity Book to page 4.1 and explain that the story they just read with their partners in the Reader is reproduced on Activity Page 4.1. During today's close reading lesson explain that they will read from Activity Page 4.1 rather than the Reader.
- Explain that they will need to pay special attention to the word *well* that occurs many times in the story. Each time they encounter the word *well*, you will ask them to circle it with a particular color marker to show the meaning of the word in each sentence: green for definition 1, blue for definition 2, and red for definition 3.

#### Activity Page 4.1



#### **Teacher Overview**

(**Note:** You will need red, green, and blue markers for students in this activity. You may use the markers you normally use for the Individual Code Charts.)

Key Idea and Key Details: The key idea of "All's Well that Ends Well" is that Sir Gus, completely by accident, solves the mystery of the missing ring for the king. Key details of the text include: Sir Gus's allergy to horses causes him to stop and seek a drink of water. Due to the itching from his allergy, Sir Gus loses his balance and falls into the well. After the young owner of the farm hauls Sir Gus out of the well, he offers Sir Gus some dry clothing. Robin's cat causes Sir Gus to itch again, and in the course of knocking over a shelf in the farmhouse, Sir Gus discovers and retrieves the king's ring.

**Synopsis:** The story "All's Well that Ends Well" is Sir Gus's continuing accidental success in serving the king.

	Lesson						
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.				
Page 24 All's <u>Well</u> that Ends <u>Well</u>	well (multiple- meaning)—everything is fine	Ask students if they can determine the meaning of the word <i>well</i> from the title of the story.	Guide students in understanding that in the table and second paragraph, well means everything's fine. Prompt students to circle each of these uses in green.				

	Le	sson	
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.
Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.	galloped—ran fast	Ask students to use the text to describe the setting of the selection.	Students should report the setting (time and place) is somewhere in the country (green land and rolling hills). The time is sometime during the day, as the illustrations in the Reader indicate daytime—there are no drawings of darkness or night-time scenes.
All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse! Sir Gus stopped in front of a farmhouse.	well (multiple- meaning)—everything is fine lest—for fear of	In this context, can we tell the meaning of the word well?	Students should respond that in this context it means everything is fine or satisfactory or pleasing. They can tell this as Sir Gus is riding along and the description of the scenery is lovely. Prompt students to circle each of these uses in green. The word <i>until</i> is used to signal a change is about to take place.

	Les	sson	
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.
Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man. Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?" "Yes, you may," said the young man.	well (multiple-meaning)—a deep hole dug in the ground to reach underground water pardon me—another polite way to say excuse me	In this context, can we tell the meaning of the word well?	Well here refers to the hole in the ground containing drinking water. The text says, "may I drink from your well?" Prompt students to underline each of these uses in blue.
Page 26 Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started itching himself. Soon he was scratching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom. "Ack!" cried Sir Gus. "What have I done?"	well (multiple-meaning)—a deep hole dug in the ground to reach underground water	In this context, can we tell the meaning of the word well?	Yes, the word well here continues to refer to the hole dug in the ground to reach underground water. Prompt students to underline each of these uses in blue.

Skills 5

Lesson				
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase,	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.	
Page 28 It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.	well (multiple- meaning)—a deep hole dug in the ground to reach underground water	which meaning of the word well applies to this section of the text?	In this section of the text, the author is still referring to the hole in the ground containing water. Prompt students to underline each of these uses in blue.	
The young man peered down into the <u>well</u> .	peer (multiple-meaning)—1. to look at; 2. one of equal standing  well (multiple-meaning)—a deep hole dug in the ground to reach underground water	What does the word peered mean in this context? Can you think of other meanings for peer? Can you think of a homophone for peer?	In this context, peered means looked at. Peer also means one of equal standing. Students may know this as a reference to their peers in the classroom. Peer is a homophone for pier—a structure built over water for boats to land. Prompt students to underline each use of the word well in blue.	

Lesson				
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.	
"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up." Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake. The bucket came down the well. Sir Gus grabbed the bucket and held on tight. Slowly the young man began to bring Sir Gus up out of the well.	"Have no fear!"— reassurance to someone; do not be afraid  well (multiple- meaning)—a deep hole dug in the ground to reach underground water	What evidence in the text lets you know everything is going to be okay?	The text tells us the plar to get Sir Gus out of the well. "I will help you. I wil drop the bucket down. Take hold of it, and I will lift you up." Prompt students to underline each use of the word well in blue.	
Page 30 As Sir Gus reached the top of the well, the young man offered the knight his hand. "Young man," said Sir Gus, as he stepped out of the well, "I am touched by your generous deed. I would like to thank you for helping me. What is your name?" "My name is Robin," replied the man.	generous (multiple-meaning)—1. very giving; 2. a large amount  well (multiple-meaning)—a deep hole dug in the ground to reach underground water  deed—to perform a task  touched (multiple-meaning)—1. emotionally stirred; 2. to press gently with the hand or fingers		Prompt students to underline each use of the word well in blue	

Skills 5

Lesson				
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.	
" <u>Well</u> , then, Robin," said Sir Gus, "I thank you." "You are welcome," said Robin.	well (multiple- meaning)—an exclamation or expression of emotion	How is the word well used differently here?	The word well is used here as an exclamation. Prompt students to underline each use of the word well in red.	
The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove. Robin smiled. "Come into my house," he said. "I will find you some dry clothing." Sir Gus went inside. "Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.	clasp (multiple-meaning)—1. to grab; 2. the fastener on a piece of jewelry fetch—to find or gather or obtain	Robin says he will fetch some dry clothing and something to drink for Sir Gus. What does fetch mean?	The text says, "I will find you some dry clothing." Fetch means to find or gather.	

Lesson					
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.		
Page 32 Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf. Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!	spotted (multiple-meaning)—1. seen with one's eyes; 2. having or marked with spots	Here, we learn that Robin was the robber. Why do you think the author chose Robin to be the robber's name?	The name Robin includes the word rob. The name Robin also sounds like the action of robbing.		
Page 34 Sir Gus stood thinking for a moment. "There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong." Sir Gus grabbed the ring. Then he tiptoed quietly out of the house.	grip—a strong grasp	How could Sir Gus tell Robin's grip was strong?	The text says, "Robin clasped the knight's hand so tightly that water dripped from his glove."		

Skills 5

Lesson					
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.		
He mounted his horse and rode back to see the king.	mounted—climbed up on	Turn and Tell: How many meanings of the word well did you hear in this chapter? Which meaning was used the most? Why did the author title the story "All's Well That Ends Well"? Does that title have more than one meaning? Why did Sir Gus tiptoe out of Robin's house? What do you know about Sir Gus's personality so far? What are some examples that make you think this?			

#### Activity Page 4.2



#### Wrap-Up

• If time permits, have students list on Activity Page 4.2. Then students should list the three meanings of *well* and the number of times each meaning was used on Activity Page 4.1.



Activity Page 4.1 and 4.2: "All's Well that Ends Well"

Collect and review Activity Pages 4.1 and 4.2, to monitor student progress learning multiple-meaning words in context.

End Lesson

### Take-Home Material

#### SPELLING ALTERNATIVES FOR /U/

- Ask students to complete Activity Page 4.3 at home.
- Remind students about the spelling assessment tomorrow.

#### Activity Page 4.1, 4.3



Lesson 4: Foundational Skills Remediation

### Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

- Make one copy of **Activity Page TR 4.1** for each student.
- Ask students to circle words with the target spellings for /u/: 'o', 'ou', and 'o\_e'.
- They can also circle words that have the -ous ending.

#### MORE HELP WITH ORAL READING

- Make one copy of **Activity Page TR 4.1** for each student.
- Direct students to work in small groups and read the story poem to one another orally.
- Have students discuss their reading, identifying word errors and explaining how they self-corrected.

# 5

#### **REVIEW AND PRACTICE**

## Spelling Assessment

#### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell dictated words featuring the suffixes –y and –ly and the Tricky Word alphabet. TEKS 2.2.C.iv; TEKS 2.2.D

#### Foundational Skills

Students will read words in sorted columns with /u/ > 'o\_e,' 'ou', and 'o' and will answer questions using words from the columns. TEKS 2.2.B.i

#### Reading

Students will read "The Hungry Troll" with purpose and understanding and will answer literal and inferential questions about key details in the text.

TEKS 2.4; TEKS 2.6.C; TEKS 2.8.C

Students will write a short-answer response expressing an opinon about the text.

TEKS 2.7.B

#### **FORMATIVE ASSESSMENT**

Activity Page 5.1 Spelling Assessment

TEKS 2.2.C.iv

Activity Pages 5.2, 5.3 Spelling Alternatives /u/

TEKS 2.2.B.i

Observation Anecdotal Reading Record "The Hungry Troll"

TEKS 2.4

**Observation Discussion Questions** "The Hungry Troll"

**TEKS 2.8.C** 

Activity Page 5.4 Story Questions "The Hungry Troll"

TEKS 2.7.B; TEKS 2.8.C

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Language (Spelling)						
Spelling Assessment	Whole Group	15 min.	<ul><li>□ Activity Page 5.1</li><li>□ beginning dictionaries</li></ul>			
Foundational Skills						
Practice Spelling Alternatives for /u/	Whole Group/ Partner	20 min.	☐ Activity Pages 5.2, 5.3			
Reading						
Introduce the Chapter	Whole Group	5 min	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)			
Read "The Hungry Troll"	Partner	20 min	☐ Sir Gus☐ Activity Page 5.4			

#### **ADVANCE PREPARATION**

#### Reading

#### Digital Component 5.1

• Create the Preview Spellings chart (Digital Component 5.1) from Introduce the Story or use the digital version.

Start Lesson

#### **Lesson 5: Spelling Assessment**

### Language



**Primary Focus:** Students will spell dictated words featuring the suffixes −*y* and −*ly* and the Tricky Word *alphabet*. **TEKS 2.2.C.iv**; **TEKS 2.2.D** 

#### **SPELLING ASSESSMENT (15 MIN.)**

- Students will use Activity Page 5.1 for the assessment.
- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1.	mommy	6.	pretty	11.	neatly
2.	daddy	7.	grumpy	12.	ugly
3.	happy	8.	jelly	13.	slowly
4.	angry	9.	empty	14.	funny
5.	chilly	10.	quickly	15.	alphabet

- Direct students' attention to the lines on the bottom of Activity Page 5.1.
- Tell students to write the sentence: We can write the alphabet. Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

#### Activity Page 5.1



- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 5.1 over to the back and write the words in alphabetical order.
- 1. lances 2. eels 3. horse
- Give students about three minutes to do this.
- Then, write the three words in alphabetical in order for students to correct their work.

1. eels 2. horse 3. lance



#### Activity Pages 5.1: Spelling Assessment

Collect and review Activity Pages 5.1, using the spelling analysis tools in Teacher Resources to analyze students' mistakes.

# Foundational Skills



**Primary Focus:** Students will read words in sorted columns with /u/ > 'o\_e,' 'ou', and 'o' and will answer questions using words from the columns. **TEKS 2.2.B.i** 

#### PRACTICE SPELLING ALTERNATIVES FOR /U/ (20 MIN.)

- Have students tear out Activity Pages 5.2 and 5.3.
- Explain that the chart on Activity Page 5.2 shows a set of words with the /u/ sound.
- The words have been sorted into columns according to the spelling used for /u/.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.

Activity Pages 5.2 and 5.3



- Ask students to read the words in each column as a class. Use this as an
  opportunity to review any unfamiliar vocabulary by using the words in an
  oral sentence.
- Tell students that Activity Page 5.3 has a set of questions for them to answer using the chart on Activity Page 5.2.
- Have students complete these activity pages with a partner. Move around the room while students work. Discuss the questions with them, and remind students of the spelling patterns for /u/.
- If time permits, ask some students to share the sentences they created for the last question.
- Have students select a few words from the chart to add to the Spelling Tree.



#### Activity Pages 5.2 and 5.3: Spelling Alternatives

Collect and review Activity Pages 5.2 and 5.3 to monitor students' with the /u/ sound and spellings. See the Pausing Point for additional instructional activities for /u/.

# Reading



#### **Primary Focus**

Students will read "The Hungry Troll" with purpose and understanding and will answer literal and inferential questions about key details in the text.

#### TEKS 2.4; TEKS 2.6.C; TEKS 2.8.C

Students will write a short-answer response expressing an opinon about the text.

#### TEKS 2.7.B

#### INTRODUCE THE CHAPTER (5 MIN.)

Remind students that the last story they read was "All's Well that Ends Well."
 Now we are going to read Chapter 4: "The Hungry Troll."

#### **Preview Spellings**

Preview the following spellings before reading today's story.

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.7.B** Write brief comments on literary or informational texts that demonstrate an understanding of the text.



Page 36

## Digital Component 5.1

/u/ > 'o_e'	/u/ > 'ou' >	/u/ > 'o'
come	country	nothing
	famous	recovered
		months

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**sire—n.,** a title of address used for a man of royalty (36)

Example: Sire, we've prepared your armor and your horse.

**thunderous—adj.,** (related to thunder) an adjective describing a loud noise like thunder (38)

Example: When the chair crashed to the floor it made a thunderous noise.

**troll—n.,** an ugly and nasty character in fairy tales who usually lives in caves or under bridges (38)

Example: There is a troll that lives under the bridge, by the river.

**monstrous—adj.,** (related to monsters) an adjective meaning something is terrible and horrifying, like a monster (38)

Example: The troll gave off a monstrous roar when he did not get his way.

**loathsome—adj.,** highly offensive (40)

Example: The loathsome troll sickened everyone who saw him.

Vocabulary Chart for "The Hungry Troll"					
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	sire	thunderous monstrous loathsome	troll		
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases					

#### **Purpose for Reading**

Tell students they will read this story with a partner. Ask students to think
of King Alfred's personality and predict what he will do when he receives his
stolen ring.

#### READ "THE HUNGRY TROLL" (20 MIN.)

#### **Partner Reading**

- Ask students to partner read "The Hungry Troll," taking turns reading the first two pages silently and then aloud to each other. Remind students that, just as before, they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story. Tell them to read the remainder of the story silently.
- If students finish early, they should work with their partner and complete Activity Page 5.4.



#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room, listening to individual students. Make notes regarding their individual reading ability in the Anecdotal Reading Record.

#### Wrap-Up

• Use the following questions to guide discussion about the chapter.

#### Support

Explain that personality, means the things that make a person different from others, including their actions and the emotions they show. Review personality characteristics of Sir Gus (fearful, absentminded, odd) and King Alfred (fair, kind, caring, fun-loving).

#### **Discussion Questions for "The Hungry Troll"**

- 1. **Literal.** What does Sir Gus do with the ring?
  - » He gives it back to the king.
- 2. **Inferential.** What does it mean to say the knights "carried with them" the story of Sir Gus and the ring?
  - » They traveled back to their homes and told everyone the story they had heard.
- 3. Literal. Why didn't Sir Gus hear the troll?
  - » He was sleeping and snoring.
- 4. **Inferential.** The king sends a knight to fetch Sir Gus. What is a synonym for fetch?
  - » get
- 5. **Inferential.** Why does Sir Gus say "Doe, your dajesty" instead of "No, your majesty"?
  - » He has a cold and his nose is stuffed up, changing his speech. (You might want to let students try holding their nose shut with their fingers and saying the phrase, "No, your Majesty," so they can hear that a stuffy nose really does impact speech!)



#### Observation: Discussion Questions

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

#### Activity Page 5.4



• Ask students to turn to Activity Page 5.4, if they have not already done so, and complete it with their partners.



## Activity Page 5.4: Story Questions

Collect and review Activity Page 5.4 to monitor student understanding of Chapter 4: "The Hungry Troll."

#### **Lesson 5: Foundational Skills Remediation**

# Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

#### **Board Sort**

- Select ten to twenty /u/ words from the following box. Write the words on the board in alphabetical or random order.
- Give students lined **paper folded into four columns**. Have them write one spelling for /u/ ('u', 'o', 'ou', 'o\_e') at the top of each column.
- Ask students to sort the words into columns based on the spelling alternatives.

**Note:** If students need additional scaffolding, underline the target spelling in each word.

Words for /u/	/ Words for /o/ Words for /o_e/		Words for /ou/
ugly	other	lovely	young
slump	person	none	country
unkind	money	gloves	various
sudden	second	shove	famous
funny	nothing	welcome	southern

Lesson 5 Review and Practice: Spelling Assessment



#### **GRAMMAR**

# Subject and Predicate

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read words with the vowel teams /u/ > 'ou' and 'o\_e', /ee/ > 'ie' and 'ey', and/ie/ > 'i\_e', 'i' and 'y'. TEKS 2.2.B.i

#### Language

Students will identify the noun, verb, adjective, subject, and predicate in a

sentence. TEKS 2.11.D.i; TEKS 2.11.D.iii; TEKS 2.11.D.iv

Students will read words with /ie/ > 'igh' and 'y' and will alphabetize them.

TEKS 2.2.B.i; TEKS 2.2.D

#### **FORMATIVE ASSESSMENT**

Activity Page 6.1 Spelling Alternatives

TEKS 2.2.B.i

Activity Page 6.2 Parts of Speech

TEKS 2.11.D.i; TEKS 2.11.D.iii; TEKS 2.11.D.iv

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

## LESSON AT A GLANCE

	Grouping	Time	Materials				
Foundational Skills							
Spelling Alternatives Review (Phonics)	Whole Group	15 min.	<ul> <li>prepared index cards</li> <li>Spelling Alternatives Review (Digital Components)</li> <li>Baseball Diamond (Digital Components)</li> </ul>				
Differentiated Instruction	Small Group/ Independent	15 min.	☐ Activity Pages 6.1, 6.2				
Language							
Introduce Subject and Predicate (Grammar)	Whole Group	20 min.	☐ prepared index cards				
Introduce Spelling Words (Spelling)	Whole Group	10 min.	☐ index cards ☐ tape ☐ paper clips				
Take-Home Material							
Spelling Words and Alphabetizing			☐ Activity Page 6.3				

Lesson 6 Grammar: Subject and Predicate

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

#### Digital Component 6.1

- Create a blank version of the chart for Spelling Alternatives Review with just the column headings (Digital Component 6.1) on the board/chart paper or use the digital version.
- Write the following words on index cards or paper for Word Baseball.

1.	chief	6.	sky	11.	monkey	16.	honey
2.	thief	7.	time	12.	firefly	17.	other
3.	cookie	8.	pilot	13.	touch	18.	dozen
4.	stories	9.	glove	14.	find	19.	nothing
5.	field	10.	ton	15.	mother	20.	Southern

### Digital Component 6.2

- Create the baseball diamond for Word Baseball (Digital Component 6.2) on the board/chart paper or use the digital version.
- You will have the option to differentiate instruction for students using your choice of activity pages. Give some thought in advance to which students may need more practice and support in reading spelling alternatives (Activity Page 6.1) and which students may be ready for the challenge of hunting for parts of speech (Activity Page 6.2).

#### Language

- Write the words in the following sentences on index cards for Introduce Subject and Predicate—one word on each card. Mark the ending punctuation on the card with the last word of each sentence.
- 1. The bike rolled down the hill.
- 2. The old farmer plowed his field.
- 3. Beth frowned.
- 4. My smart dog performs fancy tricks.

• If you have not done so, write the alphabet vertically on the board for students to reference during Introduce and Alphabetize Spelling Words. Write the spelling words on index cards.

ı	1.	knight	6.	light	11.	nearby
ı	2.	might	7.	bright	12.	trying
ı	3.	high	8.	crying	13.	sky
ı	4.	right	9.	pry	14.	drying
ı	5.	frightened	10.	why	Tric	ky Word: kingdom
- 1						

Start Lesson

# Foundational Skills



**Primary Focus:** Students will read words with the vowel teams /u/ > 'ou' and 'o\_e', /ee/ > 'ie' and 'ey', and/ie/ > 'i\_e', 'i', and 'y'. **TEKS 2.2.B.i** 

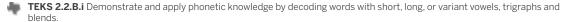
#### **SPELLING ALTERNATIVES REVIEW (15 MIN.)**

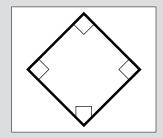
- Today you will review a mixed assortment of previously taught spelling alternatives.
- Display the chart you prepared in advance or the digital version.

## Digital Component 6.1

/u/ > 'o'	/u/ > 'ou'	/u/ > 'o_e'	/ee/ > 'ie'	/ee/ > 'ey'	/ie/ > 'i_e'	/ie/ > 'i'	/ie/ > 'y'
son	touch	dove	thief	key	lime	final	fly
mother	cousin	some	cookie	hockey	crime	item	fry

- Review each sound with its respective spelling alternatives and ask students to give you one or two sample words for each spelling alternative. Write each word in the appropriate column on the chart.
- Shuffle the cards you have prepared, explaining that these words include the spelling alternatives you just reviewed.





#### Digital Component 6.2

- Display the baseball diamond you prepared in advance or the digital version
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (Alternately, you may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat" as follows:
  - Set a timer for ten minutes, and tell students whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed when reading words quickly. The more turns players have to read words, the more likely their team is to score runs.
  - Pick a card from the stack, and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of his or her team's line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for the team. Play continues for this team so long as no words are misread; when one word is misread, the next team takes its turn at bat.

#### **DIFFERENTIATED INSTRUCTION (15 MIN.)**

**Small Group:** Use Activity Page 6.1 to work with students who need more review in spellings of the /u/, /ee/, and /ie/ sounds. Have students read each word in a column aloud and then circle the spelling.

**Independent:** Assign Activity Page 6.2 to students ready to work independently on a grammar challenge. Explain that students are to hunt for different parts of speech in the story "The Hungry Troll."





Reader



Page 36



Activity Pages 6.1, 6.2: Spelling Alternatives and Parts of Speech

Collect and review Activity Pages 6.1 and 6.2 to monitor student progress reviewing spelling alternatives (6.1) or identifying parts of speech (6.2) for /u/, /ee/, and /ie/.

#### **Lesson 6: Grammar and Spelling**

# Language



#### **Primary Focus**

Students will identify the noun, verb, adjective, subject and predicate in a sentence. TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iv

Students will read words with /ie/ > 'igh' and 'y' and will alphabetize them.

TEKS 2.2.B.i; TEKS 2.2.D

#### INTRODUCE SUBJECT AND PREDICATE (20 MIN.)

- Tell students they are going to learn how the parts of speech they have studied (nouns, verbs, adjectives) can be combined to make sentences.
- Write the following sentence on the board: The brown dog barked loudly.
- Ask a student to read the sentence aloud. Ask students what comes at the beginning and at the end of a sentence. (a capital letter; a period or other final punctuation mark)
- Point to the word *dog* and ask students what part of speech it is. (*noun*) Circle the word *dog*.
- Point to the word *barked* and ask students what part of speech it is. (*verb*) Draw a wiggly line under the word *barked*.

**Note:** Students may ask what the remaining words in the sentence are called. We will not teach articles, adverbs, or other parts of speech at this point; however, if students ask about them, feel free to give them this information.

- Point to the word *brown* and ask students what part of speech it is. (adjective) Draw an arrow from *brown* to dog. This arrow shows the adjective that describes the noun.
- Tell students every sentence expresses a complete thought. In order to be a complete thought, every sentence must have two parts: a subject and a predicate. Write *subject* and *predicate* on the board, and read the words aloud.
- Explain the subject includes the different parts of speech telling who or what a sentence is about. Ask students who or what this sentence is about. (the brown dog) Underline The brown dog once. Explain the subject often contains a noun; in this case, the noun is dog.

#### Challenge

Have students write the nouns *cat*, *boy*, *girl* on the left side of a note card. On the right side, have them write a verb to match the noun. (*cat meows, boy swings, girl dances*) More proficient students can make up their own nouns and write a complete sentence. (*The girl dances*. *The boy plays in the park*.)

**TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

- Explain that the subject may also contain some other words. Explain that the subject of this sentence also contains the word *brown*, an adjective, as well as the word *the*.
- Tell students that the other part of a complete sentence is the predicate. The predicate describes what the subject is or does and always includes a verb.
- Ask what the subject, the brown dog, is doing in this sentence. (barking loudly) Underline the predicate twice.
- Reiterate that the predicate must always contain at least one verb.

  Ask students to identify the verb in this sentence. (barked)
- Explain the predicate may also contain some additional words. The predicate of this sentence also includes the word *loudly*.
- Ask students which comes first in this sentence, the subject or the predicate. (the subject) Explain the subject comes before the predicate in most English sentences, but not all of them.
- Repeat the same steps for this sentence: The blue fish swims in the bowl.
- Have students identify the nouns, verb, and adjective: circle the nouns, draw a wiggly line under the verb, and draw an arrow from the adjective to the noun.
- Next, remind students that the subject tells who or what the sentence is about. Ask students to identify the subject and ask what this sentence is about. (the blue fish)
- Underline the subject *The blue fish* once. Point out that the subject includes the noun *fish*.
- Next, ask students to identify the predicate; what does the subject do? (swims in the bowl)
- Underline the predicate twice. Point out the predicate includes the verb swims.
- Point out that *bowl* is a noun, but it is part of the predicate. There are many nouns in sentences, and you can't assume a noun is always in the subject of the sentence.
- Ask which comes first in this sentence, the subject or the predicate.
   (subject)
- For the next sentence, distribute six word cards for *The bike rolled down* the hill. to six students.

- Ask students to arrange themselves in front of the class so that the words are in an order that makes sense.
- Discuss the parts of speech in the sentence.
- Ask students to identify the words making up the subject of the sentence. (Remind them that the subject tells who or what the sentence is about.)
- Have a student "underline" the subject by holding an arm under the cards for *The bike*.
- Have another student identify the predicate and "double underline" it by holding two arms under *rolled down the hill*.
- Repeat these steps for at least one more of the sentences you prepared in advance, discussing the sentence and marking the subject and predicate with "arm underlining."
- Write the following on the board:
  - Subject + Predicate = Complete Sentence
- Tell students that a sentence must have both subject and predicate to be a complete sentence.
- Ask students, "If I just have the subject, do I have a complete sentence?"
   (no)
- "If I have just the predicate, do I have a complete sentence?" (no)
- "What do I need in order to have a complete sentence?" (both subject and predicate)

#### INTRODUCE SPELLING WORDS (10 MIN.)

**TEKS 2.2.D** 

- Show each index card and read each spelling word aloud. Next have students read aloud each word as you tape the spelling words to the board in random order. (You are not taping words to the alphabet at this time.)
- Point out to students that each of the words contains either 'y' or 'igh' as a spelling alternative for the /ie/ sound. If there is time, please have students guide you in circling the letters for the /ie/ sound in each word.
- Remind students that they have been practicing placing words in alphabetical order. Discuss the importance of knowing how to alphabetize words.

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

#### Support

Explain that students can use the skill of alphabetizing for day-to-day things, such as finding a word in the dictionary, an entry in the encyclopedia, or information in a book, using an index. They might also use the skill at work, when looking up information in a file cabinet or in a computer file.

- Tell students you will put the spelling words in alphabetical order by matching the first letter of the word to the alphabet letters on the board. Remove the spelling word cards one at a time from the board, and fold over and clip the card so only the first letter of each word is visible. (See Lesson 1 for illustration.)
- Ask students to tell you where each card belongs on the alphabet list. Tape
  the cards one at a time beside the matching letter on the alphabet written on
  the board.
- Unfold each word. Have all students read the words aloud, and tell students the spelling words are now in alphabetical order.

End Lesson

## Take-Home Material

#### SPELLING WORDS AND ALPHABETIZING

• Have students complete Activity Page 6.3 at home.



Activity Page 6.3

**Lesson 6: Foundational Skills Remediation** 

# Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES FOR /U/

• Copy the following chart on the **board/chart paper**.

/u/ > 'ou'	/u/ > 'o_e'	/u/ > 'o'
country	love	gallop
touch	glove	honey
cousin	none	kingdom
famous	shove	lemon
generous		mammoth

• Have students practice by reading isolated words for the target sound.

• They can also read phrases and sentences with one or more target sound. (gallop to the kingdom, love the gloves, famous couple, I love lemon and honey.)

#### **Spelling-to-Sound Card Game**

- Give a student all the **word cards** for /u/ from Lesson 1 Additional Support.
- Ask the student to sort the cards by spelling, so that each spelling has its own row (there is one row for 'u', one row for 'o', one row for 'o\_e', etc.).
- When the cards have been sorted, have the student say the sound for each spelling.

#### PROGRESS MONITORING (OPTIONAL)

- Copy and distribute **Activity Page TR 6.1**, which consists of ten rows of words.
- Tell students that for each row, you will say one word. Tell students to circle
  the word that they hear you say. Read each word provided below, calling out
  each number to indicate the row that students should point to and look at as
  you read the word.

1. mother	6. love
2. touch	7. some
3. shove	8. country
4. wonder	9. hideous
5. cousin	10. done

Record student performance on the Spelling Alternatives Progress
 Monitoring Record Sheet (Activity Page TR. 6.2). Any student who
 scores less than 8 out of 10 needs further remediation.

# 7

#### **SPELLING ALTERNATIVES**

# Introduce /ə/ > 'a' and 'e'

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will learn the sound/spellings  $/\theta/ > 'a'$  and 'e' and will read two- and three-syllable words with these features. **TEKS 2.2.B.i** 

#### **Language (Grammar)**

Students will identify the subject and predicate in sentences. TEKS 2.11.D.i

#### Reading

Students will reread "The Hungry Troll" with partners, will close read the story by answering text-dependent questions, discussing Tier 2 vocabulary and discussing

- challenging passages. TEKS 2.6.G; TEKS 2.11.D.iv
- Students will discuss the use of descriptive language. TEKS 2.10.D

#### FORMATIVE ASSESSMENT

Activity Page 7.2

Adjectives TEKS 2.11.D.iv

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.11.D.iv** Edit drafts using standard English conventions, including adjectives, including articles; **TEKS 2.10.D** Discuss the use of descriptive, literal, and figurative language.

## LESSON AT A GLANCE

	Grouping	Time	Materials					
Foundational Skills	Foundational Skills							
Introduce /ə/ > 'a' and 'e' (Phonics)	Whole Group	20 min.	<ul> <li>□ Vowel Code Flip Book</li> <li>□ Spelling Cards 'a' &gt; /e/ (about), 'e' &gt; /e/ (debate)</li> <li>□ Individual Code Chart</li> <li>□ Spelling Tree and leaves</li> <li>□ green markers</li> <li>□ tape</li> </ul>					
Review /ə/ > 'a' and 'e' (Phonics)	Whole Group	15 min.	<ul><li>□ Activity Page 7.1</li><li>□ Activity Page 7.1 (Digital Components)</li></ul>					
Language (Grammar)								
Review Subject and Predicate	Whole Group	10 min.						
Reading								
Close Read "The Hungry Troll"	Whole Group	15 min	☐ Sir Gus ☐ Activity Page 7.2					
Take-Home Material								
Fill in the Blanks			☐ Activity Page 7.3					

#### ADVANCE PREPARATION

#### Note to Teacher

In this lesson you will introduce students to the concept of schwa. Schwa can be a major obstacle on the road to fluent reading and a serious impediment to good spelling. The introduction to this unit describes schwa in detail, and it is recommended that you read it before teaching this and the following lessons.

Read "The Spelling Spoilers," a story about schwa, included in this lesson for Foundational Skills. You will need to customize the text in some places (e.g., adding your name, the name of your school, and community).

#### Foundational Skills

- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 6. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green markers readily available.
- You will need to prepare a Spelling Tree for /ə/. For today's lesson, prepare two branches for the /ə/ Spelling Tree, one for 'a' and another for 'e'.
  - Label the trunk / /.
  - Leaves for the 'a' branch: about, alike, afraid, China, America, appear
  - Leaves for the 'e' branch: debate, appetite, decide, and category
  - You can use the names of students' in your class to illustrate the //; for example, Linda, Martha, Evan, Adam, Steven, and Jeremy all include the //sound.

## Digital Component 7.1

• Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for "The Spelling Spoilers" Story, or use the digital version.

#### Language

• Make a simple drawing of two ladders on the board for the game "Climb the Ladder." At the top of each ladder write, "Winner!"

# Foundational Skills



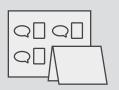
**Primary Focus:** Students will learn the sound/spellings /θ/ > 'a' and 'e' and will read two- and three-syllable words with these features. **TEKS 2.2.B.i** 

#### INTRODUCE /a/ > 'A' AND 'E' (20 MIN.)

- Before beginning the lesson, display the Vowel Code Flip Book and the Spelling Cards you gathered in advance.
- Ask students to provide some vowel sounds they have learned so far. They may refer to the Individual Code Chart.
- Remind students that every English word must contain a vowel sound.
- Remind them that words containing more than one vowel sound also have more than one syllable. A word has as many syllables as it has vowel sounds.
- Tell students that today they are going to learn a new vowel sound. The name of the sound is schwa, but that is not the sound it makes.
- Write the word schwa on the board. Explain the tricky part: 'sch' > /sh/.
- Have the class say schwa.
- Write the symbol for schwa, /ə/, on the board and explain that this is the symbol for schwa, a vowel sound.
- Explain that the exact pronunciation of schwa differs from person to person, place to place, and word to word. However, in many words and many parts of the United States, schwa sounds a lot like /u/. In some words and some regions of the United States, it is pronounced more like /i/. Write about on the board, and ask students how they might expect it to be pronounced. (They might expect it to be pronounced /a//b//ou//t/ or /ae//b//ou//t/.)
- Explain that this word is usually pronounced /ə//b//ou//t/.
- Ask students if they can see how this could be a challenge when reading. If students initially try to pronounce the first vowel sound in *about* as /a/ or /ae/, it will not sound like a recognizable English word. They will need to revise their first try and replace the initial sound with a schwa sound similar to /u/.
- Ask students to consider how this can pose a problem for spelling as well. If they spell about the way it sounds, they may be tempted to write ubout.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and

Code Materials



- Repeat the same steps with *afraid* and *China*. For each word, ask students to generate a hypothetical pronunciation. Then tell them the actual pronunciation. Discuss why each word might pose a problem while reading and while spelling. Point out that students may be tempted to spell *afraid* with an initial 'u' and *China* with a final 'u'.
- Tell students they will often see 'a' > /ə/ at the very beginning of a word, as in about, or at the very end, as in China.

Vowel Code Flip Book	Individual Code Chart
1. /ə/ > 'a' (about) <b>page 6</b>	1. /ə/ > 'a' (about) <b>page 7</b>
2. /ə/ > 'e' (debate) <b>page 6</b>	2. /ə/>'e' (debate) <b>page 7</b>

- Turn to **Vowel Code Flip Book page 6** and put the Spelling Card 'a' > /e/ (about) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Distribute the green markers. Have students turn to Individual Code Chart page 7. Guide students in outlining the appropriate card 'a' > /e/ on the chart.
- Explain that other spellings can also stand for a schwa sound. Another spelling for schwa in many words is 'e'.
- Write the following words on the board. Guide students in reading each word, Ask students to tell you which letters make the /ə/ sound so you can circle them.

1. benefit	3. decay	5. Tennessee
2. severe	4. appetite	

- Students should hear a schwa in most of these words, but do not worry if they only hear it in some of them. Remember: pronunciation varies from person to person, word to word, and region to region.
- Turn to Vowel Code Flip Book page 6, and put the Spelling Card 'e' > /ə/ (debate) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Have students outline the appropriate care 'e' > /ə/ on the Individual Code Chart, page 7.

• Direct students' attention to the leaves you have prepared. Ask students to read the leaves and tape them on the proper branch of the Spelling Tree.

**Note:** If the, a, what, and was are understood as containing the  $/\theta$ / sound, then they are no longer tricky and you can remove them from the Tricky Word wall.



#### Check for Understanding

As students read and attempt to place the leaves, note which students struggle to place the leaves correctly. Students who have trouble with this activity may need additional support with reading words featuring schwa sound/spellings.

#### REVIEW /a/ > 'A' AND 'E' (15 MIN.)

#### "The Spelling Spoilers" Story

- Read aloud "The Spelling Spoilers" on the following pages. The story describes a group of troublemakers called the Spelling Spoilers, who are trying to ruin students' spelling by convincing them to spell schwa with the letter 'u'.
- You will also need to write on the board/chart paper as you present the read-aloud.
- Ask students to open their Activity Book to Activity Page 7.1

## Digital Component 7.1

- Use your best "TV-villain voice" to make the Head Spelling Spoiler sound as villainous as possible. His laughter is meant to sound like the schwa sound: "/u/.../u/!" If you find that difficult to say, you can have him laugh like this: "huh...huh!
- As you present the read-aloud, be sure to point out to students the pictures of the Spelling Spoilers on Activity Page 7.1.

#### Activity Page 7.1



## Support

As an alternative to you reading the laughter of the Head Spelling Spoiler, ask for volunteers. Before reading the story, tell students they should say "/u/.../u/" on cue. Work with the students for a few minutes to practice the sound, assisting them in pronouncing it.



#### **The Spelling Spoilers**

Deep in his underground lair, the Head Spelling Spoiler spoke to the other Spelling Spoilers.

"Fellow Spoilers, our plot to ruin spelling in the United States is going well!"

He paused to let out a long cackle of strange-sounding laughter: "/u/ . . . /u/.../u/!"

• Point to the first picture on Activity Page 7.1.

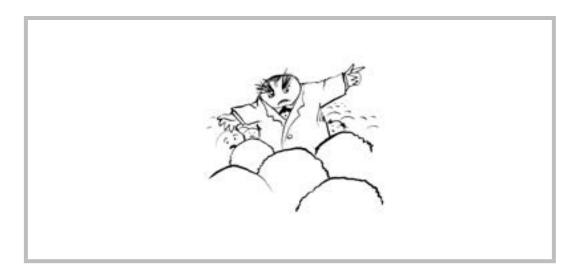
The Head Spelling Spoiler went on: "There are lots of children out there who can't spell well. And there are lots of adults who can't spell well either. And, best of all, there are adults who are telling the children that English spelling makes no sense. All of these things show that our master plan to ruin spelling in this country is working!"

Then he cackled again: "/u/ . . . /u/!"

All the other Spoilers began whispering happily among themselves.

Then the Head Spoiler lowered his voice and began speaking again.

"But I am afraid the news is not all good."



• Point to the second picture on the first line of Activity Page 7.1.

The other Spoilers fell silent.

"I have received an alarming report from **[insert name of your town]**. It seems the students at **[insert name of your school]** are learning what they need to know to become very good spellers."

The Spoilers fidgeted in their seats nervously.

"I am especially concerned about **[insert your name]**'s class. I am told students in that class know five ways to spell the /oe/ sound."

The Spoilers moaned.

"I am told students in **[insert your name]**'s class know four ways to spell the /ae/ sound."

The Spoilers groaned. "And, worst of all, I am told students in **[insert your name]**'s class know seven ways to spell the /ee/ sound."

The Spoilers gasped.

"No! It can't be true!" cried one of the Spoilers.

The Head Spelling Spoiler spoke again: "Fellow Spoilers, I don't have to tell you the situation is serious. If those students can spell sounds like /ae/, /oe/, and /ee/, they are on the verge of becoming good spellers. There's only one thing that can stop them from becoming really good spellers. And that is our old friend, schwa."



Point to the schwa picture on Activity Page 7.1.

"Ah, yes, schwa!" The Spoilers all smiled and nodded. They knew that schwa had been messing up children's spelling for many years. Schwa caused more spelling problems than almost anything else. It was a Spelling Spoiler's best friend.

"You Spoilers all know schwa is a sound that sounds a lot like /u/. But it is not necessarily spelled with the letter 'u'. And that's just what we need to ruin the children's spelling! /u/.../u/!

"Now, the next few weeks are going to be very important. I want all of you to make yourselves invisible. Then I want you to go out to **[insert your name]**'s classroom. Whenever the students are writing, and they come to a word that has the schwa sound in it, I want you to be there, whispering in their ears, 'Spell it with a 'u'! Spell it with a 'u'!"

All the Spoilers started to chant: "Spell it with a 'u'! Spell it with a 'u'!"

"That's the spirit!" said the Head Spoiler. "If we can get them to spell the schwa sound with a 'u', they will make hundreds of mistakes."

He cackled: "/u/ . . . /u/ . . . /u/!"

• Point to the fourth picture on Activity Page 7.1.

"If we can get them to spell the schwa sound with a 'u', they will write the word *about* like this."



"Whereas we know it is really spelled like this."

## **(Cross out ubout and write about.)**

"If we can get them to spell the schwa sound with a 'u', they will write reporter like this."

(Write ruporter on the board.) "Or maybe like this."

Write riporter on the board.] "Whereas we know it is really spelled like this."

**(Cross out** *ruporter* and *riporter*; write *reporter* on the board.]

"And, best of all, they will write America like this."

## **(Write Umericu on the board.)**

"Whereas we know it is really spelled like this."

Cross out *Umericu* and write *America* on the board.]

"Ah, how I love to see the word America spelled with two u's!"

He cackled his loudest cackle yet: "/u/ . . . /u/!"

"So, my little Spoilers, you know what to do! Get out there and whisper in their ears!

Convince them to spell every schwa sound with a 'u'! Turn their spelling into rubbish! Spoil their spelling! /u/ . . . /u/!"

• Point to the last picture on Activity Page 7.1.



ENGLISH LANGUAGE LEARNERS



#### Interacting in Meaningful Ways

Use students' personal lives as a way to bring them into the discussion of subject and predicate.

#### **Beginning**

Say a sentence and ask the student to respond with "yes" or "no": "Ricardo rides a bike." After the student responds say: "Is Ricardo the subject of my sentence?"

#### Intermediate

Provide students a sentence frame with which to answer whquestions. "Listen to my sentence: Ricardo rides a bike. Who is the subject of the sentence? What is Ricardo doing?"

## Advanced High

Students can affirm and build on their peers' responses. "Ricardo rides a bike in Columbus Park."

ELPS 3.G

### **Lesson 7: Review Subject and Predicate**

# Language



**Primary Focus:** Students will identify the subject and predicate in sentences.

#### TEKS 2.11.D.i

#### REVIEW SUBJECT AND PREDICATE (10 MIN.)

- Review subject and predicate:
  - The subject of a sentence tells who is doing something and contains nouns. The subject often comes in the beginning of a sentence.
  - The predicate of a sentence contains the verb and tells what is happening in the sentence.
- Tell students today you will play a game to review the subject and predicate in sentences. The name of the game is "Climb the Ladder."
- Divide the class into two teams and point to the two ladders you created in advance.
- Tell students you will read some sentences aloud to them. Ask them to provide the subject and predicate. Permit students on each team to confer quietly before responding aloud. Each time they are correct, their team moves up one more rung on the ladder. The first team to the top is the winner.



TEKS 2.11.D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Skills 5

- 1. The bike rolled down the hill.
- 2. Two cats chased the mouse.
- 3. Jeff loves to read.
- 4. Mike wrote a letter.
- 5. Kim built a playhouse.

- 6. Ben likes apples.
- 7. Jesse's dad makes funny jokes.
- 8. Jamie's mom likes to run.
- 9. Jim works hard.
- 10. Matt went bowling.



#### Check for Understanding

Observe both teams of students, noting whether any students struggle with identifying which part of the sentence is a subject and which is the predicate.

# Reading



#### **Primary Focus**

Students will reread "The Hungry Troll" with partners, will close read the story by answering text-dependent questions, discussing Tier 2 vocabulary and discussing challenging passages. **TEKS 2.6.G; TEKS 2.11.D.iv** 

Students will discuss the use of descriptive language. TEKS 2.10.D

#### CLOSE READ "THE HUNGRY TROLL" (15 MIN.)

- Since students have already read "The Hungry Troll" with a partner in an earlier lesson, begin immediately with a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identify and discuss general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences.

**Note:** Today's lesson focuses on the author's use of adjectives in the story.

 In today's lesson, have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response, before one student then raises his/ her hand to respond.







Page 36

#### **Teacher Overview**

Key Idea and Key Details: The key idea of "The Hungry Troll" is that Sir Gus returns home to undeserved accolades. All is well in the kingdom until a troll begins to bellow and threaten the people of the kingdom. Key details of the text include: A hungry troll, who wakes up in the dead of winter and begins to bellow. Trolls eat people so the king and his citizens are frightened. All of the knights arrive except Sir Gus. Sir Gus has a head cold and is still sleeping when the king needs him. One of the knights proposes a plan to make a fire near the troll's home and frighten it. All of the knights ride out to make the fire except Sir Gus, who, instead, has a piece of pie.

**Synopsis:** The story "The Hungry Troll" is about the king summoning his knights to fix the problem of a hungry troll who is threatening the citizenry.

Lesson					
Text From Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence, or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.		
Page 36 King Alfred was delighted when Sir Gus gave him his ring. "How did you find it so quickly?" he asked. Sir Gus shrugged and said, "It was nothing, sire— just a bit of good luck."	shrugged—lifted the shoulders sire—title of address for a man of authority	In the opening sentence there is an adjective that describes King Alfred; what is the adjective?	delighted—"King Alfred was delighted when Sir Gus gave him his ring."		

Skills 5

Lesson					
Text From Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence, or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.		
"I see you are not only brave and clever," said the king. "You are modest as well!" The king slipped the ring back on his finger. Then he had all his other knights come to a meeting. "Knights," he said, "brave Sir Gus has recovered my ring. You may all go home." The knights rode off to their homes in the country. They carried with them the story of Sir Gus and the king's ring.	modest—not bold or bragging as well—in addition to	Direct students to notice the word well occurs again in this story. Does it mean the same as the previous definitions of well? What adjectives does King Alfred use to describe Sir Gus?	No—this use of well means in "addition to." The king lists two characteristics of Sir Gus and then lists a third: modesty.  Brave, clever, and modest are all adjectives used to describe Sir Gus.		

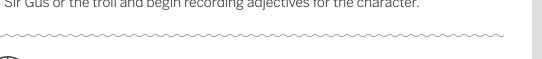
Lesson				
Text From Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence, or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.	
The story was told far and wide. Sir Gus became a very famous knight.  Page 38  For a long time, all was well. Each day the king would hunt, fish, and eat. Each night he slept peacefully in his bed. Months passed. Then one snowy winter morning, there came the sound of thunder. Except it was not thunder. It was the thunderous cry of a troll.  The troll had woken from a long sleep. It was very hungry. A troll is a monstrous beast. It will eat a lot of things, but it is very fond of people. King Alfred was frightened. He woke up when the troll cried out. He feared for the safety of his kingdom. He sent for his knights.	thunderous—(related to thunder) an adjective describing a loud noise like thunder  monstrous—(related to monsters) an adjective meaning something is terrible and horrifying, like a monster	All three words have the suffix –ous. What do you notice about these three words?	Allow students time to brainstorm with a partner before asking for their conclusions. Students should indicate that these words are adjectives.	

Lesson				
Text From Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence, or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.	
Page 40 At once, eleven brave knights came. They too were woken by the loud cry of the troll. However, Sir Gus the Fearless did not come. The cries of the troll had not woken him. He was still tucked up in bed snoring. At last, the king could wait no longer. He sent one of the other knights to fetch Sir Gus. Sometime after lunch, Sir Gus came. He was tired and hungry. He had a bad cold. His nose was swollen and red. "What kept you?" asked the king. "Did you not hear the sound of the troll?"	cry—a loud call  fetch—to go and get someone or something (We learned this in the last close reading lesson—you may wish to ask students to recall the meaning of this word.)	What adjectives can you find in the text, on this page only, to describe Sir Gus?	Fearless, tired, hungry; swollen and red (his nose); acceptable answers would also include the word bad to describe the cold Sir Gus has.	
"Doe, your dajesty," said Sir Gus, "I did dot. I have a dold in my doze," replied Sir Gus.		Why does the author write certain words in this sentence using italics?	The author has these words written in this way to point out the way Sir Gus speaks with his stuffed-up nose due to his cold.	
"Well it must have stopped up your ears, too!" said the king.	well—an exclamation of emotion	Does this use of well fit one of the definitions we previously identified for it?	<u>Yes</u> —it is an exclamation of emotion.	

Lesson				
Text From Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.		Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.	
Page 40 "Hear me, knights! I am concerned. We must do something to stop this monstrous troll! We must keep this loathsome beast from eating all of the people in my kingdom! Who has a plan?"	loathsome—very unpleasant (derives from the Old English word for evil) beast—a dangerous creature	What are some of the adjectives describing the troll in the text so far?	Monstrous, loathsome.	
Page 42  "If I may, your majesty," said the knight known as Sir Tom, "I know that trolls are scared of fire. We could make a fire near the troll's home and scare it."  "I like it!" said the king. "See that it is done!" Eleven of the knights went to get torches. Then they rode off to find the troll. Sir Gus, however, did not ride off at once. He crept into the king's kitchen and helped himself to a big slice of pie.		Why did Sir Gus go to the kitchen for a slice of pie? (This answer will be inferential.) Sir Gus had saved the day by finding the King's ring and was thought of as a hero. How have things changed with this new Troll problem?	Acceptable conclusions would be: Sir Gus feels too sick to go with the other knights. Sir Gus is hungry. Sir Gus doesn't really want to go with the others. Sir Gus is frightened.	
		Turn and Tell: Talk with your partner about the author's use of adjectives to describe either Sir Gus or the troll. TEKS 2.10.D		

#### Wrap-Up

• If time permits, ask students to turn to Activity Page 7.2. Students should choose Sir Gus or the troll and begin recording adjectives for the character.





Activity Page 7.2: Adjectives

Collect and review Activity Page 7.2 to monitor students' progress in identifying adjectives.

End Lesson

# Take-Home Material

#### FILL IN THE BLANKS

• Students should take Activity Page 7.3 home to complete with a family member.

#### **Lesson 7: Foundational Skills Remediation**

# Additional Support

#### MORE HELP WITH INITIAL /ə/ OR /U/

• Explain that you are going to say ten words that will begin with either the sound /u/ or /ə/. Students should write each word you say on **paper**. If the word starts with /un/, students should spell these sounds 'un' as in *unhappy*; if the word starts with any other sound combination, they should write the first sound with an 'a' as in *above*.

1.	under	6.	unless
2.	about	7.	agree
3.	around	8.	amount
4.	until	9.	avoid
5.	along	10.	alarm



#### Language

Expanding and Enriching Ideas Modifying to Add Details

Lead students in an "adjective chant" using the words in "The Hungry Troll." Use "my turn, then your turn" structure. Start by clapping your hands to get a rhythm going. Then say the full chant. Now say each line, in order, and wait for students to repeat the line. Say the next line, etc. (You can also organize students to "act out" the chant, especially the troll.)

Brave, clever, modest Sir Gus

Famous Sir Gus

Big, hungry, loathsome troll

Monstrous Troll

Concerned, kind, peaceful King Alfred

Generous King Alfred

ELPS 2.1

#### Activity Page 7.2, 7.3



#### MORE HELP WITH FINAL /ə/ OR /U/ SPELLED 'A'

• Explain that you are going to say ten words containing either the sound /u/ or /ə/. Students should write each word you say on **paper**. If students hear an /u/ sound in the middle of the word, they should spell it with 'u'. If they hear a /ə/ at the end of a word, they should spell it with an 'a'.

1.	run	6.	Martha
2.	extra	7.	fun
3.	cut	8.	bus
4.	bug	9.	Linda
5.	panda	10.	Anna

#### **Code Knowledge**

Before today's lesson, if students read 1,000 words in a trade book, on average 787–898 would be completely decodable.

After today's lesson, if students read 1,000 words in a trade book, on average 829–914 would be completely decodable.

The spelling 'a' can be pronounced as: /a/ as in cat, /ae/ as in table, /a/ as in water, or /ə/ as in about.

The spelling 'e' can be pronounced as: /e/ as in bed, /ee/ as in secret, or /ə/ as in debate.

# 8

#### **SPELLING ALTERNATIVES**

# Review /ə/>'a' and 'e'

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read short sentences with words featuring spellings for /ie/, /oe/, /e/, /ee/, and /ae/. TEKS 2.2.B.i

Students will correctly spell words featuring /ə/ and /u/ sound/

spellings. TEKS 2.2.C.i

#### Reading

Students will read "Fire!" with purpose and understanding, will write complete sentences to answer comprehension questions about key details in the text, and will list four nouns, four verbs, and four adjectives found in the story.

#### TEKS 2.8.C; TEKS 2.11.D.ii-iv

Students will generate questions about text during reading to deepen understanding and gain information. TEKS 2.6.B

#### **FORMATIVE ASSESSMENT**

Activity Page 8.1 Beat the Spoilers

**TEKS 2.2.C.i** 

Activity Page 8.2 Story Questions "Fire!"

TEKS 2.8.C; TEKS 2.11.D.ii-iv

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

## LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Review of Vowel Code and Parts of Speech (Phonics, Grammar)	Whole Group	10 min.	☐ Individual Code Chart		
Review Spellings for /ə/ and /u/ (Phonics)	Whole Group	20 min.	☐ /u/ and /ə/ Spelling Trees☐ Activity Page 8.1		
Reading					
Introduce the Chapter	Whole Group	5 min	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)		
Read "Fire!"	Whole Group	25 min.	☐ Sir Gus☐ Activity Page 8.2		
Take-Home Material					
"Fire!"			☐ Activity Page 8.3		

#### ADVANCE PREPARATION

#### Reading

## Digital Component 8.1

• Create the Preview Spelling chart (Digital Component 8.1) for Introduce the Story on the board/chart paper or use the digital version.

Start Lesson

# Foundational Skills



#### **Primary Focus**

Students will read short sentences with words featuring spellings for /ie/, /oe/,

/e/, /ee/, and /ae/. TEKS 2.2.B.i

Students will correctly spell words featuring /ə/ and /u/ sound/spellings.

**TEKS 2.2.C.i** 

#### REVIEW OF VOWEL CODE AND PARTS OF SPEECH (10 MIN.)

- Tell students they will review verbs and vowel sounds.
- Say, "He swims" and ask a student to identify the verb.
- Once the verb has been correctly identified, repeat it and ask a student to tell you the vowel sound in the word swims. (/i/)
- Once the vowel sound has been correctly identified, ask students to use their Individual Code Charts to locate spellings students have learned for this sound.
- Call on one student to summarize what the class has learned, scaffolding as needed (e.g., "We learned to spell the sound /i/ with the letter 'i' or the letter 'y."). Ask students which way the /i/ is spelled in the word swims (Individual Code Chart p. 7).
- Repeat these steps with the additional sentences below.

Code Materials



**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- 1. They play. /ae/ (Individual Code Chart p. 8)
- 2. She hides. /ie/ (Individual Code Chart p. 8)
- 3. We feel. /ee/ (Individual Code Chart p. 8)
- 4. | wrote. /oe/ (Individual Code Chart p. 8)
- We fell. /e/ (Individual Code Chart p. 7)
- 6. He did cry. /ie/ (Individual Code Chart p. 8)

#### REVIEW SPELLING FOR /ə/ AND /U/ (20 MIN.)

**Note:** In this program, the /u/ sounds are not called schwa sounds. It is not important for students to differentiate whether a spelling is an /u/ or a schwa sound. What is important, however, is that they can read and write the words correctly.

- Remind students that they learned a new sound in the last lesson. Ask students to provide the name for this sound. (schwa) Point to the 'a' and 'e' spellings for /ə/ in the Vowel Code Flip Book, and read the example words.
- Point to the /ə/ Tree, reading the words on the leaves aloud. Remind students that they should hear /ə/ in most of these words, but they should not worry if they only hear it in some. **Note:** Remember that pronunciation varies from person to person, word to word, and region to region.
- Have students identify the different ways /ə/ is spelled.
- Point to the /u/ Spelling Tree. Review a few words on this tree by pointing randomly to words and having students read the words aloud. Have students identify the different ways /u/ is spelled.
- Ask students to take out Activity Page 8.1. Tell students it is time to try to beat the Spelling Spoilers by spelling the /e/ and the /u/ sounds they have learned in this unit correctly.
- Write about on the board, and read it aloud. Point out that even though the first sound in about is /ə/, the first letter in the printed word is 'a'.
- Have students copy *about* into the far left column labeled "Copy." They should say the sound of each letter as they copy the word.
- Erase the word from the board.
- Have students fold the activity page along the dotted line so *about* is facing down on the desk.

- Have students write *about* from memory in the middle column labeled "Spell." They should say the sound of each letter as they write the word.
- Tell students to unfold the activity page and compare the word they just wrote from memory with the word they copied earlier.
- If any students spelled the word incorrectly, have them correct the incorrect spelling and print the correct spelling.
- Tell students to make a mark on the activity page indicating whether they beat the Spelling Spoilers or not.
- Repeat these steps with the remaining words in the following box.

**Note:** The letter or letters in each word for the schwa or the /u/ sounds are bolded.

1. <b>a</b> bout	6. T <b>e</b> nn <b>e</b> ssee
2. Chin <b>a</b>	7. l <b>ove</b>
3. <b>a</b> round	8. c <b>ou</b> sin
4. <b>A</b> frica	9. something
5. app <b>e</b> tite	10.t <b>ou</b> ch



# Activity Page 8.1: Beat the Spoilers

Collect and review students' work on Activity Page 8.1 to monitor their progress in spelling the /e/ and the /u/ sounds correctly.

## Activity Page 8.1



#### Reader



Page 44

#### ENGLISH LANGUAGE LEARNERS



Reading

Reading Closely

#### **Beginning**

Walk through the images in "Fire!" Point to and say key words, such as fire, knight, grove, and foot of the hill. Then ask students to point to the image and say the word.

#### Intermediate

Walk through the images in the text. Say a key word and have students point to the picture. Then have them write the word and use it in a sentence.

#### Advanced/ Advanced High

Help students make inferences about the content of the reading: "Will Sir Gus be a hero in this story, too?" "Do you notice repetition in the stories?"

ELPS 3.J; ELPS 4.F; ELPS 4.J

# Reading



#### **Primary Focus**

Students will read "Fire!" with purpose and understanding, will write complete sentences to answer comprehension questions about key details in the text, and will list four nouns, four verbs, and four adjectives found in the story.

#### TEKS 2.8.C; TEKS 2.11.D.ii-iv

Students will generate questions about text during reading to deepen understanding and gain information. **TEKS 2.6.B** 

#### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students that the last story, "The Hungry Troll," ended with the knights coming up with a plan to scare off the troll. Ask students to share the knights' plan. (They wanted to make a fire by the troll's home to scare it.)
- Share with students that today's story is about the knights trying to scare away the troll with fire.

#### **Preview Spellings**

• Preview the following spellings before reading today's story.

## Digital Component 8.1

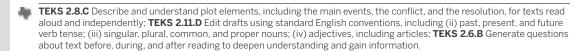
/ə/ > 'a'	/ie/ > 'igh'
attack	knights
attempt	nightfall
alarming	sight
approached	frighten
afraid	

#### **Preview Core Vocabulary**

Preview the following vocabulary before reading today's story.

**prickly—adj.,** covered with sharp points (44)

Example: The cactus was prickly.



**grove—n.,** a small growth of trees without underbrush (44)

Example: Behind my house, there is a grove of orange trees.

**devised—v.,** come up with or thought of a plan (46)

Example: The football team devised a plan in order to win.

**defeat—v.,** to beat (46)

Example: The local team was hoping to defeat the visitors.

splendid—adj., wonderful (48)

Example: With the sun shining, it was a splendid day for the park.

**deed—n.,** a notable achievement (48)

Example: The boy did a good deed when he helped his neighbor mow his lawn.

**crackling—v.,** making sharp, cracking noises (like those made by burning wood) (52)

Example: The fire was crackling loudly, but it kept us warm.

Sayings and Phrases

**foot of the hill—**bottom of the hill (44)

Example: At the "foot of the hill" is where the hiking trail starts.

#### Support

When reading the text, focus on two or three vocabulary words, digging deeply into the words' meaning and common usage.

Vocabulary Chart for "Fire!"				
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		grove devised defeat splendid deed		
Multiple-Meaning Core Vocabulary Words		prickly crackling		
Sayings and Phrases	foot of the hill			

#### **Purpose for Reading**

 Ask students if they think Sir Gus will offer to use fire to bravely scare away the troll. Ask students to give you examples from past stories to explain why they think Sir Gus will not be brave when fighting the troll. Tell students they should read today's story to find out how Sir Gus will react when he is near the troll.

#### READ "FIRE!" (25 MIN.)

#### **Whole Group**

- Have students read the first page of the story silently to themselves. Then
  have one or more students read the same page aloud. Continue reading the
  story in this fashion. If time does not allow for reading the entire story this
  way, continue by reading the rest of the story aloud after completing at least
  two or three pages of both silent and oral reading.
- At the end of each page, ask students if there are any parts of the story they are confused about. If there are, have students ask questions to clear up their confusion. TEKS 2.6.B
- On **page 45** of the Reader, have students look at the illustration. Point out that there is an empty hill with just a few dying trees and a cave. Explain that the three "words" coming out from the cave in the illustration are silly words the troll is saying. Model for students how you read the first word, *snnniccck*, drawing out the 'n' and 'c'. Ask if a student would like to read the next two words. Ask students if they have any questions about the illustration.
- Ask students to look at page 47. Ask them if they know what Sir Gus has
  in his hand. (another piece of pie) Ask students whether this illustration
  suggests that Sir Gus is taking the problem of the troll seriously or not.
- On **page 48**, when Sir Gus says, "But, but . . . well . . . l . . . er . . . um . . . ," model for students how to give appropriate pauses for the ellipses. Ask students if Sir Gus wanted to be the knight who tried to frighten the troll.
- After reading page 50, ask students how the pieces of rock came flying out
  of the cave. Ask them what thoughts or questions they may have about the
  text or the illustration to help them understand the story better.
- After reading **page 52**, ask students if they think that Sir Gus was really brave. Ask them who they think gave the scream that came "from inside the cave," Sir Gus or the Troll? Have them explain their answer.

## Wrap-Up

• Ask students to complete Activity Page 8.2 after you finish reading the story.

# Activity Page 8.2: Story Questions

Review Activity Page 8.2 as a class to monitor students comprehension of the story and knowledge of nouns, verbs, and adjectives.

#### Support

To be certain students are following the storyline, it may be helpful to read the story in chunks, pausing often to make sure they know what happened before reading on: "Does this make sense?" "What do I want to know?" Review the story structure to help comprehension. Fictional texts generally include a problem, rising action, resolution, and falling action. The action rises until the problem is resolved, then the story action falls.

#### Activity Page 8.2



# Take-Home Material

#### "FIRE!"

• Have students take home Activity Page 8.3 to read "Fire!" to a family member.

Activity Page 8.3



**Lesson 8: Foundational Skills Remediation** 

# Additional Support

#### MORE HELP WITH /Ə/ AND ITS SPELLINGS

- Select ten to twenty /ə/ words from the following box. Write the words on the board in alphabetical order or random order.
- Pass out **lined paper**. Ask students to sort the words into columns based on which spelling is used to stand for the /ə/ sound. (If possible, display the sort.)

**Note:** If students need additional scaffolding, you can underline the target spelling in each word.

	Words with /ə/ > 'a'		Words with /ə/ > 'e'
1.	about	1.	molecule
2.	around	2.	benefit
3.	away	3.	deposit
4.	important	4.	severe
5.	along	5.	telescope
6.	across	6.	categories
7.	Africa	7.	decay
8.	among	8.	deciding
9.	ago	9.	necessity
10.	probably	10.	genetic
11.	amount	11.	debate
12.	finally	12.	cement
13.	alone	13.	ceremony
14.	thousand	14.	strategy
		15.	Tennessee

#### **Word Sort with Pocket Chart**

- Set up a **pocket chart** so it has a header for each of the spellings students have learned for /ə/.
- Write ten to twenty decodable words from the previous list of words containing the spellings for /ə/ on **index cards**.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

**Note:** If students need additional scaffolding, you can underline the target spelling in each word, or have students do this as a preliminary step.

#### **GRAMMAR**

# Review Apostrophes

#### PRIMARY FOCUS OF LESSON

#### Language (Grammar)

Students will review the use of apostrophes to form contractions and to show possession. TEKS 2.2.B.iv; TEKS 2.11.D.x

Students will understand and identify compound subjects and predicates.

#### TEKS 2.11.D.i; TEKS 2.11.D.viii

#### Reading

Students will partner read "The Boat Ride" with purpose and understanding, will write a summary of the events of the story, and will match subjects with predicates based on the events in the story.

#### TEKS 2.4; TEKS 2.6.A; TEKS 2.6.I; TEKS 2.7.D

#### FORMATIVE ASSESSMENT

Activity Page 9.1 Subject and Predicate

TEKS 2.11.D.i; TEKS 2.11.D.viii

**Observation** Anecdotal Reading Record "The Boat Trip"

TEKS 2.4

Activity Page 9.2 Story Questions "The Boat Trip"

TEKS 2.7.D

**TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.



## LESSON AT A GLANCE

	Grouping	Time	Materials	
Language (Grammar)				
Review Apostrophes	Whole Group	10 min.	☐ prepared index cards ☐ tape	
Introduce Compound Subjects and Predicates	Whole Group	20 min.	☐ Activity Page 9.1	
Reading				
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)	
Read "The Boat Trip"	Partner	25 min.	☐ Sir Gus ☐ Activity Page 9.2	
Take-Home Material				
Practice Apostrophes			☐ Activity Page 9.3	

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

This lesson reviews the use of apostrophes to form contractions that students learned in Unit 2 and the use of 's to show possession which they learned in Unit 4.

#### Language

• Before teaching Review Apostrophes, write the following words and word pairs on index cards. (If you have cards from Unit 2, you can reuse them.)

can't	can not
isn't	is not
aren't	are not
couldn't	could not
wouldn't	would not
won't	will not

• Write the phrases for Review Apostrophes on the board/chart paper.

#### Reading

## Digital Component 9.1

• Prepare to display the Preview Spellings Chart (Digital Component 9.1) from Introduce the Chapter on the board/chart paper or use the digital version.

#### **Universal Access**

• Be prepared to clarify for students the difference between possessives and contractions, as some confuse the two.

#### **Lesson 9: Grammar**

# Language



#### **Primary Focus**

Support

Point out an exception to

the rule for forming the

contractions listed here. The contraction for will not

is won't, not willn't.

Students will review the use of apostrophes to form contractions and to show possession. TEKS 2.B.iv; TEKS 2.11.D.x

Students will understand and identify compound subjects and predicates.

#### TEKS 2.11.D.i; TEKS 2.11.D.viii

#### **REVIEW APOSTROPHES (10 MIN.)**

- Tell students that today you will review contractions.
- Ask how a word becomes a contraction. (A contraction is a new word made up of two words, with certain letters left out and an apostrophe inserted in place of the letters.)
- Show each index card one at a time, asking students to say a sentence using the words on the card.
- As students give you a sentence, tape the word cards randomly to the board.
- After you have been through all the cards, ask students to read the cards aloud with you.
- Ask students to help you match the contractions to the word pairs. Make sure you put the contractions and the words making the contractions in two columns, side by side.
- Remind students that 's is also used to form possessives.
- Refer to the following phrases you prepared in advance.

Tom's car	Jane's bike
Marie's trophy	Drummer's stick
Dwight's Lights	Chicken's beak

- Point out that each phrase has two nouns.
- · Call on different students to identify which of the two nouns is the noun that is the "owner" noun. Students should identify the noun with 's as being the person/thing that owns the other noun in the phrase.

TEKS 2.2.B.iv Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations; TEKS 2.11.D Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates.

#### INTRODUCE COMPOUND SUBJECTS AND PREDICATES (20 MIN.)

- Tell students that today they are going to review the role of subjects and predicates in sentences.
- Write the following sentence on the board: Beth ate the pie.
- Ask students to identify the subject and then the predicate. Have a student come to the board and underline the subject once and the predicate twice.
- Then write this sentence on the board: Beth and Joe walked and ran.
- Ask students for the subject and predicate. Have a student come to the board and underline the subject once and the predicate twice. Point out that Beth and Joe is an example of a compound subject because there are two subjects, and walked and ran is an example of a compound predicate because there are two verbs.
- Ask students to turn to Activity Page 9.1. Complete the inital items as a teacher-guided activity, allowing students to complete the remaining items on their own.



## Activity Page 9.1: Subject and Predicate

Collect and Activity Page 9.1. Review students' performance and look for error patterns indicating which students need additional support with compound subjects and predicates.

# Reading



**Primary Focus:** Students will partner read "The Boat Ride" with purpose and understanding, will write a summary of the events of the story, and will match subjects with predicates based on the events in the story.

TEKS 2.4; TEKS 2.6.A; TEKS 2.6.I; TEKS 2.7.D

#### INTRODUCE THE CHAPTER (5 MIN.)

• Tell students to turn to the table of contents. Ask them the title of the story after "Fire!" ("The Boat Trip")

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

Lesson 9 Grammar: Review Apostrophes

#### Activity Page 9.1



#### Challenge

Before working on the activity, ask proficient students to model the sentence *Beth and Joe walked and ran* to write another sentence with a compound subject and predicate.

#### Reader



Page 56



#### Using Foundational Literacy Skills

Support English learners by offering them ways to collaborate with others to discuss ideas, interpret information, and present and defend claims. Before independent reading, show students pictures in the Reader and teach them specific vocabulary words.

For example, to start a discussion, ask whether they like boats or water.

#### ELPS 1.E; ELPS 3.E

#### Support

Encourage students to record at least one unfamiliar word seen in the text. Help them chunk, define (using context clues), and say the word. Then suggest that to remember the word, they should try to use it often.

- Ask students to tell you the page on which "The Boat Trip" begins. (page 56)
- Remind students that Sir Gus does not like water. Ask them what they think a boat ride would be like for Sir Gus.

#### **Preview Spellings**

- Before reading today's story, preteach the Tricky Word *water*. The 'a' sounds like /aw/.
- Remind students that they may come across words they have not seen before. They are to use their word skills, chunking into syllables, and context clues to determine the correct pronunciation.
- Preview the following spellings before reading today's story.

## Digital Component 9.1

/ae/ > 'a'	/ə/ > 'a'	Tricky Word
tale	afloat	water
grateful		
bravery		
waves		

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

utterly—adv., absolutely, completely (56)

Example: The children were utterly fearless riding the largest roller coaster in the world.

**trust—v.,** believe that someone is honest and good (58)

Example: The children trust that their parents will take care of them.

**alarmed—v.,** felt nervous (60)

Example: The hiker was alarmed when he saw a bear in the road.

#### Sayings and Phrases

**symbol of his bravery—** the large, red robe represents and shows everyone Sir Gus is brave (56)

**set sail**—traveled by boat (58)

Example: The captain of the ship "set sail" early in the morning.

Vocabulary Chart for "The Boat Trip"				
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		utterly trust alarmed		
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases	symbol of his bravery set sail			

#### **Purpose for Reading**

Tell students to read carefully and sound out unfamiliar words. Ask students
to think about what type of adventures/troubles a person might encounter
when out at sea on a boat.

#### READ "THE BOAT TRIP" (25 MIN.)

### **Partner Reading**

Remind students that they will each read the first page silently, then one
partner will read that page aloud. Next, they will both read the second page
silently, then the other partner will read that page aloud, and so on. As they
read, have partners take turns sharing background knowledge about boats.
Remind students to use the Individual Code Chart to help sound out words
and to ask their partners questions when they encounter confusing parts in
the story.



## Observation: Anecdotal Reading Record

As students work in pairs, circulate throughout the room, listening to different students read. Make note of individual students' reading abilities in the Anecdotal Reading Record.

#### Support

When reading the story, call students' attention to the sentence He lay in the bottom of the boat moaning and groaning. Say the sentence aloud, "He lay in the bottom of the boat moaning and groaning." Explain that when a person moans and groans, they make sounds that mean, "I am in pain." Have students moan and groan with you. Ask: "What is the difference between moaning and groaning and saying, 'I am in pain.'"?

# Wrap-Up

- Ask students if there were any confusing parts of the story and if they have questions that could help them understand things better.
- Have partners take turns retelling what happened in this chapter. Remind students to listen closely when their partner is speaking. After one partner retells the story, have the other partner repeat what was said.
- Complete Activity Page 9.2 as a class.



Activity Page 9.2: Story Questions

Collect and review Activity Page 9.2 to monitor students' ability to summarize events in "The Boat Trip."

End Lesson

# Take-Home Material

#### PRACTICE APOSTROPHES

• Have students take home Activity Page 9.3 to practice contractions.



Activity Page 9.3

Activity Page 9.2

**Lesson 9: Foundational Skills Remediation** 

# Additional Support

#### MORE HELP WITH /U/ AND ITS SPELLINGS

- Make one copy of **Activity Pages TR 9.1 and TR 9.2** for each student.
- Have students complete the fill-in-the-blank exercises to review alternative spellings for /u/.
- First ask students to read all the words in the box aloud, then circle the spelling for /u/ in each boxed word.
- Ask students to then use the words in the box to complete each sentence.

#### Skills 5

#### PROGRESS MONITORING (OPTIONAL)

- Make one copy of Activity Pages TR 9.3 and TR 9.4, for each student.
   Distribute Activity Page TR 9.3 to students.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

1. across	6. appetite
2. decide	7. about
3. defeat	8. delay
4. afloat	9. agree
5. benefit	10. severe

• Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 9.4). Any student who scores less than 8 out of 10 needs further remediation.

#### **REVIEW AND PRACTICE**

# Spelling Assessment

#### PRIMARY FOCUS OF LESSON

#### **Language (Spelling, Grammar)**

Students will spell dictated words featuring /ie/ > 'igh' and 'y' and the Tricky Word

kingdom. TEKS 2.2.C.i; TEKS 2.2.D

Students will read and correctly identify the subjects and predicates of sentences.

TEKS 2.11.D.i; TEKS 2.11.D.viii

#### **FORMATIVE ASSESSMENT**

**Activity Page 10.1** 

- Spelling Assessment TEKS 2.2.C.i
- **Activity Page 10.2**
- Write Sentences TEKS 2.11.D.i; TEKS 2.11.D.viii

syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words; TEKS 2.11.D Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Language			
Spelling Assessment (Spelling)	Whole Group	20 min.	<ul><li>□ Activity Page 10.1</li><li>□ beginning dictionaries</li></ul>
Review Parts of Speech (Grammar)	Whole Group	15 min.	☐ Parts of Speech Story Chart (Digital Components)
Review Subject and Predicate (Grammar)	Whole Group	15 min.	☐ sentence strips ☐ container
Review Writing Sentences (Grammar)	Whole Group	10 min.	☐ Activity Page 10.2

#### **ADVANCE PREPARATION**

#### Language

#### Digital Component 10.1

- Create the Parts of Speech Story Chart (Digital Component 10.1) for Review Parts of Speech on the board/chart paper or use the digital version.
- Before today's lesson, copy the sentences on Activity Page TR 10.1 in Teacher Resources for Review Subject and Predicate. Cut them apart and place them in a container.
- Plan in advance how you divide students into groups for Review Subject and Predicate and which student in each group will serve as the spokesperson.

#### **Universal Access**

• In preparing for the "Stump Your Friends" game, add sentences geared toward the mix of proficiency levels in your class. Some ways to do this include simplifying, increasing difficulty, and personalizing (use students' names, favorite activities, etc.).

#### **Lesson 10: Spelling Assessment, Grammar**

# Language



#### **Primary Focus**

Students will spell dictated words featuring /ie/ > 'igh' and 'y' and the Tricky Word kingdom. TEKS 2.2.C.i; TEKS 2.2.D

Students will read and correctly identify the subjects and predicates of sentences.

#### TEKS 2.11.D.i; TEKS 2.11.D.viii

#### **SPELLING ASSESSMENT (20 MIN.)**

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1.	bright	9.	nearby
2.	might	10.	trying
3.	high	11.	sky
4.	frightened	12.	drying
5.	knight	13.	right
6.	pry	14.	crying
7.	why	15.	kingdom
8.	light		

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *King Alfred took care of his kingdom*. Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

**TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (viii) coordinating conjunctions to form compound subjects and predicates.

## Activity Page 10.1



- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then go onto the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 10.1 over to the back and write the words in alphabetical order.

1. troll

2. boat

3. fire

- Give students about three minutes to do this.
- Write the three words in alphabetical order so students may correct their work.

1. boat

2. fire

3. troll



## Activity Page 10.1: Spelling Assessment

Collect and review Activity Page 10.1. Later today, you may find it helpful to use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you understand any error patterns developing or persisting among individual students.

#### **REVIEW PARTS OF SPEECH (15 MIN.)**

• Display the story chart you created in advance or the digital version.

#### Digital Component 10.1

1	Teacher's last name			
2	Adjective			
3	Adjective			
4	Noun naming a food			
5	Noun			
6	Verb			
7	Verb			
8	Verb			
9	Verb			
ı	Mr./Ms is our teacher. S/he is and and (#1 Teacher's name) (#2 Adjective)			
_	For lunch every day, Mr./Ms eats (#3 Adjective) (#1) (#4 Noun			
	with a (#5 N			
,	When s/he comes into the classroom, all the kids We like him/her (#6 Verb)			
beca	use s/he likes to(#	with us. We have learned how to		
and.	 (#9 Verb)			
	Mr./Ms(#1)	is our favorite teacher!		

- Explain to students that you will ask them for words representing different parts of speech. Then you will add the words they supply to blanks in a story frame to make a new, silly story.
- Ask students for the parts of speech listed at the top of the story chart. Enter their responses in the appropriate spaces.

## Challenge

Following the game, give proficient students a copy of the story chart to fill out during small-group work. You can tailor the chart to match students' level of proficiency.

• Once you have completed all of the numbered blanks, read the story back to students, filling in the words and adjusting the articles and pronouns as needed. If you have time, collect a second set of words, write them on the second copy, and make a second silly story using the same frame.

#### REVIEW SUBJECT AND PREDICATE (15 MIN.)

- Tell students you will play a new game called Stump Your Friends.
- Divide students into four groups. You will serve as the referee.
- Have a student from one group draw a sentence strip from a container and read it aloud.
- Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response may be.
- The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, "Agree" or "Challenge." Any group that "challenges" must indicate the correct subject and predicate.
- After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that "challenged" the first group and was able to provide the correct subject and predicate gets an extra point. Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.



#### Check for Understanding

Observe students carefully as they play Stump Your Friends. Notice which students might need extra support identifying the subject and predicate.

#### **REVIEW WRITING SENTENCES (10 MIN.)**

- Have students turn to Activity Page 10.2.
- Call students' attention to the punctuation at the end of each item: exclamation point, question mark, and period.
- Tell them they are to write complete sentences based on the end punctuation provided in each item.
- Remind students that a complete sentence always starts with a capital letter and must have a subject and predicate.
- After students write each sentence, tell them to underline the subject with one line and the predicate with two and to put a check above any compound subject or predicate.



#### Activity Page 10.2: Write Sentences

Collect and review Activity Page 10.2 to monitor students' ability to write complete sentences with appropriate capitalization and punctuation and to identify the subject and predicate. Follow up with a small-group lesson, as needed.

End Lesson

#### **Lesson 10: Foundational Skills Remediation**

# Additional Support

#### MORE HELP WITH SUBJECTS AND PREDICATES

#### **Stump Your Friends**

- Make a copy of Activity Pages TR 10.1 and TR 10.2. Cut out the sentences and place them in a container.
- Tell students you will play "Stump Your Friends."
- Divide students into four groups. You will serve as referee.
- Have a student from one group draw a sentence strip from a container and read it aloud.
- Members of the group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response may be.

#### Activity Page 10.2



#### Challenge

Encourage students to use adjectives in their sentences. Students ready for a greater challenge should try writing a sentence with a compound subject or predicate.

- The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying "Agree" or "Challenge." Any group that "challenges" must indicate the correct subject and predicate.
- After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that "challenged" the first group and was able to provide the correct subject and predicate gets an extra point. Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

# 11

#### **SPELLING ALTERNATIVES**

# Introduce /ə/+ /l/ > 'ul,' 'al,' and 'il'

#### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read and sort words with /ə/ + /l/ > 'ul,' 'al,' and 'il.' TEKS 2.2.C.iv

#### Reading

Students will partner read "The King's Ghost" with purpose and understanding and will answer literal and inferential questions about key details in the text.

TEKS 2.2.B.ii; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F

#### Language (Spelling)

Students will read and practice spelling words with /ee/ > 'ie.' TEKS 2.2.C.i; TEKS 2.2.D

#### **FORMATIVE ASSESSMENT**

**Observation** Anecdotal Reading Record "The King's Ghost"

TEKS 2.4

Activity Page 11.2 Story Questions "The King's Ghost" (Group 2)

TEKS 2.6.F

**Observation Discussion Questions** "The King's Ghost"

(Group 1) TEKS 2.6.F

TEKS 2.2.C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; TEKS 2.2.B.ii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat; TEKS 2.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 2.6.A Establish purpose for reading assigned and self-selected texts; TEKS 2.6.F Make inferences and use evidence to support understanding; TEKS 2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; owel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words.

## LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Introduce /ə/ + /l/ > ʻul', ʻal', and ʻil' (Phonics)	Whole Group	10 min.	<ul> <li>□ Board</li> <li>□ Vowel Code Flip Book</li> <li>□ Spelling Cards /θ/ + /I/ &gt; 'ul' (awful), /θ/ + /I/ &gt; 'al' (animal), /θ/ + /I/ &gt; 'il' (pencil)</li> <li>□ Individual Code Chart</li> <li>□ green and red markers</li> </ul>		
Spelling Tree for /ə/ + /l/ (Phonics)	Whole Group	10 min.	<ul> <li>□ Spelling Tree: /ə/ or /ə/ + /l/ sound</li> <li>□ three new branches, one each for 'al', 'il', and 'ul'</li> <li>□ prepared leaves</li> <li>□ tape</li> <li>□ Activity Page 11.1</li> </ul>		
Reading					
Introduce the Chapter	Whole Group	5 min.	<ul><li>□ Sir Gus</li><li>□ Preview Spellings Chart (Digital Components)</li></ul>		
Read "The King's Ghost"	Partner	20 min.	☐ Sir Gus☐ Activity Page 11.2		
Language (Spelling)					
Introduce Spelling Words	Whole Group	15 min.	□ index cards □ tape		
Take-Home Material	Take-Home Material				
Spelling Letter; "The King's Ghost"			☐ Activity Pages 11.3, 11.4		

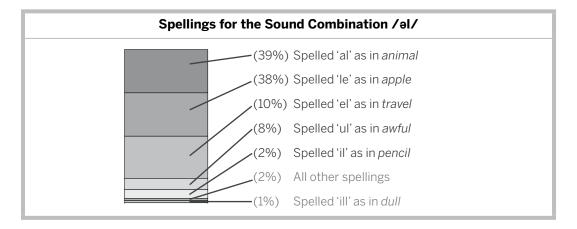
Skills 5

#### ADVANCE PREPARATION

#### **Note to Teacher**

Today you will introduce students to other spelling alternatives for /e/ when combined with the letter 'l'.

The chart shows the most common spellings for this sound combination when it falls at the end of a word. /əl/ and /ul/ are considered here.



Students have already learned how to write the sound /u/ with a 'u' and the sound /l/ with a single 'l' or the double-letter spelling 'll'. So they should be able to read certain words that end in /əl/, like *awful* and *dull*. However, as you saw from the chart, these spellings are less common than most the alternatives introduced in this lesson.

Here are some patterns for your information:

- The percentages in the chart focus on the 'al', 'ul', and 'il' spellings at the end of a word. Some of these spellings also occur in the middle of a word (family, happily).
- The 'al' and 'ul' spellings appear frequently in adjectives (final, normal, formal, awful, helpful).
- The 'le' and 'el' spellings are more common in nouns (apple, uncle, eagle, wrinkle, angel, chapel), though they can also be found in other parts of speech (rattle, purple, little, grovel).
- The 'il' combination is rare but does occur in some frequently used words.

- You can create a new tree for /əl/ or just add new branches to the /ə/ Tree. (See the Introduction of this Teacher Guide for more information.)
- You will need three new branches for the Spelling Tree, one each for 'al', 'il', and 'ul'.
- Write the following words on leaves: helpful, cheerful, wonderful, animal, metal, total, royal, principal, typical, normal, practical, signal, pencil, evil, April, devil, fossil, nostril.
- Prepare to display the Vowel Code Flip Book within view of all students. You
  may wish to tab page 7. Also have the Spelling Cards listed in the Lesson at
  a Glance chart, student Individual Code Charts, and green and red markers
  readily available.

#### Reading

## Digital Component 11.1

- Create the Preview Spellings Chart (Digital Component 11.1) for Introduce the Chapter on the board/chart paper or use the digital version.
- Plan small groups for the Wrap-Up. Group 2 will complete Activity Page 11.2 independently, while Group 1 works with your support to answer oral discussion questions.

#### Language

• Prior to the lesson, prepare the spelling words on index cards to teach alphabetizing. However, this time do not fold over the cards.

1.	field	9. yield
2.	piece	10. movie
3.	shield	11. niece
4.	thief	12. cookies
5.	ladies	13. babies
6.	achieve	14. kitties
7.	relief	Tricky Word: water
8.	grief	

#### **Universal Access**

• Bring in images or objects to support the spelling words and the spelling alternatives 'al,' 'ul,' and 'il'. Add the images to the spelling index cards and Spelling Tree leaves.

Skills 5



**Primary Focus:** Students will read and sort words with  $/\theta/ + /l/ > 'ul,' 'al,'$  and 'il.'

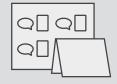
TEKS 2.2.C.iv

#### INTRODUCE $/\partial/ + /L/ \rightarrow 'UL'$ , 'AL', AND 'IL' (10 MIN.)

• Before beginning the lesson, display the Vowel Code Flip Book and the Spelling Cards (see the Lesson at a Glance section).

Vowel Code Flip Book	Individual Code Chart	
1. /ə/+/l/ > 'ul' (awful) <b>page 7</b>	1. /ə/+/l/ > 'ul' (awful) <b>page 8</b>	
2. /ə/+/l/>'al' (animal) <b>page 7</b>	2. /ə/+ /l/ > 'al' (animal) <b>page 8</b>	
3. /ə/+ /l/ > 'il' (pencil) <b>page 7</b>	3. /ə/+ /l/ > 'il' (pencil) <b>page 8</b>	

Code Materials



- Tell students they will focus on three spellings for /e/+ /l/ sound combination.
- Turn to **Vowel Code Flip Book page 7** and put the Spelling Cards /e/+ /l/ > 'ul' (awful), /e/+ /l/ > 'al' (animal), /e/+ /l/ > 'il' (pencil) on the appropriate space. Have students read the sample words. Discuss the power bars.
- Distribute the green and red markers. Have students turn to **Individual Code Chart page 8**. Guide students in outlining the appropriate cards  $\frac{\theta}{+}$  on the chart.
- Create three columns on the board: 'ul', 'al', and 'il'.
- Explain that the first spelling is one they already know: 'ul' as in *awful*. It should be easy for them to sound out this word.
- Write the following words on the board, one at a time, under the 'ul' header, and read them aloud as a class: stressful, helpful, cheerful, wonderful, tactful.
- Ask students to tell you which letters to circle for the /ə/+ /l/ sound.
- Explain that the second spelling for  $/\theta/+/I/$  is 'al' as in animal. Students learned 'a' can represent the  $/\theta/$  sound earlier in this unit.
- Write the following words on the board, one at a time, under 'al', and read them aloud as a class: principal, typical, normal, practical, signal.

**TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.



#### Using Foundational Literacy Skills

Introduce words for the Spelling Tree coupled with an image for support. When adding words to the Spelling Tree, place an image next to each word.

ELPS 1.C

#### Activity Page 11.1



- Call on various students to tell you which letters to circle for the /ə/+ /l/ sound.
- Explain that the third spelling for /ə/+ /l/ is 'il' as in pencil. Students have not learned that 'i' can stand for /ə/. Although the 'i' spelling for /ə/ is less common, it is still a sound students should know, as it is used in some useful words they will read.
- Write the following words on the board, one at a time, and read them aloud as a class: evil, April, devil, fossil, nostril.
- Call on various students to tell you which letters to circle for the /ə/+/l/.

#### SPELLING TREE FOR $/\partial/ + /L / (10 \text{ MIN.})$

- Point out either the new /ə/+ /l/ Spelling Tree or the new branches for the /ə/ Spelling Tree, depending on which option you have chosen.
- Hand out the prepared leaves and ask students to read the words.
- Explain the meanings of any unfamiliar words to students.
- Ask students to place the leaves on the tree as they read the word and identify the spellings representing the /e/+ /l/ sound.
- Tell students to turn to Activity Page 11.1.
- Explain that the words in the box all contain the sound combination /e/+ /l/; some of them have the spelling 'ul', some 'il', and some 'al'.
- Have students sort the words according to the spelling used for the /ə/+ /l/ sound combination, placing each word in the appropriate column.



#### Check for Understanding

Tell students that they will play a game called Race Against the Clock. Give them two minutes to provide one word to illustrate each of the three alternative spellings for /ə/ + /l/, namely 'ul', 'al', and 'il'.

# Lesson 11: "The King's Ghost"

# Reading



**Primary Focus:** Students will partner read "The King's Ghost" with purpose and understanding and will answer literal and inferential questions about key details in the text. TEKS 2.2.B.ii; TEKS 2.4; TEKS 2.6.A; TEKS 2.6.F

#### INTRODUCE THE CHAPTER (5 MIN.)

• Ask students, "In the last story, 'The Boat Trip,' who was sneaking up on the king's boat when no one was looking?" (a pirate ship) Tell students that today's story is about Sir Gus and the knights facing the pirates.

#### **Preview Spellings**

- Begin by preteaching the Tricky Words *ghost* and *again*. Students might think the 'gh' in *ghost* would be pronounced /g//h/, but these letters stand for the /g/ sound. Students might think the 'ai' in *again* would be pronounced /ae/, but in this word these letters stand for the /e/ sound.
- Preview the following spellings before reading today's story:

# Digital Component 11.1

'ie' > /ee/	/ə/ + /l/ > 'il,' 'al,' 'ul'	Tricky Words
shields	evil	ghost
chief	vengeful	again
relief	medal	
	helpful	
	nautical	



Page 62

**TEKS 2.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.F** Make inferences and use evidence to support understanding.

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

#### **chief—n.,** a leader of a group (64)

Example: The chief came to meet the strangers that were approaching the village.

**vengeful—adj.,** an adjective to describe someone who wants to punish or harm someone else (66)

Example: After losing the championship tennis match, the boy became vengeful.

#### wisdom—n., accumulated knowledge (68)

Example: Her grandfather had a lot of wisdom that he shared when he told her stories.

**nautical—adj.,** an adjective describing things of the sea, such as sailors and ships (68)

Example: Her mother decided to decorate her house with a nautical theme.

#### Sayings and Phrases

#### **died down—**came to an end (68)

Example: After the audience gave a long standing ovation, the cheers finally "died down."

Vocabulary Chart for "The King's Ghost"					
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary	nautical	chief vengeful wisdom			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases	died down				

#### **Purpose for Reading**

• Tell students they will ask their partners a Think-Pair-What question when they finish the story. Ask them to think of a good *what* question after they finish reading.

#### READ "THE KING'S GHOST" (20 MIN.)

#### **Partner Reading**

- Tell students they will read this story with a reading partner.
- Divide students into partner pairs.
- Explain to students that they will both read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, then the other partner will read that page aloud, and so on. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.



#### Observation: Anecdotal Reading Record

Listen to the students read aloud. Make note of students' individual reading abilities in the Anecdotal Reading Record.

#### Wrap-Up

• Divide the class into small groups before wrapping up the lesson. Group 2 will be made up of students who can answer story questions independently, and Group 1 will be students who need more support.

**Group 2:** Have students complete Activity Page 11.2.

**Group 1:** Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

#### Support

Have students take brief pauses from reading to discuss the illustrations. Provide them with focus questions based on what they should notice. For today's reading, students can compare the pirates with King Alfred's entourage. Have them notice differences and similarities in face, hair, and clothing. How do they stand, communicate, and make you feel?

#### Activity Page 11.2







#### Reading

#### Interacting in Meaningful Ways

#### **Beginning**

Discuss ideas in the text with students using illustrations of the pirates. Help them understand these characters by saying, "I do not like the pirates. They do not look friendly. Are they friendly? What do they want from King Alfred?"

#### Intermediate

Use illustrations to discuss ideas in the text in greater detail with students. Say, "Look at the pirates. What does the picture tell you about them?"

#### Advanced/ Advanced High

Say, "Who are the pirates? What do they want? Have you read other stories that had similar characters?" (First establish that the pirates represent trouble. Then have students connect this idea to other stories by identifying characters who cause trouble.)

ELPS 4.D

#### **Discussion Questions for "The King's Ghost"**

- Inferential. Why do you think the knights don't have their weapons with them?
  - » Answers may vary.
- 2. **Literal.** What do the pirates demand?
  - » The pirates demand the king and his boat.
- 3. Literal. According to the story, what skill are pirates not good at doing?
  - » The pirates are not good at math.
- 4. **Literal.** Do the pirates take the king?
  - » The pirates do not take the king.
- 5. **Literal.** The pirates believe there is a ghost on the ship. What is really making the noise?
  - » Sir Gus is seasick down below, and he is making the noises.
- 6. **Inferential.** Who is Sir Tom?
  - » Sir Tom is a knight on the ship.
- 7. What adjectives would you use to describe Sir Tom, and what sentences from the story show what you mean?
  - » Answers may vary; students may say that Sir Tom is clever because he comes up with the story that the sounds from Sir Gus are from a ghost.



#### Observation: Discussion Questions

Call on a different Group 1 student to answer each question. Note student performance in the Discussion Questions Observation Record, noting whether the question answered was literal or inferential, and whether the student answered in a complete sentence and/or cited evidence from the text.



# Activity Page 11.2: Story Questions

Collect and review Activity Page 11.2 from Group 2 to monitor student progress with story comprehension.

Skills 5

#### Lesson 11: Spelling

# Language



**Primary Focus:** Students will read and practice the spelling words with /ee/ > 'ie.' **TEKS 2.2.C.i**; **TEKS 2.2.D** 

#### **INTRODUCE SPELLING WORDS (15 MIN.)**

- Read each spelling word to students, and then have students read aloud each word as you tape the spelling words to the board in random order. Point out that each word contains 'ie' as the /ee/ sound.
- Have students guide you in circling the 'ie' spelling for the /ee/ sound in each word.
- Remind students that they have been practicing placing words into alphabetical order. Discuss the importance of knowing how to alphabetize words.
- Tell students you have been putting the spelling words in alphabetical order by matching the first letter of the word to the alphabet on the board. Today you will begin putting words in alphabetical order by looking at the alphabet list only for reference. They should look at the alphabet list when deciding which letter comes first on the word cards. Remove the word cards one at a time from the board. Ask students to read them aloud once more as you remove them.
- Hold up the word cards for *babies* and *field*. Ask students, "Which letter comes first in the alphabet, 'b' or 'f'?"
- When students say 'b', tape the card for *babies* on the board some distance away from the alphabet strip. Today you are not matching the letters from the alphabet with the words. Then tape the word card for *field* underneath *babies* on the board, leaving space between the words.
- Hold up the cards for *cookies* and *achieve*. Ask students, "Which letter comes first in the alphabet, 'c' or 'a'?"
- When students say 'a', tape the word card for *achieve* on the board above *babies* and the word card for *cookies* underneath *babies*, leaving space between the words.
- Continue in this way through the rest of the spelling words. Have all students read the words aloud and tell students the spelling words are now in alphabetical order.

**TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

### Take-Home Material

#### SPELLING LETTER; "THE KING'S GHOST"

Activity Pages 11.3, 11.4



• Have students take home Activity Pages 11.3 and 11.4 to share with a family member.

#### Lesson 11: Foundational Skills Remediation

## Additional Support

#### MORE HELP WITH THE $/\partial/+/L/$ SOUND AND ITS SPELLINGS

- Make one copy of **Activity Page TR 11.1** for each student. Tell students to read the words in the box and underline the spelling for /ə/ + /l/. Then have students use the words from the box to find a secret message.
- Make one copy of **Activity Page TR 11.2** for each student. Have students read the words in the box and underline the spelling for /ə/ + /l/. Then have students use the words from the box to answer the clues.

#### **Code Knowledge**

Before today's lesson: If students read 1,000 words in a trade book, on average between 829–914 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 843–919 of those words would be completely decodable.

## 12

#### **REVIEW**

# Spelling Alternatives for /u/ and /ə/

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will read words with  $/\theta/ >$  'a' and 'e';  $/\theta/ +/I/ >$  'al,' 'il,' and 'ul'; and /u/ > 'o', 'o\_e', and 'ou.' TEKS 2.2.B.i; TEKS 2.2.B.v

#### **Language (Grammar)**

Students will demonstrate command of the conventions of English grammar and usage when writing or speaking. TEKS 2.11.D.ix; TEKS 2.11.D.x

Students will capitalize the first letters of holidays and geographic names.

TEKS 2.11.D.ix

#### **FORMATIVE ASSESSMENT**

Activity Page 12.1 Fill in the Blanks:  $/\theta/$ ,  $/\theta/$  +/I/, and /u/

TEKS 2.2.B.i

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.11.D** Edit drafts using standard English conventions, including (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

#### LESSON AT A GLANCE

	Grouping	Time	Materials				
Foundational Skills							
Review Spellings for /u/ and /ə/ (Phonics)	Whole Group	25 min.	<ul><li>□ Spelling Trees for /u/, /ə/, and /ə/ + /l/</li><li>□ prepared leaves</li></ul>				
Practice Spellings for /u/ and /ə/ (Phonics)	Whole Group	15 min.	☐ Activity Page 12.1				
Language (Grammar)							
Grammar Review	Independent	20 min.	☐ Activity Page 12.2				

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

• Before today's lesson, prepare leaves for the Spelling Trees with the following words: general, stencil, hospital, normal, tonsils, equal, petal, tropical, emergency, civil, several, local, amount, legal, rental, pedal, personal, come, touch, love, son, mother, nostril, cousin.

Start Lesson

## Foundational Skills



**Primary Focus:** Students will read words with /ə/ > 'a' and 'e'; /ə/ + /l/ > 'al,' 'il,' and 'ul'; and 'u/ > 'o', 'o\_e', and 'ou.' **TEKS 2.2.B.i**; **TEKS 2.2.B.v** 

#### REVIEW SPELLINGS FOR /U/ AND /ə/ (25 MIN.)

- Remind students that the focus of Unit 5 has been on the /u/ and /ə/ spellings.
- Point to the /u/ Tree and ask students to read at least three words aloud from each of the branches.
- Point to the /ə/ Tree(s) and ask students to read words from these branches, focusing on words ending in 'al' and 'il'.
- Remind students that they have learned the followings spellings: 'a' >  $/ \theta /$ , 'e' >  $/ \theta /$ , 'al', 'il', and 'ul' >  $/ \theta /$  + / l /, and the spellings 'o', 'o\_e', and 'ou' for the / u / sound.
- Write these spellings on the board, and tell students that the leaves they will receive today contain one of these spellings.
- Hand out the prepared leaves to students, one per student, placing them
  upside down on their desks. Tell students to turn over their leaf, divide the
  word into syllables to help them read it, think about the meaning of the word,
  and come up with an oral sentence using the word.
- Next, have each student present to the class by reading their word aloud, using it in a sentence, and then taping it to the appropriate tree and branch.

#### Support

If you feel you have students who are unable to complete this task on their own, ask students to work with a partner.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Lesson 12 Review: Spelling Alternatives for /u/ and /ə/

#### Activity Page 12.1



#### ENGLISH LANGUAGE LEARNERS



Foundational Skills

Using Foundational Literacy Skills

#### **Beginning**

Simplify the activity page by providing fewer word choices based on students' level of proficiency.

#### Intermediate

Have students work with a proficient reader who acts as a mentor.

#### Advanced High

Students can work on the activity independently.

ELPS 1.F

Activity Page 12.2



#### PRACTICE SPELLINGS FOR /U/ AND /ə/ (15 MIN.)

- Read each word in the word box on Activity Page 12.1 as a class.
- Have students complete Activity Page 12.1 independently.



#### Activity Page 12.1: Fill in the Blanks

As students work on Activity Page 12.1, walk through the classroom answering questions and monitoring progress. Collect and review completed pages to determine whether students need additional practice.

#### **Lesson 12: Grammar**

### Language



#### **Primary Focus**

Students will demonstrate command of the conventions of English grammar and usage when writing or speaking. **TEKS 2.11.D.ix**; **TEKS 2.11.D.x** 

Students will capitalize the first letters of holidays and geographic names.

#### TEKS 2.11.D.ix

#### **GRAMMAR REVIEW (20 MIN.)**

- Tell students you will now work together to review the grammar skills they have learned so far this school year. Remind students that grammar rules help writing make sense.
- Complete Activity Page 12.2 as a class.

**Note:** The number in parentheses at the end of each item in the first section indicates the number of changes that students need to make to rewrite the item correctly.



#### Check for Understanding

After students complete Activity Page 12.2, review their work as a class to gauge how well they retained information provided earlier in the year. Target students who had trouble completing the exercise and provide additional support.



**TEKS 2.11.D** Edit drafts using standard English conventions, including (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

#### **Lesson 12: Foundational Skills Remediation**

## Additional Support

#### PROGRESS MONITORING (OPTIONAL)

- Make one copy of Activity Page TR 12.1 and TR 12.2 for each student.
   Distribute Activity Page TR 12.1 to students.
- Tell students that for each row, you will say one word. Tell students to circle
  the word that they hear you say. Read each word provided below, calling out
  each number to indicate the row that students should point to and look at as
  you read the word.

1. signal	6. about
2. pencil	7. civil
3. awful	8. powerful
4. several	9. before
5. evil	10. central

 Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR 12.2). Any student who scores less than 8 out of 10 needs further remediation.

Lesson 12 Review: Spelling Alternatives for /u/ and /ə/

## 13

#### **SPELLING ALTERNATIVES**

# Introduce /ə/+/l/>'el' and 'le' and Syllable Review

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

- Students will read words with /e/ + /l/ > 'el' and 'le'. TEKS 2.2.B.iii

  Students will decode two-syllable words with CVC and open vowel patterns and
- two-syllable words with /ə/ + /l/. TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i

#### Reading

Students will read "The Letter" with purpose and understanding and will answer literal and inferential questions about key details in the text.

TEKS 2.4; TEKS 2.7.C; TEKS 2.7.D

#### **FORMATIVE ASSESSMENT**

Observation

**Discussion Questions** "The Letter"



TEKS 2.2.B Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (i) decoding words with short, long, or variant vowels, trigraphs and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; TEKS 2.2.C.i Demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;; TEKS 2.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 2.7.C Use text evidence to support an appropriate response; TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order.

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills						
Review /ə/ and /ə/ + /l/ Spelling Tree(s) (Phonics)	Whole Group	5 min.	□ Board			
Introduce /ə/ +/I/ > 'el' and 'le' (Phonics)	Whole Group	20 min.	<ul> <li>□ Vowel Code Flip Book</li> <li>□ Spelling Cards /θ/ + /I/ &gt; 'el' (travel) and /θ/ + /I/ &gt; 'le' (apple)</li> <li>□ Individual Code Charts</li> <li>□ green and red markers</li> <li>□ Spelling Tree branches</li> <li>□ prepared leaves</li> <li>□ tape</li> </ul>			
Review Syllable Chunking (Phonics)	Whole Group	10 min.	<ul> <li>□ Syllable Chunking Chart (CVC words) (Digital Components)</li> <li>□ Syllable Chunking Chart (Open-Vowel words) (Digital Components)</li> <li>□ Syllable Chunking Chart ('le' words) (Digital Components)</li> </ul>			
Reading						
Introduce the Chapter	Whole Group	5 min.	<ul><li>□ Sir Gus</li><li>□ Preview Spellings Chart (Digital Components)</li></ul>			
Read "The Letter"	Whole Group	20 min.	□ Sir Gus			
Take-Home Material						
Practice 'le' Words			☐ Activity Page 13.1			

#### **ADVANCE PREPARATION**

#### Note to Teacher

This lesson reviews chunking syllables to decode multisyllable words.
 For more information on chunking, see the appendix, Using Chunking to Decode Multisyllable Words.

#### **Foundational Skills**

- Prepare to display the Vowel Code Flip Book within view of all students. You may wish to tab page 7. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.
- Prepare two more branches for the /ə/ or /ə/ + /l/ Spelling Tree: 'el' and 'le'.
   Attach the branches to the tree.
- Prepare these leaves for the branches: level, model, camel, tunnel, channel, nickel, travel, middle, bubble, little, simple, uncle, jungle, table, trouble.

#### Digital Component 13.1

• Prepare the chart with CVC pattern words (Digital Component 13.1) for Review Syllable Chunking or use the digital version.

#### Digital Component 13.2

• Prepare the chart with open-syllable words (Digital Component 13.2) for Review Syllable Chunking or use the digital version.

#### Digital Component 13.3

• Prepare the chart with 'le' words (Digital Component 13.3) for Review Syllable Chunking or use the digital version.

#### Reading

#### Digital Component 13.4

• Prepare the Preview Spellings Chart (Digital Component 13.4) for Introduce the Chapter or use the digital version.

#### **Universal Access**

• Copy the leaves for the branches of the Spelling Tree to distribute. Add images to the word leaves you have created. Then make one copy for each student who needs support. Clip the copies together to form a booklet, following the order in which you plan to introduce the words. Before the Introduce /e/ + /I/ > 'el' and 'le' lesson, show students how to use their leaves to follow along as you discuss and add words to the Spelling Tree.

## Foundational Skills



#### **Primary Focus**

Students will read words with with /ə/ + /l/ > 'el' and 'le'. TEKS 2.2.B.iii

Students will decode two-syllable words with CVC and open vowel patterns and two-syllable words with /ə/ + /l/. TEKS 2.2.B.i; TEKS 2.2.B.v; TEKS 2.2.C.i

#### REVIEW $/\theta/AND/\theta/+/L/SPELLING TREE(S)$ (5 MIN.)

- Ask students to say the schwa sound together as a class.
- Point to random words on the  $/\theta/$  and  $/\theta/ + /I/$  Tree(s) and ask students to read the words together as a class, pointing out the different spellings.

#### INTRODUCE /ə/ +/L/ > 'EL' AND 'LE' (20 MIN.)

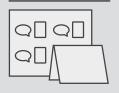
• Before beginning the lesson, display the Vowel Code Flip Book and the Spelling Cards (see the Lesson at a Glance section).

#### **Vowel Code Flip Book**

- 1. el' >  $/\theta/+/I/$  (travel) **page 7**
- 2. 'le' >  $/\theta/+/I/$  (apple) **page 7**
- Remind students that, in a previous lesson, they had worked with the spellings 'ul', 'il', and 'al' for the /9/+/I/ sound combination. Tell them that today they will focus on two more spellings for the /9/+/I/ sound combination.
- Explain that the first spelling is 'el' as in travel.
- Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *level*, *model*, *tunnel*, *channel*, *camel*.
- Ask various students to direct you to circle the letters in each word for the /ə/ + /l/ sound.
- Explain that the second spelling is 'le' as in apple.
- Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *middle*, *simple*, *uncle*, *cattle*, *little*.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (i) decoding words with short, long, or variant vowels, trigraphs and blends; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by: spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

#### Code Materials



- Turn to **Vowel Code Flip Book page 7** and put the Spelling Cards /ə/ + /l/> 'el' (*travel*) and /ə/ + /l/ > 'le' (*apple*) on the appropriate space. Have students read the sample word. Discuss the power bar.
- Today's letter-sound correspondences can be found on the following pages of the Individual Code Chart.

## ENGLISH LANGUAGE LEARNERS

#### Foundational Skills

#### Using Foundational Literacy Skills

During the independent task, distribute the booklets and have students say each word and circle the target sound. As the new leaves go up on the tree, show students how to follow along by matching their leaves to yours. As an alternative, ask students to add images to the word leaves you provided.

#### ELPS 1.C; ELPS 4.A

#### Support

Preview the lessons to target content that may be particularly challenging. For example, if students are struggling, give them two index cards and have them say the word and tap the syllables. Have them write the letters in the syllables on each card (such as den and tist) and then segment the sounds in order to decode and read the word (/d/, /e/, /n/, den; /t/, /i/, /s/, /t/, tist: den-tist.

#### **Individual Code Chart**

- 1. 'el' >  $/\theta/+/I/$  (travel) **page 8**
- 2. 'le' >  $/\theta$ / + /l/ (apple) **page 8**
- Distribute the green and red markers. Have students turn to Individual Code
   Chart page 8. Guide students in outlining the appropriate cards 'el' > /e/ +
   /l/ and 'le' > /e/ + /l/ on the chart.
- Point out the new branches for the /ə/ or /ə/ + /l/ Tree, 'el' and 'le'.
- Show students the leaves you have prepared. Distribute the leaves to student groups. Ask them to circle the spellings of the /ə/ + /l/ on each leaf and attach them to the correct tree and branch.

#### REVIEW SYLLABLE CHUNKING (10 MIN.)

• Refer to the chart you prepared in advance and read the following words:

#### Digital Component 13.1

1. dis cuss	3. wit ness	5. den tist
2. mag net	4. sig nal	6. fan tas tic

Point out that each syllable in each of these words ends with a consonant, so
the syllables follow the Consonant Vowel Consonant (CVC) pattern. Point out
that the vowel sound in these syllables is a short vowel sound, because the
syllable ends in a consonant.

• Refer to the chart you prepared in advance and ask students to read the following words with you:

#### Digital Component 13.2

1. la dy	3. ho tel	5. re ply	
2. o pen	4. ti ny	6. u nite	

- Point out that the first syllable in each word ends with a vowel sound and as
  a result represents the long vowel sound. (Remember that an open syllable is
  one that ends in a vowel, making the vowel sound a long sound, and a closed
  syllable is one that ends in a consonant, which makes the vowel sound a
  short sound.)
- Review each word, emphasizing the long sound at the end of the first syllable.
- Tell students that they have been practicing reading words with these syllable patterns for several months, so they should be very familiar with reading these types of words.
- Now, direct students' attention to the /ə/ or /ə/ + /l/ Tree and the 'le' branch, explaining that students will now learn a new syllable pattern.
- Point out to students that on this branch, all the 'le' words have a consonant before the 'le'. This is a new syllable pattern. When chunking syllables with words ending in 'le', the preceding consonant and 'le' are a separate syllable.
- Refer to the chart you prepared in advance and point out that these words all
  end in a consonant plus 'le'. Call attention to how these words are divided into
  syllables, with the consonant plus 'le' as one syllable. Ask students to read
  the words.

#### Digital Component 13.3

1. sin gle	6. sta ble
2. han dle	7. cra dle
3. gam ble	8. i dle
4. tem ple	9. a ble
5. twin kle	10. nee dle

 Point out that in the first five words, the first syllable is a closed syllable (ending in a consonant and producing a short vowel sound) and the first syllable in the next five words ends in a vowel and produces the long vowel sound.

## Reading



**Primary Focus:** Students will read "The Letter" with purpose and understanding and will answer literal and inferential questions about key details in the text.

#### TEKS 2.4; TEKS 2.7.C; TEKS 2.7.D

Reader

Page 70

#### INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to summarize what happened in the last story, "The King's Ghost."
  Lead students through this process by first asking them to tell you the main
  characters, the major events, and the story's ending. (You may wish to record
  their answers on the board.) With the information provided, summarize the story:
  - The king and his knights went out to sea and pirates approached their ship. The pirates told the knights they had to give up the king and the boat. Sir Gus made scary-sounding noises because Sir Gus was seasick, and Sir Tom told the pirates the sounds were from the boat's ghost. The pirates were scared of the ghost and they went away. King Alfred wanted to reward Sir Gus for being clever and brave, pretending to be a ghost, but Sir Gus was really just seasick.

#### **Preview Spellings**

- Begin by preteaching the Tricky Word *bridge*. The students might think the 'dge' in *bridge* would be pronounced /d/ /j/, but these letters stand for the /j/ sound. 'dge' is a spelling for /j/, also found in words like *judge* and *fudge*.
- Preview the following spellings before reading today's story.

#### Digital Component 13.4

/ee/ > 'y'	/ə/ + /l/ > 'ul', 'al', 'el', 'le'	/ə/ > 'a'	/u/ > 'o'	Tricky Word
story	traveled	across	from	bridge
shiny	peaceful	apologize		
utterly	several	assembly		
assembly	arrival			
	noble			



**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.C** Use text evidence to support an appropriate response; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

#### **Preview Core Vocabulary**

Preview the following vocabulary before reading today's story.

**summoned—v.,** called to do something (72)

Example: I was summoned by my parents to come to dinner.

dazed—v., confused (72)

Example: After not sleeping at night, the boy felt dazed.

**llama—n.,** four-legged animal related to the camel (72)

Example: There was a llama at the farm.

**assembly—n.,** a group of people gathered together (74)

Example: The President called an assembly of the members of

the congress.

**fearsome—adj.,** causing fear or dread (74)

Example: The fearsome storm caused the boat to rock.

**astonished—v.,** completely surprised (74)

Example: His brother was astonished that he gave him his last piece of candy.

Vocabulary Chart for "The Letter"						
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary	llama	summoned dazed assembly fearsome astonished				
Multiple-Meaning Core Vocabulary Words						
Sayings and Phrases						

#### **Purpose for Reading**

• Students should read the story to find out what news King Alfred gets in the letter.

#### READ "THE LETTER" (20 MIN.)

#### **Whole Group**

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

#### **Guided Reading Supports**

- Have students read the first page of the story silently to themselves. Then have one or more students read the same page and as a class continue reading the story in this same fashion.
- Tell students that if they are confused as they read, they should raise their hands to ask a question.
- After reading page 72, make sure students understand the humor when Sir Gus says he had a nasty run-in with a llama. (Llamas are peaceful animals.)
- At the end of the story, the knights smile and chuckle. Ask students why they do this. (The knights knew they tricked the king into thinking Sir Gus was volunteering to fight the fearsome beast.)

#### Wrap-Up

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

#### **Discussion Questions for "The Letter"**

- 1. **Literal.** What does the king give Sir Gus after the ride on the boat?
  - » The king gives Sir Gus a shiny medal and a silver cup.
- 2. **Literal.** Why does the king call his knights together?
  - » The king has heard there is a frightening beast, and he wants his knights to get rid of it.
- 3. **Inferential.** The king speaks of a beast that can make flames come out of its mouth. What type of beast might this be?
  - » a dragon
- 4. **Inferential.** What does it mean to be fearsome?
  - » Answers may vary, but should include references to things that cause fear.
- 5. **Literal.** Why does the king think Sir Gus is volunteering to save the kingdom from the beast?
  - » All of the other knights step backwards, leaving Sir Gus in front of the group.
- 6. **Literal.** Does Sir Gus volunteer to fight the beast?
  - » No, he wasn't paying attention, so he didn't step back with the rest of the knights.



#### Observation: Discussion Questions

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



#### Reading

#### **Reading Closely**

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: "Sir Gus volunteered to fight the beast? Do you agree?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words "The King gives Sir Gus a \_\_\_\_\_."

#### Advanced High

Encourage students to expand/or build on other students' responses and learned phrases.

ELPS 4.G; ELPS 4.I



#### Check for Understanding

Draw a T-chart on the board entitled "The Letter." Label the left column *Opinion* and the right column *Proof* (or *Support, Evidence*, etc.). Ask, "Who are the main characters in the story?" Focus on a character mentioned and say, "Let's make a list of opinions about [insert name of character] along with the reasons behind them." (Opinion: Sir Gus does not pay attention; Proof: He does not step back with the rest of the knights. Opinion: Sir Gus gets himself into trouble.)

End Lessor

### Take-Home Material

#### PRACTICE 'LE' WORDS

• Ask students to complete Activity Page 13.1 at home.



Activity Page 13.1

**Lesson 13: Foundational Skills Remediation** 

## Additional Support

#### MORE HELP WITH /ə/ + /L/ AND ITS SPELLINGS

• Select ten to twenty /ə/ + /l/ words from the following box. Write the words on the board in alphabetical or random order. Pass out **lined paper**. Ask students to sort the words into columns based on which spelling stands for /ə/ + /l/ ('ul', 'al', 'il', 'el', 'le').

**Note:** If students need additional scaffolding, you can underline the target spelling in each word.

			Wo	ords	for /ə/ + /	1/			
1.	helpful	1.	several	1.	April	1.	level	1.	little
2.	awful	2.	general	2.	pencil	2.	travel	2.	able
3.	cheerful	3.	central	3.	evil	3.	model	3.	possible
4.	hopeful	4.	local	4.	nostrils	4.	vessel	4.	table
		5.	total			5.	tunnel	5.	middle
		6.	personal			6.	label	6.	simple
		7.	metal			7.	channel	7.	single
		8.	normal			8.	barrel	8.	trouble
		9.	final			9.	novel	9.	available
						10.	camel	10.	uncle

#### **Code Knowledge**

Before today's lesson, if students read 1,000 words in a trade book, on average 843–919 of those words would be completely decodable.

After today's lesson, if students read 1,000 words in a trade book, on average 850-926 of those words would be completely decodable.

## 14

#### **SPELLING ALTERNATIVES**

## Review /u/, /ə/, and /ə/ + /l/

#### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read words with /u/, /ə/, and /ə/ + /l/ with different spelling alternatives. TEKS 2.2.B.i

#### **Differentiated Instruction**

Students will capitalize the names of people and places.

TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv

Students will use sentence-level context as a clue to the meaning of a word or phrase. TEKS 2.2.B.i

#### Reading

Students will partner read "The Letter" and will close read the text by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text. TEKS 2.6.F; TEKS 2.7.E; TEKS 2.11.D.iv

#### **FORMATIVE ASSESSMENT**

Activity Page 14.1 Fill in the Blank:  $\langle u/, / \theta/, \text{ and } / \theta/ + / I/ \rangle$ 

TEKS 2.2.B.i

Activity Page 14.2 Parts of Speech

TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv

Activity Page 14.3 Practice with 'le'

TEKS 2.2.B.i

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.11.D Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; TEKS 2.6.F Make inferences and use evidence to support understanding; TEKS 2.7.E Interact with sources in meaningful ways such as illustrating or writing.

#### LESSON AT A GLANCE

	Grouping	Time	Materials				
Foundational Skills							
Review Spellings for /u/, /ə/, and /ə/ + /l/ (Phonics)	Whole Group 20 min		☐ Activity Page 14.1				
Differentiated Instruction							
Review Parts of Speech and/or Practice with 'le' (Grammar, Phonics)	Independent/ 20 min. Small Group		☐ Activity Pages 14.2, 14.3				
Reading							
Close Read "The Letter"	Partner/ Whole Group	20 min.	☐ Sir Gus☐ Activity Page 14.4				

#### **ADVANCE PREPARATION**

#### **Differentiated Instruction**

 You have the option to differentiate instruction for students in your choice of Activity Book pages. Give some thought in advance to which students may need more practice in reading spelling alternatives (Activity Page 14.3 or any Additional Support Activities from Lessons 1–13) and which students may benefit in practicing various parts of speech.

Start Lesson

## Foundational Skills



**Primary Focus:** Students will read words with /u/, /e/, and /e/ + /l/ with different spelling alternatives. **TEKS 2.2.B.i** ■

#### REVIEW SPELLINGS FOR /U/, /ə/ AND /ə/ + /L/ (20 MIN.)

- Remind students that they have learned many spellings so far, and in the past few units, including this one, the focus has been on vowel sounds. Most recently, they have learned different spelling alternatives for the following sounds: /u/, /ə/, and /ə/ + /l/.
- Tell students they will now review these sounds on Activity Page 14.1
- Have students first read all the words in the box, naming the sound in each word and underlining the particular spelling alternative in each word.
   Repeat with the words in the box on the back page.
- Then direct students to complete the sentences on the front and back.



#### Activity Page 14.1: Fill-in-the-Blank

Collect and review Activity Page 14.1 to monitor students' progress with the spelling alternatives for /u/.  $/\theta/$ . and  $/\theta/$  + /l/.

Activity Page 14.1



**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends.

#### **Lesson 14: Grammar and Phonics**

## Differentiated Instruction



#### **Primary Focus**

Students will capitalize the names of people and places.

TEKS 2.11.D.ii; TEKS 2.11.D.iii; TEKS 2.11.D.iv

Students will use sentence-level context as a clue to the meaning of a word or phrase. TEKS 2.2.B.i

#### REVIEW PARTS OF SPEECH AND/OR PRACTICE WITH 'LE' (20 MIN.)

- **Independent:** Review the parts of speech, such as common and proper nouns, verbs, and adjectives) with students who are able to work independently. Then have those students complete Activity Page 14.2. Any students who finish early may complete Activity Page 14.3, practice with 'le', independently.
- **Small Group:** Work with students needing more support on any Unit 5 Skills in a small group. You may use either Activity Page 14.2 or Activity Page 14.3, depending on which skills students need to practice. You may also choose to use Additional Support Activities from earlier lessons



Activity Pages 14.2, 14.3: Parts of Speech/ Practice with 'le'

Collect and review Activity Pages 14.2 and 14.3 to monitor students' progress with identifying various parts of speech (14.2) and/or ability to read and use words ending in 'le' to complete sentences (14.3).

Activity Pages 14.2, 14.3



**TEKS 2.11.D** Edit drafts using standard English conventions, including (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends.

## Reading



**Primary Focus:** Students will partner read "The Letter" and will close read the text by answering text-dependent questions, identifying Tier 2 vocabulary, and discussing challenging portions of the text. **TEKS 2.6.F**; **TEKS 2.7.E**; **TEKS 2.11.D.iv** 

#### CLOSE READ "THE LETTER" (20 MIN.)

- Since students have already read "The Letter" in the previous lesson, begin immediately with a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identify and discuss general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or ideas that require inferences.
  - Engage students in a culminating writing activity completed independently, if possible.
- In today's lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.

Reader



Page 70





Reading

#### Interacting in Meaningful ways

Partner proficient readers with ELLs to assist them in understanding the question, if necessary, and asking pointed questions (which you provide) to help them come up with a response.

ELPS 4.F

#### **Teacher Overview**

Key Idea and Key Details: The key idea of "The Letter" is that the kingdom of King Alfred is in peril yet again. Key details of the text include: The arrival of a letter tells of a beast in the forest who is threatening the kingdom. King Alfred summons the knights. Sir Gus is late to arrive, again, this time having been waylaid by a run in with a llama. Sir Gus once again is not paying attention to the matter at hand and by default gets selected to go to battle with the beast.

**Synopsis:** The story "The Letter" is about the arrival of a letter describing a fire-breathing beast who is threatening the kingdom. Sir Gus ends up being the knight who has to do battle with the beast.

#### Lesson

#### **Text from Reader**

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### **Vocabulary Instruction**

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### **Text-Dependent Questions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 70

The story of how Sir Gus saved the king from pirates traveled across the land. People began to tell tales of Brave Sir Gus.

The king thanked his knights and gave them presents. Sir Gus was given a shiny medal and a silver cup. Then, after several parties at the palace, the knights went back to their homes.

The kingdom remained peaceful and calm for several months. Then one day, the king was given a letter that told of danger.

**several**—more than two **palace**—another word for *castle*; the place where a king lives

What does it mean that the story traveled across the land? Sir Gus is described as brave; is he really brave? Acceptable answers will include that the story did not actually walk across the land but was told from one person to the next.

Acceptable answers will point to the fact that Sir Gus has been successful only due to luck—he is not particularly brave.

-					
	_	_	_	_	-
	_e				

#### **Text from Reader**

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### **Vocabulary Instruction**

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### **Text-Dependent Questions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 72

The King summoned his knights to the palace. Just as before, eleven of the twelve knights arrived at once. However, it was several days before Sir Gus the Utterly Fearless appeared, looking dazed and dented.

"I am glad to see that you have arrived at last," said the king.

Sir Gus knelt down.

"Your majesty, I apologize for my late arrival. I had a nasty run-in with a llama near the Old Stone Bridge," explained the knight.

"A llama?" exclaimed the king. "I didn't know that we had llamas in our kingdom."

"Indeed, nor did I, your majesty," replied Sir Gus.

utterly—completelydazed—confuseddented—marked by a crimp in a surface

nasty—not nice

**Ilama**—four-legged animal related to the camel

run-in—a small fight
nor—neither

What additional adjectives can you find describing Sir Gus?

If you were asked to draw a picture of Sir Gus, what would he look like after reading this page of text? dazed, dented, and utterly fearless

Acceptable answers include references to the fact that Sir Gus is a little worse for wear in this description.

Skills 5

#### Lesson

#### **Text from Reader**

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### **Vocabulary Instruction**

As the text is read aloud. stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### **Text-Dependent Ouestions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 74

Then the king called an assembly of all of his brave knights.

"Good knights," said the king, "my people have told me that there is a fearsome beast in the Bleak Forest of the East. It is said that this beast can make flames come out of its mouth. Which of you noble knights will do battle with this terrible beast?'

Sir Gus was looking at a fly buzz around the room. so he did not hear much of what the king said. He did not see that his fellow knights had all taken a step back, leaving him standing alone in front of the king.

"Once again, Sir Gus the Utterly Fearless will save us!" proclaimed the king. as he patted the rather astonished knight on the back.

Sir Gus looked puzzled. The other knights smiled and chuckled.

assembly—a gathering of people for a common purpose

**noble**—of high birth or rank

astonished—very surprised

**puzzled**—unable to figure out something

**chuckled**—made a small laugh

What problem does King Alfred reveal in his speech to the knights?

He reveals the contents of the letter to the knights, telling them of the fearsome beast, and asking who will help.

Turn and Tell: By now. you have amassed quite a few adjectives describing Sir Gus. Talk with your partner about the adjectives you can find in this text. Why do the other knights stand back and then chuckle when the king thinks he has volunteered. How is the king's opinion of Sir

Gus different than the other knights' opinion of Sir Gus?

#### Activity Page 14.4



#### Wrap-Up

• If time permits, ask students to turn to Activity Page 14.4 and complete this activity page with a partner.

End Lessor

### Take-Home Material

#### REMINDER

• Remind students of the spelling assessment tomorrow.

#### **Lesson 14: Foundational Skills Remediation**

## Additional Support

#### MORE HELP WITH THE /ə/ + /L/ SOUND AND ITS SPELLINGS

- Use a **pocket chart** or **the board** or **chart paper** with a column for the 'el' and another for 'le' spellings.
- Copy the words on the following list onto **index cards** and give them to the students:

1.	candle	1. nickel
2.	mumble	2. camel
3.	sample	3. satchel
4.	stumble	4. gavel
5.	humble	5. vessel
6.	able	6. channel
7.	single	7. label
8.	middle	8. travel

Have students read the words and sort them into the correct column.

## 15

#### **REVIEW AND PRACTICE**

## Spelling Assessment

#### PRIMARY FOCUS OF LESSON

#### Language

Students will spell words featuring /ee/ > 'ie' and the Tricky Word water.

TEKS 2.2.C.i; TEKS 2.2.D; TEKS 2.3.A

#### Foundational Skills

Students will identify the meaning of and use words with affix /sh/ +  $/\theta$ / + /n/ > 'tion' and will complete fill-in-the-blank sentences with words featuring –tion. TEKS 2.3.C

reaturing –tion. TERS 2

#### Reading

Students will read "The Fearsome Beast" with purpose and understanding and will answer literal and inferential questions about key details in the text.

TEKS 2.6.C; TEKS 2.7.D; TEKS 2.8.C

Students will generate questions about the text. TEKS 2.6.B

#### **FORMATIVE ASSESSMENT**

Activity Page 15.1 Spelling Assessment

TEKS 2.2.C.i

**Observation Discussion Questions** "The Fearsome Beast"

**TEKS 2.8.C** 

**TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Language				
Spelling Assessment	Whole Group	20 min.	☐ Activity Page 15.1	
Foundational Skills				
Introduce /sh/ + /ə/ + /n/ > 'tion' (Phonics and Word Recognition)	Whole Group	5 min.	□ board	
/sh/ + /ə/ + /n/ Spelling Tree (Phonics)	Whole Group	5 min.	☐ Spelling Tree and branch leaves☐ tape	
Practice /sh/ + /ə/ + /n/ > 'tion'	Whole Group	10 min.	☐ Activity Page 15.2	
Reading				
Introduce the Chapter	Whole Group	5 min.	<ul><li>□ Sir Gus</li><li>□ Vowel Code Flip Book</li><li>□ Preview Spellings Chart (Digital Components)</li></ul>	
Read "The Fearsome Beast"	Whole Group	15 min.	□ Sir Gus	

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

- Today you will introduce students to the suffix –tion which is pronounced /shən/. Depending on whether you are using just one or several Spelling Trees representing the schwa sound, prepare either an entirely new tree or just a branch for the 'tion' spelling.
- Additionally, prepare these leaves: action, section, station, vacation, attention, invention, lotion, fiction, emotion, nation, caution, position.

#### Reading

#### Digital Component 15.1

- Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 15.1) to the board/chart paper or use the digital version.
- Prepare to display the Vowel Code Flip Book. You may wish to tab page 9.

Start Lesson

#### **Lesson 15: Spelling Assessment**

### Language



Primary Focus: Students will spell words featuring /ee/ > 'ie' and the 

↑ Tricky Word water. TEKS 2.2.C.i; TEKS 2.2.D; TEKS 2.3.A

#### **SPELLING ASSESSMENT (20 MIN.)**

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1.	relief	9. cookies
2.	movie	10. thief
3.	field	11. niece
4.	ladies	12. grief
5.	kitties	13. babies
6.	piece	14. achieve
7.	shield	Tricky Word: water
8.	yield	

**TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.A** Use print or digital resources to determine meaning and pronunciation of unknown words.

#### Activity Page 15.1



- Direct students' attention to the lines on the bottom of Activity Page 15.1.
- Tell students to write the sentence: Sir Gus liked hot water for his bath. Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will show them the correct spelling for each word so they can correct their own work.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then move on to the sentence.
- Then circle the following words on the board. Ask students to turn Activity Page 15.1 to the back, and write these words in alphabetical order.

1. cookies	3. achieve	5. babies
2. yield	4. thief	

- · Give students about five minutes to do this.
- Last, write the five words in alphabetical order for students to correct their work.

1. achieve	3. cookies	5. yield	
2. babies	4. thief		



#### Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1. At a time later today, you may find it helpful to use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you to understand error patterns that may require attention and remediation.

## $Foundational \ Skills$



**Primary Focus:** Students will identify the meaning of and use words with affix /sh/+/e/+/n/> 'tion' and will complete fill-in-the-blank sentences with words featuring –tion. **TEKS 2.3.C** 

#### INTRODUCE /SH/ + /ə/ + /N/ > 'TION' (5 MIN.)

**TEKS 2.3.C** 

- Tell students that today they will learn a word ending that includes the /ə/ sound. Write the 'tion' on that suffix, which is pronounced /shən/, is often added to the ends of words.
- Write the following words on the board, and ask students to read each word as you write it:
  - · action, section, portion, function, fiction, emotion
- Have students help you circle the spelling for the /shen/ sound ('tion'). Point out that -tion is a separate syllable. If students have difficulty sounding out these words, show them how to chunk the syllables.

#### /SH/ + /ə/ + /N/ SPELLING TREE (5 MIN.)

**TEKS 2.3.C** 

- Display the new branch on the /ə/ Tree.
- Show students the leaves one at a time. Tell them the *-tion* ending to a word usually signals a noun. Ask them to use each word in an oral sentence, noting the use of the word as a noun.
- Distribute the previously prepared leaves to student groups. Have students circle the 'tion' spelling that is pronounced /shən/.
- Ask students to read the word aloud to their class and use it in a different oral sentence, identifying the part of speech (some words can be both nouns and verbs, depending on how they are used in a sentence), and then tape the word to the branch.

**Note:** Please note that 'tion' is not in the Code Flip Books or Individual Code Chart.

**TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

#### Activity Page 15.2



#### PRACTICE /SH/ + /e/ + /N/ > TION' (10 MIN.)

- Have students tear out Activity Page 15.2.
- Tell students to read the words in the box. Each word will complete one of the sentences printed below the box.
- Have students write each word on the line where it fits best.

#### **Lesson 15: "The Fearsome Beast"**

## Reading



#### **Primary Focus**

Students will read "The Fearsome Beast" with purpose and understanding and will answer literal and inferential questions about key details in the text.

#### TEKS 2.6.C; TEKS 2.7.D; TEKS 2.8.C

Students will generate questions about the text. TEKS 2.6.B

#### Reader



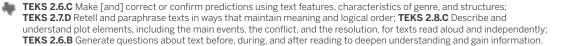
Page 76

#### INTRODUCE THE CHAPTER (5 MIN.)

• Tell students that today they will read about Sir Gus heading out to find and fight a fearsome beast.

#### **Preview Spellings**

- Begin by preteaching the Tricky Word eyes. Write eyes on the board, followed by the following written sentences. (Do not read these sentences aloud as you write them.)
- 1. We use our eyes to see.
- 2. Ben has brown eyes, but I have blue eyes.
- Model for students the different ways you can try sounding out the word eyes.
- Begin by using the first sentence. Say to students, "I know that 'e\_e' and 'ey' both may make the /ee/ sound, like in the words *compete* and *monkey* (write these on the board, underlining the spellings). I may try pronouncing this word /ee/ /s/. We use our /ee/ /s/ to see. /ee/ /s/ does not make sense!"
- Point to the 'y' spelling for /ie/ on Vowel Code Flip Book page 9. Tell students you also know 'y' can be a spelling for /ie/.



- Read the first part of the second sentence: "Ben has brown /ie//s/."
   Ask students if this would make sense in the sentence. Read the sentence to students. Say to students, "With this pronunciation and the context clues, does this make sense?"
- Read the last part of the second sentence together as a class. Say, "but I have blue /ie/ /s/".
- Preview the following spellings before reading today's story.

#### Digital Projection 15.1

/ə/ or /u/	/aw/ >'aw'	'ous' (adjective)	Tricky Words
awoke	yawned	dangerous	eyes
seldom			
appeared			
wagon			

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**doom—n.,** destruction, bad fate (76)

Example: They were filled with the feeling of doom and dread when they were walking through the dark cave.

**bandits—n.,** another word for *robbers* (76)

Example: The bandits got away with the money they took from the bank.

**bleak—adj.,** dreary, depressing (78)

Example: The empty town was bleak.

**dismal—adj.,** sad and scary (78)

Example: The empty house always looked dismal.

**swamp—n.,** land covered with marshy waters (78)

Example: There were many alligators in the swamp.

**carcass—n.,** the body of a dead animal (82)

Example: My cat brought the carcass of a mouse to the door.

#### Sayings and Phrases

**not eager**—not wanting to do something (76) Example: He was "not eager" to do the dishes.

**in spite of**—not helpful or causing problems (78)

Example: He climbed the mountain "in spite of" the bad weather.

Vocabulary Chart for "The Fearsome Beast"				
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary		doom bandits bleak dismal swamp carcass		
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases	not eager in spite of			

#### Support

Remind students they can examine the illustrations to help them understand the text.

#### **Purpose for Reading**

 Review with students the people/things Sir Gus has "battled" so far: a thief, a troll, and pirates. Ask students to tell you how Sir Gus defeated all of these characters. Point out that luck has been the reason Sir Gus has won all of these battles. Based on this pattern, ask students to predict how things will go with Sir Gus looking for a fearsome beast. Ask them to read today's story to find out if their predictions are correct.

#### READ "THE FEARSOME BEAST (15 MIN.)

#### **Whole Group**

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

#### Guided Reading Supports TEKS 2.6.B

• Remind students that if they do not understand a part of the story, they should ask questions.

TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information.

• Before going over the discussion questions, ask students to summarize the story. Lead them in doing this by first asking for the main characters of the story. Next ask them for the main events. Remind students that a summary of a story tells just the basics of what happened. Have a student summarize the story; they should say something like this: "Sir Gus went to fight the fearsome beast and was captured in the Woods of Doom by bandits. The fearsome beast came to attack the bandits and was blinded by Sir Gus's shining helmet. The fearsome beast stumbled into the Dark Dismal Swamp and sank into the mud. Sir Gus reported to King Alfred that the beast was now at the bottom of the swamp and the king thought Sir Gus had been very brave. Really, Sir Gus had just been lucky."

#### Wrap-Up

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

#### **Discussion Questions for "The Fearsome Beast"**

- 1. **Inferential.** How might Sir Gus have figured out which way is east?
  - » The sun rises in the east.
- 2. **Inferential.** Why do you think Sir Gus flips a coin?
  - » He did not know which way to go, so flipping a coin helped him to make a decision.
- 3. **Literal.** In which direction does Gus set off riding?
  - » north
- 4. **Literal.** What name is given to the woods where Sir Gus arrives?
  - » Woods of Doom
- 5. **Literal.** What happens to Sir Gus in the Woods of Doom?
  - » He is captured by bandits.
- 6. **Literal.** What other stories have you read about bandits?
  - » The Cat Bandit
- 7. **Literal.** Should Sir Gus be surprised that the Woods of Doom is a dangerous place?
  - » No: doom is a word for a bad fate or failure.
- 8. **Literal.** What adjectives can be used to describe the beast?
  - » fearsome, scary, big
- 9. **Literal.** How did Sir Gus drive away the beast?
  - » His shiny helmet blinded the beast, and it stumbled into the Dark Dismal Swamp.
- 10. **Literal.** Did Sir Gus tell the king that he killed the beast?
  - » No, he said that the beast was at the bottom of the swamp; he did not say he killed him and put him there.



#### Reading

#### **Reading Closely**

#### Beginning

Ask students yes/no questions using simple phrases to summarize the story: "Sir Gus flipped a coin to help him decide which way to go? Do you agree?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: "Sir Gus tells the king \_\_\_\_\_ but he doesn't tell him \_\_\_\_"

#### Advanced High

Encourage students to expand/or build on other students' responses and learned phrases.

ELPS 4.G; ELPS 4.I

- 11. **Literal.** Did Sir Gus really toss the beast's carcass into the Dark Dismal Swamp?
  - » no
- 12. **Inferential.** How do the other knights feel about Sir Gus? Find evidence from a story to support your answer.
  - » Answers may vary.



#### Observation: Discussion Questions

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

~ End Lesson ~

#### **Lesson 15: Foundational Skills Remediation**

### Additional Support

#### PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Pages TR 15.1 and TR 15.2** for each student. Distribute Activity Page 15.2 to students.
- Tell students that for each row, you will say one word. Tell students to circle
  the word that they hear you say. Read each word provided below, calling out
  each number to indicate the row that students should point to and look at as
  you read the word.

1. shovel	6. camel
2. candle	7. rumble
3. gravel	8. single
4. humble	9. travel
5. bundle	10. cancel

Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 15.2). Any student who scores less than 8 out of 10 needs further remediation.

#### **Code Knowledge**

Before today's lesson, if students read 1,000 words in a trade book, on average 850–926 of those words would be completely decodable.

After today's lesson, if students read 1,000 words in a trade book, on average 859–926 of those words would be completely decodable.

The ending -tion is generally pronounced /sh/ + /ə/ + /n/, however, there are a few exceptions (e.g., question).

# 16

#### **REVIEW**

## Suffix -tion

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will decode words with the common suffix  $\frac{1}{2} \frac{1}{2} \frac{$ 

#### **TEKS 2.3.C**

#### Reading

Students will partner read "The Fearsome Beast" and will close read the text by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult passages in the text. TEKS 2.6.F; TEKS 2.7.E; TEKS 2.8.C

Students will discuss the author's use of print and graphic features to achieve specific purposes. TEKS 2.10.C

#### Language (Spelling)

Students will read words with 'y' > /ee/, /i/, /ie/, and /y/. TEKS 2.2.B.i
Students will spell one-syllable and multisyllabic words with closed syllables.

#### TEKS 2.2.C.i

#### **FORMATIVE ASSESSMENT**

Activity Page 16.1 Fill in the Blanks /u/ and /ə/

TEKS 2.2.B.i

**Activity Page 16.2 Story Sequence** "The Fearsome Beast"

**TEKS 2.8.C** 

TEKS 2.3.C Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; TEKS 2.6.F Make inferences and use evidence to support understanding; TEKS 2.7.E Interact with sources in meaningful ways such as illustrating or writing; TEKS 2.8.C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; TEKS 2.10.C Discuss the author's use of print and graphic features to achieve specific purposes; TEKS 2.2.B.i Demonstrate and apply ponetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Foundational Skills					
Review /sh/ + / $\theta$ / + /n/ > 'tion' (Phonics)	Whole Group	5 min.	☐ /ə Spelling Tree with 'tion' branch		
Practice /ə/, /ə/ + /l/, and /u/ (Phonics)	Independent	15 min.	☐ Activity Page 16.1		
Reading					
Close Read "The Fearsome Beast"	Whole Group	25 min.	☐ Sir Gus ☐ Activity Page 16.2		
Language (Spelling)					
Introduce Spelling Words	Whole Group	15 min.	<ul> <li>□ Individual Code Chart</li> <li>□ spelling words on index cards</li> <li>□ tape</li> <li>□ Activity Page 16.3</li> </ul>		
Take-Home Material					
Spelling Letter			☐ Activity Page 16.3		

Lesson 16 Review: Suffix -tion

#### **ADVANCE PREPARATION**

#### **Foundational Skills**

 Many of this week's spelling words begin with the same letter and thus far students have learned to put words in alphabetical order based on just the initial letter of each word. For this reason, you will practice putting only a selected number of spelling words in alphabetical order today. Write only these words on index cards: yelled, myth, symbol, cry, frying, lying, edge. (Later in the year, students will learn how to alphabetize using the second letter in a word.)

Start Lesson

## Foundational Skills



**Primary Focus:** Students will decode words with the common suffix

h /sh/ + / $\theta$ / + /n/ > 'tion'. TEKS 2.3.C

#### REVIEW /SH/ + /ə/ + /N/ > TION' (5 MIN.)

- Tell students they have learned many spellings for the /ə/ sound.
- Point to each of the following branches of the /ə/ Tree(s) and name the spelling, reading one sample word from each branch: /ə/ > 'a', 'e', /ə/ + /l/ > 'al', 'il', 'ul', 'el', 'le'.
- Now point to the 'tion' branch and have students read the leaves with the 'tion' spelling.

#### PRACTICE $/\theta/$ , $/\theta/ + /L/$ , AND /U/(15 MIN.)

- Have students turn to Activity Page 16.1. Students will now practice the spellings they have learned in Unit 5.
- Read the words aloud from the word boxes on the front and back as a class, circling the spellings as you go.
- Tell students that there are eight words in each box, but only six sentences. This means words will be left over. Ask students to complete this activity independently.





**TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.

Skills 5



#### Activity Page 16.1: Fill in the Blanks

Collect and review Activity Page 16.1 to monitor students' progress with reading words with spelling alternatives for /u/ and /e/.

## Lesson 16: Close Reading: "The Fearsome Beast" Reading



**Primary Focus:** Students will partner read "The Fearsome Beast" and will close read the text by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult passages in the text. **TEKS 2.6.F; TEKS 2.7.E; TEKS 2.8.C** 

Students will discuss the author's use of print and graphic features to achieve specific purposes. **TEKS 2.10.C** 

#### CLOSE READ "THE FEARSOME BEAST" (25 MIN.)

- Since students have already read "The Fearsome Beast" in the previous lesson, lead students in a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identify and discuss general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or ideas that require inferences.
  - Engage students in a culminating writing activity completed independently, if possible.
- Students may respond to the questions you present in many ways. You can
  change the way in which you ask for students' responses in each lesson, or
  even during the lesson, to improve student engagement.
- For today's lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response, before one student then raises his/her hand to respond.

Reader



Page 76

#### Support

Remind students that adjectives are words that describe nouns. Tell students to listen carefully for adjectives that describe Sir Gus in this story.

**TEKS 2.6.F** Make inferences and use evidence to support understanding; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.10.C** Discuss the author's use of print and graphic features to achieve specific purposes.

#### **Teacher Overview**

Key Idea and Key Details: The key idea of "The Fearsome Beast" is that Sir Gus starts out on the journey to find the fearsome beast. Key details of the text include: Sir Gus doesn't know which way to go. Sir Gus gets kidnapped by a group of bandits. The fearsome beast sneaks up on the bandits as they sleep. Sir Gus stands up and by accident blinds the beast with the sun's reflection from his armor. The beast falls into the swamp and dies. Sir Gus is rescued from his bindings by a hunter and makes his way back to the kingdom. Once again he is hailed as a hero.

**Synopsis:** The story "The Fearsome Beast" is about another threat to King Alfred's kingdom and Sir Gus's accidental rescue of everyone in the kingdom.

Skills 5

#### Lesson

#### **Text from Reader**

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### **Vocabulary Instruction**

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### **Text-Dependent Questions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 76

The next morning, long after everyone else had eaten their morning meal, Sir Gus awoke, much rested but not eager to set off. He yawned. He stretched. He took a bath. He had lunch. At last, he mounted his horse. But he soon faced another problem: he could not tell which way was east.

Sir Gus could seldom tell which way to travel. He rarely saw the morning sun, so he did not know that it rose in the east. But knowing that he did indeed need to begin, he sniffed the afternoon air, flipped a coin, and rode north.

Sir Gus rode north into the Woods of Doom. He rode for a week. The days got shorter and colder. Sir Gus did not know why.

Another thing Sir Gus did not know was that the Woods of Doom were very dangerous. So he was not prepared when, from out of nowhere, there appeared a band of armed men. The men were bandits. They grabbed Sir Gus and tied him up.

**not eager**—not wanting to do something

seldom—not very often
armed—having a weapon

Using the adjectives in the text and the illustration, describe Sir Gus.

Would you say that Sir Gus is a "morning person"— someone who wakes up without difficulty in the morning? Find evidence in the text.

TEKS 2.10.C

Answers may vary, but should include adjectives from this selection as well as previous selections.

Sir Gus is not a "morning person." In this selection, Sir Gus yawned, stretched and was not eager to set off. He seemed to have difficulty starting his day. The text also says that Sir Gus rarely saw the morning sun, so we can infer that he is probably not a "morning person."

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TEKS 2.10.C Discuss the author's use of print and graphic features to achieve specific purposes.

Lesson 16 Review: Suffix –tion

#### **Text from Reader**

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#### **Vocabulary Instruction**

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### **Text-Dependent Questions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 78

The bandits bundled Sir Gus into the back of a wagon.
Then, with much speed, they began to travel southeast.

About a week later, the bandits arrived at the Bleak Forest of the East. There, not far from the Dark Dismal Swamp, they made camp. The bandits had some dinner and went to sleep.

The next morning, while the bandits were still sleeping, something deep inside the forest began to creep closer to their camp. It was the fearsome beast. It had eyes of red flame. It had claws that could shred the hardest stone. It shot fiery flames that could melt metal. And it was going to pounce on the sleeping men.

Sir Gus had relaxed for the better part of a week as he bumped along in the wagon. He was feeling well rested. So, in spite of the fact that it was morning, and in spite of the fact that his arms were tied, he decided to try to get up.

**bundled**—tied up like a package

**dismal**—sad and scary

**made camp—**created a place on the ground to sleep

fearsome—very scary

**creep**—to move along at a slow pace

**pounce**—to jump upon something quickly

**better part**—an expression of time passing

in spite of—without being
affected

Using the adjectives in the text on this page and some of your own, describe how Sir Gus looked "bundled" up.

Acceptable answers should include that his arms are tied up and other details may be added.

Skills 5

#### Lesson

#### **Text from Reader**

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### **Vocabulary Instruction**

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

### **Text-Dependent Questions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### Page 80

After a long struggle, Gus was able to stand up in the wagon. Just as he stood up, the fearsome beast grunted and charged in to attack. Sir Gus spun around as best he could to see what had made the sound. The bright morning sun shone on his shiny helmet. The sunlight bounced off his helmet and shone on the fearsome beast.

The flash of sunlight shone in the eyes of the fearsome beast and blinded it. The beast screamed and ran away. But it could not see. It ran into the Dark Dismal Swamp and sank in the deep mud.

The bandits, having woken with a start, fled as well. They scrambled into the wagon and drove away as quickly as they could. As they drove off, Gus fell out of the wagon. He landed on the ground with a thud."

**struggle**—to make a big effort to do something

**spun**—turned quickly

**shone**—past tense of shine

woken with a start having woken up quickly, being frightened

**fled**—having run away

Have students move to the floor area of the classroom and demonstrate the movement Sir Gus would have made as he tried to stand and then as he spun around.

Then have students mime the movements of the fearsome beast as it is blinded and runs off to become trapped in the mud, sinking to its death. Both movement activities should be based on the adjectives in the text. As the teacher, you might read, "After a long struggle ..." Pause and have students struggle on the floor. Then read, "Just as he stood up ..." Have students stand up, and so on through the rest of the page.

Lesson				
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction  As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using differer pieces of evidence.  Inferences must be grounded logically in the text.	
Page 82  Sir Gus the Utterly Fearless lay on the ground for two days, unable to get up. At last a hunter spotted him and untied him.  Sir Gus thanked the hunter. Then he made his way back to the king's palace on foot.  When he arrived, the king was just sitting down for his dinner. Sir Gus knelt and spoke to him.  "Your majesty," he said, "I am happy to report that the fearsome beast lies at the bottom of the Dark Dismal Swamp."  "Well done, Sir Gus!" said the king. "Well done!"  The king called all his knights to a meeting.  "Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp," the king announced. "Thanks to his brave actions, the kingdom is safe. You may all go home."	on foot—walking along, not on horseback carcass—the body of a dead animal	King Alfred tells all the knights: "Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp." Is that really what happened?	Sir Gus does not correct the king. Sir Gus is lying by omission by not telling the king what actually happened.	

Skills 5

• If time permits, direct students to complete Activity Page 16.2, sequencing the events of the story, with their partner. Guide students in referring to their reader as they complete this activity.



#### Activity Page 16.2: Story Sequence

Collect and review Activity Page 16.2 to monitor individual students' ability to sequence the events of "The Fearsome Beast."

Lesson 16: The 'y' Spelling and Sounds

### Language



**Primary Focus:** Students will read words with 'y' > /ee/, /i/, /ie/, and /y/.

**TEKS 2.2.B.i** 

Students will spell one-syllable and multisyllabic words with closed syllables.

**TEKS 2.2.C.i** 

#### **INTRODUCE SPELLING WORDS (15 MIN.)**

**TEKS 2.2.C.i** 

- Tell students that their spelling words for this week have the tricky spelling 'y'. Have students look at their Individual Code Charts. Ask them to tell you the four sounds 'y' represents (/ee/, /i/, /ie/, /y/) and give an example word for each. Have students take out Activity Page 16.3 and look at their spelling words while you read them aloud. After each word, have students tell you which sound the spelling 'y' represents.
- 1. yelled 6. symbol 11. yawn 2. yarn system 12. sticky vellow cry 13. lying 4. 9. frying 14. energy yes myth 10. satisfy Tricky Word: edge
  - Write the word *gem* on the board. Ask students how they would pronounce *gem*. Circle the 'g' and remind them that this is pronounced /j/. Now write the Tricky Word *edge* on the board. Tell students that they might try to pronounce this word /e//d//g/ or /e//d//g//ee/. In fact, this word is pronounced /e//j/.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

#### Activity Page 16.2



#### Activity Page 16.3



#### Challenge

Ask students to write a sentence for three spelling words. For extra points, have students write three connected sentences. (Yellow is a pretty color. I have a sweater made of yellow yarn. I cry when my brother spills milk on my sweater.).

- Tape the selected spelling word cards to the board in random order, reading them aloud as you go.
- Hold up the word cards for *edge* and *myth*. Ask students, "Which letter comes first in the alphabet, 'e' or 'm'?"
- Tape the word card for *edge* on the board when students answer 'e'. (You are not matching the letter with the alphabet strip.) Tape the word card for *myth* underneath *edge* on the board, leaving space between the cards.
- Hold up the word cards for *cry* and *frying*. Ask students, "Which letter comes first in the alphabet, 'c' or 'f'?"
- When students say 'c', tape the word card for cry on the board above edge and the word card for frying underneath edge, leaving space between the cards.
- Slowly sing the alphabet song, stopping and pointing to the first letter in each word when you sing the matching letter: "A B C (point to 'c' in cry)

  D E (point to 'e' in edge) F (point to 'f' in frying) G H I J K L M (point to 'm' in myth) . . ."

End Lesson

### Take-Home Material

#### **SPELLING LETTER**

- Have students take home Activity Page 16.3.
- Remind students that they should practice their spelling words each night.

Lesson 16: Foundational Skills Remediation

### Additional Support

#### MORE HELP WITH SPELLING ALTERNATIVES

- Cut out ten slips of paper.
- Write six decodable adjectives with /ə/ + /l/ sound on five of the slips of paper, one adjective per slip.
- Write six decodable nouns containing the *-tion* suffix on five of the slips of paper, one noun per slip.

Activity Page 16.3



- Stack the adjective slips of paper and staple their top edge to a sheet of card stock.
- Stack the noun slips of paper and staple their top edge to the sheet of card stock, to the right of the adjectives.
- By lifting the slips of paper, the students can make and read up to twenty-five decodable phrases, many of which may be silly.

#### Adjectives and Nouns with $/\partial/ + /I/$ and $/sh/ + /\partial/ + /n/$

- Adjectives: emotional, fictional, sensational, optional, evil, awful
- **Nouns:** *lotion, invention, dictionary, vacation, action, potion*

#### Adjectives and Nouns with /u/

- Adjectives: wonderful, confused, lovely, grumpy, innocent, handsome, jealous, funny, victorious, loathsome
- Nouns: monkey, potato, slug, glove, cousin, skeleton, uncle, dove, country, astronaut

#### Adjectives and Nouns with /ə/

- Adjectives: important, heroic, appealing, severe, neglected, dramatic
- Nouns: adult, pedestrian, balloon, goddesses, pecans, giant

#### Adjectives and Nouns with /ə/ + /l/

- Adjectives: normal, flexible, cheerful, dismal, marvelous, tranquil, invisible, sullen, fossilized, disheveled
- Nouns: animal, apple, camel, shovel, pencil, beetle, criminal

Lesson 16 Review: Suffix –tion

**LESSON** 

# 17

#### WRITING

# Plan a Narrative Ending

#### PRIMARY FOCUS OF LESSON

#### **Language (Grammar)**

Students will identify the verbs in sentences, will distinguish between the present and past tense, and will provide the present- and past-tense versions of verbs.

TEKS 2.2.C.vi

#### Writing

Students will brainstorm an alternative ending to a chapter from *Sir Gus* and will write a new ending for the chapter. TEKS 2.11.A

**TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming.

#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Language (Grammar)	Language (Grammar)					
Review Action Verbs and to be	Whole Group	10 min.				
Review Present- and Past-Tense Verbs	Whole Group	20 min.	<ul><li>□ Activity Page 17.1</li><li>□ Activity Page 17.1 (Digital Components)</li></ul>			
Writing	Writing					
Write a Different Ending	Whole Group	30 min.	<ul> <li>□ Sir Gus</li> <li>□ Activity Pages 17.2</li> <li>□ board or chart paper</li> <li>□ Activity Page 17.2         <ul> <li>(Digital Components)</li> </ul> </li> </ul>			
Take-Home Material						
Alphabetical Order			☐ Activity Page 17.3			

#### ADVANCE PREPARATION

#### Langauge

#### Digital Component 17.1

• Create an enlarged version of Activity Page 17.1 or use the digital version.

#### Writing

• Select one of the chapters from the *Sir Gus* Reader that students have already read to use today with students in creating a different ending to the story.

#### Digital Component 17.2

• Create an enlarged version of Activity Page 17.2 or use the digital version.

Start Lesson

#### **Lesson 17: Changing Action Verb Tense**

### Language



**Primary Focus:** Students will identify the verbs in sentences, will distinguish between the present and past tense, and will provide the present- and past-tense versions of verbs. TEKS 2.2 C vi

versions of verbs. TEKS 2.2.C.vi

#### Support

Have the target group repeat the sentences or phrases before identifying the verbs.

#### REVIEW ACTION VERBS AND TO BE (10 MIN.)

- Remind students they have learned about verbs. Ask them to recall the two kinds of verbs they have learned. (action and to be)
- Tell students you are going to orally review some verbs by playing a game.
- Divide students into four groups.
- Tell students that you will read a sentence to one group of students, and they will identify the verb in the sentence. All other groups should think of the answer as well, just in case the group called upon gives the wrong answer. After one group responds, ask students in each of the other groups to use a "thumbs-up or thumbs-down" signal to indicate if they agree.
- Use sentences or phrases from the following box.
- The group with the most points wins.

**TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Skills 5

- 1. Dad fixed the dinner.
- 2. I really like ice cream.
- 3. Mom scooped a generous portion on my plate.
- 4. The witch mixed a magic potion
- 5. The car tire is flat.
- 6. We painted our house yellow.
- 7. We rode on a train.
- 8. The girls played on the swings

- 9. The key is in the ignition.
- 10. I ate a huge portion.
- 11. We stopped at the gas station.
- 12. They looked in the dictionary.
- 13. The little boy is sick.
- 14. She wrote a letter on stationery.
- 15. He is my best friend,

#### REVIEW PRESENT- AND PAST-TENSE VERBS (20 MIN.)

- Tell students we can change the form of a verb to indicate whether something is happening now, happened in the past, or will happen in the future.
- Give an example of a single verb in three tenses [e.g., "I walk." (present tense), "I walked." (past tense), "I will walk." (future tense)].
- Tell students that today you will focus on verbs in the present and past tense.
- Tell students that *past tense* means something has already happened and is over and done. *Present tense* means something is currently taking place.
- Give some examples orally with the students: "I paint today." (present) "Yesterday, I painted." (past).

#### Digital Component 17.1

• Complete Activity Page 17.1 as a teacher guided activity.



#### Check for Understanding

Call on different students as you complete Activity Page 17.1. Monitor student responses, making note of any student who appears to struggle or who hesitates in responding.



#### Language

#### Interacting in Meaningful Ways

#### Beginning

Ask yes/no questions using simple phrases: "Is talked a verb?"

#### Intermediate

When asking a question, provide students with a specific sentence frame for answering: "Is *talked* the past tense of talk?" "Yes, *talked* is the \_\_\_\_\_."

#### Advanced/ Advanced High

Encourage students to expand and/or build on other students' responses and learned phrases.

#### ELPS 3.F

#### Activity Page 17.1



# Writing Weight



**Primary Focus:** Students will brainstorm an alternative ending to a chapter from Sir Gus and will write a new ending for the chapter. TEKS 2.11.A

#### WRITE A DIFFERENT ENDING (30 MIN.)

- Tell students that today they will learn how to change the ending of a story. They should listen carefully as you read a familiar story.
- · Read a chapter of your choice from Sir Gus.
- Tell students you will begin by brainstorming "What if?" questions specific to the story you just read that might help them think of a different way the story might end.

#### Digital Component 17.2

- Use one or two of these questions to model how to ask a "What if?" question. Ask students to record the questions on Activity Page 17.2:
  - What if Sir Gus had not?
  - What if King Alfred had \_\_\_\_ ?
  - What if the knights had not \_\_\_\_\_?
- Then ask students to brainstorm one or two "What if?" questions as a class.
- Tell students you will choose one of the questions to help you think of a new ending.
- Tell students you will now write a new ending to the story, based on the answer to the question you select.
- Model writing a new ending on the board/chart paper, talking aloud to model what you are thinking as you write. Encourage students to offer suggestions.
- Tell students that in the next lesson they will plan a new ending with a partner for another story.





Support

Ask interactive, meaningful questions using simple language. For example, "What do you think? What should we change in the story?"

Reader



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TEKS 2.11.A Plan a first draft by generating ideas for writing such as drawing and brainstorming.

### Take-Home Material

#### ALPHABETICAL ORDER

• Ask students to complete Activity Page 17.3 at home.

#### **Lesson 17: Foundational Skills Remediation**

### Additional Support

#### MORE HELP WITH PARTS OF SPEECH

- Make one copy of **Activity Page TR 17.1** for each student and distribute.
- Ask students to read a sentence. Then have them underline nouns and draw a squiggly line under verbs in the sentence.
- Help students identify adjectives and draw a box around those.
- As students are ready, work with them to recognize the subject of the sentence and circle it.
- You may also write one sentence at a time on the board/chart paper to work with in a small group.

#### PROGRESS MONITORING (OPTIONAL)

- Make one copy of Activity Pages TR 17.2 and TR 17.3 for each student.
   Distribute Activity Page 17.2.
- Tell students that for each row, you will say one word. Tell students to circle
  the word that they hear you say. Read each word provided below, calling out
  each number to indicate the row that students should point to and look at as
  you read the word.

Activity Page 17.3



1. action	6. station
2. fiction	7. sensational
3. emotional	8. potion
4. option	9. invention
5. dictionary	10. operational

Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 17.3). Any student who scores less than 8 out of 10 needs further remediation.

# 18

#### WRITING

# Plan a Narrative Ending

#### PRIMARY FOCUS OF LESSON

#### Language (Grammar)

Students will identify the verbs in oral sentences and will indicate whether the verbs are in the present or past tense. TEKS 2.11.D.i; TEKS 2.11.D.ii

#### Writing

Students will work in pairs to brainstorm alternative endings to the story "Fire!"

TEKS 2.11.A

#### Reading

Students will read "The King's Birthday" and will write a summary of the characters and key events in the text. TEKS 2.4; TEKS 2.7.D; TEKS 2.8.C

#### **FORMATIVE ASSESSMENT**

Activity Page 18.2 Plan a Different Story Ending

TEKS 2.11.A

Observation Anecdotal Reading Record

"The King's Birthday"

**TEKS 2.4** 

**Activity Page 18.3 Summarize** "The King's Birthday"

TEKS 2.7.D

**TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; **TEKS 2.11.A** Plan a first draft by generating ideas for writing such as drawing and brainstorming; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

#### LESSON AT A GLANCE

	Grouping	Time	Materials	
Language (Grammar)				
Review Present- and Past-Tense Verbs	Whole Group	10 min.	☐ Wiggle Cards	
Writing				
Plan a Different Story Ending	Whole Group	25 min.	☐ Activity Pages 18.1, 18.2	
Reading				
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)	
Read "The King's Birthday"	Partner	20 min.	☐ Sir Gus ☐ Activity Page 18.3	
Take-Home Material				
"The King's Birthday"			☐ Activity Page 18.4	

#### ADVANCE PREPARATION

#### Language

 Choose several Wiggle Cards with a clear action verb for the "Review of Verbs" activity.

#### Reading

#### Digital Component 18.1

- Create the Preview Spellings chart for Introduce the Chapter (Digital Component 18.1) on the board/chart paper or use the digital version.
- Gather images for the Core Vocabulary words feast and joust to help students understand the definitions.

Start Lesson

#### Lesson 18: Review Verbs

### Language



**Primary Focus:** Students will identify the verbs in oral sentences and will indicate whether the verbs are in the present or past tense. **TEKS 2.11.D.i; TEKS 2.11.D.ii** 

#### REVIEW PRESENT- AND PAST-TENSE VERBS (10 MIN.)

- Remind students they have learned two types of verbs. Ask students to identify the names of these verb types. (action and to be) Remind students that an action verb shows what someone is doing, like sleep or swim, and to be verbs include are, am, and is in the present tense, and was and were in the past tense.
- Tell students that today they will review just the present and past tense of action verbs.
- Hold up a Wiggle Card and ask the class to read the card and perform the action. Ask a student to tell you the verb on the card. Ask students if this is present or past tense.

**Note:** All of the Wiggle Cards are present tense, but the goal is to have students practice identifying whether they are past or present tense.

**TEKS 2.11.D** Edit drafts using standard English conventions, including (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense.

- Next ask a student to use the Wiggle Card in a complete sentence in the
  present tense. Remind students that a complete sentence has both a subject
  and a predicate. The subject includes nouns, who or what the sentence is
  about, the predicate includes a verb that describes what the subject is or
  does. Guide students in adding a subject to the Wiggle Card to create a
  complete sentence in the present tense.
- Then ask another student to tell you the past-tense form of the same verb and use it in a complete sentence.
- Repeat with several different Wiggle Cards and students as time permits.



#### Check for Understanding

Ask students to identify how a present tense verb is generally changed to create the past-tense and to give an answer that shows what they mean. (You form the past tense of most verbs by adding –ed to the word. The past tense of the word bang is banged. "I banged my head on the door.")

#### **Lesson 18: Different Endings for Stories**

### Writing



**Primary Focus:** Students will work in pairs to brainstorm alternative endings to the story "Fire!" **TEKS 2.11.A** 

#### Activity Page 18.1



#### Support

If the "What if?" activity lacks momentum, try changing the dynamic by rotating partners once or twice. Tell students to share their "What if?" questions with the new partner and think up a few more. They can add the new questions to the initial one(s).

#### PLAN A DIFFERENT STORY ENDING (25 MIN.)

- Tell students that in the last lesson they worked as a class to change the ending of a story. Today they will work with a partner to plan a different ending to another story.
- Have students take out Activity Page 18.1. Tell students this is only part of the story "Fire!" Remind students that in this story, Sir Gus is going to fight a troll who is living in a cave.
- As a class, read Activity Page 18.1.
- Ask students, "How did the story 'Fire!' end after this?" (Sir Gus was so scared that he fainted, his torch lit the ground and cave on fire, the troll ran away to escape the fire, and all the knights thought Sir Gus had been brave.)

TEKS 2.11.A Plan a first draft by generating ideas for writing such as drawing and brainstorming.

- Brainstorm one "What if?" question as a class. Briefly, discuss how this question could lead to a new ending.
- Pair students with partners and ask them to brainstorm "What if?" questions, elaborating on the different ending on the back of Activity Page 18.2 with their partners.
- Encourage students to try to come up with at least five "What if?" questions, each of which suggests the possibility of a different ending, with their partners. Tell students after they record their "What if?" questions on Activity Page 18.2, they should select and circle one question to use to help write a new ending to "Fire!"
- Give students 15 minutes to brainstorm and record ideas, elaborating on the different ending on the back of Activity Page 18.2. Circulate around the room to help students think about how their "What if?" questions could lead to a new ending. If time permits, ask students to share their chosen "What if?" question with the class. Tell students that tomorrow they will rewrite the ending to "Fire!" with their partners.



#### Activity Page 18.2: Plan a Different Story Ending

Collect Activity Page 18.2 to be certain that all students have selected a question/scenario for a different ending and have listed and elaborated ideas of what happens next. Make simple suggestions on students' papers. Take note of any students who appear to need more support. Be prepared to return Activity Page 18.2 tomorrow.

### Lesson 18: Partner Reading: "The King's Birthday"

## Reading



**Primary Focus:** Students will read "The King's Birthday" and will write a summary of the characters and key events in the text. **TEKS 2.4**; **TEKS 2.7.D**; **TEKS 2.8.C** 

#### INTRODUCE THE CHAPTER (5 MIN.)

• Tell students that today they will read with a partner about the beginning of King Alfred's birthday party. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Activity Page 18.2







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#### Support

Display the images you gathered to illustrate feast and jousting.

#### **Preview Spellings**

• Preview the following spellings before reading today's story.

#### Digital Component 18.1

/ə/ > 'a'	/u/ > 'ou'	/ə/ + /l/ > 'le'	/u/ > 'o'
thousand	nervous	candles	months
amazed			coming
royal			wonderful
Ivan			

#### **Preview Core Vocabulary**

**feast—n.,** a large meal served for many guests (84)

Example: There was a large feast in the king's honor.

**jousting—n.,** a competition between two knights on horseback who try to knock each other off their horses with their lances (84)

Example: On a field trip we saw a reenactment of jousting.

**sire/majesty—n.,** a respectful title used when speaking to kings in medieval times (86)

Example: Sire, I wish you a very happy birthday. Majesty, I hope you have a wonderful day.

**boasted—v.,** bragged (86)

Example: She boasted that she could beat anyone at kickball.

#### Sayings and Phrases

**file out—**leave a place as a group (86)

Example: Soldiers "file out" of the fort at the end of training.

Vocabulary Chart for "The King's Birthday"				
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words	
Core Vocabulary	jousting sire/majesty	feast boasted		
Multiple-Meaning Core Vocabulary Words				
Sayings and Phrases	file out			

#### **Purpose for Reading**

 Tell students that they should read today's story to find out what will take place at King Alfred's birthday party.

#### READ "THE KING'S BIRTHDAY" (20 MIN.)

#### **Partner Reading**

• Remind students of the partner reading process.



#### Observation: Anecdotal Reading Record

As students work in pairs, circulate throughout the room listening to different students read. Make note of individual students' reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Ask students if there were any parts of the story they did not understand and if they asked their partners questions.
- Ask students to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
   Now ask students to write their own summary on Activity Page 18.3, as well as complete the remainder of the page.

#### Activity Page 18.3



#### Activity Page 18.3: Summarize

Collect and review Activity Page 18.3 to identify the students who had trouble summarizing "The King's Birthday." Follow up with a small-group review of summarizing.

End Lesson

### Take-Home Material

#### "THE KING'S BIRTHDAY"

 Have students take home Activity Page 18.4 and read the story with a family member.

Activity Page 18.4



**Lesson 18: Foundational Skills Remediation** 

### Additional Support

#### MORE HELP WITH PRESENT- AND PAST-TENSE ACTION VERBS

- Choose an animal and have students list ten present-tense verbs describing the animal's actions. Make a running list of the verbs on the board and use them in a free-verse poem about the animal. "Cats run and play. Cats chase their tails. Cats jump on beds and tables and counters and . . ." etc.
- Guide students in transforming each present tense verb into the past tense.

#### WRITING

# Draft and Edit a Narrative Ending

#### PRIMARY FOCUS OF LESSON

#### **Language and Foundational Skills**

Students will identify verbs in oral sentences as present or past tense and will identify the vowel sound and spelling in each verb. TEKS 2.2.B.i; TEKS 2.11.D.ii

#### **Language (Grammar)**

Students will convert present-tense verbs to the future tense. TEKS 2.11.D.ii

#### Writing

Students will work in pairs to write a new ending to a story from *Sir Gus* and will use an editing checklist to edit the new ending. TEKS 2.11.C; TEKS 2.11.D.x;

TEKS 2.11.D.xi; TEKS 2.12.A

#### **FORMATIVE ASSESSMENT**

Activity Page 19.1 The Future Tense

TEKS 2.11.D.ii

Activity Page 19.2 New Ending

TEKS 2.12.A

Activity Page 19.3 Editing Checklist

TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi



TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.11.D.ii Edit drafts using standard English conventions, including past, present, and future verb tense; TEKS 2.11.C Revise drafts by adding, deleting, or rearranging words, phrases or sentences; TEKS 2.11.D Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Language and Foundational Sk	Language and Foundational Skills				
Verb Tense and Vowel Code Review	Whole Group	10 min.	☐ Individual Code Charts		
Language	Language				
Review Future-Tense Verbs	Whole Group	20 min.	☐ Activity Page 19.1		
Writing					
Write and Edit a Different Ending	Whole Group	30 min.	☐ Activity Pages 19.2, 19.3		

Lesson 19: Review

### Language and Foundational Skills



Primary Focus: Students will identify verbs in oral sentences as present or past tense and will identify the vowel sound and spelling in each verb.

TEKS 2.2.B.i: TEKS 2.11.D.ii

#### **VERB TENSE AND VOWEL CODE REVIEW (10 MIN.)**

- Complete the following oral activity to review present- and past-tense verbs as well as spellings for selected vowel sounds.
- Say, "He wiggled his toes," and ask a student to identify the verb. (wiggled)
- Ask another student to identify the verb as present tense or past tense. (past)
- Once students have correctly identified the verb, repeat the phrase and ask a student to identify the first vowel sound in the word wiggled. (/i/) Encourage students to use the Individual Code Chart for extra help.
- Once the vowel sound has been correctly identified, ask students to point to the row in the Individual Code Chart showing the spelling or spellings students have learned for this sound.
- Ask students to point to the spelling for the sound. Students should be able to summarize what the class has learned. For example, "We learned to spell the sound /i/ with the letter 'i".
- Repeat these steps with the additional sentences below.
- 1. They wait for the bus. (wait /ae/, present) (Individual Code Chart p. 8)
- She likes me. (likes /ie/, present) (Individual Code Chart p. 8)
- We asked for directions. (asked /a/, past) (Individual Code Chart p. 7) 3.
- I floated in the pool. (floated /oe/, past) (Individual Code Chart p. 8)
- 5. We eat dinner at six. (eat /ee/, present) (Individual Code Chart p. 8)
- He cried. (cried /ie/, past) (Individual Code Chart p. 8)

Code Materials



#### Support

Write the sounds, their spellings, and the word examples on the board to give a visual to the oral discussion.

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.11.D.ii Edit drafts using standard English conventions, including past, present, and future verb tense.

#### **Lesson 19: Grammar**

### Language



**Primary Focus:** Students will convert present-tense verbs to the future tense.

#### TEKS 2.11.D.ii

#### REVIEW FUTURE-TENSE VERBS (20 MIN.)

- Tell students they have been studying the present- and past-tense forms of verbs. Ask students to tell you what it means if something is in the past tense. (It is an action that has already happened.)
- Ask students to tell you what it means if a verb is in the present tense. (The action is happening right now.)
- Explain that the future tense is made by adding the word will in front of the base form of the verb: I swim. > I will swim. The future tense indicates the action will happen at some time in the future; it is going to happen.
- Explain that the future tense is much more regular—and much less complicated—than the past tense.
- Have students turn to Activity Page 19.1. Work as a class to complete the chart at the top of the page, changing present-tense verbs to future tense.
- Ask students to respond to the writing prompt by writing a paragraph or a
  list of complete sentences describing things they will do when they grow up.
  Remind students that they will be writing about something that will happen in
  the future so they should consistently use the future tense form of all verbs.
- If time permits, ask students to share their work, focusing on the future tense verbs they used.



#### Activity Page 19.1: The Future Tense

Collect and review Activity Pages 19.1. Discuss your observations with students. Encourage them to ask questions or offer solutions related to the insights you provide.

**TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

#### Activity Page 19.1



# Writing Writing



**Primary Focus:** Students will work in pairs to write a new ending to a story from *Sir Gus* and will use an editing checklist to edit the new ending.

TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.A

#### WRITE AND EDIT A DIFFERENT STORY ENDING (30 MIN.)

- Tell students that today they will be writing the new ending to the story "Fire!" they planned with a partner.
- Return Activity Page 18.2 to all students and call to their attention any suggestions you have made.
- Tell student partners to talk about the new ending before writing it on Activity Page 19.2.
- Tell students that when they finish with their new endings, they should use the Editing Checklist (Activity Page 19.3) to edit the writing together.
- If there is time, you may ask students to share their writing or drawings with the class.



#### Activity Pages 19.2 and 19.3: New Ending and Editing Checklist

Collect and review Activity Pages 18.2, 19.2, and 19.3. Discuss your observations with students. Encourage them to ask questions or offer solutions related to the insights you provide.

#### Support

Work with a small group of students needing more support to complete Activity Page 18.2 and closely scaffold the writing process.

#### Activity Page 18.2



### Activity Pages 19.2 and 19.3



**TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

#### **Lesson 19: Foundational Skills Remediation**

### Additional Support

#### MORE HELP WITH /ə/ + /L/ > 'EL'

- Make one copy of Activity Page TR 19.1 for each student
- Have students read the words in the box, then use the words in the box to answer the clues.

#### MORE HELP /EE/ > 'EE'

- Have students number a sheet of paper from one to six, skipping a line between numbers. Have them draw three horizontal lines next to the numbers. Tell students that you will say six words, and each word has three sounds.
- As you dictate each word, have students write the spelling for each sound in the columns next to the numbers. Focus on pronouncing the /ee/ sound.
- Dictate words one at a time: beet, bleed, tree, deep, feet, keep. To check spelling, ask students to orally spell the word while you write the word on the board or chart paper.

# 20

#### **REVIEW AND PRACTICE**

## Spelling Assessment

#### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell one-syllable and multisyllabic words with closed syllables and the Tricky Spelling 'y' and the Tricky Word edge. TEKS 2.2.C.i; TEKS 2.2.D

#### **Differentiated Instruction**

Students will decode words with the common suffix —tion and will correctly alphabetize a list of words. TEKS 2.2.D; TEKS 2.3.C

Students will write narratives in which they recount a short sequence of events; include details to describe actions, thoughts, and feelings; and provide a sense of closure. TEKS 2.12.A

Students will focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers. TEKS 2.11.C; TEKS 2.11.D.x;

#### Reading

Students will read "Betrayed" with purpose and understanding and will answer written comprehension questions about key details in the text. TEKS 2.4; TEKS 2.8.C

#### **FORMATIVE ASSESSMENT**

Activity Page 20.1 Spelling Assessment

TEKS 2.2.C.i

Activity Page 20.2 Words Ending in -tion

TEKS 2.2.D; TEKS 2.3.C

Activity Pages 20.3–20.5 Plan, Draft, Edit

TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi; TEKS 2.12.A

TEKS 2.11.D.xi

Observation Anecdotal Reading Record "Betrayed"

TEKS 2.4

Activity Page 20.6 Story Questions "Betrayed"

**TEKS 2.8.C** 

**TEKS 2.2.C.** i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion;

#### **LESSON AT A GLANCE**

	Grouping	Time	Materials			
Language (Spelling)						
Spelling Assessment	Whole Group	15 min.	<ul><li>□ Activity Page 20.1</li><li>□ Beginning Dictionaries</li></ul>			
Differentiated Instruction						
/sh/ + /ə/ + /n/ > 'tion,' Alphabetical Order; Write a New Story Ending	Small Group/ Independent/ Partner	20 min.	☐ Activity Pages 20.2–20.5			
Reading						
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)			
Read "Betrayed"	Partner	20 min.	☐ Sir Gus☐ Activity Page 20.6			

**TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in date; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

#### **ADVANCE PREPARATION**

#### **Differentiated Instruction**

• You will have the opportunity to differentiate instruction for your students in your choice of activity pages. Give some thought in advance to which students may need more practice and support in reading words with the suffix –tion and alphabetizing words (Activity Page 20.2) and which students may benefit from planning, drafting, and editing another new ending for a story from the Reader (Activity Pages 20.3–20.5.)

#### Reading

#### Digital Component 20.1

• Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 20.1) on the board/chart paper or use the digital version.

Start Lesson

**Lesson 20: Spelling** 

### Language



**Primary Focus:** Students will spell one-syllable and multisyllabic words with closed syllables and the Tricky Spelling 'y' and the Tricky word *edge*.

**TEKS 2.2.C.i; TEKS 2.2.D** 

#### SPELLING ASSESSMENT (15 MIN.)

**TEKS 2.2.C.i** 

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1.	energy	6.	yellow	11.	yawn
2.	yelled	7.	yes	12.	sticky
3.	system	8.	myth	13.	lying
4.	frying	9.	cry	14.	symbol
5.	yarn	10.	satisfy	15.	edge

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: *The beast was on the edge of the cliff.* Slowly repeat this sentence twice.

**TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

**Note:** If beginning dictionaries are available, distribute them to students, encouraging them to use their knowledge of the alphabet to look up some of the words in the dictionary to confirm the correct spelling.

- Read each spelling word once more.
- Tell students that you will now show them the correct spelling for each word so they may correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 20.1 to the back, and write these circled words in alphabetical order.



- Give students about four minutes to do this.
- Write the five words in alphabetical order so students may correct their work.

1. energy	3. lying	5. yawn
2. frying	4. myth	



Activity Page 20.1

#### Activity Page 20.1: Spelling Assessment

Collect and review Activity Book Pages 20.1. Later today, you can analyze students' mistakes using the spelling analysis tools located in Teacher Resources. This will help you to understand error patterns developing or persisting among individual students.

#### Skills 5

#### **Lesson 20: Assessment**

# Differentiated Instruction



#### **Primary Focus**

Students will decode words with the common suffix –tion and will correctly alphabetize a list of words. **TEKS 2.2.D; TEKS 2.3.C** 

Students will write narratives in which they recount a short sequence of events; include details to describe actions, thoughts, and feelings; and provide a sense of closure. TEKS 2.12.A

Students will focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers.

TEKS 2.11.C; TEKS 2.11.D.x; TEKS 2.11.D.xi

#### /SH/+/ə/+/N/> 'TION,' ALPHABETICAL ORDER; WRITE A NEW STORY ENDING (20 MIN.)

- **Small Group:** For students needing support, work with them in a small group. You may choose to have students complete Activity Page 20.2, which covers the *-tion* ending and alphabetical order. Before working on this activity, preteach words that might cause trouble for students. If students need help with other skills, you may choose to use Additional Support activities from earlier lessons and/or have students reread a story with you.
- **Partner/Independent:** For students able to work independently, tell them to select a story from one of the past Readers for which they would like to rewrite the ending; encourage them to select a shorter story. Ask them to reread the story and use Activity Pages 20.3–20.5 to plan and write their own stories.



Activity Page 20.2: Words ending in -tion; Activity Pages 20.3-20.5: Plan, Draft, Edit

Collect and review Activity Pages 20.2–20.5 to plan further differentiation of instruction.

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.3.C** Identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.11.C** Revise drafts by adding, deleting, or rearranging words, phrases or sentences; **TEKS 2.11.D** Edit drafts using standard English conventions, including (x) end punctuation, apostrophes in contractions, and commas with items in a series and in date; (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Activity Pages 20.2–20.5



#### Lesson 20: "Betrayed"

## Reading



**Primary Focus:** Students will read "Betrayed" with purpose and understanding and will answer written comprehension questions about key details in the text.

#### TEKS 2.4; TEKS 2.8.C

Reader

Page 90

Challenge

in a sentence.

After you explain the

meaning of betrayed, ask

students to describe the meaning in a few sentences.

They can also use the word

#### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students the title of today's story is "Betrayed." The word *betrayed* means someone you trusted did something that made you lose your trust in them. For example, pretend you told someone a secret and that person then told everyone else in the class. We would say that person betrayed you. Now that we know what *betrayal* means, what do you think the story is about?
- Tell students they will come across a Tricky Word in the very last sentence of the story (death). Ask students to be extra careful when reading this sentence; they should use their best word skills to sound out this word. Suggest that they look at pages 7 and 8 of their Individual Code Chart to sound out this word, as well as use sentence context to figure out how to pronounce this word. Tell students at the end of the story, you will ask them if they know what the Tricky Word is and how they used their word skills to figure out the correct pronunciation.

#### **Preview Spellings**

• Preview the following spellings before reading today's story:

#### Digital Component 20.1

/ə/ > 'a'	/u/ > 'ou'	/ə/ + /l/ > 'le'	/u/ > 'o'
arena	nervous	nobles	command
finally		assembled	doves
		spectacle	opponent
		battle	other
			seconds



**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Skills 5

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**doves—n.,** white birds that are symbols of peace (90)

Example: The doves flew into the sky from the plaza.

**spectacle—n.,** something wonderful to see (90)

Example: The ferris wheel at the fair was a spectacle.

**cloudless—adj.,** without clouds (point out that *-less* means without) (90)

Example: It was a wonderful, sunny, cloudless day.

**gasped—v.,** took a deep breath in surprise, amusement, or fear (point out

that -ed means in the past)(90)

Example: I ran so fast I gasped for air

**draped—v.,** covered with folds of cloth (92)

Example: The table was draped with lace.

**opponent—n.,** a competitor or enemy (92)

Example: My opponent in the race was faster than I was.

**rival—n.,** one of at least two striving for the same prize (92)

Example: At the football game on Friday, we are playing our rivals.

**blow—n.,** a powerful hit (94)

Example: The girl took a blow to her chin when her brother accidentally

hit her.

#### Sayings and Phrases

**knocked out—**made unconscious by a blow (94)

Example: The man was "knocked out" when he ran into the door.

**scared to death—**made terrified (94)

Example: He was "scared to death" of spiders.

Vocabulary Chart for "Betrayed"						
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary		doves spectacle cloudless gasped draped opponent rival				
Multiple-Meaning Core Vocabulary Words		blow				
Sayings and Phrases	knocked out scared him to death					

#### **Purpose for Reading**

• Tell students that they should read today's story to find out what happens to Sir Gus during jousting.

#### **READ "BETRAYED" (20 MIN.)**

#### **Partner Reading**

Remind students of the process they are to use in partner reading.



Reading

Interacting in Meaningful Ways

ENGLISH LANGUAGE LEARNERS

#### Beginning

Ask yes or no questions using simple phrases to summarize the story: "The knights play a sport, called jousting. Do you agree?"

#### Intermediate

Provide students with a specific sentence frame for summarizing and use temporal words: "First, the \_\_\_\_\_ game begins.
Next, Sir Ken and Sir Gus \_\_\_\_\_. Then the black knight ."

### Advanced High

Encourage students to expand and/or build on other students' responses and learned phrases.

#### ELPS 4.G; ELPS 4.I

#### Activity Page 20.6





#### Observation: Anecdotal Reading Record

As students work in pairs, circulate through the room, listening to different students read. Make note of individual students' reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Ask students if there were any parts of the story they did not understand, and if they asked a question of their partner.
- Ask students what they think the Tricky Word was in the last sentence. (death)
   Ask: "How did you use your word skills?"
- Ask a student to summarize the story. Remind students that a summary involves a brief description of the main characters and events of the story.
- Complete Activity Page 20.6 as a class.
- Point out to students that the story has an open ending, which means the reader does not know what will happen next. Talk about the title "Betrayed" and how the open ending helps to build suspense and make the reader want to read on to find out what will happen next.



#### Activity Page 20.6: Story Questions

Collect and Review Activity Page 20.6 to monitor student progress on the following: comprehension of the story, short answer response, and identification of nouns, verbs, and adjectives.

End Lessor

#### **Lesson 20: Foundational Skills Remediation**

## Additional Support

#### **MORE HELP READING HIGH-FREQUENCY WORDS**

#### **Bingo**

• Copy the blank Bingo board (**Activity Page TR 20.1**) and write in any words from the box that students need to practice in the squares. Have students identify the words on their game boards as you call them out.

#### **Flash Cards**

- Make a copy of the Word Card Template (Activity Page TR 20.2) and cut out the cards.
- Write words from the box that students need to practice on the cards. Have students use the cards to practice individually, with a partner, or at home with a family member.

High-Frequency Words					
1. always	17. gave	32. their			
2. around	18. goes	33. these			
3. because	19. green	34. those			
4. been	20. its	35. upon			
5. before	21. made	36. us			
6. best	22. man	37. use			
7. both	23. off	38. very			
8. but	24. or	39. wash			
9. call	25. pull	40. which			
10. cold	26. read	41. why			
11. does	27. right	42. wish			
12. don't	28. sing	43. work			
13. fast	29. sit	44. would			
14. first	30. sleep	45. write			
15. five	31. tell	46. your			
16. found					

# 21

#### TRICKY SPELLING

# Introduce 'a' > /a/, /ae/ or /ə/

#### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read words with 'a' > /a/, /ae/, and /ə/. TEKS 2.2.B.i

#### Reading

Students will partner read "The Wizard" with purpose and understanding and will summarize the key events of the story. TEKS 2.4; TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E

#### Language (Spelling)

Students will decode and spell words ending in the final stable syllables 'le', 'el', and 'tion', multisyllabic words with multiple sound-spelling patterns, and the Tricky

Word schwa. TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv; TEKS 2.2.D

#### **FORMATIVE ASSESSMENT**

Activity Page 21.1 Tricky Spelling 'a'

TEKS 2.2.B.i

**Observation** Anecdotal Reading Record "The Wizard"

TEKS 2.4

Activity Page 21.2 Story Questions "The Wizard"

TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.4 The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 2.7B Write brief comments on literary or informational texts that demonstrate an understanding of the text; TEKS 2.7D Retell and paraphrase texts in ways that maintain meaning and logical order; TEKS 2.7E Interact with sources in meaningful ways such as illustrating or writing; TEKS 2.2.B.iii Demonstrate and apply phonetic knowledgedecoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words.

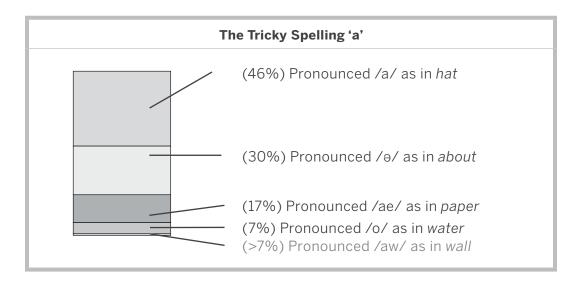
#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills						
Introduce Tricky Spelling 'a' (Phonics)	Whole Group	20 min.	<ul> <li>board</li> <li>Activity Page 21.1</li> <li>Tricky Spelling 'a' Chart (Digital Components)</li> </ul>			
Reading						
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)			
Read "The Wizard"	Partner	20 min.	☐ Sir Gus☐ Activity Page 21.2			
Language (Spelling)						
Introduce Spelling Words	Whole Group	15 min.	<ul><li>□ Spelling words on index cards</li><li>□ tape</li><li>□ Activity Page 21.3</li></ul>			
Take-Home Material	Take-Home Material					
Spelling Letter; Tricky Spelling 'a'			☐ Activity Pages 21.3, 21.4			

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

Today students will work on reading words with the tricky spelling 'a'. This spelling poses a problem for readers because it can be pronounced /a/ as in hat, /ae/ as in paper, /ə/ as in about, or /o/ as in water. The following chart shows /a/ is the most common pronunciation, followed by /ə/, /ae/, and /o/. When students are faced with an unfamiliar word with the tricky spelling 'a', tell students that the first choice is the /a/ pronunciation, the second choice is the /ae/ pronunciation, and the third choice is the /ə/ or schwa (which often sounds like /u/) pronunciation. This pattern will help students remember the pronunciation options for several spellings, and you are encouraged to teach the options in the order listed rather than in order of frequency. The following lesson reflects this order.



Here are some patterns for your information:

- 'a' is often pronounced /a/ in one-syllable words (cat, hat) and in syllables where the 'a' is boxed in by consonant spellings (captain, factor).
- 'a' is almost always pronounced /a/ when it is followed by a double-letter spelling for a consonant sound (batter, abbey, sassy). The double-letter spelling is a marker for the "short" pronunciation of the preceding vowel. However, an 'a' before 'll' can be pronounced /a/ (rally, tally) or /aw/ (all, hall).
- 'a' is likely to be pronounced /o/ when preceded by a spelling for /w/ (watch, water).

Skills 5

- 'a' is likely to be pronounced /ae/ (paper, cradle) when it is at the end of the first syllable in a multisyllable word.
- 'a' is likely to be pronounced as either /ə/ (about, along) or /a/ (apple, at) when found in the initial position.
- 'a' is almost always pronounced /ə/ when found in the final position (*Africa, Asia, America, Laura*).
- 'a' is also part of many multi-letter spellings (e.g., 'ay', 'ai', 'a\_e', 'ea').

#### **Foundational Skills**

#### Digital Component 21.1

• Create an enlarged version of the Tricky Spelling 'a' chart (Digital Component 21.1) on the board/chart paper or use the digital version.

#### Reading

#### Digital Component 21.2

• Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 21.2) on the board/chart paper or use the digital version.

#### Language

• Write the spelling words for the week on index cards.

#### **Universal Access**

• Gather images for the following spelling words: *turtle, bundle, cattle, label, angel, gravel, jewel*.

# Lesson 21: Tricky Spelling 'a' Foundational Skills



**Primary Focus:** Students will read words with 'a' > /a/, /ae/, and /ə/.

#### TEKS 2.2.B.i

#### INTRODUCE TRICKY SPELLING 'A' (20 MIN.)

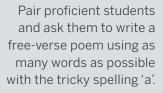
- Remind students that they have learned many different sounds for the letter 'a'. Have students turn to Activity Page 21.1.
- Review with students the different sounds that 'a' can stand for.
- Refer to the chart you prepared in advance as you discuss the different sounds of the tricky spelling 'a'.

#### Digital Component 21.1



- Have students read the words in the box on Activity Page 21.1 aloud first.
- Then, ask students to sort the words according to the sound the tricky spelling stands for: /a/, /ae/, or /ə/.

#### Challenge



Activity Page 21.1



Activity Page 21.1: Tricky Spelling 'a'

Collect and review Activity Page 21.1 to monitor students' understanding of the tricky spelling 'a'.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends.

Skills 5

# Reading



**Primary Focus:** Students will partner read "The Wizard" with purpose and understanding and will summarize the key events of the story.

TEKS 2.4; TEKS 2.7.B; TEKS 2.7.D; TEKS 2.7.E

#### INTRODUCE THE CHAPTER (5 MIN.)

• Ask students to look at the table of contents and tell you the title of the story after "Betrayed." ("The Wizard") Ask students for a definition of wizard. Explain that a wizard is a magician found in fairy tales. Wizards often cast spells that make people do things such as falling asleep for a very long time.

#### **Preview Spellings**

- Preteach the Tricky Word *wizard*. Write *wizard* on the board. Students might think the 'ar' in *wizard* would be pronounced /ar/, but in fact, we usually say the /er/ sound.
- Preteach the Tricky Word break. Write break on the board, and explain that
  while students might think they should pronounce 'ea' as /ee/, they should
  actually pronounce it /ae/.
- Preview the following spellings.

#### Digital Component 21.2

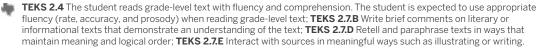
'o' > /u/	'o_e' > /u/	'a' > /ə/	'il' > /ə/ + /l/	Tricky Words
dungeon	became	asleep	easily	wizard
summon	done	attack		break

#### **Preview Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**screeched—v.,** made a shrill cry (96) Example: The baby screeched loudly.

**dungeon—n.,** a dark prison, often in a medieval castle (98) Example: The dungeon was a dark place under the castle.



#### Reader



Page 96



ENGLISH LANGUAGE LEARNERS

#### Reading

#### Interacting in Meaningful Ways

#### Beginning

Ask yes or no questions using simple phrases to discuss the wizard: "Is Sir Gus afraid of the wizard?" "Does the wizard do good things or bad things?" "Let's say the word wizard together."

#### Intermediate

Provide students with a specific sentence frame: "The wizard cast a by..."

#### Advanced/ Advanced High

Encourage students to expand and/or build on other students' responses and learned phrases.

ELPS 4.G

#### Sayings and Phrases

**cast a spell**—to do magic by saying a combination of words, like "hocus pocus," and using potions; spells make strange things happen, such as having an entire crowd of people fall asleep (96)

Example: I hear the magician can "cast a spell" that turns people into frogs!

Vocabulary Chart for "The Wizard"						
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary	dungeon	screeched				
Multiple-Meaning Core Vocabulary Words						
Sayings and Phrases	cast a spell					

#### **Purpose for Reading**

• Ask students to summarize what happened at the end of the last chapter "Betrayed" and to read today's story to find out what scary event happens.

Tell students to take turns reading both silently and aloud with their partners.

#### READ "THE WIZARD" (20 MIN.)

#### **Partner Reading**

- Remind students of the process they are to use when partner reading.
- Students should complete Activity Page 21.2 when they finish.







#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room listening. Make note of individual students' reading abilities in the Anecdotal Reading Record.

#### Wrap-Up

- Ask students if there were any parts of the story they didn't understand, and if so, what question(s) they asked their partner in order to get help.
- Ask a student to summarize today's story.



#### Activity Page 21.2: Story Questions

Review Activity Page 21.2 with students and answer questions if time permits. Collect Activity Page 21.2 to monitor reading comprehension and short answer response.

#### **Lesson 21: Spelling**

### Language



**Primary Focus:** Students will decode and spell words ending in the final stable syllables 'le', 'el', and 'tion', multisyllabic words with multiple sound-spelling patterns, and the Tricky Word *schwa*. **TEKS 2.2.B.iii**; **TEKS 2.2.C.i**; **TEKS 2.2.C.iv**; **TEKS 2.2.D** 

#### **INTRODUCE SPELLING WORDS (15 MIN.)**

TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.C.iv

• Tell students that their spellings words for this week end in either the letters 'le', 'el', or 'tion'.

1.	turtle	6.	label	11. education
2.	bundle	7.	angel	12. inspection
3.	pickle	8.	gravel	13. motion
4.	shuffle	9.	jewel	14. question
5.	cattle	10.	fiction	Tricky Word: schwa

• Tape the spelling words to the board in random order, reading them aloud as you go. For words ending in /l/, point out whether the sound is spelled as 'le' or 'el'. Explain that students will need to study and practice the words before the weekly assessment to remember which spelling is used in a given word.

# **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledgedecoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

#### Support

Give students summary frames such as the following:

's key idea is
And so Let me add
that
The story is about
However, And
SO
is a story
about

#### Support

Display the images for the words turtle, bundle, cattle, label, angel, gravel, jewel you prepared in advance.

#### Activity Page 21.3



- Tell students that they have already learned how to put words in alphabetical order by matching the words to the letters of the alphabet.
- Tell students that today you will show them another way to put words in alphabetical order. Once they have learned both ways, they can use whichever method they prefer.
- Tell students that today you will show them how to go through the alphabet letter by letter to put words in alphabetical order.
- Say, "Let's look at the word cards. Do we have any words that begin with 'a'? Yes, angel begins with 'a', so we will tape that at the top of our new list.
- Then say, "Do we have any words that begin with the letter 'b'? Yes, we have the word *bundle*, so we will tape that under the word *angel*."
- Then say, "Do we have any words that begin with the letter 'c'? Yes, we have the word *cattle*, so we will tape that under the word *bundle*."
- Then say, "Do we have any words that begin with the letter 'd'? No, we don't."
- Then say, "Do we have any words that begin with 'e'? Yes, we do, education. So we will tape this word under cattle."
- Continue in this manner until all of the words are alphabetized.



#### Check for Understanding

Give students a few minutes to describe two ways to put words in alphabetical order. Have them indicate where their name would fall if put in alphabetical order with the words.

End Lesson

Activity Pages 21.3, 21.4



### Take-Home Material

#### SPELLING LETTER; TRICKY SPELLING 'A'

• Have students take home Activity Pages 21.3 and 21.4. Remind students that they should practice their spelling words each night.

#### **Lesson 21: Foundational Skills Remediation**

## Additional Support

#### MORE HELP WITH TRICKY SPELLING 'A'

- Write a target word from the chart on the **board/chart paper**.
- Beside the target word write the two possible divisions of the word.
- Read the sample sentence aloud to students. Try both divisions of the word in the sentence. Ask students to tell you which is correct.

Target Word	Possible division	2nd possible division	Sample sentence (Remember the sentence is read orally.)
cabin	ca bin	cab in	We will stay at the in the woods.
paper	pa per	pap er	I need a sheet of to write my words.
table	tab le	ta ble	We eat supper at the
basket	bas ket	ba sket	Please place the eggs in the
napkin	nap kin	na pkin	Use the to wipe your face.
crater	cra ter	crat er	The volcano is huge.
faster	fas ter	fa ster	The rabbit is than the tortoise.
rapid	rap id	ra pid	Another word for fast is
magic	mag ic	ma gic	The hat is on Frosty's head.
major	maj or	ma jor	In the army, a is an officer.

# 22

#### TRICKY SPELLING

# Introduce 'e' > /e/, /ee/, or /ə/

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will put a list of words in alphabetical order. TEKS 2.2.D

Students will read words with the tricky spelling 'e' and will identify the sound

made by 'e' in written words. TEKS 2.2.B.i

#### Reading

Students will partner read "Breaking the Spell" with purpose and understanding and will answer written comprehension questions about key details in the text.

TEKS 2.4; TEKS 2.6.B; TEKS 2.6.C; TEKS 2.8.C

#### **FORMATIVE ASSESSMENT**

Activity Page 22.1 Tricky Spelling 'e'

TEKS 2.2.B.i

Observation Anecdotal Reading Record "Breaking the

Spell" TEKS 2.4

Activity Page 22.2 Story Questions "Breaking the Spell"

**TEKS 2.8.C** 

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

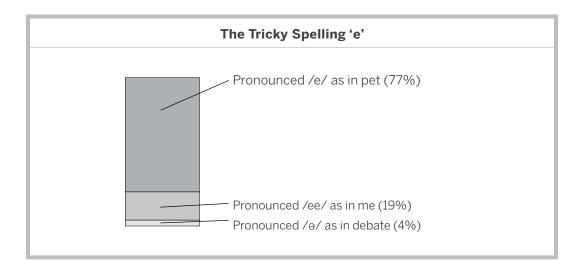
#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills						
Practice Alphabetical Order	Whole Group	10 min.	☐ word cards			
Introduce Tricky Spelling 'e' (Phonics)	Whole Group	30 min.	<ul><li>Activity Page 22.1</li><li>Tricky Spelling 'e' Chart (Digital Components)</li></ul>			
Reading	Reading					
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)			
Read "Breaking the Spell"	Partner	15 min.	☐ Sir Gus☐ Activity Page 22.2			
Take-Home Material						
Tricky Spelling 'e'			☐ Activity Page 22.3			

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

Today students will work on reading words with the tricky spelling 'e'. This spelling poses a challenge for readers, because it is regularly pronounced three different ways: /e/ as in pet, /ee/ as in me, and /ə/ as in debate. The bar chart shows /e/ is the most common pronunciation for 'e', and /ee/ is more common than schwa.



If students come across an unfamiliar printed word containing the letter 'e', they should try pronouncing the 'e' as /e/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /ee/ (the "long" pronunciation). If that still sounds wrong, they should try /e/. This pattern is consistent with the pattern identified in the previous lesson and presented in the following chart.

Spelling	1st Choice—Short	2nd Choice—Long	3rd Choice—/ə/.
ʻa'	/a/ (short) as in hat	/ae/ (long) as in cake	∕ə∕ as in about
'e'	/e/ (short) as in pet	/ee/ (long) as in me	/ə/ as in debate

Here are some patterns for your information:

• 'e' is almost always pronounced /e/ in one-syllable words. The only exceptions are a handful of high-frequency, one-syllable words that have the final 'e' pronounced /ee/: he, she, we, be, me.

- 'e' is almost always pronounced /e/ when it appears before a double-letter spelling for a consonant sound (*Betty, bedding, dresser*). The double-letter spelling is a marker for the "short" pronunciation of the preceding vowel.
- 'e' is pronounced /ee/ primarily in words beginning with one of four common prefixes: be-, de-, pre-, and re-. These four prefixes account for about two-thirds of the words in which 'e' is pronounced /ee/.
- 'e' is much more likely to be pronounced /e/ at the beginning of the word everyone, rather than /ee/ (evaporate) or /ə/ (eruption).
- At the end of a word, 'e' usually forms part of a separated digraph (cake, bike, note); the pronunciations /e/ and /ə/ almost never occur at the end of a word. There are a few words having the final 'e' pronounced /ee/ (maybe, acne, adobe, coyote).
- 'e' is most commonly pronounced as /ə/in the middle of a word, rather than at the beginning or end.

#### **Foundational Skills**

• Write the following words on individual cards (the text should be large enough that students can read the words from their desks): young, southern, apple, China, fossil, mental, eagle, tunnel, portion, reaction, needle.

#### Digital Component 22.1

 Create the Tricky Spelling 'e' chart (Digital Component 22.1) on the board/ chart paper or use the digital version.

#### Reading

#### Digital Component 22.2

• Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 22.2) on the board/chart paper or use the digital version.

#### **Universal Access**

• Search the Internet for supporting images and recordings of birds cooing, as well as for the word *damp* for use in Preview Core Vocabulary.

# Lesson 22: The Tricky Spelling 'e' Foundational Skills



#### **Primary Focus**

Challenge

Support

Provide proficient students

relevant to today's lesson on tricky spelling 'e' and

have them alphabetize the

If any students' names have the tricky spellings 'e', add

them to the list of examples

for students to sort.

words independently.

with a set of words

- Students will put a list of words in alphabetical order. **TEKS 2.2.D**Students will read words with the tricky spelling 'e' and will identify the sound
- made by 'e' in written words. TEKS 2.2.B.i

#### PRACTICE ALPHABETICAL ORDER (10 MIN.)

- Ask some students to come to the front of the class; hand each a previously prepared word card.
- Have students with word cards stand in a line across the front of the room, facing the class. Ask each student to read the word on his or her card aloud.
- Tell students they will now help put the words in alphabetical order. You will slowly sing the alphabet song. After each letter you sing, pause to let students see if they have a word starting with that letter. After you sing 'a', the student with the card *apple* should move to be first in line, from left to right.
- Once students believe they have correctly placed the words in alphabetical order, sing the alphabet song as a class once more to check their work.

#### INTRODUCE TRICKY SPELLING 'E' (30 MIN.)

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Display the chart you created in advance or the digital version as you review the sounds of the tricky spelling 'e'.

#### Digital Component 22.1

	$\rightarrow$	/e/	pet	left	test
'e'	$\rightarrow$	/ee/	me	rewind	she
	$\rightarrow$	/ə/	debate	benefit	strategy

ěμ

**TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends.

Skills 5

- Point out that 'e' is a spelling for /e/, /ee/, and /ə/.
- Remind students that when a spelling can be pronounced more than one way, we call it a tricky spelling.
- Tell students that when they see an unfamiliar word with the 'e' spelling, they should first try pronouncing the 'e' as /e/; if that does not sound right or does not make sense in context, they should try /ee/ and then /ə/.
- Have students tear out Activity Page 22.1. Explain that each sentence has
  words with an underlined 'e'. They should select the correct sound of the
  letter 'e' from the three choices under the sentence. Do one or two items
  and guide students in understanding that they should first read
  the sentence.
- Find the word with the underlined 'e'. They should then try pronouncing that word with each of the possible pronunciations before making their choice.







Activity Page 22.1: Tricky Spelling 'e'

Collect and review Activity Page 22.1 to monitor students' understanding of tricky spelling 'e'.

#### Lesson 22: "Breaking the Spell"

## Reading



**Primary Focus:** Students will partner read "Breaking the Spell" with purpose and understanding and will answer written comprehension questions about key details in the text. TEKS 2.4; TEKS 2.6.B; TEKS 2.6.C; TEKS 2.8.C

#### INTRODUCE THE CHAPTER (5 MIN.)

Ask students to tell you what happened in the last story, "The Wizard."
 Share with them that today's story is titled "Breaking the Spell." Knowing
 Sir Gus has succeeded mainly through good luck, ask students how they
 think Sir Gus might break the wizard's spell.

Reader

Page 102

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.





#### Reading

#### Interacting in Meaningful Ways

Use images and any other resources to help clarify the meanings of the vocabulary words. Use the vocabulary words often in different contexts to allow students to absorb them.

"This morning, I heard a pigeon cooing to her nestlings. Can you help me make a cooing sound?"

#### ELPS 3.J; ELPS 4.F

#### Support

Explore words with students. Have them reread the sections of Sir Gus that describe the dungeon. When discussing students' findings, point out descriptive adjectives, such as damp, and their meanings. Follow up by having students illustrate and answer the question: "Describe the worst dungeon in the world."

#### **Preview Spellings**

- Begin by teaching the Tricky Word against. Write against on the board. Students might think the 'ai' in against would be pronounced /ae/, but in this word, these letters stand for the /e/ sound. Point out this word is tricky in the same way as the word again, which students learned earlier in this unit.
- Preview the following spellings before reading today's story:

#### Digital Component 22.2

/ə/ + /l/ > 'le'	/u/ > 'o_e'	/ə/ > 'a'	Tricky Word
awoke	come	affected	against
puddles		away	
tremble			

#### **Previewing the Core Vocabulary**

• Preview the following vocabulary before reading today's story.

**cooing—v.,** a soft sound doves make (102)

Example: The doves were cooing as they ate the bird food.

damp—adj., moist (106)

Example: The washcloth was damp.

**puddles—n.,** pools of water (often from rain) (106) Example: When it rains I like to jump in puddles.

Vocabulary Chart for "Breaking the Spell"						
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary		cooing damp	puddles			
Multiple-Meaning Core Vocabulary Words						
Sayings and Phrases						

#### **Purpose for Reading**

• Tell students they should read today's story to find out if the spell cast by the evil wizard is broken and, if so, how.

#### READ "BREAKING THE SPELL" (15 MIN.)

#### **Partner Reading**

- Review the partner reading process.
- As you listen to student partners read, ask students what happens next when Sir Gus begins to tremble and shake and give examples from previous stories. (Students may predict that Sir Gus will faint as he did when confronting the troll.)



#### Observation: Anecdotal Reading Record

As students read, circulate throughout the room. Make note of individual student's reading ability in the Anecdotal Reading Record.

#### Wrap-Up

- Ask students if there were any parts of the story they did not understand.
   If so, have them ask a question to help clear up their confusion. Allow other students to try to answer any student-generated questions.
- Ask students, "How did Sir Gus break the spell? Was it his plan or luck?" Ask students to provide an example from the story that illustrates their answer that it was a plan or luck.

#### Support

Create a "What We Love about Sir Gus" poster with your class, including illustrations. This approach to analyzing character offers many other options, including contrasting, evaluating, and classifying.

#### Activity Page 22.2



• Have students complete Activity Page 22.2. Review the activity as a class, if time permits.



#### Activity Page 22.2: Story Questions

Collect and review Activity Page 22.2. Use student responses to determine which students may need additional support with story comprehension.

End Lesson

### Take-Home Material

#### TRICKY SPELLING 'E'

• Have students take home Activity Page 22.3. Remind students that they should practice their spelling words each night.

#### Activity Page 22.3



#### **Lesson 22: Foundational Skills Remediation**

## Additional Support

#### MORE HELP WITH TRICKY SPELLING 'E'

- Write several words containing tricky spelling 'e' on **index cards**, one word per card: meter, cement, elbow, hotel, appetite, secret, fever, lesson, before, eraser, legal, repair, return, temper, result, second, ever, lemon, evil, seven, level, pretend, pet, left, letter, me, rewind, debate, empty, theater, tickets.
- Write headers on the board/chart paper for each sound students have learned that the tricky spelling 'e' makes (/e/ as in bed, /ee/ as in me, and /ə/ as in debate).
- Have students read a word on a card and tell you which sound the tricky letter 'e' is making. Remind students to sound out each word with the /e/ first; if that doesn't sound right, they should try /ee/ and then /ə/.
- Ask students to tape the word under the proper header.

**Note:** If students need additional scaffolding, underline the tricky 'e' in each word.

# 23

#### TRICKY SPELLING

# Introduce 'o' > /o/, /oe/, or /u/

#### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will read a story featuring words with 'o' > /o/, /oe/, and /u/ and will use context clues to determine the correct pronunciation of the words.

TEKS 2.2.B.i

Students will decode and spell multisyllabic words with open syllables.

TEKS 2.2.B.iii; TEKS 2.2.C.i

#### Language (Grammar)

Students will complete a chart with the correct present-, past-, and future-tense verb forms for respective pronouns. TEKS 2.2.C.vi; TEKS 2.11.D.ii

#### Reading

Students will partner read "Looking for the Enemy" and will close read the story by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult portions of the text. TEKS 2.2.B.vii; TEKS 2.6.F

#### **FORMATIVE ASSESSMENT**

Activity Page 23.1 Tricky Spelling 'o'

TEKS 2.2.B.iii

Activity Page 23.2 Sir Gus: Adjectives

TEKS 2.11.D.ii

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense; **TEKS 2.2.B.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.6.F** Make inferences and use evidence to support understanding.

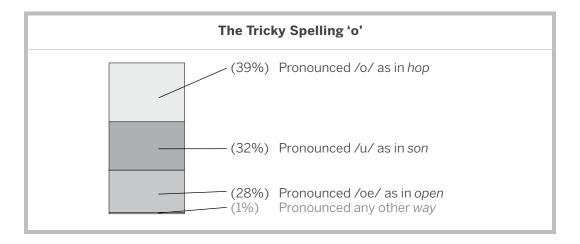
#### LESSON AT A GLANCE

	Grouping	Time	Materials			
Foundational Skills						
Introduce Tricky Spelling 'o' (Phonics)	Whole Group	20 min.	<ul><li>□ Activity Page 23.1</li><li>□ Tricky Spelling 'o' Chart (Digital Components)</li></ul>			
Language (Grammar)						
Review Past-, Present-, and Future-Tense Verbs	Whole Group	10 min	<ul><li>board</li><li>Verb Tense Chart (Digital Components)</li></ul>			
Reading						
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)			
Close Read "Looking for the Enemy"	Partner/Whole Group	25 min.	☐ Sir Gus ☐ Activity Page 23.2			
Take-Home Material						
Tricky Spelling 'o'			☐ Activity Page 23.3			

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

Today students will work on reading words with the tricky spelling 'o'. This spelling poses a challenge for readers because it is regularly pronounced three different ways. At this point, students have been introduced to all three of the most common pronunciations: /o/ as in hop, /oe/ as in open, and /u/ as in son. The chart shows /o/ is the most common pronunciation for 'o', but /oe/ and /u/ are also guite common.



Here are some patterns for your information:

- 'o' is usually pronounced /o/ in one-syllable words, especially in words where the 'o' is boxed in on either side by consonant spellings (hot, box, top, dog); however, there are some exceptions (gold, post, bold, son).
- 'o' is almost always pronounced /o/ when it is followed by a double-letter spelling for a consonant sound (knotty, hobby, bossy).
- 'o' is rarely pronounced /u/ in one-syllable words. There are only a handful of such words in our database of 25,000 words (front, monk, month, son, sponge, ton, tongue, won).
- At the beginning of a word, /oe/ (obey) is more likely than /o/ (offer).
   The least likely pronunciation is /u/ (other).
- At the end of a word, or at the end of a syllable, 'o' is likely to be pronounced /oe/ (hobo, hero, echo). Both /o/ and /u/ are very rare in such cases.

- 'o' is also pronounced /oo/ in a handful of words like to, do, and movie, but this pronouncing option appears less than 1% of the time, and this program does not explicitly teach it.
- 'o' is also part of many multi-letter spellings for vowel sounds (e.g., 'oe', 'ou', 'oi', 'oy', 'ow', 'or', 'o\_e').

#### **Foundational Skills**

#### Digital Component 23.1

 Create the Tricky Spelling 'o' chart (Digital Component 23.1) on the board/ chart paper or prepare to display the digital version

#### Language

#### Digital Component 23.2

• Create the verb tense chart (Digital Component 23.2) on the board/chart paper or use the digital version.

#### Reading

#### Digital Component 23.3

• Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 23.2) on the board/chart paper or use the digital version.

## Foundational Skills



#### **Primary Focus**

Students will read a story featuring words with 'o' > /o/, /oe/, and /u/ and will use context clues to determine the correct pronunciation of the words.

#### TEKS 2.2.B.i

Students will decode and spell multisyllabic words with open syllables.

#### TEKS 2.2.B.iii; TEKS 2.2.C.i

#### INTRODUCE TRICKY SPELLING 'O' (20 MIN.)

TEKS 2.2.B.iii; TEKS 2.2.C.i

- Tell students today you will review the tricky spelling 'o'.
- Refer to the chart you prepared in advance and discuss the tricky spelling 'o' and sounds.

#### Digital Component 23.1

, .	$\rightarrow$	/0/	hop	drop	modest
'\O'	$\rightarrow$	/oe/	open	hotel	no
	$\rightarrow$	/u/	son	front	coming

- Have students turn to Activity Page 23.1.
- Tell students that the story printed at the top of the activity page includes a number of words containing the tricky spelling 'o'. Ask students to point to and count the words with an underlined 'o' in the first sentence. (7)
- Have students read the story one sentence at a time, sounding out the words containing the tricky spelling and using context clues to help them determine the pronunciation of each word. After reading each sentence, have them sort those words according to which sound the tricky spelling stands for, /o/, /oe/, or /u/.

**Note**: Some words appear several times in the story. Other words have the letter 'o' as part of a multi-letter or digraph spelling (e.g., *mouth*). Tell students they only need to sort the words having an underlined 'o'.

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables.

#### Activity Page 23.1





#### Activity Page 23.1: Tricky Spelling 'o'

Collect and review Activity Page 23.1 to monitor students' understanding of and progress with the tricky spelling 'o'.

#### Lesson 23: Verb Tense

### Language



**Primary Focus:** Students will complete a chart with the correct present-, past-, and future-tense verb forms for respective pronouns. **TEKS 2.2.C.vi; TEKS 2.11.D.ii** 

#### REVIEW PAST-, PRESENT-, FUTURE-TENSE VERBS (10 MIN.)

• Refer to the verb tense chart you prepared in advance.

#### Digital Component 23.2

Subject	Predicate			
	Present	Past	Future	
I	lift			
She		walked		
Не			will sneeze	
You	pick			
We			will smell	
It		jogged		
They	dance			

- Review the concept of present, past, and future tense of verbs.
- Ask students to help you fill in the missing items on the chart. Complete each line one-by-one, modeling and then calling on students.

**TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D.ii** Edit drafts using standard English conventions, including past, present, and future verb tense.

Skills 5



#### Check for Understanding

Have students direct you in forming the past and future tenses of several regular verbs, such as *skate*, *plan*, and *prepare*. Then ask them to explain why it's important to know the past, present, and future verb tenses.

# Reading: "Looking for the Enemy" Reading



**Primary Focus:** Students will partner read "Looking for the Enemy" and will close read the story by identifying Tier 2 vocabulary, answering text-dependent questions, and discussing difficult portions of the text. **TEKS 2.2.B.vii**; **TEKS 2.6.F** 

#### INTRODUCE THE CHAPTER (5 MIN.)

• Tell students that today they will read about King Alfred's knights looking for the enemy. Ask students, "Who is King Alfred's enemy?" (King Henry)

#### **Preview Spellings**

- Begin by preteaching the Tricky Words *friend* and *sure*. Write the following sentences on the board, underlining the words *friend* and *sure* (do not read them aloud at this time).
- 1. Amy is my best friend.
- 2. I am sure she is right.
  - Cover the word *friend*, read the sentence, and ask students what word might make sense in this sentence.
  - Uncover friend.
  - Students may think the letters 'ie' in *friend* would be pronounced /ie/ or /ee/, but they actually stand for the /e/ sound.
  - For *sure*, students may think it would be pronounced as /s/ /ue/ /r/, but it's actually pronounced something like /sh/ /ur/.
- Preview the following spellings before reading today's story.

**TEKS 2.2.B.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.6.F** Make inferences and use evidence to support understanding.

#### Reader



Page 110

#### Support

Remind students to try different pronunciations and use context clues to read Tricky Words.

#### Digital Component 23.3

/ae/	/oe/ > 'ow'	/u/ > 'o'	/ə/ > 'a'
place	own	pardon	astonished
explain	slowly		managed
escape	low		alive

#### **Preview Core Vocabulary**

• Preview the vocabulary before reading today's story:

**recalling—v.,** remembering (110)

Example: She was recalling the movie to her friends.

**crept—v.,** to have moved quietly and carefully; past tense of *creep* (112)

Example: The dog crept as he tried to sneak the treat.

**rejoice—v.,** to celebrate (114)

Example: We will rejoice when we go on vacation.

Vocabulary Chart for "Looking for the Enemy"					
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words		
Core Vocabulary		recalling crept rejoice			
Multiple-Meaning Core Vocabulary Words					
Sayings and Phrases					

#### CLOSE READ "LOOKING FOR THE ENEMY" (25 MIN.)

#### **Partner Reading**

• Have students partner-read "Looking for the Enemy."

#### **Close Reading**

- After students have finished reading "Looking for the Enemy" with their partners, lead students in a close reading of the text by doing the following:
  - Ask text-dependent questions that require students to draw on evidence from the text.
  - Identifying and discussing general academic (Tier 2) vocabulary.
  - Discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or having to make inferences.
  - Engage students in a culminating writing activity completed independently, if possible.
- During today's close reading lesson, have students work as partners. Following each question, direct students to consult with their partner about the correct response before one student raises his or her hand to respond.

#### **Teacher Overview**

Key Idea and Key Details: "Looking for the Enemy" is in the series of stories in which King Alfred is betrayed by King Henry. Key details of the text include: King Alfred wakes up in the dungeon but is confused about why he is there. Sir Gus, having unintentionally broken the spell, cannot answer the king. However, the other knights show up and tell the king all that has happened. Everyone goes in search of King Henry and his knights, but they have escaped.

**Synopsis:** The story "Looking for the Enemy" is the conclusion of the events following the breaking of the wizard's spell.

Skills 5

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#### **Text from Reader**

The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.

#### **Vocabulary Instruction**

As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.

#### **Text-Dependent Questions**

After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.

Begin with a "winnable" question that will help orient students to the text.

The sequence of questions should build a gradual understanding of the key details of the text.

Questions should focus on a word, phrase, sentence or paragraph.

#### Responses

Answers should reference the text.

Multiple responses may be provided using different pieces of evidence.

Inferences must be grounded logically in the text.

#### **Page 110**

"My good knight, what is happening?" asked an astonished King Alfred, as he got up. "Your majesty," said Sir Gus, "pardon me, but I am not quite sure. It seems that King Henry and his knights did not come as friends, for I saw the Black Knight place you in this dungeon." Sir Gus tried to explain as best he could what had happened. However, he could not explain why he had woken up in the jousting arena to find everyone else asleep. "How are you feeling?" asked the king, recalling that Sir Gus had fallen from his horse in the joust. "Well, I am still standing," replied Sir Gus. "We had better get out of here and find out what is happening," said the king. "Yes," said Sir Gus. "By all means. We must find out what is happening." But, deep down, Sir Gus was

not sure that he really cared to find out what was

happening.

**astonished**—students should recall that this word means surprised

Sir Gus makes the following statement: "It seems that King Henry and his knights did not come as friends." What evidence does the text provide to support this statement?

Students may refer to the past stories in this series to refer to the actions of King Henry and his knights as they have caused a lot of trouble for King Alfred and his knights.

Lesson								
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.					
Page 112  Slowly Sir Gus and the king crept out of the dark dungeon. They set off to find King Alfred's knights. At the same time that the king woke up, so did everyone in the palace and the arena. Slowly people began to realize that someone had betrayed King Alfred. It wasn't long before King Alfred and Sir Gus found the other knights in the palace.	crept—walked in a sneaky way set off—went dungeon—a dark, underground prison betrayed—proved to be false, or did not do what one promised to do it wasn't long—quickly	What evidence can you find in the text to show the king and Sir Gus were not certain they were safe?	"Slowly, Sir Gus and the king crept out of the dark dungeon." One would not go slowly, or creep, if one felt everything was fine and safe.					

246 Skills 5

	Les	sson	
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.
Page 114  "Your majesty, I rejoice to find you well," said Sir Tom as he knelt and kissed the king's ring. "We feared King Henry had taken you from us. It seems he was planning to take over your kingdom."  "Yes, I am alive, all thanks to Sir Gus," explained the king. "He found me in the palace dungeon. I am still not sure why he found me asleep in my own dungeon."  "That is easy to explain," said Sir Tom. "King Henry's wizard cast a spell that made everyone sleep. It would seem that somehow the spell did not harm Sir Gus, and he was able to wake you up."  "In fact, everyone has woken up," said Sir Ed.  "What about King Henry and his knights?" asked King Alfred. "Where are they?"	rejoice—to be happy, to celebrate harm—to hurt	Neither the king nor Sir Gus was certain about how they came to be in the dungeon. What text evidence can you find to explain their predicament?	King Henry's wizard cast a spell that made everyone sleep. It would seem that somehow the spell did not harm Sir Gus and he was able to wake up.

Lesson								
Text from Reader  The text of the Reader is reproduced here for your convenience. However, student referral to the text in front of them is a critical element of close reading.	Vocabulary Instruction As the text is read aloud, stop after each sentence containing targeted vocabulary to explain meanings or to check student understanding.	Text-Dependent Questions  After any targeted vocabulary has been defined and/or discussed, ask the text-based questions.  Begin with a "winnable" question that will help orient students to the text.  The sequence of questions should build a gradual understanding of the key details of the text.  Questions should focus on a word, phrase, sentence or paragraph.	Responses  Answers should reference the text.  Multiple responses may be provided using different pieces of evidence.  Inferences must be grounded logically in the text.					
Page 116  "Do not fear, your majesty," said Sir Ed. "We will find King Henry and his knights, and we will see that they are punished for what they have done." King Alfred's knights looked high and low, and in every corner, for King Henry and his knights. But they were nowhere to be found. Somehow they had all managed to escape. But at least King Alfred was safe.	do not fear—don't be afraid  punished—made to do something to make up for what you did to hurt someone  high and low—all around	What text evidence can you find to show that King Alfred's knights made a thorough search?	"King Alfred's knights looked high and low, and in every corner, for King Henry and his knights."					
		<b>Turn and Tell:</b> What adjectives could you use now to describe Sir Gus?						

248 Skills 5

#### Wrap-Up

Ask students to turn to Activity Page 23.2. Throughout this unit, students
have been learning about adjectives. Students should choose just one
character from the story and complete the activity.



Activity Page 23.2: Sir Gus: Adjectives

Collect and review Activity Page 23.2 to determine which students may need additional support with the use of adjectives, capitalization and punctuation, and subjects and predicates.

End Lesson

### Take-Home Material

#### TRICKY SPELLING 'O'

 Have students take home Activity Page 23.3 to complete with a family member.

**Lesson 23: Foundational Skills Remediation** 

## Additional Support

#### PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Pages TR 23.1 and TR 23.2** for each student. Distribute Activity Page TR 23.1 to students.
- Tell students that for each row, you will say one word. Tell students to circle the word that they hear you say. Read each word provided below, calling out each number to indicate the row that students should point to and look at as you read the word.

#### Activity Page 23.2



#### Support

Work with students who need additional support in a small group to complete the activity page.

#### Challenge

Have proficient students write a paragraph, answering the question, "What is your opinion of \_\_\_\_\_?" Fill in the blank with a character, relationship, event, or setting from the story "Looking for the Enemy."

#### Activity Page 23.3



1. sand	6. theft
2. delay	7. above
3. we	8. strategy
4. shady	9. rewind
5. along	10. aloud

Record student performance on the Spelling Alternatives Progress Monitoring Record Sheet (Activity Page TR. 23.2). Any student who scores less than 8 out of 10 needs further remediation

## 24

#### TRICKY SPELLING

## Introduce 'o\_e' > /oe/ or /u/

#### PRIMARY FOCUS OF LESSON

#### **Foundational Skills**

Students will sort words with 'o\_e' > /oe/ and /u/. TEKS 2.2.B.i

#### **Language (Grammar)**

Students will read sentences and determine which words make up the subject and which words make up the predicate. TEKS 2.11.D.i

#### Reading

Students will read "Revenge" with purpose and understanding and will answer written comprehension questions about key details in the text.

TEKS 2.4; TEKS 2.7.D

#### FORMATIVE ASSESSMENT

Activity Page 24.1 Tricky Spelling 'o\_e'

TEKS 2.2.B.i

**Observation** Anecdotal Reading Record "Revenge"

TEKS 2.4

Activity Page 24.2 Summarize the Story "Revenge"

TEKS 2.7.D

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.11.D.i** Edit drafts using standard English conventions, including complete sentences with subject-verb agreement; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

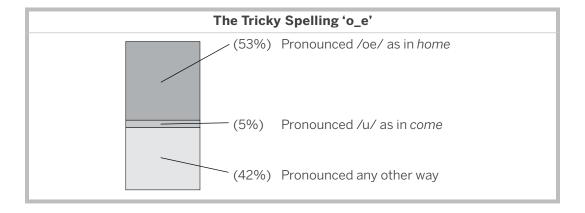
#### LESSON AT A GLANCE

	Grouping	Time	Materials					
Foundational Skills								
Introduce Tricky Spelling 'o_e' (Phonics)	Whole Group	20 min.	<ul><li>□ Activity Page 24.1</li><li>□ Tricky Spelling 'o_e' Chart (Digital Components)</li></ul>					
Language (Grammar)								
Review Subject and Predicate	Whole Group	10 min.	☐ sentence strips ☐ container					
Reading								
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)					
Read "Revenge"	Partner	25 min.	☐ Sir Gus☐ Activity Page 24.2					
Take-Home Material								
Tricky Spelling 'o_e'			☐ Activity Page 24.3					

#### ADVANCE PREPARATION

#### **Note to Teacher**

Today students will work on reading words with the tricky spelling 'o\_e'. This spelling poses a challenge for readers because it is pronounced several different ways. At this point, students have been introduced the two most common pronunciations, /oe/ and /u/. The chart shows /oe/ is more common than /u/. /u/, however, is relatively rare. If students come across an unfamiliar printed word containing the spelling 'o\_e', they should try pronouncing the 'o\_e' as /oe/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /u/.



Here are some patterns for your information:

- /oe/ is the most common pronunciation.
- /oo/ is rare; it is used in *lose* and a series of words ending with /v/ (prove, move, disprove, approve, remove).
- The sound/spelling 'o\_e' also occur in words like *more* and *sore*, where they are part of a spelling for /or/.
- They also appear in words where the 'o' and the 'e' are part of two separate graphemes (e.g., *lover*, *money*, *however*). Examples of these two usages make up most of the remaining 42% shown in the chart.

#### **Foundational Skills**

#### Digital Component 24.1

• Create the Tricky Spelling 'o\_e' chart (Digital Component 24.1) on the board/chart paper or use the digital version.

#### Language

- Copy Activity Page TR 24.1 (located in Teacher Resources) and cut apart the sentence strips for Review Subject and Predicate.
- Plan in advance how you will divide students in groups for Review Subject and Predicate and which student in each group will serve as the spokesperson.

#### Reading

#### Digital Component 24.2

• Create the Preview Spellings Chart (Digital Component 24.2) for Introduce the Chapter on the board/chart paper or use the digital version.

#### **Universal Access**

- Simplify the sentence strips for your English learners, as needed. For example:
  - From: The little boy cried when he fell.
  - To: The little boy fell. The little boy cried. (Or, He cried.)

Start Lesson

#### Lesson 24: The Tricky Spelling 'o\_e' Foundational Skills



Primary Focus: Students will sort words with 'o\_e' > /oe/ and /u/. TEKS 2.2.B.i

#### INTRODUCE TRICKY SPELLING 'O\_E' (20 MIN.)

- Remind students that the focus of this unit is on vowel sounds and their spellings.
- Refer to the chart that you prepared in advance as you discuss the different sounds of the tricky spelling 'o\_e'.

#### Digital Component 24.1



• Point out that 'o\_e' is a spelling for /oe/ and /u/. Remind students that they already know both of these sounds. Write and read the following words on the board: stone, some.



TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends

- Remind students that when a spelling can be pronounced more than one way, we call it a tricky spelling.
- Tell students that when they see an unfamiliar word with the 'o\_e' spelling, they should try pronouncing the 'o\_e' as /oe/. If that does not sound right, or does not make sense in context, they should try /u/.
- Read the words on display aloud as a class, focusing on the 'o\_e' spelling. Have students tell you if it stands for the /u/ or /oe/ sound.
- Have students tear out and complete Activity Page 24.1.



Activity Page 24.1: Tricky Spelling 'o\_e'

Collect and review Activity Page 24.1 to monitor students' understanding and progress with the tricky spelling 'o\_e'.

#### **Lesson 24: Subject and Predicate**

## Language



**Primary Focus:** Students will read sentences and determine which words make up the subject and which words make up the predicate. **TEKS 2.11.D.i** 

#### REVIEW SUBJECT AND PREDICATE (10 MIN.)

- Ask students to name the two parts needed to make a complete sentence. (a subject and a predicate)
- Ask students which part of speech is usually used as the subject of a sentence. (a noun) Ask students which part of speech is usually used as the predicate of a sentence. (a verb)
- Tell students they will now play the game "Stump Your Friends."
- Divide students into four groups. You will serve as the referee.
- Have a student from one group draw a sentence strip out of the container and read it aloud. Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response is.

TEKS 2.11.D.i Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Activity Page 24.1



#### Support

Quickly review the events that preceded this story: King Alfred's friend, King Henry, betrayed him by having his wizard cast a spell on the crowd gathered to celebrate King Alfred's birthday. Then, the Black Knight put King Alfred in his own dungeon, where Sir Gus rescued him.





Access

#### Interacting in Meaningful Ways

Use the visuals in the text to support learning the word revenge.

#### Beginning

Ask yes or no questions focused on the word revenge. For example: "Is King Alfred angry?" "Do you know what King Alfred wants?"

#### Intermediate

Provide students with a specific sentence frame: "King Alfred is \_\_\_\_\_ at King \_\_\_\_\_."

### Advanced High

Encourage students to expand and/or build on other student' responses and learned phrases.

ELPS 3.J; ELPS 4.F

- The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, "Agree" or "Challenge."
   Any group that "challenges" must indicate the correct subject and predicate.
- After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that challenged the first group and was able to provide the correct subject and predicate gets an extra point.
- Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

#### Lesson 24: "Revenge"

## Reading



**Primary Focus:** Students will read "Revenge" with purpose and understanding and will answer written comprehension questions about key details in the text.

#### TEKS 2.4; TEKS 2.7.D

#### INTRODUCE THE CHAPTER (5 MIN.)

- Tell students to open up their Readers to the table of contents. Direct them to find and read the title of the story that comes after "Looking for the Enemy." ("Revenge")
- The title of today' story is "Revenge." Tell students that the word revenge means when someone tries to punish a person who has done something bad to them. Ask students, "Who might be seeking revenge in this story? Why?" (King Alfred would be seeking revenge on King Henry; King Henry betrayed King Alfred.) Tell students that today's story is about King Alfred and revenge.

#### **Preview Spellings**

• Preview the following spellings before reading today's story.

**TEKS 2.4** The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

#### Digital Component 24.2

/u/ > 'o'	/ə/ > 'a'	/j/ > 'ge'
month	important	revenge
reason	agreed	large
bottom	assist	
front		

#### **Preview Core Vocabulary**

• Preview the vocabulary before reading today's story:

**dare—v.,** to try something risky (118)

Example: I wouldn't dare to swim with an alligator.

**treason—n.,** the act of trying to take over or betray your own kingdom or government (122)

Example: The man committed treason when he gave secrets to another country.

**assist-v.**, help (122)

Example: How may I assist you?

eagerly—adv., with excitement (124)

Example: The class eagerly awaited the new book that the teacher was going to read to them.

#### **Sayings and Phrases**

**serve you—**used with royalty to do whatever is asked (120)

Example: The knights will serve you however you wish, your majesty.

**strike back—**to seek revenge (122)

Example: After we lost the soccer match we planned how we would "strike back" in the next game.

#### Reader



**Page 118** 

#### Challenge

Ask students to compose a "bravery" chant using this lesson's vocabulary words.

Vocabulary Chart for "Revenge"									
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words						
Core Vocabulary	treason	assist eagerly	dare						
Multiple-Meaning Core Vocabulary Words									
Sayings and Phrases	strike back serve you								

#### **Purpose for Reading**

• Ask students to read the story to find out how King Alfred plans to seek his revenge against King Henry.

#### READ "REVENGE" (25 MIN.)

#### **Partner Reading**

- Ask students to read the story with their partners.
- When students are finished reading the story, have them complete Activity Page 24.2.

#### Activity Page 24.2





#### Observation: Anecdotal Reading Record

As students work with their partners, circulate throughout the room, listening to different students read. Make note of individual students' reading abilities in the Anecdotal Reading Record.

#### Wrap-Up

• Review Activity Page 24.2 with students.



Activity Page 24.2: Summarize the Story

Collect and review Activity Page 24.2 to monitor student progress in summarizing.

End Lesson

### Take-Home Material

#### TRICKY SPELLING 'O\_E'

- Remind students of the spelling assessment tomorrow.
- Have students complete Activity Page 24.3 at home.

**Lesson 24: Foundational Skills Remediation** 

### Additional Support

#### MORE HELP WITH SUBJECTS AND PREDICATES

#### **Stump Your Friends**

- Make a copy of Activity Page TR 24.1. Cut out the sentences and place them in a container.
- Follow the procedure for Stump Your Friends in Lesson 10.

#### MORE HELP WITH TRICKY SPELLING 'O\_E'

- Write a target word from the chart on the **board/chart paper**.
- Read the sample sentence aloud to students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

Activity Page 24.3



Target Word	Possible pronunciation	2nd possible pronunciation	Sample sentence (Remember the sentence is read orally.)
above	ab/oe/ve	ab /u/ ve	Look the desk, not below it.
alone	al/oe/ne	al/u/ne	I am all at home until Mom gets here.
done	d/oe/ne	d/u/ne	What should I do when I am with my work?
dove	d/oe/ve	d/u/ve	A is usually white.
robe	r/oe/be	r/u/be	Could you please get my bath?
mole	m/oe/le	m/u/le	A is a small animal that lives almost completely underground.
cone	c/oe/ne	c/u/ne	Would you like an ice cream?
none	n/oe/ne	n/u/ne	of us wants to miss recess.
shove	sh/oe/ve	sh/u/ve	Please do not in line.
glove	gl/oe/ve	gl/u/ve	I have lost my

## 25

#### ASSESSMENT AND TRICKY SPELLING

# Spelling Assessment and Introduce 'ou' > /ou/ or /u/

#### PRIMARY FOCUS OF LESSON

#### Language (Spelling)

Students will spell words with the suffixes -tion, -el, and -le, and the Tricky Word schwa, and will alphabetize words featuring these suffixes.

TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.D

Students will spell multisyllabic words with multiple sound-spelling patterns.

TEKS 2.2.C.iv

#### **Foundational Skills**

Students will read words with the tricky spelling 'ou'. TEKS 2.2.B.i

#### Reading

Students will read "Battle Plans" with purpose and understanding and will summarize the main characters and key details of the story.

TEKS 2.6.B; TEKS 2.7.D; TEKS 2.8.C

#### **FORMATIVE ASSESSMENT**

Activity Page 25.1 Spelling Assessment

**TEKS 2.2.C.iv** 

Activity Page 25.2 Tricky Spelling 'ou'

TEKS 2.2.B.i

Activity Page 25.3 Story Questions "Battle Plans"

TEKS 2.7.D; TEKS 2.8.C

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; vCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; TEKS 2.2.D Alphabetize a series of words and use a dictionary or glossary to find words; TEKS 2.2.C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns; TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information; TEKS 2.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; TEKS 2.8.C Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

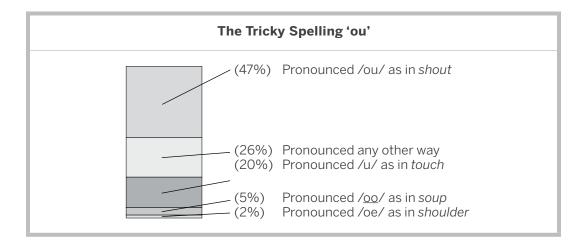
#### LESSON AT A GLANCE

	Grouping	Time	Materials				
Language (Spelling)							
Spelling Assessment	Whole Group	20 min.	☐ Activity Page 25.1				
Foundational Skills							
Introduce Tricky Spelling 'ou' (Phonics)	Whole Group	20 min.	<ul><li>□ Activity Page 25.2</li><li>□ Tricky Spelling 'ou' Chart (Digital Components)</li></ul>				
Reading							
Introduce the Chapter	Whole Group	5 min.	☐ Sir Gus ☐ Preview Spellings Chart (Digital Components)				
Read "Battle Plans"	Whole Group	15 min.	☐ Sir Gus ☐ Activity Page 25.3				

#### **ADVANCE PREPARATION**

#### Note to Teacher

Today students will work on reading words with the tricky spelling 'ou'. This spelling poses a challenge for readers because it can be pronounced several different ways. At this point, students have been introduced to the two most common pronunciations, /ou/ and /u/. The chart shows /ou/ is the most common pronunciation, followed by /u/. It also shows two additional pronunciation options, /oo/ and /oe/. These, however, are quite rare so they are not explicitly taught. If students come across an unfamiliar printed word containing the spelling 'ou', they should try pronouncing the 'ou' as /ou/. If that does not sound like a word, or if the resulting word does not make sense in context, students should try /u/.



Here is some additional information:

• At the beginning of a word, 'ou' is almost always pronounced /ou/.

#### **Foundational Skills**

#### Digital Component 25.1

• Create the Tricky Spelling 'ou' chart (Digital Component 25.1) on the board/chart paper or use the digital version.

#### Reading

#### Digital Component 25.2

• Create the Preview Spellings Chart for Introduce the Chapter (Digital Component 25.2) on the board/chart paper or use the digital version.

#### **Lesson 25: Assessment**

## Language



**Primary Focus:** Students will spell words with the suffixes *-tion*, *-el*, and *-le*, and the Tricky Word *schwa*, and will alphabetize words featuring these suffixes.

#### TEKS 2.2.B.iii; TEKS 2.2.C.i; TEKS 2.2.D

Students will spell multisyllabic words with multiple sound-spelling patterns.

#### TEKS 2.2.C.iv

#### SPELLING ASSESSMENT (20 MIN.)

TEKS 2.2.B.iii; TEKS 2.2.C.i;

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

1.	question	6.	angel	11.	shuffle
2.	turtle	7.	motion	12.	jewel
3.	label	8.	pickle	13.	cattle
4.	inspection	9.	gravel	14.	fiction
5.	bundle	10.	education	15.	schwa

- Direct students' attention to the lines on the bottom of the activity page.
- Tell students to write the sentence: Schwa can be tricky to spell. Slowly repeat this sentence twice.
- · Read each spelling word once more.
- Tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Do the same for the sentence.
- Circle the following words on the board. Ask students to turn Activity Page 25.1 to the back and write the words in alphabetical order.

#### Activity Page 25.1



**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Skills 5

- turtle
   question
   gravel
   jewel
   jewel
  - · Give students about three minutes to do this.
  - Write words in alphabetical order so students may correct their work.
- 1. cattle3. jewel5. turtle2. gravel4. question



#### Activity Page 25.1: Spelling Assessment

Collect and review Activity Page 25.1. Later today, you may find it helpful to use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you understand any error patterns developing or persisting among individual students.

## Lesson 25: Tricky Spelling 'ou' Foundational Skills



Primary Focus: Students will read words with the tricky spelling 'ou'. TEKS 2.2.B.i

#### INTRODUCE TRICKY SPELLING 'OU' (20 MIN.)

- Refer to the chart you prepared in advance and discuss the sounds for tricky spelling 'ou'.
- Digital Component 25.1

' O L L '	$\rightarrow$	/ou/	shout	out	mountain
ou	$\rightarrow$	/u/	touch	country	jealous

- Review the sounds for the tricky spelling 'ou' and the example words together.
- Have students turn to Activity Page 25.2.

**TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends.

Activity Page 25.2



- Students have completed many sheets similar to this in the past. If it seems appropriate to you, ask students to complete this activity page independently.
- Take this time to work with a small group who might otherwise struggle completing this activity page.



#### Activity Page 25.2: Tricky Spelling 'ou'

Collect and review Activity Page 25.2 to monitor students' understanding of and progress with the tricky spelling 'ou'.

Lesson 25: "Battle Plans"

## Reading



**Primary Focus:** Students will read "Battle Plans" with purpose and understanding and will summarize the main characters and key details of the story.

#### TEKS 2.6.B; TEKS 2.7.D; TEKS 2.8.C

#### INTRODUCE THE CHAPTER (5 MIN.)

• Tell students that today they will read about King Alfred's knights preparing to battle against King Henry's knights.

#### **Preview Spellings**

Reader

**Page 126** 

• Preview the following spellings before reading today's story.



/ə/ + /l/ > 'le'	/ə/ > 'a'	/u/ > 'o'	
mumbled	assist	other	
little	about	together	
	away	bottom	

Preview the vocabulary before reading today's story.



TFKS 2.6 B Generate questions about text before during and after reading to deepen understand

**TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

**volunteer—v.,** to offer to do something (126)

Example: I will volunteer at the animal shelter.

**stunned—adj.,** surprised (128)

Example: She was stunned when she didn't get first place.

**delighted—adj.**, pleased (132)

Example: They were delighted to have friends over after school.

Sayings and Phrases

**enemy's position—**location of the enemy (130)

Example: We spied on the "enemy's position" from the top of the mountain,

**moment of glory—**a time when someone receives attention and praise (132)

Example: The knight's "moment of glory" came when he slayed the dragon.

**up my sleeve—**secret that the enemy doesn't know about (132)

Example: I have many tricks "up my sleeve" to confuse the other knights.

**are camped**—placed in a forest or under some kind of cover for sleeping and resting (134)

Example: The soldiers "are camped" in tents by the river.

Vocabulary Chart for "Battle Plans"						
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words			
Core Vocabulary		volunteer stunned delighted				
Multiple-Meaning Core Vocabulary Words						
Sayings and Phrases	enemy's position moment of glory up my sleeve are camped					

#### **Purpose for Reading**

• Ask students to think of a Think-Pair-What? question to ask the class at the end of the story.

#### Support

Work in a small group with students needing more support to read the story.

#### **READ "BATTLE PLANS" (15 MIN.)**

#### **Whole Group**

- Direct the entire class to silently read one page at a time. Provide sufficient time for most students to read each page.
- Scaffold a discussion of each page, asking questions about what was read. For example, after reading **page 128**, call students' attention to the fact that the knights point to Sir Gus and say, "Yes, you!" Ask students why they think they do this. (Answers may vary; students may suggest that all the knights think Sir Gus is the best knight around.)

#### Wrap-Up

- Ask students to share their Think-Pair-What? questions.
- Ask students to summarize the story.
- Have students complete Activity Page 25.3. Review the activity page as a class.



#### Activity Page 25.3: Story Questions

Collect and review Activity Page 25.3. Use students' responses to determine who may need additional support with story comprehension.

End Lesson

Activity Page 25.3



#### **Lesson 25: Foundational Skills Remediation**

## Additional Support

#### MORE HELP WITH TRICKY SPELLING 'OU'

- Write a target word from the chart on the **board/chart paper**.
- Read the sample sentence aloud to students. Try both pronunciations of the word in the sentence. Ask students to tell you which is correct.

Target Word	Possible pronunciation	2nd possible pronunciation	Sample sentence (Remember the sentence is read orally.)
country	c/ou/ntry	c/u/ntry	Do you live in the or in the city?
double	d/ou/ble	d/u/ble	I would like a scoop of ice cream.
amount	am/ou/nt	am/u/nt	What of soup should I make?
bounce	b/ou/nce	b/u/nce	The tennis ball will high!
famous	fam/ou/s	fam/u/s	Is he a actor?
clouds	cl/ou/ds	cl/u/ds	I love to watch the fluffy whiteas they scoot across the sky.
nervous	nerv/ou/s	nerv/u/s	He is very to speak in front of a crowd.
flour	fl/ou/r	fl/u/r	We need some more for the cookies.
found	f/ou/nd	f/u/nd	Yes! I the lost keys.
cousin	c/ou/sin	c/u/sin	My Jane is visiting us.

## 26

#### **UNIT ASSESSMENT**

## Reading Comprehension and Grammar

#### PRIMARY FOCUS OF LESSON

#### **Reading Comprehension Assessment**

Students will read with sufficient accuracy and fluency to support comprehension.

- TEKS 2.8.C
- Students will read words featuring /ə/ > 'a' and 'e'. TEKS 2.2.B.i
  - Students will use context to confirm or self-correct word recognition and
- understanding, rereading as necessary. TEKS 2.3.B; TEKS 2.6.1

#### Language

Students will read and alphabetize words with the suffixes -le, -el, and -tion.

TEKS 2.2.B.iii; TEKS 2.2.D

#### **Grammar Assessment**

Students will demonstrate command of the conventions of English grammar and usage when writing, including capitalization, punctuation, and pluralization.

#### TEKS 2.11.D.iii; TEKS 2.11.D.ix; TEKS 2.11.D.x

Students will demonstrate command of the conventions of English grammar and usage when writing, including parts of speech, subject and predicate, and verb

tenses. TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iv

#### **FORMATIVE ASSESSMENT**

Activity Page 26.1 Reading Comprehension Assessment

"Marching Orders"

**TEKS 2.8.C** 

Activity Page 26.2 Grammar Assessment

TEKS 2.11.D.i-iv; TEKS 2.11.D.ix-x

**TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Unit Assessment					
Reading Comprehension Assessment	Independent	30 min.	<ul><li>□ Sir Gus</li><li>□ Activity Page 26.1</li><li>□ Reading Comprehension Assessment Record Sheet</li></ul>		
Language					
Practice Alphabetizing	Whole Group	10 min.	☐ prepared word cards		
Unit Assessment					
Grammar Assessment	Independent	20 min.	<ul><li>Activity Pages 26.2, 26.3</li><li>Grammar Assessment Record Sheet</li></ul>		

of unfamiliar words; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down; **TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.11.D** Edit drafts using standard English conventions, including (iii) singular, plural, common, and proper nouns; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including articles.

#### **ADVANCE PREPARATION**

#### Note to Teacher

Today you will administer the first two Unit 5 assessments. The first assessment is a Reading Comprehension Assessment that targets students' ability to independently decode and understand a story. The second assessment is a Grammar Assessment that targets punctuation and capitalization, plural nouns, parts of speech, subject and predicate, and verb tense.

Prepare the Reading Comprehension Assessment Record Sheet and the Grammar Assessment Record Sheet, found in Teacher Resources, prior to administering the assessments.

#### Language

Write the following words on index cards for Review Alphabetizing. If you still
have the spelling cards from the previous week, pull the asterisked words
from this card set rather than rewrite them.

1.	camel	8.	gravel *	15. open
2.	nickel	9.	bubble	16. huddle
3.	middle	10.	question *	17. simple
4.	apple	11.	wrestle	18. uncle
5.	dabble	12.	round	19. jungle
6.	education *	13.	vacation	20. table
7.	fiddle	14.	little	21. puddle

Skills 5

## Lesson 26: Reading Comprehension Assessment Unit Assessment



#### **Primary Focus**

Students will read with sufficient accuracy and fluency to support comprehension.

#### **TEKS 2.8.C**

Students will read words featuring /ə/ > 'a' and 'e'. TEKS 2.2.B.i

Students will use context to confirm or self-correct word recognition and understanding,

rereading as necessary. TEKS 2.3.B; TEKS 2.6.I

#### READING COMPREHENSION ASSESSMENT (30 MIN.)

#### **Administration**

- Ask students to turn to Chapter 17 in Sir Gus and Activity Page 26.1.
- Tell students to read the story and answer the questions on the activity page for this assessment. Be sure students understand that they may refer to the Reader as they complete Activity Page 26.1.
- Encourage students to do their best and to check their activity page when they are finished.
- Tell students that when finished, they may read quietly at their desks until everyone else has finished.



Activity Page 26.1: Reading Comprehension Assessment

Collect and review Activity Page 26.1 to monitor student progress in reading comprehension.



**Page 136** 

Activity Page 26.1



**TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; **TEKS 2.2.B.i** Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs and blends; **TEKS 2.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

#### **Scoring and Analysis**

- When scoring this assessment, please note assessment item number 8 has four sentences. Each of these sentences is worth one point. All of the other items (numbers 1–7) are worth one point each.
- Record student scores on the Reading Comprehension Assessment Record Sheet located in Teacher Resources.
- A score of less than 8 correct out of 11 should prompt additional testing. In Lessons 28–30 you will work one-on-one with students to have them read the story aloud to you and answer the questions orally to determine if their original performance reflects poor decoding skills, a lack of comprehension, or perhaps instead is the result of rushing to finish the assessment.
- Additionally, any student who scores less than 8 out of 11 correct and does not perform better on the one-on-one assessment should also take the Individual Decoding Assessment and the Individual High-Frequency Word Assessment in Lessons 28–30.

**Lesson 26: Alphabetizing** 

## Language



**Primary Focus:** Students will read and alphabetize words with the suffixes *-le*, *-el*, and *-tion*. **TEKS 2.2.B.iii; TEKS 2.2.D** 

#### PRACTICE ALPHABETIZING (10 MIN.)

• Using the word cards you prepared in advance, work as a class to first read and then alphabetize the cards on the board.

**TEKS 2.2.B.iii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

Skills 5

#### **Lesson 26: Grammar Assessment**

### Unit Assessment



#### **Primary Focus**

Students will demonstrate command of the conventions of English grammar and usage when writing, including capitalization, punctuation, and pluralization.

#### TEKS 2.11.D.iii; TEKS 2.11.D.ix; TEKS 2.11.D.x

Students will demonstrate command of the conventions of English grammar and usage when writing, including parts of speech, subject and predicate, and verb tenses. TEKS 2.11.D.i; TEKS 2.11.D.ii; TEKS 2.11.D.iv

#### **GRAMMAR ASSESSMENT (20 MIN.)**

#### Administration

- Ask students to turn to Activity Page 26.2 and explain the directions for each section.
- Tell them to complete the front and back of Activity Page 26.2.
- If students are unsure about directions or what to do, ask them to raise their hands and ask.
- When students finish Activity Pages 26.2, explain the directions for Activity Page 26.3 and ask them to complete it.
- Encourage students to do their best and check their work when finished.
- Tell students that when finished, they may read quietly at their desks until everyone else has finished.

Activity Page 26.2



Activity Page 26.3





#### Activity Page 26.2 and 26.3: Grammar Assessment

Collect and review Activity Pages 26.2 and 26.3 to monitor student progress in applying the conventions of English Grammar.

#### **Scoring and Analysis**

**Note:** Acquisition of the grammar skills taught thus far is important, so scoring and guidance is provided here for evaluating each student's

**TEKS 2.11.D** Edit drafts using standard English conventions, including (iii) singular, plural, common, and proper nouns; (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; (i) complete sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including articles.

performance to determine whether remediation is needed. Some students who perform poorly on the Grammar Assessment may also perform poorly on other unit assessments, such as the Decoding Assessment and/or Reading Comprehension Assessments. For these students, if the available time for remediation is limited, providing additional decoding and comprehension practice is a priority.

#### Part 1

A score of less than 15 correct out of 20 points on the **Punctuation and Capitalization** section (numbers 1–7) on Activity Page 26.2 indicates that the student needs additional practice in correcting punctuation and capitalization errors. Analyze errors to determine if specific types of punctuation and capitalization are problematic.

#### Part 2

• A score of less than 4 correct out of 5 points on the **Plurals** section (numbers 8–12) on Activity Page 26.2 indicates that the student may need additional practice in creating the plural forms of nouns. Analyze errors to determine if you need to review specific rules about plural formation or whether additional practice with irregular plural formation is indicated.

#### Part 3

• A score of less than 12 correct out of 15 points on the **Parts of Speech** section (numbers 13–17) on the back of Activity Page 26.2 indicates that the student may need additional practice with the parts of speech. Examine the errors for patterns to determine if adjectives, nouns, or verbs are the area of confusion.

#### Part 4

• A score of less than 7 correct out of 10 points on the **Subject and Predicate** section (numbers 18–22) on the back of Activity Page 26.2 indicates additional practice is needed. Examine the error pattern to see whether subjects or predicates individually need attention or both concepts need review.

#### Part 5

- A score of less than 7 correct out of 10 points on the **Verb Tense** section (numbers 23–32) on Activity Page 26.3 needs to be examined. Again, look to see if it is one single tense causing the confusion or if it appears to be all three.
- Record student scores on the Grammar Assessment Record Sheet located in Teacher Resources.

## 27

#### **UNIT ASSESSMENT**

## Decoding and Alphabetizing

#### PRIMARY FOCUS OF LESSON

#### **Decoding Assessment**

Students will identify the word said by the teacher from a choice of four written words. TEKS 2.2.B.i; TEKS 2.2.B.iii

#### Language (Spelling)

Students will spell words from the word lists in Lessons 1, 6, 11, 16, and 21.

TEKS 2.2.C.i; TEKS 2.2.C.iv

#### **Alphabetizing Assessment**

Students will arrange words in alphabetical order. TEKS 2.2.B.iii; TEKS 2.2.D

#### Reading

Students will read "The Final Battle" and will answer written comprehension questions about key details in the text. TEKS 2.6.C; TEKS 2.6.G

#### FORMATIVE ASSESSMENT

Activity Page 27.1 Decoding Assessment

TEKS 2.2.B.i; TEKS 2.2.B.iii

Activity Page 27.2 Alphabetizing Assessment

TEKS 2.2.B.iii; TEKS 2.2.D

Activity Page 27.3 Story Questions "The Final Battle"

**TEKS 2.6.G** 

**TEKS 2.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

#### LESSON AT A GLANCE

	Grouping	Time	Materials		
Unit Assessment					
Decoding Assessment	Whole Group	15 min.	☐ Activity Page 27.1		
			<ul><li>Decoding Assessment Record Sheet</li></ul>		
			<ul><li>Decoding Assessment Analysis Sheet</li></ul>		
Language					
Spelling Bee	Whole Group	10 min.	□ spelling word lists from Lessons 1, 6, 11, 16, and 21		
Unit Assessment					
Alphabetizing Assessment	Whole Group	15 min.	☐ Activity Page 27.2		
			<ul><li>Alphabetizing Assessment Record Sheet</li></ul>		
Reading					
Introduce the Chapter	Whole Group	5 min.	□ Sir Gus		
Read "The Final Battle"	Whole Group	15 min.	□ Sir Gus		
			☐ Activity Page 27.3		

#### **ADVANCE PREPARATION**

#### **Note to Teacher**

Today you will administer two more Unit 5 assessments. The first assessment is a Decoding Assessment that targets the sound/spelling correspondences taught in Unit 5. The second part is an Alphabetizing Assessment.

Prepare the Decoding Assessment Record Sheet, the Decoding Assessment Analysis Sheet, and the Alphabetizing Assessment Record Sheet, found in Teacher Resources, prior to administering the assessments.

#### Language

- Tab the word lists you will use for the spelling bee; see Lessons 1, 6, 11, 16, and 21 in the Teacher Guide.
- Give thought to how you will divide your class for the spelling bee. You may choose to have students compete as individuals, partners, or teams.

# **Lesson 27: Decoding Assessment**

# Unit Assessment



Primary Focus: Students will identify the word said by the teacher from a choice of four written words. TEKS 2.2.B.i; TEKS 2.2.B.iii

# **DECODING ASSESSMENT (15 MIN.)**

#### **Administration**

Activity Page 27.1

- Ask students to turn to Activity Page 27.1.
- Tell students that you will be calling out a word for them to circle in each row. They should listen carefully and read all of the words in the row before circling their choice. Tell students you will say each word two times.
- These are the words you should call out to students:

1.	across	6.	apple
2.	hadn't	7.	nation
3.	mother	8.	funnel
4.	decide	9.	couple
5.	shove	10.	cousin

 Ask students to turn the page over, and call out these words for them to circle:

11. traction	16. hideous
12. above	17. petal
13. dangerous	18. fossil
14. wonderful	19. cheerful
15. love	20. animal

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.



# Activity Page 27.1: Decoding Assessment

Collect and review Activity Page 27.1 to monitor student progress with decoding words with previously taught spelling patterns.

# **Scoring and Analysis**

- Assign one point for each correct answer and record all students scores on the Decoding Assessment Record Sheet located in Teacher Resources. Also record specific errors made by any student on the Decoding Assessment Analysis Sheet, also located in Teacher Resources.
- For any student with a score of less than 15 correct out of 20 points, you will need to administer the Individual Decoding Assessment one-on-one during Lessons 28–30.
- Students who perform below the benchmark on the Reading Comprehension Assessment (Lesson 26) or the Decoding Assessment (Lesson 27) will need to take additional assessments individually; see Lessons 28–30. The results of these assessments will help you identify weaknesses and target instruction.

Lesson 27: Spelling

# Language



**Primary Focus:** Students will spell words from the word lists in Lessons 1, 6, 11, 16, and 21. **TEKS 2.2.C.i; TEKS 2.2.C.iv** 

## **SPELLING BEE (10 MIN.)**

- Divide your class in whatever manner seems best.
- Using the spelling words on the pages you tabbed in the Teacher Guide, conduct a spelling bee.

**TEKS 2.2.C** Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling patterns.

# Lesson 27: Alphabetizing Assessment

# Unit Assessment



**Primary Focus:** Students will arrange words in alphabetical order.

TEKS 2.2.B.iii; TEKS 2.2.D

## ALPHABETIZING ASSESSMENT (15 MIN.)

#### **Administration**

- Ask students to turn to Activity Page 27.2.
- Tell them to put the words in alphabetical order using whichever strategy they prefer.
- Tell students to do their very best work, and if they finish before everyone else to check over their work.



Activity Page 27.2

# Activity Page 27.2: Alphabetizing Assessment

Collect and review Activity Page 27.2 to monitor student progress in decoding words with putting words in alphabetical order.

# **Scoring and Analysis**

- Record student scores on the appropriate form located in teacher resources.
- Assign one point for each correct answer and record all students scores on the Alphabetizing Assessment Record Sheet located in Teacher Resources. Any student who scores less than 9 correct out of 12 points will benefit from additional pracitce with alphabetizing; see additional activities in the Pausing Point.



**TEKS 2.2.B.iii** Decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.D** Alphabetize a series of words and use a dictionary or glossary to find words.

#### Lesson 27: "The Final Battle"

# Reading



**Primary Focus:** Students will read "The Final Battle" and will answer written comprehension questions about key details in the text. TEKS 2.6.C; TEKS 2.6.G

# INTRODUCE THE CHAPTER (5 MIN.)

- Ask students to turn to the table of contents in their Reader and locate the page number for Chapter 18 (page 142).
- Tell them that this is the last story in *Sir Gus*. Before reading the story, summarize what has happened so far.
- Predict how the story will end and record students' predictions.

# READ "THE FINAL BATTLE" (15 MIN.)

# Whole Group

- Ask students to read silently to find out how the story ends. You can take
  this time to circulate and work with any student who needs help reading
  the story.
- **Optional:** If students finish early, they may complete Activity Page 27.3.

#### Wrap-up

• Lead students in a discussion of how the story ends.



Activity Page 27.3: Story Questions

Collect and review Activity Page 27.3 to monitor student progress in comprehending key details in the text.

End Lesson

## Reader



**Page 142** 

# Support

This is the last chapter in *Sir Gus*. However, students should be encouraged to reread stories. Rereading a book helps increase fluency, independence, understanding, and enjoyment, as most students will read the text easily.

#### Activity Page 27.3



**TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

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#### REVIEW AND ASSESSMENT

# Individual Assessments and Review Activities

#### Note to Teacher

For the next three days, lessons will include a combination of individually administered assessments and review activities. *Administer the assessments to struggling students only, as a way to identify targeted remediation needs.* 

The individualized assessments that you may administer are dependent on student scores:

- Oral Reading Comprehension Assessment (See Reading Comprehension Assessment Record Sheet)
- Individual Decoding Assessment (See Decoding Assessment Record Sheet)
- High-Frequency Word Assessment

The program teaches Tricky Words, focusing on the parts of the word that are decodable and *not decodable*. However, many states and school districts conduct explicit assessments of students' reading accuracy of words from various popular high-frequency sight word lists. An assessment of words from the Dolch Sight Word List is included here. Many of these words have been taught as Tricky Words in the program; others are decodable.

#### Lessons 28-30

 You will select pages from the Pausing Point for all other students to complete on all three days. A lesson plan follows that offers a way to structure the assessments and Pausing Point activities

Skills 5

# LESSON AT A GLANCE

	Grouping	Time	Materials
Assessment			
Individual Decoding Assessment	One-on-One	10 min.	<ul> <li>□ Activity Page 28.1</li> <li>□ Individual Decoding         Assessment page     </li> <li>□ sheet of paper or card stock</li> </ul>
Assessment			
Individual High-Frequency Word Assessment	One-on-One	10 min.	<ul> <li>Activity Page 28.2</li> <li>Individual High-Frequency Word Assessment</li> <li>sheet of paper or card stock</li> </ul>
Assessment			
Individual Oral Reading Comprehension Assessment	One-on-One	10 min.	<ul> <li>□ Sir Gus</li> <li>□ Activity Page 26.1</li> <li>□ Individual Oral Reading Comprehension Assessment Running Record</li> </ul>
Pausing Point Activities			
Activities per Teacher Choice	Small Group/ Individual	40-60 min.	☐ activity pages and/or trade books

# **ADVANCE PREPARATION**

- Thoroughly review the instructions for the administration and scoring of all individually administered assessments that follow.
- Choose sufficient Pausing Point activities, targeted to meet the needs of each student, for each day. Keep in mind that other students will need to work without your supervision as you give the individually administered assessments.
- You may wish to plan for and set up other centers and acitivites for students to complete, such as a listening center or reading trade books.
- The following is a chart outlining a suggested lesson plan to structure the assessments and Pausing Point activities.

Time	Teacher Activity	Student Activity	Suggested Activity
:00-:05	Teacher assigns students to groups and/or individual work to be completed during the first 15-minute block of time.	At teacher's signal, students go to small group or independent work area with materials.	It would be best to assign students two activity pages to complete.
:05-:20	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.
:20-:25	Teacher directs all students to read independently for the next 10 minutes.	Students read independently, either from Sir Gus or trade books or teacher-selected materials.	Teacher should explicitly assign reading with a purpose. For example, "I want you to read the story, 'Battle Plans.' When you have finished, write five sentences describing the events in the story."
:25-:40	Teacher assesses students one at a time.	Reading.	See above.
:40-:45	Teacher assigns students to groups and/or individual work to be completed during the last 15-minute block of time.	At teacher's signal, students go to small group or independent work area with materials.	This could be a student- choice activity. Students could finish the previous work assigned or complete a choice activity, such as pleasure reading or freewriting.
:45-:60	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.

Skills 5

# Lesson 28-30 Individual Decoding Assessment

# Assessment



## INDIVIDUAL DECODING ASSESSMENT

**Note:** Administer the Individual Decoding Assessment to students who scored less than 8 correct on Activity Page 26.1 (Reading Comprehension Assessment) or less than 15 correct on Activity Page 27.1 (Decoding Assessment). To prepare for this assessment, you will need the Individual Decoding Assessment page located in the Teacher Resources section. Students will read from this page while you mark their responses on Activity Page 28.1.

#### Administration

- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their Activity Books with them. Tear out Activity Page 28.1 and write the student's name at the top.
- Turn to the Individual Decoding Assessment in Teacher Resources and cover the page with a sheet of plain paper or card stock. Display one row at a time by moving the sheet of paper down the page. Ask the student to read each word on the line of the assessment as quickly as possible.
- The purpose of this assessment is to determine if there are decoding difficulties and, if so, in which particular areas the problems exist. Do not let the student struggle when sounding out a word. If it is obvious the student does not know the word, tell him or her the word and move on.

# **Scoring and Remediation**

Students who miss more than two words in any given line may need additional remediation in reading the target sound. Use the featured sounds indicated in the far left column of Activity Page 28.1 to identify the sounds that still challenge students. Refer to the Pausing Point Topic Guide to locate activities and materials to match the needed area.

Activity Page 28.1



# Lesson 28–30 Individual High-Frequency Word Assessment

# Assessment



#### INDIVIDUAL HIGH-FREQUENCY WORD ASSESSMENT

**Note:** The Individual High-Frequency Word Assessment is an additional assessment to be administered at your discretion to individual students. (See administration instructions for the Individual Oral Reading Comprehension Assessment on the next page.) To prepare for the Individual High-Frequency Word Assessment, you will need the Individual High-Frequency Word Assessment page located in the Teacher Resources section. Students will read from this page while you mark their responses on Activity Page 28.2.

#### **Administration**

- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their Activity Books.
- Tear out Activity Page 28.2 and write the student's name at the top.
- Turn to the Individual High-Frequency Assessment in Teacher Resources, cover the page with a sheet of plain paper or card stock. Display one row at a time by moving the sheet of paper down the page. Ask the student to read each line of the assessment as quickly as possible.
- The purpose of this assessment is to determine if students can quickly identify and read high-frequency words. Do not let students labor over a word. They should read each word quickly and accurately. If they do not, score it incorrect, tell the student the word, and move on.

# **Scoring and Remediation**

Students who miss any of the high-frequency words will need targeted remediation on these words. You may consider several different ways to provide practice. See Lesson 20 Additional Support for suggestions.

Activity Page 28.2



# Lesson 28-30: Individual Oral Reading Comprehension Assessment Assessment

#### INDIVIDUAL ORAL READING COMPREHENSION ASSESSMENT

**Note:** As time permits, you may want to ask students who scored less than 8 out of 11 correct on the Reading Comprehension Assessment (Activity Page 26.1) to re-read all or parts of this story aloud to you one-on-one. To prepare for this assessment, make a copy of the Oral Reading Comprehension Assessment Running Record located in Teacher Resources for each student that you are assessing.

#### **Administration**

- Call individual students to a quiet area of the room one at a time. Ask him or her to bring the *Sir Gus* Reader and Activity Page 26.1.
- Ask the student to open to page 136 in the Reader and begin to read "Marching Orders" aloud. As the student reads, follow along on the copy of the Running Record, making note of any words that the student mispronounces or hesitates in trying to sound out. Write exactly what the student says if he or she misreads a word.
- If the student misreads or struggles with a word, provide scaffolding to assist the student in decoding the word to see if he is able to self-correct errors with additional assistance. Be sure to note this as well.
- Depending on how many other students you want to assess, you may or may not have time to allow the student to finish reading the entire story.
- If the student is able to complete the story, orally ask the comprehension questions on Activity Page 26.1, noting his oral response with a different color pen than the student used originally to choose his answers.

# **Scoring and Remediation**

Analyze any errors made in reading the story aloud and compare these errors to words the student encountered on both the group Decoding Assessment (Activity Page 27.1) and the Individual Decoding Assessment (Activity Page 28.1). Is the student consistently struggling with specific sound/spelling correspondences? If so, which ones? Or is the student struggling in a more generic way, such as struggling to read multisyllable words?

Make note as well of the student's fluency in reading. Is he or she generally able to read most of the text fluently or does he or she stop frequently to sound out individual words?

Finally, compare the student's performance in orally answering the comprehension questions on Activity Page 26.1 with his original performance.

Depending on the above analysis, you may want to provide targeted reteaching and remediation of specific sound/spellings and/or intensive practice in chunking and blending multisyllable words, starting out with words in isolation, rather than continuous text.

Students who appear to have mastered the essential sound/spellings and decoding of multisyllable words, but who do not read fluently will benefit from hearing text read aloud fluently, followed by their own frequent re-reading of the same text. You may use stories from the *Sir Gus* Reader and/or selections from the Fluency Packet available on the program's digital components site.

# Pausing Point

#### **Note to Teacher**

This is the end of Unit 5. If it appears students are having difficulty, you may wish to pause here and spend 4 or 5 days reviewing the material taught in Unit 5 and/or make arrangements to work with specific students individually or in small groups in order to address specific problems.

You should pause if several students are having trouble reading words containing the spelling alternatives taught in this unit. However, there is no need to pause if the difficulty is evident only when students are trying to use the correct spelling alternative when writing. Spelling accuracy will come gradually, with time and lots of exposure to printed materials.

Group students who are having similar difficulties, and teach these students in small groups. For example, you might have one group that needs more practice reading Tricky Words and another group that needs more practice reading words with spellings for /u/.

# PAUSING POINT TOPIC GUIDE

# Tricky Spelling 'a'

More Help With Final Schwa or /u/ Spelled 'a'	Additional Support Lesson 7
More Help With Schwa and Its Spellings	Additional Support Lessons 8, 9
More Help With Tricky Spelling 'a'	Additional Support Lessons 15, 21
Tricky Spelling 'a'	Page 296
Color Sort	Page 296
Word Sort	Page 296
Tricky Spelling 'a'	Page 297

# Tricky Spelling 'e'

More Help With Tricky Spelling 'e'	Additional Support
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Tricky Spelling 'e'	Page 297
Color Sort	Page 297

More Help With Spelling Alternatives for /u/	Additional Support
	Lessons 1, 3,5, 6, 9
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More Help With Spelling Alternatives for /u/	Additional Support Lessons 1, 3,5, 6
More Help With Tricky Spelling 'o_e'	Additional Support Lesson 24
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Tricky Spelling 'ou'	
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More Help With Tricky Spelling 'ou'	Additional Support Lesson 25
Tricky Spelling 'ou'	Page 298
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More Help With /shən/ > 'tion'	Additional Support Lesson 15
More Help With Words With /u/, /ə/, /əl/, and /shən/	Additional Support Lesson 16
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Suffix - <i>ous</i>	
Fill in the Blank	Page 298

More Help With the /ə/ + /I/ Sound and Its Spellings

Lessons 11, 13, 14

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Match the Picture	Page 298
Yes or No?	Page 299
Find the Picture	Page 299
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<b>Recognize Spellings and Produce the Sounds</b>	
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More Help With Present- and Past-Tense Action Verbs	Additional Support Lesson 18
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#### **Note to Teacher**

Although practice activity pages and activities are provided for your use in the Pausing Point, the most important goal for remediation is to have students internalize the process of decoding tricky spellings through teacher-directed instruction, not just completing an activity page.

For all of these tricky spelling activity pages, the most important first step to every activity page is for the teacher to follow these instructions:

- 1. Point out each possible sound with several example words.
- 2. Orally review with students all of the possible sounds for the given spelling, almost like a "chant":
  - 'a' = /a/, /ae/, /ə/, /o/
  - 'e'= /e/, /ee/, /ə/
  - o 'o' = /o/, /oe/, /u/
  - 'o\_e' = /oe/, /u/
- 3. Then write a completely unfamiliar word on the board with the target spelling and verbally model trying out the possible sounds in decoding the word. Refer to the Additional Support section of the various lessons for additional word lists and phrases.
- 4. Then write additional unfamiliar words on the board, prompting students to attempt each sound systematically. Only then should students proceed to the actual activity page.

#### TRICKY SPELLING 'A'

# Tricky Spelling 'a'

• Ask students to turn to Activity Page PP.1. Work with students to identify the spellings and sounds of tricky 'a'.

#### **Color Sort**

• Ask students to turn to Activity Page PP.2. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

#### **Word Sort**

• Ask students to turn to Activity Page PP.3. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

Activity Pages
PP.1-PP.3



# Tricky Spelling 'a'

Ask students to turn to Activity Page PP.4. On the board, first review all of the
possible sounds represented by the tricky spelling 'a'. Then read each word
on the activity page aloud as a class. Direct students to listen to themselves
using ear cups (hands cupped around ears so students can hear themselves
as they make the sounds of the word). Then ask students to mark the sound
'a' stands for in that word.

# Activity Pages PP.4–PP.11



## TRICKY SPELLING 'E'

# Tricky Spelling 'e'

Ask students to turn to Activity Page PP.5. Work with students to identify
the spellings and sounds of tricky 'e'. First review all of the possible sounds
represented by the tricky spelling 'e' on the board.

#### **Color Sort**

• Ask students to turn to Activity Page PP6. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

## TRICKY SPELLING 'O'

# Tricky Spelling 'o'

• Ask students to turn to Activity Page PP.7. Work with students to identify the spellings and sounds of tricky 'o'.

#### **Word Sort**

 Ask students to turn to Activity Page PP.8. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

#### **Color Sort**

• Ask students to turn to Activity Page PP.9. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

# TRICKY SPELLING 'O\_E'

#### **Sound Sort**

 Ask students to turn to Activity Page PP.10. Work with students to identify the spellings and sounds of tricky 'o\_e'.

#### **Color Sort**

• Ask students to turn to Activity Page PP.11. Read the words in the chart aloud as a class. Direct students to follow the directions for coloring the squares.

#### TRICKY SPELLING 'OU'

# Tricky Spelling 'ou'

 Ask students to turn to Activity Page PP.12. Work with students to identify the spellings and sounds of tricky 'ou'.

#### **Word Sort**

**Activity Pages** 

PP.12-PP.17

• Ask students to turn to Activity Page PP.13. Read the words in the box aloud as a class. Direct students to write each word under the correct heading.

# SUFFIX -TION

#### -tion

- Ask students to turn to Activity Page PP.14. Remind students that words ending in *-tion* are usually nouns.
- Students should first read aloud the story as a class, with half of the class reading Voice 1 and the other half reading Voice 2. Students should then circle all the spellings for /sh/ /ə/ /n/.

## SUFFIX -OUS

#### Fill in the Blank

- Ask students to turn to Activity Page PP.15. Remind students that words ending in -ous are usually adjectives.
- Review with students the meaning of adjectives.
- Students should first read all the words in the box aloud as a class. Then students should select the best word from the box to fill in the blanks.

## **READ MIXED SPELLINGS AND SOUNDS**

#### **Circle the Sounds**

Ask students to turn to Activity Page PP.16. Students should first read aloud all of the words and use them in an oral sentence. Students should then circle the letter or letters that spell the vowel sound for each word.

#### **Match the Picture**

• Ask students to turn to Activity Page PP.17. Students should fill in the circle in front of the sentence that matches the picture.

# Skills 5

#### Yes or No

• Ask students to turn to Activity Page PP.18. Ask the students to read the questions aloud and then write *yes* or *no* to answer each question.

#### **Find the Picture**

 Ask students to turn to Activity Page PP.19. Students should first read aloud all of the words. Then ask students to write the word under the picture that matches it.

# Circle the Spellings

• Ask students to turn to Activity Page PP.20. Students should circle the letters spelling the name of the picture, then write the word on the lines.

## RECOGNIZE SPELLINGS AND PRODUCE THE SOUNDS

# **Code Flip Book Review**

- Point to vowel spellings on the chart and ask students to say the sound.
- Point to tricky spellings (spellings that can be pronounced more than one way), and ask students to supply the pronouncing options they have learned so far.
- You may review consonant spellings as well.

# **Spelling-to-Sound Card Game**

- Give a student all of the Spelling Cards for /u/,  $/\theta/$ , /a/, /ae/, /o/, /e/, /ee/, /oe/, and /ou/.
- Ask the student to sort the cards by spelling, so that each spelling has its own row (e.g., there is one row for 'u', one row for 'o', one row for 'o\_e').
- When the cards have been sorted, have the student say the sound for each spelling.
- Ask the student if there are any rows that have multiple cards. (There should be four cards in the row for 'a', three cards in the row for 'o', three cards in the row for 'e', two cards in the row for 'o\_e', two cards in the row for 'ou', and three cards in the row for 'ea'.)
- Explain that rows with more than one card are tricky spellings—spellings that can be pronounced more than one way.
- Have the student provide all of the pronunciation options for each tricky spelling.

**Note**: You may wish to use a subset of the cards listed.

Activity Pages PP.18–PP.20



## GRAMMAR

# Activity Pages PP.21-PP.28



# **Capital Letters**

 Ask students to turn to Activity Page PP.21. Students should first read aloud all of the sentences. Then direct students to circle the letter of any words that should be capitalized, and review with students why the word should be capitalized. Then have students correctly write the word.

#### **Punctuation**

 Ask students to turn to Activity Page PP.22. Students should first read aloud all of the sentences. Then students should rewrite the sentences with correct punctuation.

#### Nouns

• Ask students to turn to Activity Page PP.23. Students should first read aloud all of the sentences. Then students should circle the nouns in each sentence.

# **Common and Proper Nouns**

 Ask students to turn to Activity Page PP.24. Students should first read aloud all of the sentences. Then students should circle the common nouns and box the proper nouns in each sentence.

# **Nouns and Adjectives**

- Ask students to turn to Activity Page PP.25. Students should look at the picture and write down the names of six nouns they see in the picture.
- Then ask students to go back and generate adjectives for each noun.

# **Changing Nouns**

- Ask students to turn to Activity Page PP.26. Students should first read aloud all of the sentences.
- Then students should rewrite the sentences, changing the underlined common nouns to proper nouns.

# **Subject and Predicate Verb Tense**

Ask students to turn to Activity Page PP.27. Students should first read aloud all of the sentences. Then students should draw a single line under the subject and a double line under the predicate. Finally, tell students to mark the tense of the verb.

# **Adjectives**

• Ask students to turn to Activity Page PP.28. Students should first read each sentence aloud. Students should then circle each noun and draw a line to the adjective that goes with the noun.

#### **COMPOUND WORDS**

# **Compound Words**

 Ask students to turn to Activity Page PP.29. Students should choose a word from the box to make a compound word. Then students should write a sentence or story using one of the compound words.

## **SYNONYMS AND ANTONYMS**

# **Match the Words: Synonyms and Antonyms**

 Ask students to turn to Activity Page PP.30. On the front, students should match the word from the box with a numbered word that is its synonym. On the back of the page, students should match the numbered word with a word from the box that is its antonym.

#### HOMOPHONES

#### Fill in the Blank

 Ask students to turn to Activity Page PP.31. Students should first read aloud all of the sentences. Then students should write the correct homophone in each blank.

# **Homophone Match Maker**

- Write the pairs of decodable homophones listed below on separate index cards (e.g., *sun* on one card and *son* on another.).
- Turn the cards upside down and shuffle.
- Have a student turn over two cards at a time to try to make a match. If
  the cards match (meaning they sound the same), the student keeps the
  matching pair. If the cards do not match, the student turns the cards over
  and tries again.

**Note**: This game is best played in small groups.



Activity Pages PP.29-PP.31



#### **WEEKLY SPELLING ACTIVITY PAGES**

# Activity Pages PP.32–PP.38



#### Lessons 1-5

 Ask students to turn to Activity Page PP.32. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

#### Lessons 6-10

 Ask students to turn to Activity Page PP.33. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

#### Lessons 11-15

 Ask students to turn to Activity Page PP.34. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

#### Lessons 16-20

 Ask students to turn to Activity Page PP.35. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

#### **Lessons 21–25**

 Ask students to turn to Activity Page PP.36. Read the words in the box aloud as a class. Then read the sentences aloud as a class. Students should then write the best word from the box in the blank for the sentence.

#### **ALPHABETIZING**

#### **Alphabetical Order**

Ask students to turn to Activity Pages PP.37 and/or PP.38. Students should first read aloud all of the words. Then students should place all of the words in alphabetical order.

# UNDERSTAND THAT SOMETIMES TWO OR MORE LETTERS STAND FOR ONE SOUND

# **Code Flip Book Review**

- Ask students to point to single-letter spellings for vowel sounds and say the sounds. Then point to and say digraph spellings for vowel sounds, separated digraph spellings for vowel sounds, and spellings consisting of more than two letters for yowel sounds.
- You may review consonant spellings as well.

#### READ ONE-SYLLABLE WORDS

# **Teacher Chaining**

- Write sun on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'u' and add 'o' to create son.
- As you make this change, say to the students, "If that is sun, what is this?"
- Continue this process with the remaining words.
- 1. sun > son > won > ton > ten > den > din > dine > done > none
- 2. touch > torch > porch > port > pat > pang > gang > yang > young
- 3. around > abound > bound > round > rend > red > rod > rode
- 4. paddle > peddle > meddle > middle > fiddle > fickle > pickle
- 5. grovel > gravel > travel > ravel > revel > level > bevel
- 6. rental > dental > mental > medal > pedal > petal
- 7. diction > fiction > friction > fraction > faction > action

## POCKET CHART CHAINING FOR READING

- Set up a pocket chart.
- Choose a chain of words for the students to read. Use any of the chains listed for Teacher Chaining, or any of the chains given at the end of the lessons in the Supplemental Materials.
- Add letter cards to the pocket chart for the spellings the students need. (Digraph spellings should be printed on single cards, not multiple cards.)
- Arrange vowel letter cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Move the 's', 'u', and 'n' cards to the center of your pocket chart to spell sun.
- Ask a student to read the word.
- Replace the 'u' card with the 'o' card, and say to the class, "If that is sun, what is this?"
- Ask a student to read the word.
- Complete the remaining words.

## **READ PHRASES**

#### Wiggle Cards

- Use the Wiggle Cards between activities or to fill odd moments in the day.
- Use any of the Wiggle Card phrases listed in the lessons for Units 1–5.
- Show students a Wiggle Card, have them read it, and let them perform the action.

# **Phrase Flip Book**

- · Cut out ten slips of paper.
- Write five decodable adjectives containing the /u/ sound on five of the slips of paper, one adjective per slip.
- Write five decodable nouns containing the /u/ sound on five of the slips of paper, one noun per slip.
- Stack the adjective slips of paper and staple their top edge to a sheet of cardstock.
- Stack the noun slips of paper and staple their top edge to the sheet of cardstock, to the right of the adjectives.
- By lifting the slips of paper, the students can make and read up to 25 decodable phrases, some of which may be silly.
- 1a. /u/ adjectives: wonderful, confused, lovely, grumpy, innocent, handsome, jealous, funny, victorious, loathsome
- 1b. /u/ nouns: monkey, potato, slug, glove, cousin, skeleton, uncle, dove, country, astronaut
- 2a. /ə/ adjectives: important, heroic, appealing, severe, neglected, dramatic
- 2b. /ə/ nouns: adult, pedestrian, balloon, goddesses, pecans, giant
- 3a. /ə/ + /l/ adjectives: normal, flexible, cheerful, dismal, marvelous, tranquil, invisible, sullen, fossilized, disheveled
- 3b. /ə/ + /l/ nouns: animal, apple, camel, shovel, pencil, beetle, criminal
- 4a. /sh/ + /ə/ + /n/ adjectives: emotional, fictional, sensational, optional
- 4b. /sh/ + /ə/ + /n/ nouns: nation, invention, dictionary, operation, action, generation

#### SORT WORDS BY SOUND/SPELLING

#### **Board Sort**

- Select ten to twenty /u/ words from the following box. Write the words on the board in alphabetical order or random order.
- Pass out lined paper.
- Ask students to sort the words into columns based on which spelling is used to stand for the /u/ sound. (If possible, display the sort.)

**Note**: If students need additional scaffolding, you can underline the target spelling in each word. The same kind of sort can also be done for the schwa sound and the sound combination  $/\frac{1}{9}$  +  $/\frac{1}{2}$ .

#### Words for /u/

ugly, slump, unkind, sudden, funny, lunchbox, puppy, sunrise, uncle, muffin, other, person, money, second, nothing, front, reason, period, month, complete, lovely, none, handsome, gloves, shove, welcome, doves, some, young, country, various, famous, serious, touch, southern, dangerous, enormous, nervous

#### Words for /ə/

about, around, away, important, along, across, Africa, among, ago, probably, amount, finally, alone, thousand, molecule, benefit, deposit, severe, telescope, categories, decay, deciding, necessity, genetic, debate, cement, ceremony, strategy, Tennessee

#### Words for $/ \theta / + / I /$

helpful, awful, cheerful, hopeful, several, general, central, local, total, personal, metal, normal, final, April, pencil, evil, nostrils, level, travel, model, vessel, tunnel, label, channel, barrel, novel, camel, little, able, possible, table, middle, simple, single, trouble, available, uncle

#### **Word Sort with Pocket Chart**

- Set up a pocket chart so it has a header for each of the spellings students have learned for /u/.
- Write ten to twenty decodable words containing the spellings for /u/ on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

**Note**: If students need additional scaffolding, you can underline the target spelling in each word, or have students do this as a preliminary step.

• Other Options: Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

**Note**: This exercise can also be done for the  $/ \vartheta /$  sound or the sound combination  $/ \vartheta / + / I /$ . Use any of the words listed under Board Sort or select your own decodable words.

#### **Cut-and-Paste Word Sort**

- Print decodable /u/ words on slips of paper.
- Cut the slips apart and put them into several boxes or cups.
- Give students sheets of blank paper and ask them to make headings for each spelling they have learned for /u/ ('u', 'o', 'o\_e', 'ou'). (If you think this might be too difficult, you can make a page with the columns pre-labeled.)
- Ask students to pick a single word from one of the cups and write it in a column according to which spelling for /u/ is used.
- Have students pick more words and write them in the sorting space.

**Note**: If students need additional scaffolding, you can underline the target spelling in each word.

• Additional Activity: Have students use highlighters to mark the letters that spell the /u/ sound in each word on their sorting space.

**Note**: This exercise can also be done for the  $/ \vartheta /$  sound or the sound combination  $/ \vartheta I /$ . Use the words listed under Board Sort or select your own decodable words.

#### **Show and Tell**

- The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the /u/ or the /ə / sound (e.g., a cup, money, a balloon, gloves, etc.).
- Ask each student to show and name his or her object.
- Write the name of the object on the board.
- Ask students which letter or letters stand for the /u/ or /ə / sound.
- Make a heading for a column of words containing this spelling for /u/ or /ə/.
- Invite a student to copy his or her word under the heading.

• Continue collecting /u/ and /ə/ words, writing them on the board and sorting them by spelling (e.g., all 'u' words under a 'u' heading, all 'o' words under an 'o' heading, all 'a' words under an 'a' heading, all untaught /u/ and /ə/ spellings under an odd ducks heading).

**Note**: Most of the words you will be writing will have /u/or/ə/s spelled with one of the spelling alternatives taught in this unit, but they may also contain other spellings students do not know yet. You should be prepared to explain any bits that are beyond students' current code knowledge. This exercise can also be done for the sound combination /ə/+/l/.

# **Spelling Alternatives Board Game**

- Create a game board with twenty-five to forty spaces and several crossing paths so students can move in several different directions.
- Write a decodable /u/ word on each square, making sure to include several examples of each of the spelling patterns taught.
- Give each student a scorecard listing the spellings for /u/ they have learned ('u', 'o', 'o\_e', 'ou'), with spaces to collect a word exemplifying each spelling.
- Teach students to play the game by rolling a die (or spinning a spinner) and moving their game piece the correct number of spaces.
- When students land on a space, they should read the word and copy it onto their spelling scorecard according to the spelling used for the /u/ sound. For example, the word young would be copied into the space for 'ou' words.
- The first student to get one example of each spelling pattern wins.

**Note**: This game can be played with the  $\sqrt{a} / + I/I$  sound combination.

#### **Word Sort with Pocket Chart**

- Set up a pocket chart so it has a header labeled 1 for one-syllable words another labeled 2 for two-syllable words, and a third labeled 3 for three-syllable words.
- · Write a number of decodable words on cards.
- Remind students that a one-syllable word has one vowel sound, a two-syllable word has two vowel sounds, etc.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.
- Alternatively, set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

#### **Card Sort**

- · Write a set of decodable words on index cards.
- Have students sort the cards into columns based on syllable count.

**Note**: This activity is suitable for workstations.

# **Code Flip Book Review**

- Say a vowel sound, and ask students to point to and identify the spellings they have learned for that sound.
- Ask students which sounds have the most spelling alternatives.
- Explain that these are the sounds that tend to be hard to spell.
- You can review consonant sounds as well.

# Sound-to-Spelling Card Game

- Give a student all of the Spelling Cards for /u/, /o/, /oe/, and /ou/.
- Ask the student to sort the cards by sound, so that each sound has its own row (e.g., there is one row for /u/, one row for /o/).
- When the cards have been sorted, have the student list the spellings for each sound.
- Ask the student which sounds have more spellings.
- Explain that sounds having a lot of spellings are generally harder to spell than sounds having only a few.
- Ask the student which spellings are shared by two or more sounds. Explain that these are the tricky spellings that can be pronounced different ways.

**Note**: This is a good game for one-on-one tutorial work or workstations.

# **Choose the Right Word**

- Write the words *Kentucky, money,* and *young* on the board and read them to students.
- Tell students you are going to ask them some questions. They can find the answers on the board.
- Ask students, "Which word names something we use to pay for things?"
- Tell students to find the answer (money) on the board and then copy it onto a sheet of paper.
- Continue this process with the remaining questions that follow, introducing the words in groups of three as you go.
- 1a. Which word is an antonym of old? (young)
  1b. Which word names a state? (Kentucky)
  1c. Which word names something we use to pay for things? (money)
  2a. Which word names a place where sick and injured people are helped? (hospital)
  2b. Which word names an animal? (camel)
  2c. Which word is a contraction of did not? (didn't)
  3a. Which word is an antonym of hate? (love)
  3b. Which word names a part of your throat? (tonsil)
  3c. Which word names something we ride? (bicycle)
  4a. Which word is a synonym of horrible? (awful)

4b. Which word names a book listing the definitions of words? (dictionary)

4c. Which word names a country? (China)

#### SPELL WORDS

# **Pocket Chart Chaining for Spelling**

- Set up a pocket chart.
- Choose a chain of words for students to spell.
- Add Letter Cards for the spellings students will need for the pocket chart.
   (Multi-letter spellings should appear on single cards, not multiple cards.)
- Arrange vowel Letter Cards along the top of the pocket chart.
- Arrange consonant spellings along the bottom.
- Review the spellings by pointing to the cards and asking for the sounds they stand for. (For tricky spellings, ask for all pronunciations students have learned.)
- Say the word not.
- Ask the class for the first sound in not.
- Select a student to come to the pocket chart, identify the spelling for /n/, and move it to the middle of the pocket chart.
- Ask the class for the second sound in not.
- Select a student to come to the pocket chart, identify the spelling for /o/, and move it to the middle of the pocket chart.
- Ask the class for the third sound in not.
- Select a student to come to the pocket chart, identify the spelling for /t/, and move it to the middle of the pocket chart.
- Once the word has been spelled, read it to check that it has been spelled correctly.
- Say, "If that is *not* who can show me *got?*"
- Work through the remaining words in the chain.
- You can make this exercise harder by putting more spelling alternatives for particular sounds on the pocket chart; you can make it easier by putting fewer spellings on the chart.
- If multiple spellings for a sound are displayed on the pocket chart, you should adjust your phrasing and ask questions like, "Does anyone know how the /e/ sound is spelled in this word?" or "Does anyone know which of the spellings for /e/ we need to spell this word?"

• The words in the boxes below should be relatively easy for students. Many are written in basic code. Others are words used frequently in the Readers for Units 1–5.

#### Words Used Frequently in the Readers for Units 1-5

- 1. not > got > get > set > sat > that > cat > can > man > ran > and > and
- 2. bag > big > bit > it > if > in > on > off
- 3. let > bet > bed > bad > had > dad > did > kid > kids
- 4. sport > sort > sit > hit > hot > shot > lot > long
- 5. swam > swim > skim > skip > sip > sit > fit

#### **Basic Code Words with Consonant Clusters**

- 1. wisp > lisp > limp > chimp > chomp > champ > ramp > cramp > crimp
- 2. trash > trap > track > truck > struck > stick > slick > flick > flip
- 3. slap > slip > skip > skimp > skim > slim > slam > slum > scum > scam

#### **Basic Code Words with Separated Digraphs**

- 1. rate > late > lame > lime > time > dime > dome > home > hope > nope
- 2. cute > cube > cub > cup > cap > cape > cope > ripe > ride

#### Miscellaneous Words Written with Basic Code Spellings

- 1. harm > arm > farm > form > for > fort > port > pert > perk > per
- 2. out > pout > shout > sheet > feet > feed > feel > foil > toil > oil
- 3. wood > good > hood > had > mad > mood > moo > too > tool > fool
- 4. law > paw > saw > see > seem > sum > chum > hum > hung > hang
- 5. bath > path > math > mash > rash > sash > sat > sit > quit > quiz
- 6. than > that > chat > chap > chop > shop > shot > short > sort > set

# **Guess My Word**

- Set up a pocket chart.
- Arrange Spelling Cards for a number of vowel spellings (including recently taught spellings) along the top of the pocket chart.
- Arrange Spelling Cards for a number of consonant spellings along the bottom of the pocket chart.
- Think of a decodable word you can build using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to try to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling 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 one or two additional words.

## WRITE WORDS

# **Board Chaining**

**Note**: For easier chains, use the chains listed under Pocket Chart Chaining for Spelling. For more challenging chains, use the chains listed under Teacher Chaining, which contain newly taught spellings.

- Write the word *not* on the board.
- · Have the class read the word.
- Say to the class, "If this is *not*, which letter do I need to change in order to make *got*? Who can show me?" (Select a student to come to the board and point to the letter.)
- Say to the class, "Who thinks they know the spelling that we need instead of the letter 'n'?" (Select a student to come to the board and change 'n' to 'g'.)
- Ask the class, "Did we get it right?"
- Repeat this process with the remaining words.

# **Chaining Dictation**

- Have students take out a pencil and a piece of paper.
- Tell students 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 (e.g., *got* might be changed to *pot*).
- 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 got, show me pot."
- If you choose harder words, you may wish to do this exercise cooperatively, offering feedback and opportunities to self-correct as you make your way through the items, rather than presenting the items in a test-like format where no feedback is given until you return the written work to students.

# **Targeted Dictation**

- Choose one of the sets of words outlined in the following boxes.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say ten words that will all follow a certain pattern.
- Explain the pattern for the words you have chosen.
- Tell students to write each word that you say.

**Note**: You may wish to do this exercise cooperatively, offering feedback as you make your way through the items, rather than presenting it in a test-like format where no feedback is given until you return the students' written work. One way to do this is to write each word on the board and allow the students to self-correct before moving on to the next word.

#### /u/ Spelled 'o\_e' or 'o'

Explain that you are going to say pairs of words having the /u/ sound spelled one of two ways. The first word in each pair will be a root word with the 'o\_e' spelling, like *shove*; the second word in each pair will be a word derived from the first word by dropping the 'e' and adding the suffix –ing, like shoving.

1. shove

6. coming

2. shoving

7. become

3. love

8. becoming

4. loving

9. welcome

5. come

10. welcoming

# /u/ Spelled 'ou' or 'o'

Explain that you are going to say ten words that have the /u/ sound spelled 'o' or 'ou'. Tell students that, for this exercise, they should use the 'o' spelling if the /u/ sound is at the beginning of the word and the 'ou' spelling if the /u/ sound is in any other location.

1. other

6. touch

2. young

7. nervous

3. oppose

8. oven

4. observe

9. southern

5. obtain

10. cousin

#### /ə/ + /I/ Spelled 'el' or 'al'

Explain that you are going to say ten words that have the  $/ \vartheta / + /I/$  sound combination spelled 'el' or 'al'. Tell students that, for this exercise, they should use the 'el' spelling for the  $/ \vartheta / + /I/$  sound combination if the word is a noun and the 'al' spelling for the  $/ \vartheta / + /I/$  sound combination if the word is an adjective. You may wish to use each word in a sentence to help students figure out the part of speech.

1. normal

6. barrel

2. chapel

7. nickel

3. tunnel

8. local

4. camel

9. federal

5. practical

10. shovel

### /ə / + /I/ Spelled 'le' or 'il'

Explain that you are going to say ten words that have the /ə/ + /l/ sound combination spelled 'le' or 'il'. Tell students they should use the 'le' spelling if the word is a noun and the 'il' spelling (plus 'y') if the word is an adverb. Give as examples the words *noodle* and *easily*.

1.	uncle	6.	apple
2.	bottle	7.	needle
3.	happily	8.	clumsily
4.	angrily	9.	puzzle

### Initial Schwa or /u/

5. lazilyl

Explain that you are going to say ten words that will begin with either the sound /u/v or /a/v. If the word starts with /u/v + /n/v, students should spell these sounds 'un' as in unhappy; if the word starts with any other sound combination, they should write the first sound with an 'a' as in above.

10. noisilyl

1.	under	6.	unless
2.	about	7.	agree
3.	around	8.	amount
4.	until	9.	avoid
5.	along	10.	alarm

### Final Schwa or /u/ Spelled 'a'

Explain that you are going to say ten words containing either the sound /u/or/a/. If students hear an /u/o sound in the middle of the word, they should spell it with 'u'. If they hear an /a/o at the end of a word, they should spell it with an 'a'.

1.	run	6.	Martha
2.	extra	7.	fun
3.	cut	8.	bus
4.	bug	9.	Linda
5.	panda	10.	Anna

### **Mixed Practice**

Explain that you are going to say ten words containing the /sh/ sound. If students hear /shen/ at the end of the word, they should spell these sounds 'tion'. If they hear /sh/ anywhere else in the word, they should spell the sound using the basic code spelling 'sh'.

1. shop

6. function

2. action

7. portion

3. section

8. fish

4. shine

9. exception

5. cash

10. splash

### **Dictation with Words**

- Choose ten of the words listed in the following box.
- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say ten words students have seen many times in their Readers.
- Tell students to write each word that you say.

**Note**: When asking a student to spell words (without providing students scaffolding and additional practice), use words students have seen in print many times. All of the words in the box below occur at least thirty times in the first five Readers.

### **Frequently Occurring Words in the First Five Readers**

the, a, to, and, I, he, said, of, you, it, was, in, that, is, on, sir, his, not, she, up, at, they, then, for, but, had, king, with, we, what, as, so, can, will, like, there, are, all, have, get, did, this, got, me, asked, one, be, job, just, out, went, see, down, him, off, when, do, were, would, them, good, well, her, think, back, dad, from, if, cat, it's, my, your, time, knight, man, how, no, could, day, too, last, by, next, big, into, some, spelling, kids, ran, yes, tell, here, rock, why, set, two, let, came, or, after, mom, black, go, need, pancake, race, that's, their

### **COPY PHRASES**

### Make Phrases

**Note**: This exercise is best done in small groups or at workstations.

- Write a selection of words on index cards, one word per card. Include decodable nouns and decodable adjectives.
- Have students create phrases or sentences with these cards.
- Then have students copy the phrases or sentences on paper.

### WRITE SENTENCES

### **Sentence Building**

- Write ten to fifteen decodable words on small cards. Each word should include one of the spellings students learned in Unit 5.
- Have students lay out the cards.
- Give students a blank sheet of lined paper.
- Ask students to write a sentence using one of the words on the cards.
- Ask students if they can write a second sentence containing two of the words on the cards.
- Ask students to write a third sentence including three of the words on the cards.
- Challenge students to keep going and see how many of the words they can get into a single sentence.

### **Free Writing**

- Invite students to write on a topic or respond to a prompt.
- Challenge students to write a "sound story" containing all of the following /u/ and /ə / words (month, dove, cousin, stunt, above, appetite), all of the following /ə / + /l/ words (traveler, greedily, apple, typical, normal, gentle), or all of the following /sh/ + /ə / + /n/ words (action, attention, portion, location, invention, fiction).
- Invite students to write an additional story about Sir Gus, or to make up stories about a knight of their own invention.
- Invite students to write a new ending for any of the Sir Gus stories.
- Invite students to write a description of Sir Gus using lots of adjectives.
- We encourage you to accept phonemically plausible spelling in drafts.

## **Teacher Resources**

Grade 2	Skills 5
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**Teacher Guide** 

### Grade 2 | Skills 5

# Teacher Resources

Discussion Questions Observation Record—Unit 5
Anecdotal Reading Record—Unit 5
Lesson 5: Spelling Analysis Directions
Lesson 5: Analysis of Student Errors
Lesson 10: Spelling Analysis Directions
Lesson 10: Analysis of Student Errors
Lesson 15: Spelling Analysis Directions
Lesson 15: Analysis of Student Errors
Lesson 20: Spelling Analysis Directions
Lesson 20: Analysis of Student Errors
Lesson 25: Spelling Analysis Directions
Lesson 25: Analysis of Student Errors
Reading Comprehension Assessment Record Sheet
Grammar Assessment Record Sheet
Decoding Assessment Record Sheet
Decoding Assessment Analysis Sheet
Alphabetizing Assessment Record Sheet
Individual Decoding Assessment
Individual High-Frequency Assessment
Individual Oral Reading Comprehension Assessment Running Record
Additional Support Activity Pages
Activity Book Answer Key
Appendix A: More About Schwa (/ə/)
Appendix B: Using Chunking to Decode Multisyllable Words
Texas Essential Knowledge and Skills Correlation Chart
English Language Proficiency Standards Correlation Chart

Skills 5

# DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 5

CSV - Answered in a complete sentence LV - Answered a literal question correctly

IV - Answered an inferential question correctly

 $\mathsf{E}^{\checkmark}$  - Answered an evaluative question correctly

CS★ - Did not answer in a complete sentence

Lx - Answered a literal question incorrectly 1x - Answered an inferential question incorrectly

 $\mathsf{E}^{\mathbf{x}}$  - Answered an evaluative question incorrectly

Lesson: Subtotal
Lesson:
Lesson:

### ANECDOTAL READING RECORD—UNIT 5

Namo	
Name:	
Lesson:	
Lesson:	
Lesson:	
Lesson:	
Lesson.	
Lesson:	

### **LESSON 5: SPELLING ANALYSIS DIRECTIONS**

### Unit 5, Lesson 5

- Students are likely to make the error of spelling the sound /ee/ with an 'e' as opposed to the letter 'y'. Additional practice has been provided in the Pausing Point pages for this lesson.
- The second most likely error may be one of incorrectly alphabetizing the words on the back of the spelling assessment. Additional instruction will be given with this skill as the unit progresses.
- Although any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors the student makes in the analysis chart.

### For example:

- Is the student consistently making errors on specific vowels? Which ones?
- Is the student consistently making errors on double consonants?
- Is the student consistently making errors at the end of the words?
- Is the student consistently making errors on particular beginning consonants?

15 alphabet								
<b>14</b> funny								
13 slowly								
<b>12</b> ugly								
<b>11</b> neatly								
10 quickly								
<b>9</b> empty								
<b>8</b> jelly			П					
<b>7</b> grumpy			П					
<b>6</b> pretty								
<b>5</b> chilly								
<b>4</b> angry			П					
3 happy			П					
2 daddy								
<b>1</b> mommy								
			П					
ıt								
Student								

### **LESSON 10: SPELLING ANALYSIS DIRECTIONS**

- The most common error that you can expect with these words is the confusion of the spellings of /ie/. Additional practice can be found in the Pausing Point.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?

<b>15</b> kingdom											
<b>14</b> crying											
<b>13</b> right											
<b>12</b> drying											
<b>11</b> sky											
<b>10</b> trying											
<b>9</b> nearby											
<b>8</b> light											
<b>7</b> why											
<b>6</b> pry											
<b>5</b> knight											
<b>4</b> frightened											
<b>3</b> high											
<b>2</b> might											
<b>1</b> bright											
Student											
Stu											

### **LESSON 15: SPELLING ANALYSIS DIRECTIONS**

### Unit 5 Lesson 15

- As all of these words contain the spelling 'ie' for /ee/, student errors are most likely to include spelling the 'ie' as 'ee'. Additional practice for this sound/spelling correspondence may be found in the Pausing Point.
- Although the above scenario may be true for student errors, be alert for student misspellings due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart.

For example:

- Is the student consistently making errors on specific vowels? Which ones?
- Is the student consistently making errors on double consonants?
- Is the student consistently making errors at the end of the words?
- Is the student consistently making errors on particular beginning consonants?

<b>15</b> water													
14 achieve													
13 babies													
<b>12</b> grief													
<b>11</b> niece													
10 thief													
9 cookies													
<b>8</b> yield													
<b>7</b> shield													
<b>6</b> piece													
<b>5</b> kitties													
4 ladies													
<b>3</b> field													
2 movie													
1 relief													
Student													

### **LESSON 20: SPELLING ANALYSIS DIRECTIONS**

### Unit 5, Lesson 20

- Students who missed number(s) 1 and/or 12 may need review of the 'y' as a spelling for /ee/.
- Students who missed number(s) 4, 9, 10, and/or 13 may need review of the 'y' as a spelling for /ie/.
- Students who missed number(s) 3, 8, and/or 14 may need review of the 'y' as a spelling for /i/.
- Students who missed number(s) 2, 5, 6, 7, and/or 11 may need review of the 'y' as a spelling for /y/.
- While any of the above scenarios may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors that the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?
  - Please look back at Unit 4 for exercises (Pausing Point and activity pages) targeting tricky spelling 'y'.
  - Students may have had difficulty alphabetizing the words; there are activities in the Pausing Point targeting this skill.

<b>15</b> edge													
<b>14</b> symbol													
<b>13</b> lying													
<b>12</b> sticky													
<b>11</b> yawn													
<b>10</b> satisfy													
<b>9</b> cry													
8 myth													
<b>7</b> yes													
<b>6</b> yellow													
<b>5</b> yarn													
<b>4</b> frying													
<b>3</b> system													
2 yelled													
<b>1</b> energy													
ent													
Student													

### **LESSON 25: SPELLING ANALYSIS DIRECTIONS**

- Students are most likely to reverse the order of the 'le' and 'el' spellings in this list of words, as well as spell 'tion' as 'shun.' Additional activity pages may be found in the Pausing Point addressing this.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors on double consonants?
  - Is the student consistently making errors at the end of the words?
  - Is the student consistently making errors on particular beginning consonants?

<b>15</b> schwa											
<b>14</b> fiction											
13 cattle											
<b>12</b> jewel											
<b>11</b> shuffle											
<b>10</b> education											
<b>9</b> gravel											
<b>8</b> pickle											
<b>7</b> motion											
<b>6</b> angel											
<b>5</b> bundle											
4 inspection											
3 label											
<b>2</b> turtle											
<b>1</b> question											
Student											
Stuc											

### READING COMPREHENSION ASSESSMENT RECORD SHEET

### Reading Comprehension Assesment: "Marching Orders" (Activity Page 26.1)

Student	Comprehension (note missed item numbers) / 11

Any student who scores less than 8 correct of 11 should re-read the story "Marching Orders" aloud one-on-one to the teacher as time permits during Lessons 28-30. In addition, any student with a score less than 9 shoul also take the Individual Decoding and High-Frequency Word Assessments.

# GRAMMAR ASSESSMENT RECORD SHEET

(#18–22) Subject and Predicate Verb Tense / 10				
(#13–17) Subje Parts of Speech Pred / 15				
(#8–12) Plural —/ 5				
(#1–7) Punctuation and Capitalization / 20				
Student				

### **DECODING ASSESSMENT RECORD SHEET**

### **Overall Score of Decoding Assesment (Activity Page 27.1)**

Student	Decoding/20

### **Decoding Assessment**

Any student who scores less than 15 out of 20 correct on the Decoding Assessment, needs to have the Individual Decoding Assessment in Lessons 28–30 administered to identify specific weaknesses. Additionally, you may wish to record the student's errors on the next page to see if a pattern emerges.

<b>10.</b> 'ou' > /u/											
<b>9.</b> le' > /ə/ +/l/											
<b>8.</b> 'el' > /ə/ + /l/											
7. 'tion' > /sh/ + /ə/ +/n/											
<b>6.</b> 'le' > /ə/ +/l/											
<b>5.</b> 'o_e > /u/											
<b>4.</b> 'e' > /ə/											
<b>3.</b> 'o' > /u/											
2. contractions											
<b>1.</b> 'a' > /ə/											
Student Name											
Stude											

<b>20.</b> 'al' > /ə/ + /l/											
<b>19.</b> –ful											
<b>18.</b> 'il' > /ə/ + / /											
<b>17.</b> 'al' > /⊕/ + /l/											
<b>16.</b> –ous											
<b>15.</b> 'o_e > /u/											
<b>14.</b> –ful											
<b>13.</b> –ous											
<b>12.</b> 'o_e' > /u/											
<b>11.</b> 'tion' >/sh/+/ə/+/n/											
Student											

### ALPHABETIZING ASSESSMENT RECORD SHEET

Student	Alphabetizing/12

### **Alphabetizing Assessment**

Any student who scores less than 9 out of 12 correct would benefit from additional instruction in alphabetizing words. There are materials in the Pausing Point that may be used for this purpose, or you may consider reteaching some lessons.

### INDIVIDUAL DECODING ASSESSMENT

mother	brother	front	won	son
love	glove	done	none	come
cousin	touch	young	southern	country
about	alike	afraid	China	America
debate	decide	category	hello	decay
total	metal	animal	royal	signal
helpful	cheerful	wonderful	hopeful	careful
evil	April	devil	fossil	nostril
apple	little	uncle	jungle	table
station	vacation	emotion	nation	fiction
bandit	alone	wall	later	band
lemon	rewind	me	debate	test
copper	open	from	hotel	no
home	some	wrote	cone	come
shout	touch	pound	country	out

### INDIVIDUAL HIGH-FREQUENCY ASSESSMENT

always	around	because	been	before
best	both	but	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	man	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your				

### INDIVIDUAL ORAL READING COMPREHENSION ASSESSMENT RUNNING RECORD

NAME:			
DATE:			

# **Marching Orders**

The next morning, the knight known as Sir Doug arrived at the palace. He found Sir Gus in the king's kitchen cooking eggs and bacon.

"Good morning!" said a cheery Sir Gus.

"Sir Gus," cried Sir Doug, "Sir Tom and Sir Ed need your help!"

"They do?" said Sir Gus, who was beginning to suspect that there would be no time to eat breakfast.

"Yes!" replied Sir Doug. "Their sudden night attack in the Fields of the West did not go well. They were engaged in fierce fighting with the Black Knight. They have battled all night. They sent me to beg you to come with the rest of the army and save them! Sir Gus, the rest of the army is awaiting your command."

"Yes, indeed, my command," replied Sir Gus, knowing that he must go at once. "Go and saddle the horses! We will ride at once!"

A little while later, Sir Gus appeared in front of the king's palace. He was dressed for battle and holding the map Sir Tom had given him.

"My friends," Sir Gus announced, "we will ride south, until we get to the Old Stone Bridge. Then we will use the bridge to cross the Misty River and enter King Henry's kingdom." Sir Doug and the rest of the men looked puzzled.

"But, Sir Gus," said Sir Doug, "the Old Stone Bridge is north of here, not south."

"Is it?" said Sir Gus. "Then we will ride north."

"Very well," said Sir Doug. "But, if you don't mind my asking, Sir Gus, why should we ride all the way up to the Old Stone Bridge? That will take us ten miles away from the fighting. Sir Ed and Sir Tom need us. Would it not be better to take the quickest way? The battle is just west of here. If we ride west to the river, we can dismount and walk our horses across the river."

"It is too dangerous," Sir Gus said.

What Sir Gus did not tell them was that he did not know how to swim and was frightened to cross the river on foot.

And that was the real reason why Sir Gus and his men rode north.

# Additional Support Activity Pages

Grade 2 Skills 5

**Teacher Guide** 

NAME:	<b>TD</b> 0 4
	TD 2 1
DATE:	

### Fill in the Blank

Read the words in the box. Write the best word from the box to complete each sentence.

honey	from	jump
mother	other	thunder

- 1. Not that one, the \_\_\_\_\_ one.
- 2. I can \_\_\_\_\_ rope very well.
- 3. My \_\_\_\_\_ gave me some gloves to keep my hands warm.
- 4. My dog is scared of the loud \_\_\_\_\_ in a storm.
- 5. The gift is \_\_\_\_\_ my big brother.
- 6. Bees make \_\_\_\_\_.

NAME:	
DATE:	

TR 3.1

The words shown below contain the /u/ sound, written with various spellings. Read the words. Use each word in an oral sentence.

but	some	other	just	such
come	mother	under	done	money
brother	southern	touch	run	young
glove	month	son	none	bus

NAME:	TD 4.1
	TP /1 1
DATE:	111 4.1

My younger cousin, Doug, lives in the country. Cousin Doug is a person who is curious. Sometimes Cousin Doug gets into dangerous spots. Sometimes humorous things happen to Cousin Doug. But we still love our younger cousin, Doug.

Come here, Dove!

Will you sit on my glove?

Come here, Dove!

You are welcome here, Dove.

Come here, Dove!

What a handsome dove you are.

Come here, Dove!

Will you fly up in the trees?

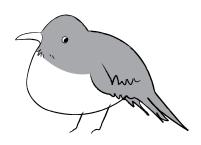
Come here, Dove!

Can you come down, please?

Come here, Dove!

Do not shove the leaves in the trees.

Come here, Dove!



NAME: \_\_\_\_\_\_
DATE: \_\_\_\_\_

TR 6.1
Progress Monitoring 1

1.	monster	mother	master	moth

5. count cousin couch country	5.	count	cousin	couch	country
-------------------------------	----	-------	--------	-------	---------

6.	love	1	leaf	1
()	love	leave	leat	low
$\circ$	IUVC	icavc	icai	10 11

7. come son sun som	ne
---------------------	----

8.	couch	counter	country	cover
----	-------	---------	---------	-------

10. dove lone done dash

NAME:	
	TP 6 2
DATE:	

### **Record Sheet for Progress Monitoring 1**

Word	Word Student Circled (if student circled an incorrect word)	
1. mother		/1
2. touch		/1
3. shove		/1
4. wonder		/1
5. cousin		/1
6. love		/1
7. some		/1
8. country		/1
9. hideous		/1
10. done		/1
Total Correct		/10

Note: Student performance with all words should be noted for evaluation; however, only spelling alternatives for /u/ are scored for this assessment.

$$/u/>'o'(1,4)_{2}$$

NAME:	
	TP 0 1
DATE:	

### Fill in the Blank

Read the words in the box aloud. Write the best word from the box to complete each sentence.

celebrate	alarm	doves	across	before
severe	second	decide	some	famous

- 1. Both shirts are so pretty, I can't \_\_\_\_\_ which to wear.
- 2. We had to go \_\_\_\_\_\_ the platform to catch the train.
- 3. I can't wake up in the morning without an \_\_\_\_\_ clock.
- 4. When Lizzie won the prize, she did a dance to \_\_\_\_\_\_.
- 5. The storm was so \_\_\_\_\_\_, it knocked a tree down.
- 6. Mika is excited to meet the \_\_\_\_\_\_ baseball player.
- 7. I did not place first, I came in \_\_\_\_\_.
- 8. The flock of white \_\_\_\_\_\_ flies into the sky.
- 9. I would like \_\_\_\_\_ butter on my toast.
- 10. We eat dinner \_\_\_\_\_ we have dessert.

NAME:	<b>TD</b> 0 0
	TR Q 2
DATE:	111 9.2

### Fill in the Blank

Read the words in the box aloud. Write the best word from the box to complete each sentence.

	lemon	season	together	kingdom
	brother	honey	Canyon	mammoth
1.	Which		follows spring?	

- 2. Sir Gus was a knight of the \_\_\_\_\_\_.
- 3. The woolly \_\_\_\_\_ was a huge animal.
- 4. The \_\_\_\_\_ is a tart fruit.
- 5. Would you like to play \_\_\_\_\_?
- 6. My \_\_\_\_\_ bugs me!
- 7. The Grand \_\_\_\_\_\_ is a park.
- 8. I like \_\_\_\_\_\_ in my tea.

NAME: \_\_\_\_\_\_
DATE: \_\_\_\_\_

TR 9.3
Progress Monitoring 2

1. action cross actor across

2. divide decide dentist deride

3. definitely deafened defeat delight

4. afloat after about float

5. bended benefit befit retrofit

6. apple absent appetite absolute

7. about afloat bout around

8. decide decay betray delay

9. free agree astound attack

10. sever several send severe

NAME:	
	TPQ/
DATE:	11\ 3.4

Word	Word Student Circled (if student circled an incorrect word)	
1. across		/1
2. decide		/1
3. defeat		/1
4. afloat		/1
5. benefit		/1
6. appetite		/1
7. about		/1
8. delay		/1
9. agree		/1
10. severe		/1
Total Correct		/10

Note: Student performance with all words should be noted for evaluation; however, only the sound/spellings  $/\theta/ > 'a'$  and 'e' are scored for this assessment.

DATE:		TR 10.1
The	e bike rolled down the hill.	
Two cats	s and a dog chased the mouse.	
	Jeff is reading.	
Mike	wrote a letter and a story.	
	Ryan has a big dog.	
Ben	likes peaches and oranges.	
	Jesse's dad is funny.	
•	Jamie's mom is pretty.	
J	im and Scott play hard.	
Mat	t and Susan went bowling.	

DATE:		ΓR	10.2
	Jack jumped rope.		
	The horse and the dog played in the barnyard.		
	The traffic was so loud!		
	Ming ate some grapes and cheese.		
	Alda has a fluffy cat.		
	Ali enjoys swimming and soccer.		
	Stella's brother tells funny jokes.		
	Declan's fish is gray and black.		
	Emma and Ryan played a card game.		
	Dirk picked a book about dragons.		

NAME: \_\_\_\_\_\_\_
DATE: \_\_\_\_\_

TR 11.1

Read the words in the box aloud and underline the spelling for /3/ + /1/. Then use the words from the box to find the secret message.

oval	skeletal	plural	petal
mammal	oral	cereal	rural

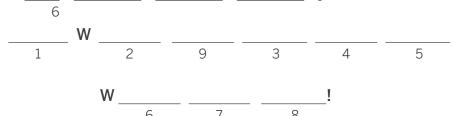
1.	More	than	one

5. You may eat it in the morning

7. Having to do with your bones

9 8

8. Not quite round \_\_\_\_\_\_ \_\_\_\_



NAME: \_\_\_\_\_\_ TR 11.2

# Read the words in the box aloud and underline the spelling for /9/ + /1/. Then write a word from the box on each line.

	nostril	angrily	evil	easily
	April	jubilee	lentil	pupil
	steadily	similar	pencil	utensils
1.	the month after March		1	
2.	a kind of bean		2	
3.	you are one, and you h	ave one in each eye	3	
4.	looks alike		4	
5.	5. not a pen		5	
6.	knife, fork, and spoon		6	
7.	at the same rate		7	
8.	a happy party		8	
9.	It is part of your nose.		9	
10.	in a mad way		10	
11.	not good		11	
12.	without a problem		12	

NAME: \_\_\_\_\_\_
DATE: \_\_\_\_\_

TR 12.1
Progress Monitoring 3

1. sign signee sequel signal

2. pens pencil pupil paper

3. awesome autumn awful audible

4. several signal sinful stable

5. eve civil evil level

6. about absent appetite absolute

7. city sinful civil signal

8. power powerful beautiful puddle

9. before besit benefit forward

10. sever several center central

NAME:	
	TR 12 2
DATE:	

Word	Word Student Circled (if student circled an incorrect word)	
1. signal		/1
2. pencil		/1
3. awful		/1
4. several		/1
5. evil		/1
6. about		/1
7. civil		/1
8. powerful		/1
9. before		/1
10. central		/1
Total Correct		/10

Note: Student performance with all words should be noted for evaluation; however, only performance with  $/\theta/ > 'a'$ , 'e' and  $/\theta/ > 'a|$ , 'il', ul' are scored for this assessment.

NAME: \_\_\_\_\_\_
DATE: \_\_\_\_\_

TR 15.1
Progress Monitoring 4

1. shove shovel sequel signal

2. cancel pencil candle angle

3. gravel gavel grave grade

4. humble hurry hassle rumble

5. trundle bumble stumble bundle

6. camel candle carry castle

7. stumble ramble mumble rumble

8. jingle single signal simple

9. gravel tumble travel tussle

10. candle cancel candor lance

NAME:	<b>TD 45</b> 0
	TD 15 2
DATE:	

Word	Word Student Circled (if student circled an incorrect word)	
1. shovel		/1
2. candle		/1
3. gravel		/1
4. humble		/1
5. bundle		/1
6. camel		/1
7. rumble		/1
8. single		/1
9. travel		/1
10. cancel		/1
Total Correct		/10

Note: Student performance with all words should be noted for evaluation; however, only the sound/spellings /el/ > 'el' and 'le' are scored for this assessment.

NAME:	
	TD 171
DATE:	I L/ T/'T

## **Practice Sentences**

- 1. My elbow is sore.
- 2. Mike hears a loud growling outside his window.
- 3. The owners of the house planted yellow flowers in the yard.
- 4. My sister can dunk a basketball.
- 5. The wind howled.
- 6. Maya used the snowplow in the driveway.
- 7. That fellow sold me my brown jacket.
- 8. The crowd bowed at the queen.
- 9. I used a towel on my wet hair.
- 10. The tall willow tree in the center of town is very old.

DATE:

TR 17.2
Progress Monitoring 5

1.	actor	react	acting	action
2.	fiction	fictive	function	fizzle
3.	devotion	emotional	motion	emotion
4.	passion	action	adopt	option
5.	dictionary	dishes	diction	dashes
6.	stable	standing	station	stationary
7.	sensational	sense	sensation	senses
8.	potent	power	lotion	potion
9.	inventory	invent	invention	invitation
10.	operation	operational	opera	inspirational

NAME:	
	TR 173
DATE:	

Word	Word Student Circled (if student circled an incorrect word)	
1. action		/1
2. fiction		/1
3. emotional		/1
4. option		/1
5. dictionary		/1
6. station		/1
7. sensational		/1
8. potion		/1
9. invention		/1
10. operational		/1
Total Correct		/10

Note: Student performance with all words should be noted for evaluation; however, only the sound/spelling /shen/ > 'tion' is scored for this assessment.

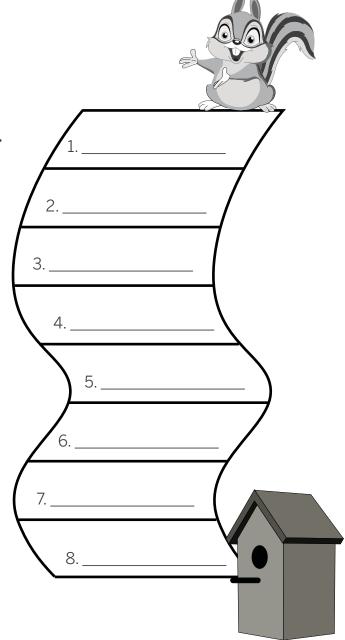
NAME: \_\_\_\_\_\_
DATE: \_\_\_\_

TR 19.1

# Help Hazel on her way. Write a word from the box on each space.

vowels	nickel	enamel	level
channels	telescope	antelope	envelope

- 1. You put a letter in this.
- 2. an animal with antlers
- 3. You can see the stars with this.
- 4. You have a lot of these on TV.
- 5. even
- 6. the white part of your teeth
- 7. 5 cents
- 8. a, e, i, o, u are all \_\_\_\_\_



NAME:	TR 20		TR 20.1	
		Bingo		
		Free		
		Free Space		

NAME:	TR 20.2
DATE:	IN 20.2
Flash Card Template	

NAME: \_\_\_\_\_\_
DATE: \_\_\_\_\_

TR 23.1
Progress Monitoring 6

1. save hand sand land

2. delay debate betray stay

3. when me be we

4. shade lady shady shambles

5. alone able along long

6. theft thrift there that

7. about dove able above

8. station strategy stable standard

9. unwind recant remind rewind

10. about aloud allow loud

NAME:	
	TD 22 2
DATE:	

Word	Word Student Circled (if student circled an incorrect word)	
1. sand		/1
2. delay		/1
3. we		/1
4. shady		/1
5. along		/1
6. theft		/1
7. above		/1
8. strategy		/1
9. rewind		/1
10. aloud		/1
Total Correct		/10

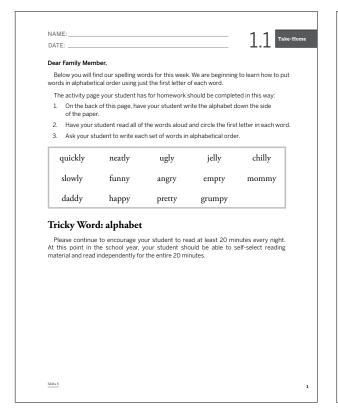
Note: Student performance with all words should be noted for evaluation; however, only performance with Tricky 'a' and Tricky 'e' are scored for this assessment.

Tricky 'a' (1, 4, 5, 7, 10) \_\_\_\_\_/5

Tricky 'e' (2, 3, 6, 8, 9) \_\_\_\_/5

DATE:		TR 24.1
	The athletic dog jumped over the hurdle.	
	The little boy cried when he fell.	
	The brown squirrel jumped from the branch	
	Sara and Charles walked to the playground.	
	My nice cousin gave me a good book.	
	James and Jack swam in the big lake.	

#### **ACTIVITY BOOK ANSWER KEY**





		Sort	
		words with the /u/ s u/ sound spelled 'o'	
rush	trust	bunch	son
month	ugly	mother	unti
truck	unkind	money	fron
/u/ spel	led 'u'	/u/spe	elled 'o'
as in	b <u>u</u> g	as in	<u>o</u> ther
rı	ısh		son
tr	ust	m	onth
bu	nch	me	other
U	gly	m	oney
u	ntil	f	ront
tru	uck		
un	kind		

	Fill in the Blank				
Wri	te the best	word from the	box to comple	te each sentenc	e.
	mother	cover	month	money	wonder
	dozen	trumpet	grumpy	mummy	thunder
1.	We hear		nunder	_ before we sa	w the
2.	My		, not my	v Dad, woke n	ne up this
3.	I wish I	had some	money	to buy s	some candy.
4.	I feel	grumpy	when	I don't get pler	nty of sleep.
5.	King Tu	r's <u>mur</u>	mmyw	vas discovered	in 1922.
6.	Did you	COVE	eryou	ır nose when y	ou sneezed?
7.	The	trumpet	is a bra	ss instrument.	
8.	Did you	know that two	elve cookies n	nake one	
		dozen			

	The Beginning
1.	Why are the people of King Alfred's land happy with King Alfred as their king?
	The people of King Alfred's land are happy
	with King Alfred as their king because he is
	fair and kind, and he keeps them safe.
2.	Who helps King Alfred keep his lands peaceful and his people safe? King Alfred's twelve knights help him keep hi
	lands peaceful and his people safe.
	ішна реасетагана ніз реоріє заїє.
3.	What are some of Sir Gus's fears?
	Sir Gus is scared of the dark, mice, bats, and
	spiders.
2.	

4.	What are some of your fears?
••	Answers may vary.
	7 triswers may vary.
5.	, 8
	Sir Gus might have been allergic to them.
5.	What do you think of Sir Gus?
	Answers may vary.
	, ,

younger none welcome gloves enormous touched  1. Is your sister older or				
gloves enormous touched  1. Is your sister older or			Fill in the Blank	
1. Is your sister older oryounger than you? 2. When it is cold, I cover my hands withgloves 3. The mat on the porch said "welcome" 4. If you eat it all, there will benone left for more solders. 5. An antonym of tiny isenormous 6. The baby cried after shetouched the hot stove.  Write two new sentences using any two of the words from the box.		younger	none	welcome
2. When it is cold, I cover my hands withgloves 3. The mat on the porch said "welcome" 4. If you eat it all, there will benone left for mus 5. An antonym of tiny isenormous 6. The baby cried after shetouched the hot stove Write two new sentences using any two of the words from the box.		gloves	enormous	touched
<ol> <li>The mat on the porch said "welcome"</li> <li>If you eat it all, there will benone left for m</li> <li>An antonym of tiny isenormous</li> <li>The baby cried after shetouched the hot stove</li> <li>Write two new sentences using any two of the words from the box.</li> </ol>	1.	Is your sister olde	r or <u>younger</u>	than you?
<ol> <li>If you eat it all, there will be left for n</li> <li>An antonym of tiny is enormous</li> <li>The baby cried after she touched the hot stove</li> <li>Write two new sentences using any two of the words from the box.</li> </ol>	2.	When it is cold, I	cover my hands with _	gloves
<ul> <li>5. An antonym of <i>tiny</i> is <u>enormous</u>.</li> <li>6. The baby cried after she <u>touched</u> the hot stove</li> <li>Write two new sentences using any two of the words from the box.</li> </ul>	3.	The mat on the p	orch said "welco	me"
6. The baby cried after she the hot stove Write two new sentences using any two of the words from the box.	4.	If you eat it all, th	nere will beNOT	ne left for n
Write two new sentences using any two of the words from the box.	5.	An antonym of ti	ny isenormous	
	6.	The baby cried af	ter shetouchec	the hot stove
Answers may vary.	Wr	ite two new sentences	s using any two of the wo	ords from the box.
		Answers may v	ary.	
	2			

love  1. We looked up and saw a when the saw a white saw a when the saw a when the saw a when the saw a white saw a whit	ully			
2. I like hamburgers, but I rea	ully			
3. Mexico is a <u>COUNTRY</u>	<u>/</u> .	love	ice cream!	
i. It's not nice to hit or				
	snove	·		
5. When I have to take a test,	I get	nervou	S	
6. Some spiders and snakes are	e <u>po</u>	isonous	·	
Write two new sentences using any Answers may vary.				  

	The Thief
1.	What is a thief?  A thief is a person who steals things.
2.	Sir Gus takes longer to get to the king than the other knights. Why? Sir Gus takes longer to get to the king because he lost his horse.
3.	Why did Sir Gus fall off his horse? Sir Gus fell off his horse because he had a
	bad itch.

4. Why isn't the king mad when he finds Sir Gus sleeping in? The king isn't mad because he knows that Sir Gus does not have a horse. The king thinks Sir Gus is sleeping in due to the lack of a horse.

16

#### Sir Gus rode the king's horse out into the country. He galloped over

Page 24 Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

All was well) until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse!

Sir  $\underline{G}$ us stopped in front of  $\underline{a}$  farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well."

"Yes, you may," said the young man.

Page 26 Sir Gus went to draw water from the well) He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started scratching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"

Page 28 It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well)

"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

Sir Gus waited nervously at the bottom of the dark well) He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the  $\underbrace{\text{well}}$  Sir Gus grabbed the bucket and held on tight.

Slowly the young man began to bring Sir Gus up out of the well

 $Page\ 30$   $\,$  As Sir Gus reached the top of the well) the young man offered the knight his hand.

"Young man," said Sir Gus, as he stepped out of the well) "I am touched by your generous deed. I would like to thank you for helping me. What is your name?"

"My name is Robin," replied the man.

"Well then, Robin," said Sir Gus, "I thank you."

"You are welcome," said Robin.

The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove.

Robin smiled. "Come into my house," he said. "I will find you some dry clothing."  $\,$ 

Sir Gus went inside.

"Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.

Page 32 Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!

Page 34 Sir Gus stood thinking for a moment.

"There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong."

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.

8 Skills 5

Well	
1.	everything is fine or OK
-	
Well	
2.	a hole dug in the ground for water
-	Times used12
Well	
3.	Wow! or a sentence starter.
-	Times used

Use	the chart on Activity Page 5.2 to fill in the blanks.
1.	Count the words on the chart that have the sound /u/ spelled 'u' and write the number here. 23
2.	Count the words on the chart that have the sound /u/ spelled 'o' and write the number here
3.	Count the words on the chart that have the sound /u/ spelled 'ou' and write the number here
4.	Count the words on the chart that have the sound /u/ spelled 'o_e' and write the number here9
5.	Which spelling for /u/ has the most words?
6.	Which word on the chart names something bees make?  honey
7.	Which word on the chart means twelve of something?  dozen
8.	Which word on the chart is a synonym for good-looking?

).	Which word on the chart is a synonym for cup?
	mug
0.	Which word on the chart is an antonym for old?
	young
1.	Which word on the chart is a synonym for mom?
	honey
2.	Which word on the chart is a proper noun?
	mother
13.	Which word on the chart is a synonym for finished?
	done
4.	Write a sentence using at least two words from the chart:
	Answers may vary.

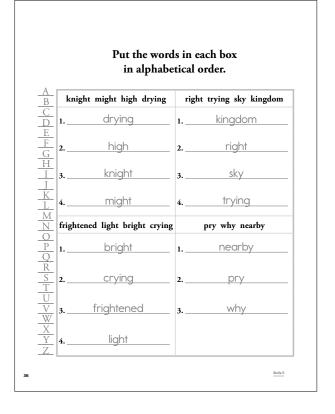
	The User core Trell
	The Hungry Troll
1.	When Sir Gus brings the king his ring, the king is
	(A.) delighted
	B. angry
	C. sad
2.	What wakes King Alfred?
	A. thunder
	B. the cries of a baby
	C the cries of a troll
3.	Sir Tom says that trolls are scared of
	A. water
	B. fire
	C. thunder
4.	Where does Sir Gus go when the rest of the knights ride off t
	find the troll?
	A. Sir Gus goes to the shed to find a weapon.
	B. Sir Gus goes to the barn to find a horse.
<ol> <li>4.</li> </ol>	C. Sir Gus goes to the kitchen to get a snack.

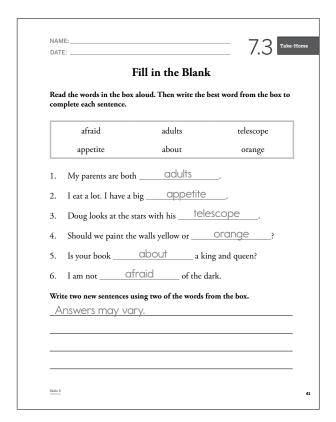
Activity Book Answer Key

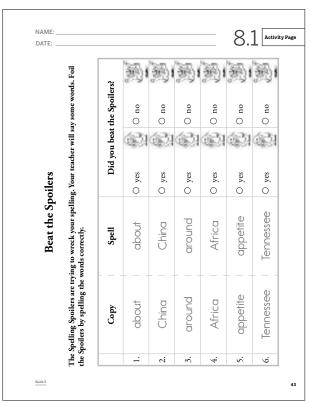
Answers may vary.		ory have you liked	
		,	
	-		



of th	e letter 'i'). In	your student's spe some words the / s it is spelled with	ie/sound of the le		
	ease help you iis activity pag	r student to work v e.	with their alphabe	tizing skills by co	mpleting the back
Ju	ist as you did l	ast week, please fo	ollow these directi	ons:	
1.		tudent write the a			
2.	,	student read all of			
3.	Ask your st	udent to write eac	h set of words in a	ilphabetical ordei	f.
	knight	might	high	right	frightened
	light	bright	crying	pry	why
	nearby	trying	sky	drying	
	1 3377	d: kingdom			







Copy	Spell	Did	Did you beat the Spoilers?	t the Sp	oilers?
love	love	O yes	(a)	ou O	测
Cousin	Cousin	O yes	(E)	O no	测
something	something	O yes	(E)	O no	测
touch	touch	O yes	(E)	O no	测!

	F: 1
	Fire!
Writ	te the answers using complete sentences.
1.	Why was it not hard to find the troll?
	Trolls cry when they are hungry, and the
	knights followed the sound of the troll's loud
	sobs and eating.
2.	Sir Tom's plan changed a bit when Sir Gus appeared. How did it
	change?
	change? Sir Tom wanted the knights to wait until dark
	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into
	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into going back home, but when Sir Gus appeared
	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into going back home, but when Sir Gus appeared Sir Tom decided that Sir Gus would go alone.
3.	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into going back home, but when Sir Gus appeared Sir Tom decided that Sir Gus would go alone. Do you think that Sir Tom really thinks that Sir Gus is the
3.	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into going back home, but when Sir Gus appeared Sir Tom decided that Sir Gus would go alone.  Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?
3.	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into going back home, but when Sir Gus appeared Sir Tom decided that Sir Gus would go alone. Do you think that Sir Tom really thinks that Sir Gus is the
3.	change? Sir Tom wanted the knights to wait until dark and then use their torches to scare the troll into going back home, but when Sir Gus appeared Sir Tom decided that Sir Gus would go alone.  Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?

4. What happened when Sir Gus fainted?
When Sir Gus fainted, his torch fell to the ground and caused some plants to catch fire. The fire scared the troll away

5. List 4 nouns from the story "Fire!"

Answers may vary.

6. List 4 verbs from the story "Fire!"

Answers may vary.

7. List 4 adjectives from the story "Fire!"

Answers may vary.

DATE	··
	Subject and Predicate
	erline the subject once and the predicate twice. Put a check above any pound subject or predicate.
1.	The boys and girls played in the mud.
2.	Ben and Jim draw and color pictures.
3.	Jamie and Jesse run and jump.
4.	Linda rides a bike.
5.	Kelly picks and eats grapes.
6.	Henry the pig eats his food at night.
7.	<u>Clementine</u> <u>feeds her 12 piglets.</u>
8.	Clementine and Henry are good pig parents.
9.	Joe the turkey visits and sits with Clementine, Henry, and the
	piglets.
10.	Joe struts around the pig pen each morning.

	The Boat Trip	
Tell what happened in the	•	
The king insisted	all his knights go sailing with him	
on his boat. Sir C	Gus joined the party even thougl	
boats and water	made him sick. Large waves	
began to beat th	ne side of the boat, and Sir Gus	
began to beat the side of the boat, and Sir Gus		
	n the bottom of the boat.  bjects and predicates showing what happened i	
Draw lines between the st	n the bottom of the boat.  bjects and predicates showing what happened in	
Draw lines between the s	ubjects and predicates showing what happened i	
Draw lines between the si the story. Subjects	abjects and predicates showing what happened i  Predicates	

Dovices And	set and has
Review Apo	ostropnes
Part 1:	
Example: can not	can't
do not	don't
it is	it's
I am	I'm
you are	you're
we are	we're
is not	isn't
are not	aren't
Part 2: Answers may vary.	

t the words by spe ful. Write the word ds that have the 'i	ds that have the '	al' ending under	
harmful	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil
ʻul'	'a	ľ	ʻil'
as in useful	as in	metal	as in April
harmful	hos	pital	fossil
awful	to	tal	evil
peaceful	sev	eral	pencil
hopeful	nor	mal	civil
	_		

DATI	E:		
	The King's Ghost		
1.	What made King Alfred and his knights jump with fright? The sound of a large booming voice made		
	King Alfred and the knights jump with fright.		
2.	Why couldn't the king and his knights defend themselves? The king and his knights couldn't defend		
	themselves because they did not have their		
	swords or shields with them.		
3.	What did the pirate say would happen if the king and his boat were not handed over?  The pirate said they would attack if the king		
	and his boat were not handed over.		
	and his bodi were normanded over.		

4.	Who did the pirates think was making the loud, scary sound? The pirates think the ghost of the last king
	was making the loud, scary sound.
_	
5.	Do you think you would have been fooled by Sir Tom's trick? Why or why not?
	Answers may vary.
	-
5.	Who do you think should have gotten credit for saving the day? Why?
	Answers may vary.

	E:				
Dea	r Family Mem	ber,			
of /	ee/ (also know ning to alphab	nd our spelling wo on as long e) spello etize words. As the rence tool and les	ed with the letters e next step in this	s 'ie'. We are contin s skill, we are learr	uing our work
Ju	ust as you did l	ast week, please fo	ollow these directi	ons:	
1.	Have your st	udent read all of th	ne words aloud an	d circle the first le	tter in each word.
		dent to write word			
3.		it helpful for your abetical order. It is			
	field	piece	shield	thief	kitties
	achieve	relief	grief	yield	movie
	niece	cookies	ladies	babies	
Tr			iadics	Dables	
Tr	icky Word		indics	Davies	

	field piece shield thief kitties achieve relief	cook	rief yield movie niece kies ladies babies water
1.	achieve relief	1	babies
2.	field	2	cookies
3.	kitties	3	grief
4.	achieve field kitties piece	4	ladies
5.	relief	_ 5	movie
6.	relief shield thief	6	niece
7.	thief	7	water
		8.	yield

		Fill	l in the Bl	ank	
Wri	te the best w	ord from the l	oox to complet	e each sentence.	
	about	China	around	Africa	appetite
Т	ennessee	love	cousin	something	touch
1.		China	is a cou	intry in the Far	East.
2.	Te	ennesse	is a stat	e in our country	y.
3.	Your aunt	's child is you	ırC	ousin	_·
4.	Do not _	tou	ıch	a hot stove!	
5.	I worked to		appetite	by chop	pping wood
6.		Africa	is a con	tinent.	
7.	Can you t	ell me	about	your b	ook?
8.	Let's look	arc	ound	_ the room for	the lost book.
9.	I	love	to eat	snow cream in	winter.
10.	I have	somet	hing t	to say about that	t.

1.	dr john smith	Dr. John Smith	(4)
2.	,	e is on december 31 2016 e's Eve is on December 31, 2016	(7)
3.	are you ready	to go Are you ready to go?	(2)
4.	•	rhite your mother etty White your mother?	
5.		on high street in new york city (8)	
Wri		ise is on High Street in New York ( means more than one.	City.
		means more than one.	<u>City.</u>
6.	te the word that	means more than one.	<u>City.</u>
6.	man	means more than one.	<u>City.</u>
6. 7.	man woman	means more than one.  men  women	<u>City.</u>

Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

11. The old man walked.
12. The tinygir ran.
13. A green frog jumped.
14. A tall tree fell.
15. The blue sky darkened.

Draw one line under the subject and two lines under the predicate.
16. Frank and Joe ran the marathon.
17. Lisa are ice cream and cake.
18. Fay and Mike like to swim.
19. Larry and Debbie walked and ran six miles.
20. Linda and Ernie will train for the swim meet.

		Fil	l in the Bla	ank	
Wı	ite the bes	t word from t	he box to con	iplete each sei	ntence.
Г	mother	camel	decide	jungle	cousin
	petals	bubble	afraid	wonderful	
1.	Could yo		decide	between a	cookie or a
2.	I call my	mothe	, "mon	1."	
3.	It was a _	wonderf	ul party a	nd we all had f	un!
4.	An anima	al with two hu	ımps is a	camel	_•
5.	I have a r	night light bec	ause I am	afraid	_ of the dark
		1	iunale		
6.	Monkeys	live in the	<u>jui igic</u>		
6. 7.	•			cattered in froi	nt of the
	The rose bride.	petal	S were s		

angels chief little  0. The baby bird is tooittle		cover	animals	fossils
1. A zoo has a lot of the dish before you place it in the fridge?  2. Will you cover the dish before you place it in the fridge?  3. Some of the fossils were from long, long ago.  4. The leader of a Native American tribe is often called a chief		angels	chief	little
2. Will you the dish before you place it in the fridge?  3. Some of the fossils were from long, long ago.  4. The leader of a Native American tribe is often called a chief	10.	The baby bird is too _	little	to fly.
fridge?  3. Some of thefossils were from long, long ago.  4. The leader of a Native American tribe is often called a chief	11.	A zoo has a lot of	animals	
4. The leader of a Native American tribe is often called a	12.	•	r the dish be	efore you place it in the
chief	13.	Some of thefos	ssils were fre	om long, long ago.
s community to angels to the	14.		American tribe is o	often called a
5. Some people believe that have wings.	15.	Some people believe th	nat <u>angels</u>	have wings.

		T2:11	in the Bla	1	
Wi	ite the best w	ord from the	box to complete	each sentence.	
	bubble	apples	beagles	noodles	eagle
	maple	single	candle	poodles	stable
1.	A horse w	ill stay in the	stable	on a rai	iny day.
2.	Mom like	s to light a _	candle	on the tab	ole at suppe
3.	A	aple	leaf is on the C	anadian flag.	
4.	Poc	odles ar	nd <u>beag</u> l	es are k	inds of dog
5.	I like to b	low a big	bubble	_ with my gu	m.
6.	Would you	u like to help	me pick	<u>apples</u>	from the
7.	An	eagle	_ is a symbol of	our country.	
8.	I like to ea	ıt spaghetti _	noodles		
9.	I can't eat	just one	single	_ chip. I like t	o eat the

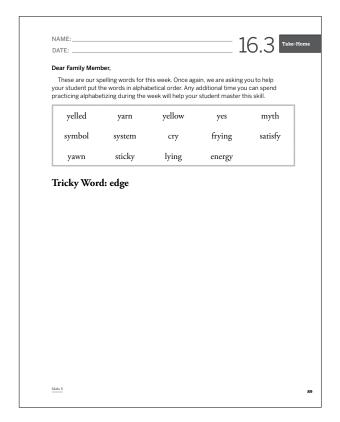
		Fill in the Blank	
Wri	te the best word from	the box to complete each se	ntence.
Г	station	options	attention
	infection	dictionary	vacation
1.	Select one of the fo	ollowing <u>options</u>	
2.	If you don't know	what a word means, you ca	nn look it up in
	the	dictionary	·
3.	This summer, we	will take aVOC	cation
4.	If you don't clean	that cut, you might get an	infection_
5.	We need to stop as	a gasstation	<u> </u>
6.	If you want to und	lerstand, you should pay _	attention

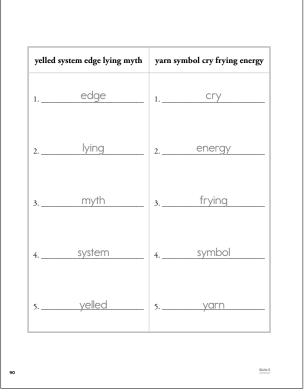
The witch is making a sleeping potion  If you look in the pond, you will see your reflection staring back at you.  Gus is reading a fiction book.  To keep your skin from drying out, use lotion		reflection	lotion	potion emotions	
If you look in the pond, you will see yourreflection staring back at you.  Gus is reading afiction book.  To keep your skin from drying out, uselotion		invention	nction	emotions	
staring back at you.  Gus is reading a fiction book.  To keep your skin from drying out, use lotion	1.	The witch is making a s	sleeping	potion	
To keep your skin from drying out, uselotion	2.		, you will see you	rreflectio	n
to keep your sam nom arying out, are	3.	Gus is reading af	iction b	ook.	
Jealousy and anger areemotions	4.	To keep your skin from	drying out, use _	lotion	
	5.	Jealousy and anger are _	emoti	ons	
The wheel is a greatinvention	6.	The wheel is a great	invent	ion	

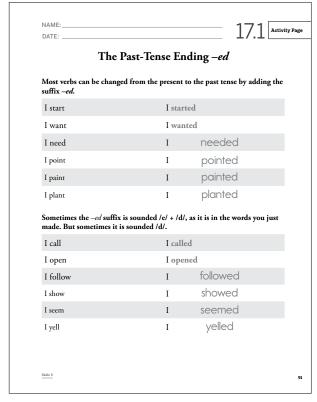
	1E:			16.1 Activ
		Fill in th	e Blank	
Wri	te the best word from	n the box to co	mplete each sen	tence.
	hospital	helpful	petals	animal
	cheerful e	mergency	appear	dangerous
1.	In an	emergenc	У, са	all 911.
2.	The rose	peta	ls	smell great!
3.	She is always sr	miling and _	che	erful
4.	It would be would clean yo		lpful	to me if you
5.	My favorite	an	imal	is a panda.
6.	She is a nurse i	n a	hospital	

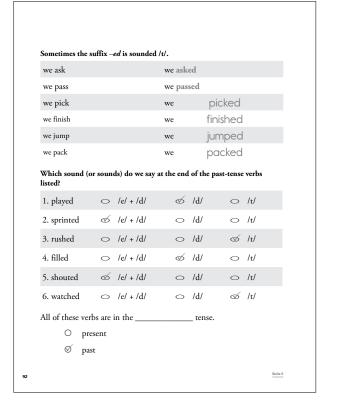
	pedal	decide	April	America
	signal	principal	dangerous	equals
1.	The month	after March is		April
2.	I can't or pink ribb		i	f I would like rec
3.	Two plus tw	ro <u></u>	<u>equals</u>	four.
4.	We live in the	ne United State	es ofA	merica .
5.	It is very thin ice.	danger	ous_	_ to skate on
			S	ignal

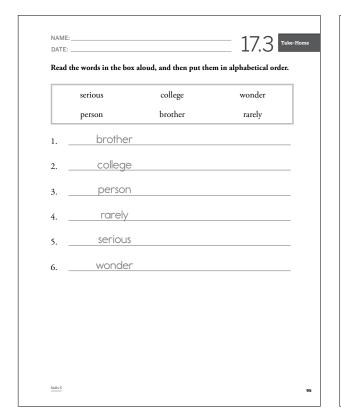
	The Fearsome Beast
Read all	of the sentences and then number them in order.
_6_	The fearsome beast ran into the Dark Dismal Swamp and sank in the mud.
3_	The bandits had dinner and went to sleep.
_7_	The bandits fled.
_1_	The bandits grabbed Sir Gus, tied him up, and tossed him into the back of their wagon.
4	The fearsome beast tried to attack Sir Gus.
_8_	A hunter untied Sir Gus.
_5_	The fearsome beast was blinded by the sunlight that bounced off Sir Gus's helmet.
_2_	The bandits arrived at the Bleak Forest of the East.

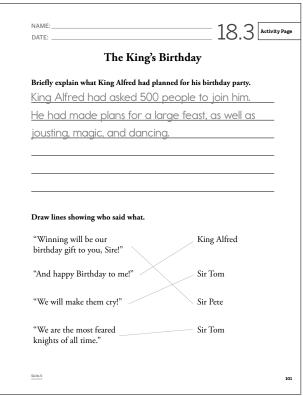












present tense	future tense
I swim.	I will swim.
I sleep.	I will sleep.
I fish.	I will fish.
I eat.	I will eat.
1 cuti	
I dress.	I will dress.
I dress.	ite what you will do when you grow up.
I dress.	ite what you will do when you grow up.
I dress.	ite what you will do when you grow up.
I dress.	ite what you will do when you grow up.

First, circle all of the words ending in -tion. (There are 8.) Then, on the back of the sheet, put these same words in alphabetical order.

ATTENTION: Volcano has shown signs of a possible cruption Please use extreme caution while visiting the park.

Be advised that inhalation of volcanic ash can lead to breathing difficulty. As a precaution do not get within three miles of the volcano. Note that it is a violation of state laws to get within one mile of the volcano—no exceptions. (A ranger station) is located at the one-mile marker.)

•	Write the words in alphabetical order.	
1	<u>attention</u>	_
2	. caution	_
3	g. eruption	_
4	a. exceptions	_
4	inhalation	_
(	5. precaution	_
7	station	_
8	3. <u>violation</u>	_
114		Skills 5

	Betrayed
Ans	wer each question using complete sentences.
1.	What two things made the people gasp?
	The people gasped when King Alfred gave
	the command to release the doves and when
	Sir Gus was knocked off his horse.
2.	Who knocked Sir Basil to the ground? Sir Ed knocked Sir Basil to the ground.
3.	Describe Sir Ivan. Sir Ivan was a very fearsome knight. He and
	his horse dressed mostly in black.
4.	Why didn't Sir Gus get up after Sir Ivan knocked him to the ground?  Sir Gus did not get up after Sir Ivan knocked
	him to the ground because Sir Gus was
	knocked out.

5.	If you had to joust, would you be scared? Why or why no Answers may vary	
6.	List 4 nouns from "Betrayed."	
A	nswers may vary	
_		
7.	List 4 verbs from "Betrayed."	
A	nswers may vary	
_		
8.	List 4 adjectives from "Betrayed."	
A	nswers may vary	
	,	

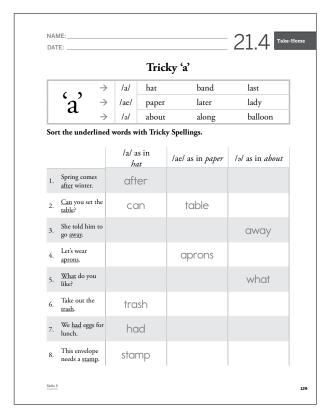
Tricky Spelling 'a'					
Write the words with the tricky spelling 'a' sounded /a/ under bad, the words with the tricky spelling 'a' sounded /ae/ under acorn, and the words with the tricky spelling 'a' sounded /a/ under about.					
that	crazy	lady	around		
alike	stand	appear	table		
baby	and	happen			
sounded /a/	sound	led /ae/	sounded /ə/		
as in bad	as in	acorn	as in about		
that	cr	azy	around		
<u>stand</u>	la	dy	<u>alike</u>		
and	ta	ble	_appear_		
<u>happen</u>	bc	aby			

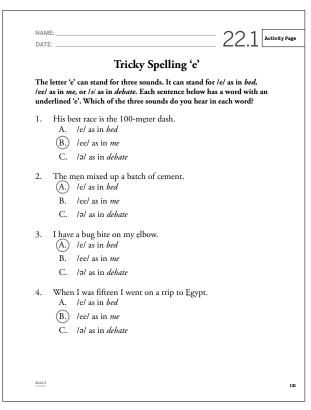
	The Wizard
Ans	wer each question using complete sentences.
1.	Who is Albert? Albert is King Henry's wizard.
2.	What is a wizard? A wizard is a person who uses magic and
	casts spells.
3.	What is a synonym for "wicked"? Answers may vary (e.g., evil)
í.	What is an antonym for "wicked"?  Answers may vary (e.g., good)
5.	How can the wizard's spell be broken?  The wizard's spell can be broken by rubbing the web of a male garden spider into King Alfred's left hand.

0.	Would you rather have a king like King Alfred or King Henry? W
	Answers may vary.
	strate something that happened in the story, and write some sentences laining your illustration.
ехр	iaining your mustration.
Α	nswers may vary.

ear Family Mem	ber,				
The spelling words this week all have either 'le', 'el, 'or 'tion' as part of the word. dditionally, we are asking your student to alphabetize all of the words. By now, your tudent should be fairly proficient at this task and able to complete it without looking t the alphabet. However, we would encourage you to ask your student to use the lphabet as a checking tool when the task is complete.					
turtle	bundle	pickle	shuffle	cattle	
label	angel	gravel	jewel	fiction	
education	inspection	motion	question		
Tricky Wor	d: schwa		1		
Fricky Wor	d: schwa		1		

	turtle	bundle	pickle	shuffle	cattle
	label	angel	gravel	jewel	fiction
e	ducation	inspection	motion	question	
1.	angel				
2.	bundle	9			
3.	cattle				
4.	educo	ıtion			
5.	fiction				
6.	gravel				
7.	inspec	tion			
8.	jewel				
9.	label				
10.	motion	1			
11.	pickle				
12.	questi	on			
13.	shuffle	<u>.</u>			
14.	turtle				
					Skill





That night we stayed in a hotel. (A.) /e/ as in bed B. /ee/ as in me C. /ə/ as in debate 6. When I saw the sticky glop on my plate, I lost my appetite. A. /e/ as in bed B. /ee/ as in me (C.) /ə/ as in debate 7. Can you keep a secret? A. /e/ as in bed (B.) /ee/ as in me C. /ə/ as in debate 8. Dad is sick. He is running a fever. A. /e/ as in bed (B.) /ee/ as in me C. /ə/ as in debate 9. Miss Douglas, I did not understand the lesson. (A.) /e/ as in bed B. /ee/ as in me C. /ə/ as in debate Skills 5

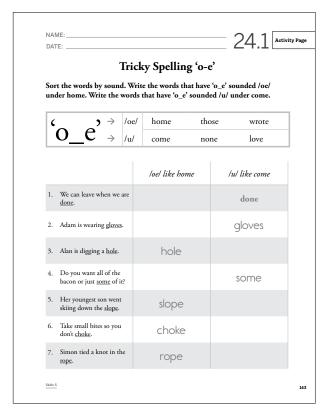
NAME 222 Activity Page DATE: Breaking the Spell 1. What does Sir Gus hear when he awakes? A. his horse B. the wizard C.) doves 2. What does Sir Gus see when he wakes up? A. He sees the people clapping. B.) He sees the people sleeping. C. He sees the people gasping. Where is it that the Black Knight carries the king? (A.) to the dungeon B. to the throne room C. to the kitchen What wakes the king? A. Sir Gus yelling to wake up B. a spider crawling on him (C.) the web of a male garden spider touching his left hand Skills 5

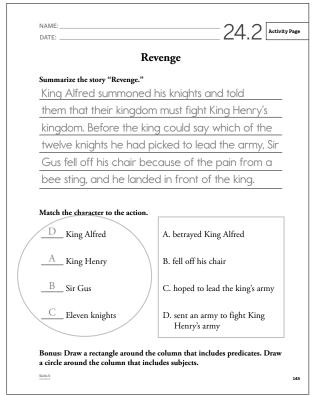
Answers			
	etails and adj		
	y dark and co		re mice ar
rats runr	ning back and	d forth, etc.).	
<ol><li>Find example</li></ol>	les of these parts o	f speech in the sto	rv.
o. Tilla examp	ics of these parts o	1	
Adjectives	Proper Nouns	Common Nouns	Verbs
	1	Common	ľ
Adjectives	Proper Nouns	Common Nouns	Verbs Answers
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs Answers
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs Answers
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs Answers
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs Answers
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs Answers
Adjectives Answers	Proper Nouns Answers	Common Nouns Answers	Verbs Answers

		pelling 'e'	
ded /e/ under s	. Then, write the vend, the words with the words with the	th the tricky spe	lling 'e' sounded
pebble	abdomen	mention	she
algebra	relic	symmetry	metallio
equal	pencil	lesson	refill
as in send pebble abdomen mention relic pencil lesson	sh eq re	-	as in debate algebra symmetry metallic

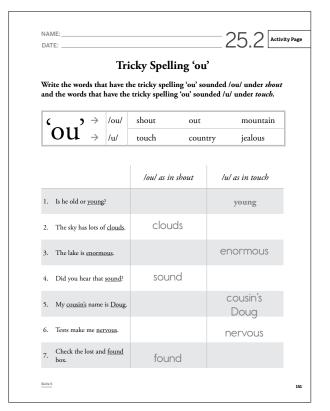
•	Tricky Spelling 'o	,		
Write the words with the tricky spelling 'o' sounded /o/ under stop, th words with the tricky spelling 'o' sounded /oe/ under hotel, and the with the tricky spelling 'o' sounded /u/ under from. Sort only the worwhich the 'o' is underlined.				
he had to eat the most hot do the people competing found brother was given a ton of m dog. My brother slipped the his snapshot. It was a fine mo	- ,	nd lots of hot dogs—m t the cl <u>o</u> sing ceremony, id a trophy of a golden d m <u>o</u> destly as people to		
sounded /o/ as in stop hot	sounded /oe/ as in <i>hotel</i> <u>older</u>	sounded /u/ as in from <b>month</b>		
	most	brother		
<u>dog</u>	111031			
dog contest	closing_	won		
		won_ second		
_contest_	closing			
contest _impossible	closing_ _trophy_	second ton		
contest _impossible pocket	closing_ _trophy_ _golden_	second ton		
contest _impossible pocket modestly	closing_ _trophy_ _golden_	second ton		
contest _impossible pocket modestly	closing_ _trophy_ _golden_	second		

DA	TE:					23.3
			Ti	ricky Spe	elling 'o'	
ho	p. Write the	word	that l		ds that have 'o' sou ded /oe/ under ope on.	
		$\rightarrow$	/o/	hop	drop	spot
	$\mathbf{\hat{O}}$	$\rightarrow$	/oe/	open	hotel	no
		$\rightarrow$	/u/	son	front	coming
			10	o/ as in hop	/oe/ as in open	/u/ as in son
1.	I need to fir father and <u>r</u>					mother
2.	I have one s two <u>brother</u>		i			brothers
3.	Is the watch gold?	silver o	r		gold	
4.	The baby har bottle.	as a		bottle		
5.	Is my ankle or <u>broken</u> ?	spraine	d		broken	
6.	When I bro leg, I went t hospital.			hopital		
7.	This is a dif		p	roblem		





	under hope and the	the words with the te words with the tric	
<del>role</del> glove lovely	welcome vote rope	notebook none bone	shove choke stole
sounded /oe/ as in hope		sounded /u/ as in <i>done</i> welcome	
	book	sho	ve
	ote oke	glov nor	
	ppe one	love	ely
	ole		



	Battle Plans
Ans	wer each question using complete sentences.
1.	The king thinks that Sir Gus has volunteered to lead the army. Why?
	The king thinks Sir Gus falls off his chair
	in his eagerness to volunteer to lead the
	army.
2.	What does Sir Tom hand to Sir Gus?
	Sir Tom hands Sir Gus a map of King
	Henry's kingdom.
3.	What is the real reason that Sir Gus holds the map upside down?
	Sir Gus holds the map upside down
	because he is only pretending to look at it.
Skills 5	

	morning.  d of the story, why are Sir Ed and Sir Tom happy?
	and Sir Tom are happy because they
are go	ing to lead an attack on The Black
Knight	and his men while Sir Gus will stay home
Are you l	ike Sir Ed, or are you like Sir Gus? Explain.
<u>Answe</u>	rs may vary.

	E: 26.1 Asses
	"Marching Orders"
1.	What is Sir Gus cooking when Sir Doug arrives?
	A. frogs and toads
	B. eggs and bacon
	C. grits and greens
2.	What does Sir Doug tell Sir Gus?
	A. You need to cook more eggs.
	B. Sir Tom and Sir Ed want bacon.
	C. Sir Tom and Sir Ed need your help.
3.	Why did Sir Tom and Sir Ed need help?
	A.) The night attack did not go well.
	B. The army needed breakfast.
	C. The bridge was broken.
4.	Who sent Sir Doug to get help?
	A. the Black Knight
	B. Sir Gus
	C.) Sir Tom and Sir Ed
Skills 5	

5. Why were Sir Doug and the rest of the men puzzled?  (A) Sir Gus told the knights to ride in the wrong direct	ion.
B. Sir Gus was eating breakfast.	
C. Sir Gus did not have a map.	
<ul> <li>6. Why does Sir Doug think it would be better to cross the r than to march over the bridge? <ul> <li>A It is faster to cross the river.</li> </ul> </li> <li>B. The bridge is broken.</li> </ul>	iver
C. The horses like to drink the water.	
C. The horses like to drink the water.	
7. Why did Sir Gus say it was too dangerous to cross the rive	er?
A. Sir Gus wants to swim later.	
(B.) Sir Gus doesn't know how to swim.	
C. Sir Gus did not want the horses to get wet.	
8. Number these sentences in the correct order.	
3 Sir Gus wanted to cross the river at the bridge.	
Sir Gus was dressed for battle.	
1 Sir Gus was cooking breakfast.	
Sir Gus and his men set off.	
Total Score Correct/11	
	Skills 5

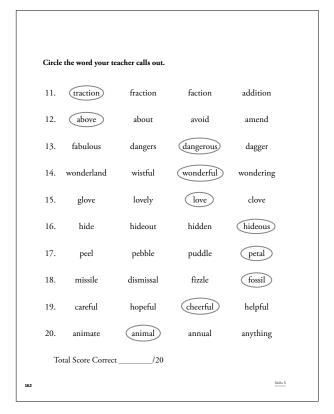
				26.2 Ass
		Gı	rammar Assessment	
Part	: 1			
Wri	te the follow	ng corre	ectly.	
1.	dr joe whit	e	Dr. Joe White.	(4)
2.	mrs bonnie		Mrs. Bonnie Black	(4)
3.	june 3 201	1	June 3, 2011	(2)
4.	801 east hi	gh street	new canton virginia h Street	
	New C	sı nıgı Cantoi	n, Virginia	(7)
5.	wednesday	V	Vednesday	(1)
	the cats foo		ne cat's food	
7.	lets _let'	S	(1)	
			Part 1 Score _	/20
Part	2			
Wri	te the word t	hat mear	ns more than one.	
8.	mouse	mice		
9.	fox	foxes	 S	
		drac	gonflies	
			3	
			se	
	0	3-50	Part 2 Score _	

Part 3
Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.
Example: The famous writer talked.
13. The little boy runs.
14. The fat cat sleeps.
15. A pink(flower bloomed.
16. A tall(tree) grew.
17. The pretty lady rushed.
Part 3 Score/15
Part 4
Draw one line under the subject and two lines under the predicate.
Example: Ted rode his bike and played ball.
18. Scott and Matt worked on the book.
19. Jim and James ate cake and ice cream.
20. Bobby and Fay will train and work out.
21. Chester and Clementine ran around the barnyard.
22. Paula and Jane will plant flowers.
Part 4 Score/10
Skills 5
<u> </u>

DATE:		20	o.3 Lª
Part 5			
Circle the correct tense for each ve	rb.		
23. I will run later.	past	present	future
24. I jumped rope.	past	present	future
25. I see the flowers.	past	present	future
26. Jane walked home.	past	present	future
27. Ted hugged his pet dog.	past	present	future
28. Susan cried yesterday.	past	present	future
29. Roger will taste the cake.	past	present	future
30. James will race Jim.	past	present	future
31. Joe sits alone.	past	present	future
32. I will play this afternoon.	past	present	future
Part 5 Score/10			

	:			27.1 Assessme
DATE.		Decoding As	sessment	
Circle	the word your t	teacher calls out.		
1.	amiss	amount	across	account
2.	hasn't	haven't	hadn't	he'll
3.	mom	mother	brother	matter
4.	determine	deduct	define	decide
5.	shove	shut	shovel	shoot
6.	able	apply	ample	apple
7.	native	notion	nation	national
8.	funny	fundamental	fulfill	funnel
9.	copper	cuddle	couple	cable
10.	cousin	copies	cupful	cotton
Skills 5				

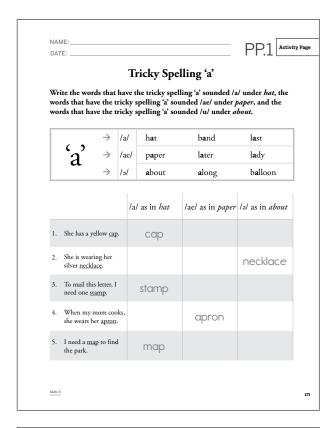
Activity Book Answer Key

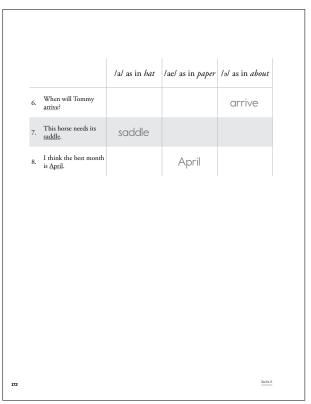


		Alphabetizi	_		τ
Put the foll	lowing w	ords in alphabe	tical or	der:	
acro		mother		decide	shove
natio wonde		funnel hideous		couple petal	traction love
	COU	oss iple	8	na	tion
4					ove
5 6					ction derful

DATE	27.3 Act
	The Final Battle
Num	ber the sentences in the correct order or sequence.
_3_	The Black Knight told his men to stand down.
_7_	King Henry's army retreated.
1	Sir Gus and his men reached the Old Stone Bridge.
8	Sir Gus's men shouted, "Hooray for Sir Gus!"
5	Sir Gus and his men charged at King Henry's army.
2	Sir Gus and his men rested.
4	The Black Knight's men tossed their shields and weapons aside.
6	Sir Gus and his men fought King Henry's army.
Write	e the sentences from above in the correct order or sequence.
Write	e the sentences from above in the correct order or sequence.  Sir Gus and his men reached the Old
	•
	Sir Gus and his men reached the Old
1.	Sir Gus and his men reached the Old Stone Bridge.
1.	Sir Gus and his men reached the Old Stone Bridge. Sir Gus and his men rested.
1.	Sir Gus and his men reached the Old Stone Bridge. Sir Gus and his men rested.  The Black Knight told his men to stand
1.	Sir Gus and his men reached the Old Stone Bridge. Sir Gus and his men rested.
1.	Sir Gus and his men reached the Old Stone Bridge. Sir Gus and his men rested.  The Black Knight told his men to stand

4.	The Black Knight's men tossed their shields and weapons aside.	_
5.	Sir Gus and his men charged at King  Henry's army.	_
6.	Sir Gus and his men fought King  Henry's army.	_
7.	King Henry's army retreated.	_
8.	Sir Gus's men shouted, "Hooray for Sir Gus!"	
66	9	olls 5

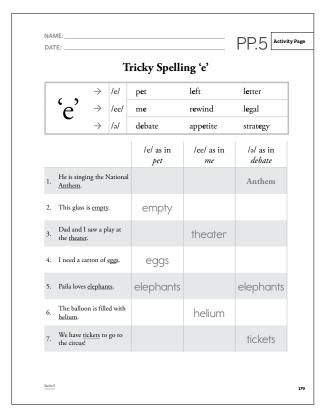




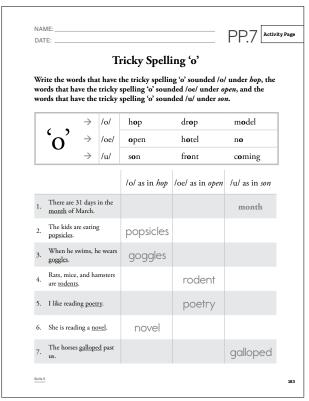
Color Sort  f a square has a word with the letter 'a' sounded /a/, make it red. f a square has a word with the letter 'a' sounded /ae/, make it yellow. f a square has a word with the letter 'a' sounded /a/, make it green. f a square has a word with the letter 'a' sounded /aw/, make it orange.						
after	about	began	family	around		
red	green	red	red	green		
matter red	affect green or red	talk orange perhaps	taken yellow idea	red avoid		
yellow	red	red	green	green		
rather red	having red	village green	carry red	cake yellow		
ability green	chapter red	small orange	China green	strange vellow		

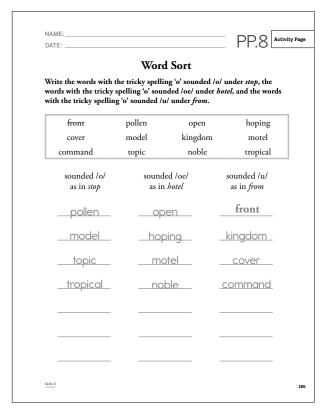
Word Sort						
	Word	Sort				
rite the words with ords with the tricky e tricky spelling 'a' cky spelling 'a' sou	spelling 'a' soun sounded /ə/ und	ded /ae/ under a er <i>about</i> , and th	acorn, the words w			
giant	lasted	faking	chapter			
waffle	extra	alone	able			
actress	orange	apple	want			
sounded /a/	sound	ed /ae/	sounded /ə/			
as in bad	as in	acorn	as in about			
<u>actress</u>	fak	ing	giant			
lasted	ab	ole	<u>extra</u>			
_apple_			_orange_			
<u>chapter</u>			alone			

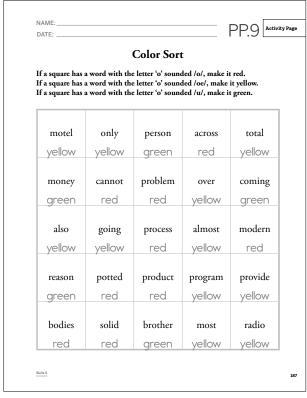


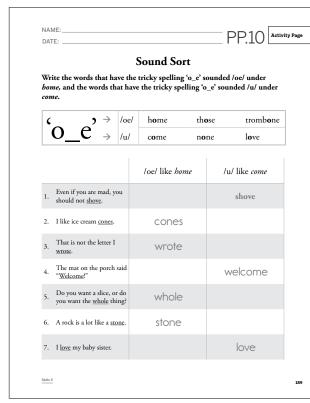


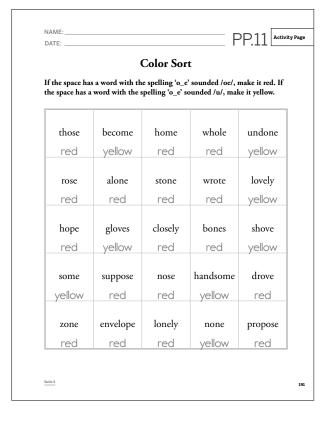
Color Sort						
f a square has a word with the letter 'e' sounded /e/, make it red. f a square has a word with the letter 'e' sounded /ee/, make it yellow. f a square has a word with the letter 'e' sounded /ə/, make it green.						
children	send	began	system	wanted		
green	red	yellow	green	green		
himself	second	decay	me	report		
red	red	or green	yellow	yellow or greer		
open	equal	given	hello	started		
red	yellow	green	red	green		
problem	parent	moment	legal	deposit		
green	green	red	yellow	green		
except	decide yellow	subject	she	hundred		
red	or green	red	yellow	green		

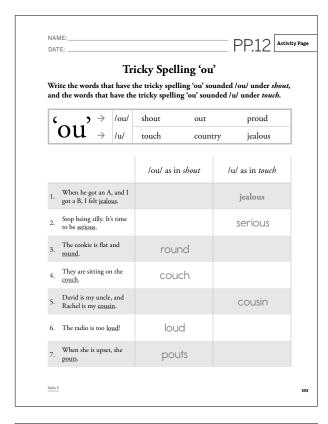








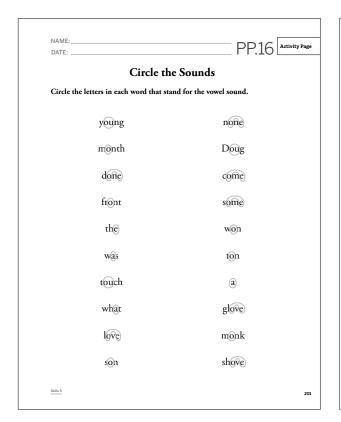


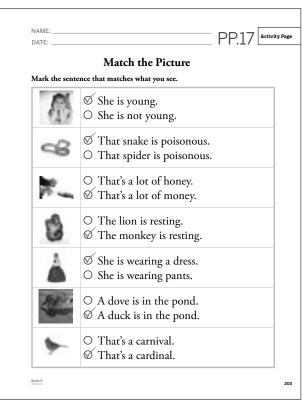


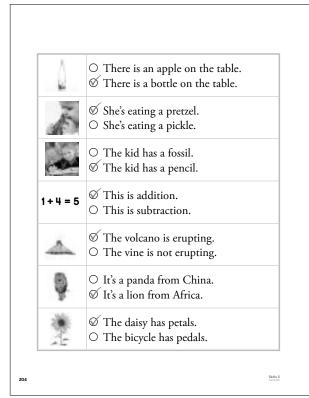
Word Sort						
	th the tricky spelli	ing 'ou' sounded /ou/				
the words with	the tricky spelling	g 'ou' sounded /u/ ur	ider touch.			
outing	serious	dangerous	about			
amount	southern	cousin	shouting			
youngster	thousand	background	counter			
sounded /ou/ as in <i>mouth</i>		sounded /u/ as in <i>touch</i>				
out	ing	serious				
amo	ount	dangerous				
		south				
shou	ıting	COU	sin			
thou	sand	young	ıster			
_	nter					

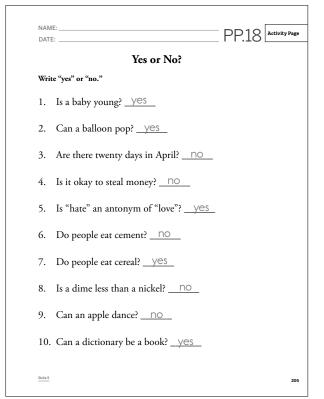
	you; you should find 16 words in all.	
going?"	tion. Secret Agent 009! How is the expedit	ior
going:		
Voice 2: "It's go	oing well."	
Voice 1: "Can	you hear me okay?"	
Voice 2: "Yes, 1	hear you. The reception is good."	
Voice 1: "Wha	t is your position?"	
Voice 2: "I am	in(section)7, next to those tall rock	
formations"		
Voice 1: "Roge	r, Agent 009. There is an old volcano at tha	at
ocation There	is not much danger of an eruption but us	e
caution just the	e same."	
Voice 2: "Roge	r. What are my options?) Should I go south	?"
Voice 1: "No."	There is a lot of thick vegetation in that	
direction. Head	north to the junction. Then go left. You	
will pass the ol	d railroad station. Then you will see an old	
plantation hou	se. The owner is on vacation. We will pick	yοι

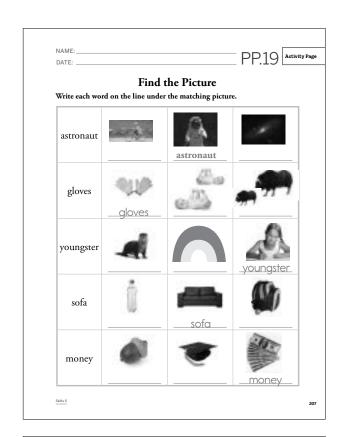
	ME: PP.15	Activity
	Fill in the Blank	
	ts of adjectives end in <i>-ous</i> . Write the best words from the box to nplete each sentence.	
Г	enormous <del>nervous</del> poisonous	
	hideous famous jealous	
<ol> <li>2.</li> </ol>	Look at his hands shaking before he goes on stage. I must be more than you.  Don't drink that stuff. It could make you very sick	Нe
3.	because it is <u>poisonous</u> .  Ben has the best bike. I wish I had one just like it. I feel so <u>jealous</u> .	
4.	Ever since she was on that TV show, she has become very famous	2
5.	That drawing is so ugly. It's <u>hideous</u>	
-	That drawing is so ugly. It's <u>hideous</u> .  That giant is so big. He's <u>enormous</u> .	

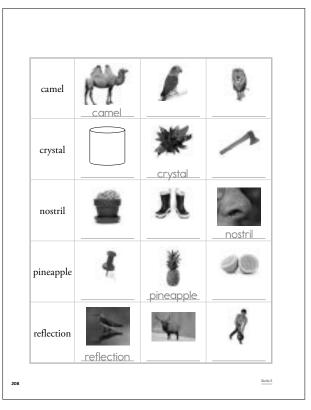


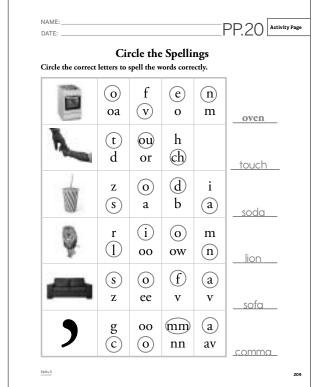


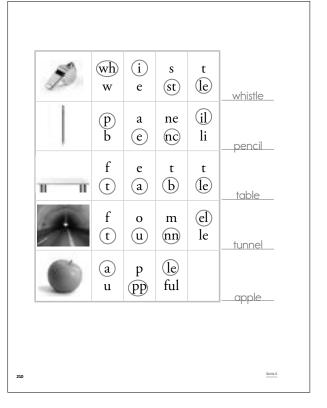


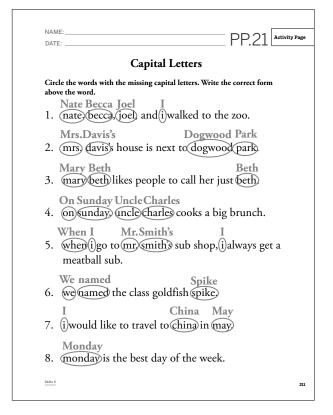


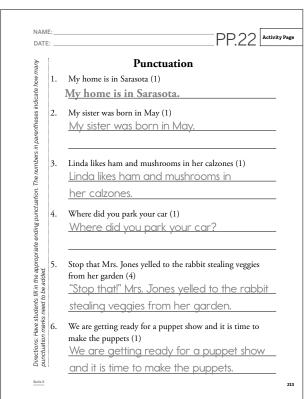












7. Who can help me lift these books asked Lily (4)

"Who can help me lift these books?"

asked Lily.

Skills 5

Nouns

Circle the nouns in the sentences. Note that the number of nouns in each sentence is written at the end of the sentence.

1. Nostrils are part of the nose (3)

2. Melissa had an apple and a banana (3)

3. The watermelon's seeds are black. (2)

4. Lava is gushing from the erupting volcano. (2)

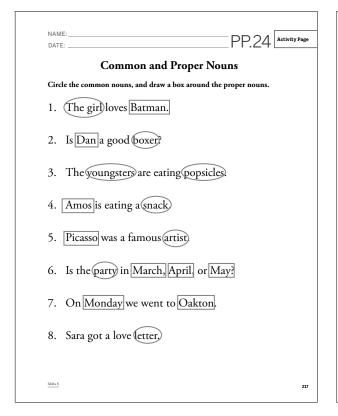
5. There is an orange ribbon in her hair and a silver bracelet on her wrist. (4)

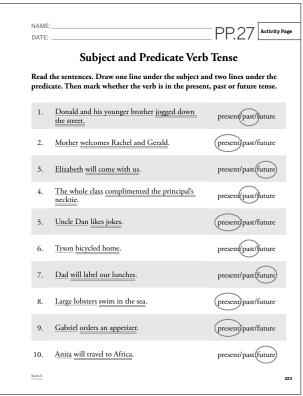
6. Bees make honey. (2)

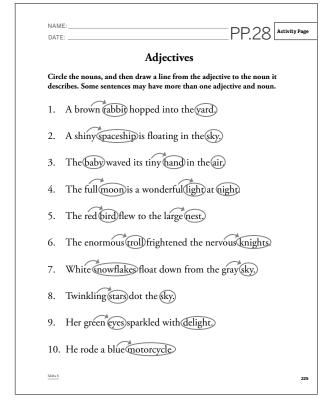
7. Adeline is wearing gloves a hat, and a scarf. (4)

8. Hot wax is dripping down the candle. (2)

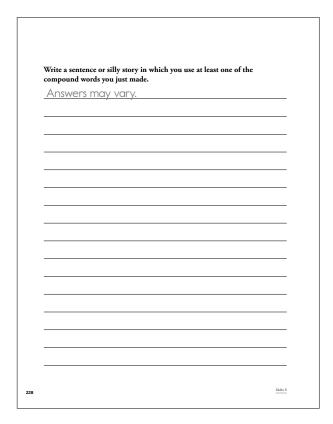
Activity Book Answer Key

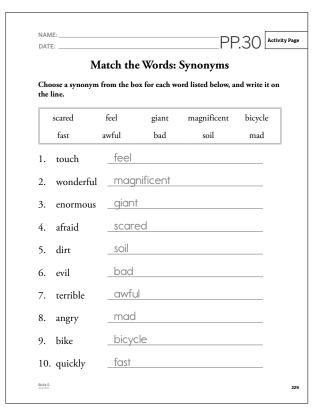






DATI	:				11.43
		Comp	ound V	Words	
Cho	ose a word fr	om the box to 1	make a com	pound word	•
	come	fly		side	down
	ball	apple		devil	melon
1.	dare +	devil	=_	dare	edevil
2.	touch + _	down	=_	touc	hdown
3.	dragon +	fly	=	drag	ionfly
4.	pine +	apple	=_	pined	apple
5.	water + _	melon	=_	wate	ermelon
6.	cannon +	ball	=	canr	nonball
7.	out +	side	_=_	outs	iide
8.	be +	come	_=	bec	ome
Skills 5					





	Match the Words: Antonyms						
	ose an antony he line.	m from the b	oox for each v	vord listed below,	and write it		
	ugly	together	love	above	simple		
	fact	vertical	strange	compliment	old		
1.	normal	stran	ge				
2.	young	old					
3.	handsome	ugly_					
4.	below	abov	/e				
5.	apart	_toge	ther				
6.	difficult	_simpl	е				
7.	hate	love					
8.	horizontal	vertic	cal				
9.	insult	com	oliment				
10.	fiction	fact					
					Ski		

	Fill in the Blank
	words in bold print sound the same, but they do not mean the same g. Fill in the blanks so the sentences make sense.
1.	one/won
	One person won the prize.
2.	pair/pear
	He ate a <u>pear</u> with his <u>pair</u> of hands.
3.	son/sun
	Her SON is soaking up the SUN.
4.	Some/sum
	Some of these numbers have a SUM of six
	when added together.
5.	weak/week
	I was sick last <u>Week</u> , and I felt very <u>Weak</u> .

PP.32 Activity Page Spelling Lessons 1-5 Write the best word from the box to complete each sentence. quickly neatly ugly jelly chilly slowly funny angry empty mommy daddy happy pretty grumpy alphabet 1. I am fond of putting words in the order of the <u>alphabet</u>. 2. Please put your clothes away <u>neatly</u> 3. I like <u>jelly</u> with my toast. 4. She is a <u>pretty</u> little pony. 5. I move \_\_\_\_slowly\_\_\_\_ in the morning. 6. I am so happy that you got an "A." 7. Her <u>daddy</u> is my uncle. 8. I like to watch <u>funny</u> animal movies. Skills 5

# Write the best word from the box to complete each sentence quickly neatly jelly chilly slowly funny mommy angry empty daddy happy pretty grumpy alphabet 9. Are you <u>anary</u> that I broke the lamp? 10. Will you \_\_\_\_\_ the dishwasher? 11. What an <u>ugly</u> troll! 12. It is too \_\_\_\_\_ chilly\_\_\_\_ not to wear a coat. 13. Can you come <u>quickly</u> to help me? 14. Her <u>mommy</u> is my aunt. 15. I am kind of <u>grumpy</u> when I am sleepy. Skills 5

NAME: PP.33 Activity Page Spelling Lessons 6-10 Write the best word from the box to complete each sentence. knight high frightened might light bright crying pry why nearby trying sky drying kingdom 1. King Alfred cared about the people in his <u>kingdom</u> 2. Look! What's that up in the \_\_\_\_\_\_ sky\_\_\_\_? 3. The knight wore armor and rode a horse. 4. Are you <u>frightened</u> to be alone in the dark? 5. I have been <u>trying</u> to call you all day. 6. It <u>might</u> be time to go to bed. 7. I hope you are not <u>crying</u> over spilled milk.

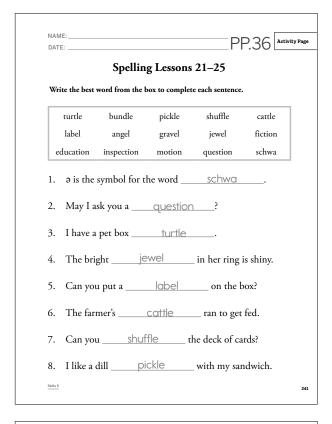
Write the best word from the box to complete each sentence. knight might high frightened light bright crying why pry nearby trying drying kingdom 8. The sun is so <u>bright</u> I have to wear sunglasses. 9. It is <u>light</u>, so I can carry it. 10. Can you jump as <u>high</u> as the basketball goal? 11. The clothes are <u>drying</u> in the dryer. 12. That is the <u>right</u> thing to do. 13. I don't know \_\_\_\_\_ she is crying. 14. She had to \_\_\_\_\_ the stuck door open. 15. I live <u>nearby</u> the park. Skills 5

NAME: PP.34 Activity Page DATE: \_ Spelling Lessons 11-15 Write the best word from the box to complete each sentence. field shield piece thief kitties achieve relief grief yield movie ladies cookies babies 1. I do not like to go under <u>water</u> 2. How many <u>cookies</u> have you eaten? 3. The <u>ladies</u> met for tea. 4. My <u>niece</u> is named Amy. 5. How many doll <u>babies</u> do you own? 6. I like to go to the <u>movie</u> theater to see films. 7. The farmer will plow the <u>field</u>  $8. \quad A \ triangle \ shaped \ sign \ at \ the \ intersection \ means$ yield Skills 5

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water
. Cou	ld I please have	a pie	ece .	of pie?
	at a <u>relie</u> ework.	fto	get some h	elp with my
1. The	knight used a _	shield	to pro	tect himself.
2. Tha	thief	stole	my money.	
3. How	many baby	kitties	did you	r cat have?
4. Did	you <u>achie</u>	<u>/e</u> an ".	A" on your	report card?
5. She	cried and was fu died.	ıll of	grief	_ when her

				P	P.35 Activ
		Spellin	g Lessons	16–20	
Wri	ite the best	word from the	box to complet	e each sentence	•
	yelled	yarn	yellow	yes	myth
	symbol	system	cry	frying	satisfy
	yawn	sticky	lying	energy	edge
1.	Stay aw	ay from the	edge	of	the cliff!
2.	My fing	gers are	sticky	from th	e glue.
3.	Please d	lon't	cry	_! We can fi	x the broker
4.	I would	like a game	boxsy	stem f	or my TV.
5.	What is	the <u>syr</u>	mbol f	or the sound	l of schwa?
6.	Our tea	cher will tel	l us a Greek	myt	h
7.		Yes	_, I am goin	g with you t	o the fair.
8.	Is the su	ın <u>y</u> e	ellow	in your pictu	ıre?
Skills 5					

	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge
,	d to	_ for me. yawn	when I felt	sleepy.
1. She	yelled	across	the field to l	ner sister.
2 4	frvi	na ch	icken for su	pper?
12. Are you		9		
	,	n food to	satisfy	
13. Did yoo 14. I am to	u get enougł			you?



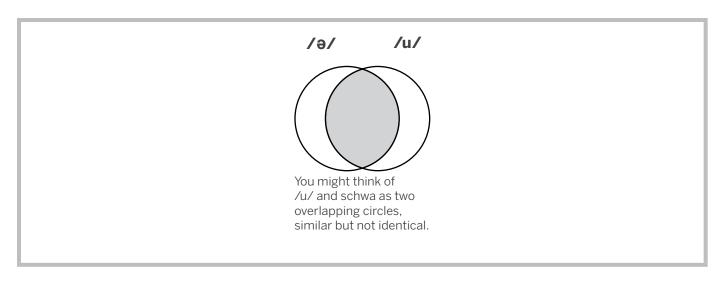
	angel	gravel		
		Ü	jewel	fiction
I am +=	mspection	motion	question	schwa
for the	ying to pick u fire.	ip ab	oundle	_ of sticks
0. Did yo	u have wings e?	with your _	ange	<u> </u>
1. I like to	read <u>fi</u>	ction	books.	
2. I fell or hands.	n the <u>gr</u>	avel	_ driveway a	nd cut my
3. It is im	portant to get	an <u>ed</u>	ucation	_•
4. The	motion	of the boat	made Sir Gı	us seasick.
5. Our cle	ean room pass	sed mom's _	inspectio	n .

	Alph	abetical (	Order	
Write these w	ords in alphabeti			
hood	touch	fly	dragon	come
pine	water	ball	apple	melon
1. <u>apple</u>	e			
2. <u>ball</u>				
3. <u>com</u>	е			
4. <u>drag</u>	on			
5. <u>fly</u>				
6. <u>hood</u>	d			
7. <u>melo</u>	n			
8. pine				
9. <u>toucl</u>	h			
10 wata	. P**			

				1 )	P.38 A
		Alpha	abetical C	Order	
Write	these wo	rds in alphabetic	al order.		
en	ormous	magnificent	wicked	bicycle	hastily
	awful	terrible	giant	jealous	
1.	awful				
2.	bicyc	le			
3.	enorr	mous			
4.	giant				
5.	hastily	У			
6.	_jealo	US			
7.	magr	nificent			
8.	terrib	ble			
9.	wicke	ed			
Skills 5					

# Grade 2 | Skills 5

# Appendix A: More About Schwa (/ə/)



In order to teach the concept of /ə/ well, you will need to first understand it yourself.

English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound linguists call schwa (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in our database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of  $/ \theta /$  varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States,  $/ \theta /$  sounds very much like the sound / u /. For example, in the word  $\underline{a}bout$ , the unstressed  $/ \theta /$  sound in the first syllable sounds a great deal like / u /. In the word  $\underline{A}meric\underline{a}$ , both the first and the last vowel sounds are unstressed, and both sound a great deal like / u /. In some regions of the United States, many speakers use an / u /-like  $/ \theta /$  sound in words such as  $\underline{a}long$ ,  $\underline{b}\underline{a}lloon$ ,  $\underline{d}\underline{e}bate$ ,  $\underline{b}\underline{e}\underline{f}it$ , and  $\underline{t}\underline{e}\underline{p}hone$ .

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word benefit? Do they pronounce the second vowel sound more like /u/ or /i/? What about telephone? Do people where you live say /t/ /e/ /l/ /u/ /f/ /oe/ /n/? Or does the spoken word sound more like /t/ /e/ /l/ /i/ /f/ /oe/ /n/? What about debate? Does the local pronunciation sound more like /d/ /u/ /b/ /ae/ /t/ or /d/ /i/ /b/ /ae/ /t/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

# Schwa (/ə/) and /u/

Because /ə/ is similar to /u/ in so many words, we have chosen to address it along with the /u/ sound in this unit. We have also grouped /ə/ and /u/ together for the statistics on spellings and pronunciation. Therefore, /ə/ is treated as a variant of the /u/ sound. This is a slight oversimplification, because /ə/ occasionally sounds more like /i/. But this is a reasonable strategy for dealing with an inherently messy situation.

The dividing line between words containing spelling alternatives for /u/ and words containing reductions to /ə/ is sometimes hard to define. Words like *double*, *trouble*, *cousin*, and *touch* should be seen as containing the 'ou' spelling for /u/. In all of these words, the initial vowel sound /u/ is stressed. But the situation becomes more complex with words like *famous* and *nervous*. In these words, the last syllable is unstressed. So one might say these words contain the 'ou' spelling for /u/, or one might say they contain an unstressed syllable in which the reduction to /ə/ sounds a lot like /u/ in most dialects (but could sound more like /i/ in some). Both positions are defensible. However, for purposes of classification words of this sort are viewed as examples of the 'ou' spelling alternative for /u/ as opposed to examples of /ə/.

The same principle is applied to the classification of words with the 'o' and 'o\_e' spellings. Not only mother and brother (stressed) but also button and bacon (unstressed) are classified as examples of /u/ spelled with the spelling alternative 'o'. Some might prefer to view the last two words as examples of reductions to /ə/. Likewise, not only glove and some (stressed) but also awesome and gruesome (unstressed) are classified as examples of the 'o\_e' spelling for /u/. Again, some might view the last two as reductions to /ə/. But, is the second vowel sound in awesome really a different sound from the vowel sound in some? In practice it makes little difference whether these spellings are viewed as spelling alternatives for /u/ or as spellings for /ə/, because spelling alternatives for /u/ are introduced first and reductions to /ə/ just a few lessons later.

Grade 2 | Skills 5

# Appendix B: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught in the program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g.,  $sun\cdot set$ ). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., cat·fish, cup·cake, pea·nut, drive·way). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g.,  $yawn \cdot ing$ ,  $hunt \cdot er$ ,  $bust \cdot ed$ ). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this progam, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g.  $batt \cdot ed$ ,  $bigg \cdot er$ ,  $bunn \cdot y$ ). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in this program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as  $batt \cdot ed$  or  $bat \cdot ted$ .) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

**Note:** Syllables exemplifying each type are underlined.

- Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound (e.g., /a/, /e/, /i/, /o/, /u/): <u>let</u>, <u>pad</u>, <u>rod</u>, <u>tin</u>, <u>fun</u>, <u>pic</u>·<u>nic</u>, <u>un</u>·<u>til</u>
- Magic 'E' Syllables (V-C-E)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): <a href="mailto:cake">cake</a>, <a href="mailto:home">home</a>, <a href="mailto:like">like</a>, <a href="mailto:mule">mule</a>, <a href="mailto:Pete">Pete</a>, <a href="mailto:mis-take">mis-take</a>, <a href="mailto:stake">stam-pede</a>
- Vowel Digraph Syllables: joint, speak, proud, play, dis may, be low, coun sel
- R-Controlled Syllables: art, curb, girl, fort, clerk, tur nip, ar tist, fe ver
- Open Syllables (V or CV)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/): go, me, hi, a·pron, fi·nal, com·pre·hend
- Consonant-LE Syllables (C-LE): sim·ple, puz·zle, raf·fle, ca·ble, ri·fle

In addition, it is also helpful to designate one additional syllable type:

• Schwa Syllables: ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion

**Note:** The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

• When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

 $ad \cdot mit$   $nap \cdot kin$   $trum \cdot pet$ 

• For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is one because the double-letter spellings have been taught as single spelling units in this program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff 
$$\cdot$$
 ic muff  $\cdot$  in happ  $\cdot$  en

• When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

$$mon \cdot ster$$
  $con \cdot tract$   $pil \cdot grim$ 

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'e' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

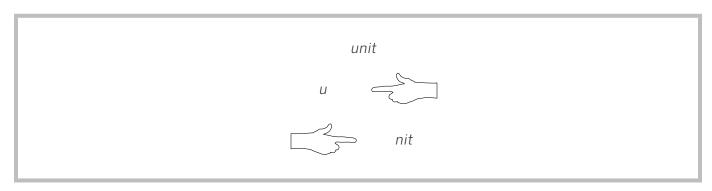
• Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar  $\cdot$  get for  $\cdot$  get es  $\cdot$  cape ig  $\cdot$  loo scoun  $\cdot$  drel char  $\cdot$  coal

In Grade 2, students are introduced to more challenging multisyllable words.

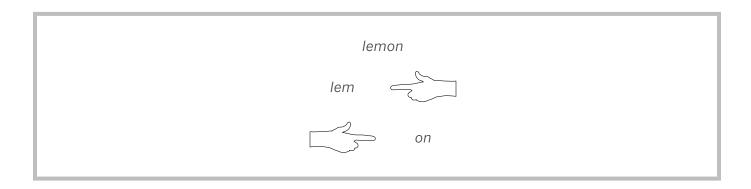
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

• When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

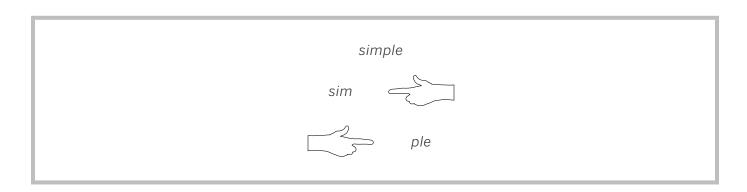
• If the word divides after the consonant, a closed syllable is created:



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

• When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

 $ban \cdot gle$   $twin \cdot kle$   $sta \cdot ble$   $cra \cdot dle$   $tur \cdot tle$ 



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

• Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

 $a \cdot bout$   $de \cdot pos \cdot it$   $med \cdot al$   $e \cdot vil$   $nick \cdot el$   $lo \cdot tion$ 

As noted earlier, the Consonant-LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

• Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre·tend non·sense tri·cycle re·peat self·ish sad·ness help·less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten-Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Skills 5		Correlation—Teacher's Guide
	and sustaining foundational language skills: listening, speavelops oral language through listening, speaking, and disc	
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;	
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling	
and writing. Th	and sustaining foundational language skills: listening, spea e student develops word structure knowledge through pho communicate, decode, and spell. The student is expected	nological awareness, print concepts, phonics, and
(A) demonstra	te phonological awareness by:	
TEKS 2.2.A.i	producing a series of rhyming words;	
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	
TEKS 2.2.A.iv	manipulating phonemes within base words	
(B) demonstra	te and apply phonetic knowledge by:	
TEKS 2.2.B.i	decoding words with short, long, or variant vowels, trigraphs and blends	U5: p. 9, U5: p. 13, U5: p. 19, U5: p. 22, U5: p. 30, U5: p. 33, U5: p. 41, U5: p. 46, U5: p. 59, U5: p. 62, U5: p. 68, U5: p. 71, U5: p. 73, U5: p. 78, U5: p. 81, U5: p. 97, U5: p. 99, U5: p. 137, U5: p. 139, U5: p. 142, U5: p. 145, U5: p. 154, U5: p. 156, U5: p. 157, U5: p. 174, U5: p. 183, U5: p. 201, U5: p. 203, U5: p. 216, U5: p. 220, U5: p. 226, U5: p. 230, U5: p. 235, U5: p. 239, U5: p. 251, U5: p. 254, U5: p. 261, U5: p. 265
TEKS 2.2.B.ii	decoding words with silent letters such as knife and gnat;	U5: p. 125, U5: p. 131
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	U5: p. 142, U5: p. 145, U5: p. 216, U5: p. 223, U5: p. 235, U5: p. 239, U5: p. 261, U5: p. 264
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	U5: p. 107, U5: p. 110
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	U5: p. 30, U5: p. 33, U5: p. 137, U5: p. 139, U5: p. 142, U5: p. 145
TEKS 2.2.B.vi	decoding words with prefixes including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	U5: p. 41, U5: p. 44
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	U5: p. 235, U5: p. 241

Teacher Resources 411

Skills 5		Correlation—Teacher's Guide
(C) demonstra	te and apply spelling knowledge by:	
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	U5: p. 97, U5: p. 99, U5: p. 116, U5: p. 119, U5: p. 125, U5: p. 135, U5: p. 142, U5: p. 145, U5: p. 163, U5: p. 165, U5: p. 174, U5: p. 183, U5: p. 207, U5: p. 209, U5: p. 216, U5: p. 223, U5: p. 235, U5: p. 239, U5: p. 261, U5: p. 264
TEKS 2.2.C.ii	spelling words with silent letters such as knife and gnat;	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;	
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	U5: p. 9, U5: p. 13, U5: p. 19, U5: p. 22, U5: p. 59, U5: p. 61, U5: p. 125, U5: p. 129, U5: p. 216, U5: p. 223, U5: p. 261, U5: p. 264
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	
TEKS 2.2.C.vi	spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i>	U5: p. 186, U5: p. 188, U5: p. 235, U5: p. 240
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;	U5: p. 9, U5: p. 14, U5: p. 15, U5: p. 59, U5: p. 61, U5: p. 68, U5: p. 73, U5: p. 75, U5: p. 116, U5: p. 119, U5: p. 125, U5: p. 135, U5: p. 163, U5: p. 165, U5: p. 207, U5: p. 209, U5: p. 211, U5: p. 216, U5: p. 223, U5: p. 226, U5: p. 230, U5: p. 261, U5: p. 264
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	
	and sustaining foundational language skills: listening, species newly acquired vocabulary expressively. The student is	
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;	U5: p. 163, U5: p. 165
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words	U5: p. 30, U5: p. 33, U5: p. 41, U5: p. 46
TEKS 2.3.C	identify the meaning of and use words with affixes <i>un-</i> , <i>re-</i> , <i>-ly</i> , <i>-er</i> , and <i>-est</i> (comparative and superlative), and <i>-</i> ion/tion/sion	U5: p. 163, U5: p. 167, U5: p. 174, U5: p. 176, U5: p. 207
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.	
The student re	and sustaining foundational language skills: listening, spea ads grade-level text with fluency and comprehension. The s r, and prosody) when reading grade-level text.	
TEKS 2.4	The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U5: p. 30, U5: p. 36, U5: p. 41, U5: p. 46, U5: p. 59, U5: p. 63, U5: p. 107, U5: p. 111, U5: p. 125, U5: p. 131, U5: p. 142, U5: p. 148, U5: p. 193, U5: p. 197, U5: p. 207, U5: p. 212, U5: p. 216, U5: p. 221, U5: p. 226, U5: p. 231, U5: p. 251, U5: p. 256
reading. The st	and sustaining foundational language skills: listening, speaudent reads grade-appropriate texts independently. The st for a sustained period of time.	
TEKS 2.5	self-select text and read independently for a sustained period of time.	

Skills 5		Correlation—Teacher's Guide	
	ension skills: listening, speaking, reading, writing, and thinki develop and deepen comprehension of increasingly comple		
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	U5: p. 107, U5: p. 111, U5: p. 125, U5: p. 131	
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	U5: p. 97, U5: p. 102, U5: p. 104, U5: p. 163, U5: p. 168, U5: p. 170, U5: p. 226, U5: p. 231, U5: p. 261, U5: p. 266	
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	U5: p. 30, U5: p. 36, U5: p. 59, U5: p. 63, U5: p. 163, U5: p. 168, U5: p. 226, U5: p. 231	
TEKS 2.6.D	create mental images to deepen understanding		
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society		
TEKS 2.6.F	make inferences and use evidence to support understanding	U5: p. 125, U5: p. 131, U5: p. 154, U5: p. 158, U5: p. 174, U5: p. 177, U5: p. 235, U5: p. 241	
TEKS 2.6.G	evaluate details read to determine key ideas	U5: p. 78, U5: p. 89, U5: p. 277, U5: p. 283	
TEKS 2.6.H	synthesize information to create new understanding		
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	U5: p. 30, U5: p. 36, U5: p. 41, U5: p. 46, U5: p. 107, U5: p. 111	
	skills: listening, speaking, reading, writing, and thinking usi ariety of sources that are read, heard, or viewed. The studer		
TEKS 2.7.A	describe personal connections to a variety of sources		
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text	U5: p. 59, U5: p. 63, U5: p. 216, U5: p. 221	
TEKS 2.7.C	use text evidence to support an appropriate response	U5: p. 41, U5: p. 46, U5: p. 142, U5: p. 148	
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	U5: p. 107, U5: p. 111, U5: p. 142, U5: p. 148, U5: p. 163, U5: p. 168, U5: p. 193, U5: p. 197, U5: p. 216, U5: p. 221, U5: p. 251, U5: p. 256, U5: p. 261, U5: p. 266	
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	U5: p. 154, U5: p. 158, U5: p. 174, U5: p. 177, U5: p. 216, U5: p. 221	
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate		
recognizes an	enres: listening, speaking, reading, writing, and thinking usi d analyzes literary elements within and across increasingly y texts. The student is expected to:		
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance		
TEKS 2.8.B	describe the main character's (characters') internal and external traits	U5: p. 19, U5: p. 25, U5: p. 28	
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	U5: p. 30, U5: p. 36, U5: p. 59, U5: p. 63, U5: p. 97, U5: p. 102, U5: p. 163, U5: p. 168, U5: p. 174, U5: p. 177, U5: p. 193, U5: p. 197, U5: p. 212, U5: p. 226, U5: p. 231, U5: p. 261, U5: p. 266	
TEKS 2.8.D	describe the importance of the setting		
	· · · · · · · · · · · · · · · · · · ·	I .	

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Skills 5		Correlation—Teacher's Guide	
and analyzes go	nres: listening, speaking, reading, writing, and thinking using enre-specific characteristics, structures, and purposes wit classical, and diverse texts. The student is expected to:		
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales		
TEKS 2.9.B	explain visual patterns and structures in a variety of poems		
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting		
(D) recognize c	haracteristics and structures of informational text, includi	ng:	
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.D.ii	features and graphics to locate and gain information		
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly		
(E) recognize c	haracteristics of persuasive text, including:	'	
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.E.ii	distinguishing facts from opinion		
TEKS 2.9.F	recognize characteristics of multimodal and digital texts		
inquiry to analy	urpose and craft: listening, speaking, reading, writing, and the zethe authors' choices and how they influence and commu oplies author's craft purposefully in order to develop his or h	inicate meaning within a variety of texts. The student	
TEKS 2.10.A	discuss the author's purpose for writing text		
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose		
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes	U5: p. 19, U5: p. 25, U5: p. 174, U5: p. 177, U5: p. 179	
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language	U5: p. 78, U5: p. 89, U5: p. 94	
TEKS 2.10.E	identify the use of first or third person in a text		
TEKS 2.10.F	identify and explain the use of repetition		
	on: listening, speaking, reading, writing, and thinking using recursively to compose multiple texts that are legible and		
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming	U5: p. 186, U5: p. 190, U5: p. 193, U5: p. 196	
(B) develop dra	fts into a focused piece of writing by:		
TEKS 2.11.B.i	organizing with structure; and		
TEKS 2.11.B.ii	developing an idea with specific and relevant details		
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences	U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 208, U5: p. 211	
(D) edit drafts (	using standard English conventions, including:		
TEKS 2.11.D	edit drafts using standard English conventions		

Skills 5		Correlation—Teacher's Guide
TEKS 2.11.D.i	complete sentences with subject-verb agreement.	U5: p. 68, U5: p. 73, U5: p. 78, U5: p. 88, U5: p. 107, U5: p. 110, U5: p. 116, U5: p. 119, U5: p. 193, U5: p. 195, U5: p. 251, U5: p. 255
TEKS 2.11.D.ii	past, present, and future verb tense	U5: p. 97, U5: p. 102, U5: p. 193, U5: p. 195, U5: p. 154, U5: p. 157, U5: p. 201, U5: p. 203, U5: p. 204, U5: p. 235, U5: p. 240
TEKS 2.11.D.iii	singular, plural, common, and proper nouns	U5: p. 68, U5: p. 73, U5: p. 97, U5: p. 102, U5: p. 154, U5: p. 157
TEKS 2.11.D.iv	adjectives, including articles	U5: p. 9, U5: p. 14, U5: p. 30, U5: p. 35, U5: p. 41, U5: p. 44, U5: p. 68, U5: p. 73, U5: p. 78, U5: p. 89, U5: p. 97, U5: p. 102, U5: p. 154, U5: p. 157, U5: p. 158
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;	
TEKS 2.11.D.vi	prepositions and prepositional phrases	
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates	U5: p. 107, U5: p. 110, U5: p. 116, U5: p. 119
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;	U5: p. 137, U5: p. 140
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	U5: p. 107, U5: p. 110, U5: p. 137, U5: p. 140, U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 211
TEKS 2.11.D.xi	correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words;	U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 211
TEKS 2.11.E	publish and share writing	
	on: listening, speaking, reading, writing, and thinking using and craft to compose multiple texts that are meaningful.	
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	U5: p. 201, U5: p. 205, U5: p. 207, U5: p. 208, U5: p. 211
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	
TEKS 2.12.C	compose correspondence such as thank you notes or letters	
	research: listening, speaking, reading, writing, and thinking sustained recursive inquiry processes for a variety of purp	
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 2.13.B	develop and follow a research plan with adult assistance	
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions	
TEKS 2.13.D	identify primary and secondary sources	
TEKS 2.13.E	demonstrate understanding of information gathered	
TEKS 2.13.F	cite sources appropriately	
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	

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#### Skills 5 Correlation—Teacher's Guide (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: ELPS 1.A use prior knowledge and experiences to understand meanings in English 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 U5: p. 14, U5: p. 23, U5: p. 130, U5: p. 146 mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary ELPS 1.D speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) FLPS 1 F internalize new basic and academic language by using U5: p. 112 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 U5: p. 15, U5: p. 140 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 U5: p. 23 with increasing ease ELPS 2.B recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters ELPS 2.C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions ELPS 2.D monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed use visual, contextual, and linguistic support to ELPS 2.E enhance and confirm understanding of increasingly complex and elaborated spoken language

Skills 5		Correlation—Teacher's Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main 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 note	U5: p. 95
awareness of d arts and all cor acquisition in s curriculum, all	cular second language acquisition/speaking. The ELL speak lifferent language registers (formal/informal) using vocabulantent areas. ELLs may be at the beginning, intermediate, adverbeaking. In order for the ELL to meet grade-level learning exinstruction delivered in English must be linguistically accome with the student's level of English language proficiency. The	ary with increasing fluency and accuracy in language anced, or advanced high stage of English language pectations across the foundation and enrichment modated (communicated, sequenced, and scaffolded)
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	U5: p. 23
ELPS 3.B	expand and internalize initial English vocabulary by learning and using highfrequency 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	U5: p. 112
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	U5: p. 189
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics	U5: p. 88
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	

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Skills 5		Correlation—Teacher's Guide	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes		
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	U5: p. 102, U5: p. 232, U5: p. 256	
(4) Cross-curricular second language acquisition/reading. The ELL reads increasing level of comprehension in all content areas. ELLs may be at th high stage of English language acquisition in reading. In order for the ELL foundation and enrichment curriculum, all instruction delivered in Englis sequenced, and scaffolded) commensurate with the student's level of En 1, certain of these student expectations apply to text read aloud for stude student is expected to:		be beginning, intermediate, advanced, or advanced to meet grade-level learning expectations across the must be linguistically accommodated (communicated, glish language proficiency. For kindergarten and grade	
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	U5: p. 23, U5: p. 146	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	U5: p. 37	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials		
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text	U5: p. 134	
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	U5: p. 37, U5: p. 102, U5: p. 158, U5: p. 232, U5: p. 256	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U5: p. 28, U5: p. 39, U5: p. 48, U5: p. 151, U5: p. 171, U5: p. 214, U5: p. 221	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods		
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	U5: p. 28, U5: p. 39, U5: p. 48, U5: p. 151, U5: p. 171, U5: p. 214	

Skills 5		Correlation—Teacher's Guide
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	U5: p. 102
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	
effectively add or advanced h across founda (communicate For kindergart	ricular second language acquisition/writing. The ELL writes dress a specific purpose and audience in all content areas. Entire the stage of English language acquisition in writing. In orderation and enrichment curriculum, all instruction delivered in ed, sequenced, and scaffolded) commensurate with the student and grade 1, certain of these student expectations do not ginal written text using a standard writing system. The student	ELLs may be at the beginning, intermediate, advanced, or for the ELL to meet grade-level learning expectations. English must be linguistically accommodated dent's level of English language proficiency. In the student has reached the stage of
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 2 | Skills 5 | Teacher Guide



Grade 2

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### Grade 2

# Skills 5

**Activity Book** 

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### Skills 5

### **Activity Book**

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

### Dear Family Member,

Below you will find our spelling words for this week. We are beginning to learn how to put words in alphabetical order using just the first letter of each word.

The activity page your student has for homework should be completed in this way:

- 1. On the back of this page, have your student write the alphabet down the side of the paper.
- 2. Have your student read all of the words aloud and circle the first letter in each word.
- 3. Ask your student to write each set of words in alphabetical order.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	

## Tricky Word: alphabet

Please continue to encourage your student to read at least 20 minutes every night. At this point in the school year, your student should be able to choose a book and read f or 20 minutes each night.

<u>A</u>	quickly neatly ugly alphabet	jelly chilly slowly
	1	1
	2	2
	3	3
	4	
	funny angry empty mommy	daddy happy pretty grumpy
	1	1
	2	2
	3	3
	4	4

NAME:	$\circ$ 1	
DATE:	2.1	Activity Page

### **Word Sort**

Sort the words by spelling. Write the words with the /u/ sound spelled 'u' under *bug*. Write the words with the /u/ sound spelled 'o' under *other*.

	rush	trust	bunch	son
	month	ugly	mother	until
	truck	unkind	money	front
	/u/ spell as in a		<del>-</del>	elled 'o' <u>o</u> ther
_	ru	sh		
-				
-				

NAME: _			
DATE:			

**Activity Page** 

### Fill in the Blank

Write the best word from the box to complete each sentence.

mother	cover	month	money	wonder
dozen	trumpet	grumpy	mummy	thunder

- 1. We heard the \_\_\_\_\_\_ before we saw the lightning.
- 2. My \_\_\_\_\_\_, not my Dad, woke me up this morning.
- 3. I wish I had some \_\_\_\_\_\_ to buy some candy.
- 4. I feel \_\_\_\_\_ when I don't get plenty of sleep.
- 5. King Tut's \_\_\_\_\_ was discovered in 1922.
- 6. Did you \_\_\_\_\_ your nose when you sneezed?
- 7. The \_\_\_\_\_\_ is a brass instrument.
- 8. Did you know that twelve cookies make one

\_\_\_\_\_

6 Skills 5

# The Beginning

Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.

King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.

The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name "Fearless." This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.



Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight.

Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.



NAME:			
DATE			

1
.4

# The Beginning

-	vare the people of King Alfred's land happy with Kired as their king?
	o helps King Alfred keep his lands peaceful and his ble safe?
Wha	at are some of Sir Gus's fears?

What	are some of your fears?
Why	might cats and horses make Sir Gus itch?
What	do you think of Sir Gus?

NAME:			
DATE.			

**Activity Page** 

# Directions: Have students read the words in the box aloud. Students should write the best word from the box to complete each sentence.

# Fill in the Blank

	younger	none	welcome
	gloves	enormous	touched
1.	Is your sister older	or	than you?
2.	When it is cold, I	cover my hands with	·
3.	The mat on the po	orch said "	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
4.	If you eat it all, th	ere will be	left for me.
5.	An antonym of tin	<i>y</i> is	•
6.	The baby cried aft	er she	the hot stove.
Wri	te two new sentences	using any two of the v	vords from the box.

	nervous	dove	country
	love	shove	poisonous
1.	We looked up and	l saw a white	flying by.
2.	I like hamburgers,	but I really	ice cream!
3.	Mexico is a	·	
4.	It's not nice to hit	or	_•
5.	When I have to ta	ke a test, I get	·
6.	Some spiders and	snakes are	·
Wri	te two new sentences	using any two of the wor	rds from the box.

NAME:	
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DATE.	) _ /

### The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

"Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"

King Alfred was so upset in the morning; he could not eat his herring on toast.

King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

"Why, good sir," said the king, "you will not get very far on foot!"

"Yes, my lord. I mean no, my lord," replied Sir Gus. "The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off."

"Well, you must stop itching then," said the king.



Take-Home

"Yes, indeed," replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief.

Some time after lunch, Sir Gus was awakened by the king himself.

"Not up yet?" asked the king.

"Pardon me, my lord," stammered Sir Gus. "I was just..."

"Nevermind!" said the king. "There's no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land."

Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

"Do not fear," said Sir Gus, as he mounted the horse. "I am an—"

And with that, Sir Gus was carried off. The king's horse had shot off like an arrow.



NAME:		
DATE:		

Take-Home

# Family Member Directions: Have your student reread the story and answer the questions using complete sentences.

# The Thief

What	is a thief?
Sir Gu Why?	is takes longer to get to the king than the other knig
Why	did Sir Gus fall off his horse?

Why isn't the king mad when he finds Sir Gus sleeping in?		

NAME:		
DATF.		

**Activity Page** 

### All's Well that Ends Well

Page 24 Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse!

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

"Yes, you may," said the young man.

Page 26 Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started scratching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"

Page 28 It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well.

"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.

Slowly the young man began to bring Sir Gus up out of the well.

Page 30 As Sir Gus reached the top of the well, the young man offered the knight his hand.

"Young man," said Sir Gus, as he stepped out of the well, "I am touched by your generous deed. I would like to thank you for helping me. What is your name?"

"My name is Robin," replied the man.

"Well, then, Robin," said Sir Gus, "I thank you."

"You are welcome," said Robin.

The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove.

Robin smiled. "Come into my house," he said. "I will find you some dry clothing."

Sir Gus went inside.

"Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.

Page 32 Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!

Page 34 Sir Gus stood thinking for a moment.

"There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong."

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.

	<u>1</u> 2	Activity Page
DATE: _	4.4	110117119 1 480
Well		
1		
	Times used	
	Times useu	
Well		
2.		
	Times used	
Well		
3		

Times used

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NAME:	
DATE:	

Take-Home

### Dear Family Member,

The words shown below contain the /u/ sound, written with various spellings, all of which your student has studied at school. Ask your student to read the words. Then ask your student to use each word in an oral sentence.

but	some	other	just	such
come	mother	under	done	money
brother	southern	touch	run	young
trouble	month	son	none	bus

# **Spelling Test**

1. \_\_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_ 12. \_\_\_\_

5. \_\_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_\_ 15. \_\_\_\_\_

8. \_\_\_\_\_





1.		

2. \_\_\_\_\_

3. \_\_\_\_\_

NAME:		
	5	Activity Page
DATE:		

# **Spelling Alternatives**

This chart shows 4 spellings for the /u/ sound. Use the chart to fill in Activity Page 5.3.

	ʻu'	<b>'o'</b>	'ou'	'о_е'
Ь	buddy buzz	brother	boisterous	become
С	cup	cover	cousin country	
d	duck	dozen	Doug	done dove
e			enormous	
f	fun	front	famous	
g			generous	glove
h	hug	honey	hideous	handsome
j	junk just		jealous	
1	lunch			
m	must mug mud	money monkey mother		
n	nun	nothing	nervous	none
p	puppy			
r	run			
S	such sudden sun	son	southern	shove some something
t	truck trust	ton	touch	
u	unless until			
w		won		
у	yuck		young	

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### Use the chart on Activity Page 5.2 to fill in the blanks.

- 1. Count the words on the chart that have the sound /u/ spelled 'u' and write the number here.
- 2. Count the words on the chart that have the sound /u/ spelled 'o' and write the number here.
- 3. Count the words on the chart that have the sound /u/ spelled 'ou' and write the number here.
- 4. Count the words on the chart that have the sound /u/ spelled 'o\_e' and write the number here. \_\_\_\_\_
- 5. Which spelling for /u/ has the most words?
- 6. Which word on the chart names something bees make?
- 7. Which word on the chart means twelve of something?
- 8. Which word on the chart is a synonym for good-looking?

# The Hungry Troll

- 1. When Sir Gus brings the king his ring, the king is...
  - A. delighted
  - B. angry
  - C. sad
- 2. What wakes King Alfred?
  - A. thunder
  - B. the cries of a baby
  - C. the cries of a troll
- 3. Sir Tom says that trolls are scared of...
  - A. water
  - B. fire
  - C. thunder
- 4. Where does Sir Gus go when the rest of the knights ride off to find the troll?
  - A. Sir Gus goes to the shed to find a weapon.
  - B. Sir Gus goes to the barn to find a horse.
  - C. Sir Gus goes to the kitchen to get a snack.


NAME: _			
DATE			

**Activity Page** 

# **Spelling Alternatives**

Read aloud all the words in each column. Circle the spelling in each word for the sound shown at the top of the column.

/u/	/ee/	/ie/
fuzzy	kidney	slime
shove	cookie	silent
sponge	cream	right
touch	athlete	lied
shrug	piece	satisfy
month	prefix	mind
mother	chief	frying
love	stories	fight
until	greed	pride
cousin	field	satisfied

NAME:			
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6.2

**Activity Page** 

#### Parts of Speech Hunt

Find examples of the following parts of speech in "The Hungry Troll" and write them on the lines, along with the page number for each answer.

1.	common noun:	Page:

- 2. proper noun naming a person: \_\_\_\_\_\_ Page:\_\_\_\_
- 3. proper noun naming a person: \_\_\_\_\_\_ Page:\_\_\_\_
- 4. common noun: \_\_\_\_\_ Page:\_\_\_\_
- 5. common noun naming a place: \_\_\_\_\_\_ Page:\_\_\_\_\_
- 6. common noun naming a thing: \_\_\_\_\_ Page:\_\_\_\_
- 7. adjective: \_\_\_\_\_ Page:\_\_\_\_
- 8. adjective and a noun: \_\_\_\_\_ Page:\_\_\_\_
- 9. verb: \_\_\_\_\_ Page:\_\_\_\_
- 10. verb "to be": \_\_\_\_\_ Page:\_\_\_\_

Use some of the words from the list on the front of the activity page to make up your own sentence or silly story.		

#### Dear Family Member,

This week all of your student's spelling words include the /ie/ sound (long vowel sound of the letter 'i'). In some words the /ie/ sound of the letter 'i' is spelled with the letters 'igh'. In other words it is spelled with 'y'.

Please help your student to work with their alphabetizing skills by completing the back of this activity page.

Just as you did last week, please follow these directions:

- 1. Have your student write the alphabet down the side of the paper.
- 2. Have your student read all of the words aloud and circle the first letter in each word.
- 3. Ask your student to write each set of words in alphabetical order.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	

#### Tricky Word: kingdom

# Put the words in each box in alphabetical order.

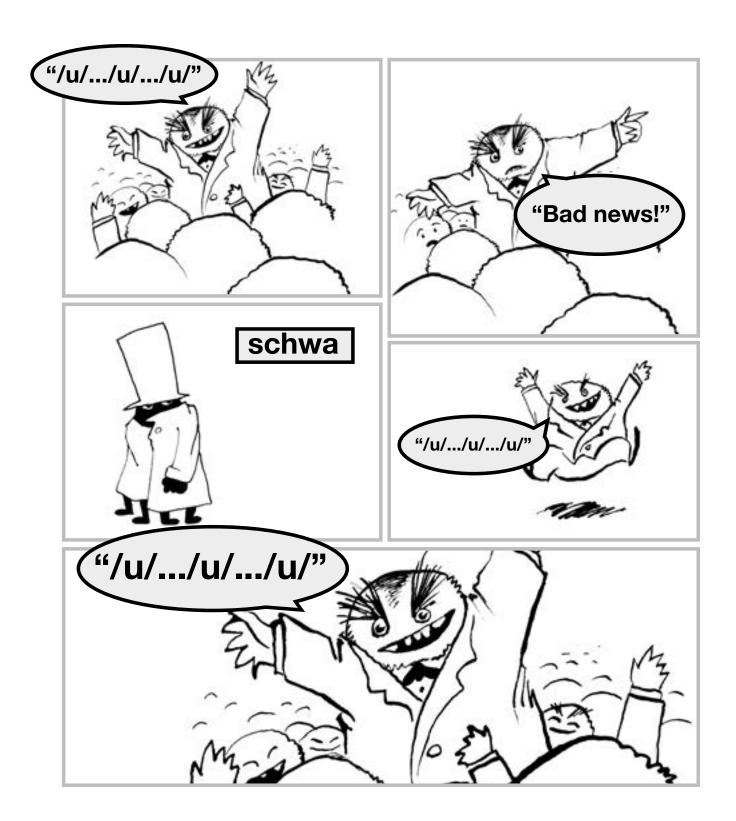
_A_	knight might high drying	right trying sky kingdom
	1	1
	2	2
	3	3
	4	4
	frightened light bright crying	pry why nearby
	1	1
	2	2
	3	3
 	4	

NAME:	
DATE:	

7.1

**Activity Page** 

### The Spelling Spoilers



NAME:	70	
DATE:	1.2	Activity Page

Choose one character-Sir Gus or the Troll. Write adjectives to describe the character. First, write the adjectives from the text. Then, write some adjectives of your own. Last, write two sentences using some of the adjectives you listed.

Sir Gus

Adjectives from text:	My adjectives:
l <b>.</b>	
)	
-·	

_	1	1
ro	ı	ı

Adjectives from text:	My adjectives:
1	
2	

NAME:		

7	
	$\prec$
/ .	

Take-Home

#### Fill in the Blank

Read the words in the box aloud. Then write the best word from the box to complete each sentence.

	afraid	adults	telescope
	appetite	about	orange
1.	My parents are both	h	
2.	I eat a lot. I have a	big	·
3.	Doug looks at the s	etars with his	·
4.	Should we paint th	e walls yellow or	?
5.	Is your book	a kin	g and queen?
6.	I am not	of the da	rk.
Wri	te two new sentences u	ising two of the words fro	om the box.

NAME:	
DATE:	

8.1

**Activity Page** 

# Beat the Spoilers

The Spelling Spoilers are trying to wreck your spelling. Your teacher will say some words. Foil the Spoilers by spelling the words correctly.

۸.	<b>题</b>	<b>题</b> (	<b>题</b> (	题!	<b>题</b> 1	<b>题</b> !
Did you beat the Spoilers?	O no	ou O	ou O	O no	O no	O no
you beat		區	(室)			
Did	O yes	O yes	O yes	O yes	O yes	O yes
1						
Spell						
Copy						
		2.	<i>.</i>	4.		6.

	Copy	Spell	Did you bea	Did you beat the Spoilers?
7.			O yes	O no
8			O yes	O no
9.			O yes	O no
10.			O yes	O no

NAME:		
DATE:	8.2	Activity Page

#### Fire!

Write the answers using complete sentences.

Why w	was it not hard to find the troll?
Sir To change	m's plan changed a bit when Sir Gus appeared. How did it
•	u think that Sir Tom really thinks that Sir Gus is the t knight? Why or why not?

ns from the sto	ory "Fire	e!"		
ns from the sto	ory "Fire	e!"		
ns from the sto	ory "Fire	e!"		
os from the stor	— – ry "Fire! — –	]"		
ectives from the	— – e story "	Fire!"		
	ectives from the	ectives from the story "	ectives from the story "Fire!"	ectives from the story "Fire!"

#### Fire!

It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

"When it is dark we will light our torches," said Sir Tom. "Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground."

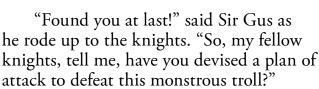
"And what if that plan fails?" asked Sir Ed. "I don't care to be the troll's dinner."

"Well, do you have a better plan?" asked Sir Tom.

Sir Ed said nothing. The other knights were quiet, as well.

At that very moment came the sound of a horse trotting nearby.





"Yes, we have!" said Sir Tom. "We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away."

"Splendid idea!" said Sir Gus. "And who is going to attempt this brave deed?" he asked, looking around.



"You!" said Sir Tom and Sir Ed together.

"But, but... well... I... er... um...," said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

"Snnniccck, snnnuummm, guffumffffff!"

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus's feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

"SNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFFF!"

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.

Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

When Sir Gus appeared, the knights shouted, "Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!"



NAME:	$\sim$ 1	
DATE:	9.1	Activity Page
DATE.		

#### Subject and Predicate

Underline the subject once and the predicate twice. Put a check above any compound subject or predicate.

- 1. The boys and girls played in the mud.
- 2. Ben and Jim draw and color pictures.
- 3. Jamie and Jesse run and jump.
- 4. Linda rides a bike.
- 5. Kelly picks and eats grapes.
- 6. Henry the pig eats his food at night.
- 7. Clementine feeds her 12 piglets.
- 8. Clementine and Henry are good pig parents.
- 9. Joe the turkey visits and sits with Clementine, Henry, and the piglets.
- 10. Joe struts around the pig pen each morning.

NAME:		
DATE.		

9.2

Activity Page

#### The Boat Trip

Tell what happened in the story "The Boat Trip."		

Draw lines between the subjects and predicates showing what happened in the story.

Subjects	Predicates
King Alfred	went hunting with the king
Eleven knights	became seasick
Sir Gus	insisted that his knights go sailing with him

Take-Home
Take Home

NAME:			
NATE.			

DATE

# 9.3

# **Review Apostrophes**

#### Part 1:

Example: can not	can't
do not	
it is	
I am	
you are	
we are	
is not	
are not	

ľ	ar	t	2
ľ	ar	ι	Z

NAME:			
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10.1

Assessment

## **Spelling Test**

1. \_\_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_\_ 12. \_\_\_\_

5. \_\_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_\_ 15. \_\_\_\_

8. \_\_\_\_\_





1			
1.			

2. \_\_\_\_\_

3. \_\_\_\_\_

NAME:	10 2	Activity Page
DATE:	10.2	lictivity i age

# Writing Sentences

Write three different sentences. Each sentence should fit with the !, ?, or . at the end of the line.

NAME:	1	1	1	
			1	Activity Page
DATE:	_			

#### /əl/ Sound Sort

Sort the words by spelling. Write the words that have the 'ul' ending under *useful*. Write the words that have the 'al' ending under *metal*. Write the words that have the 'il' ending under *April*.

harmful	fossil	hospital	evil
total	pencil	several	awful
peaceful	hopeful	normal	civil
ʻul'	(	al'	ʻil'
as in useful	as in	metal	as in <i>April</i>
harmful			
	_		
	_		

NAME:	11	
	- 11	Activity Page
DATE:		

# The King's Ghost

Wł	ny couldn't the king and his knights defend themselves?
	nat did the pirate say would happen if the king and his bore not handed over?

7	Who did the pirates think was making the loud, scary sound?
-	
_	
	Do you think you would have been fooled by Sir Tom's trick? Why or why not?
_	
-	
-	Who do you think should have gotton andit for saving the de
	Who do you think should have gotten credit for saving the da Why?
-	

NAME:			
DATE:			

11.3

Take-Home

#### Dear Family Member,

Below you will find our spelling words for this week. All of the words have the sound of /ee/ (also known as long e) spelled with the letters 'ie'. We are continuing our work learning to alphabetize words. As the next step in this skill, we are learning to use the alphabet as a reference tool and less as a matching tool for letters.

Just as you did last week, please follow these directions:

- 1. Have your student read all of the words aloud and circle the first letter in each word.
- 2. Ask your student to write words in alphabetical order.
- 3. You may find it helpful for your student to number the words in the box before writing them in alphabetical order. It is easier to erase a number than a word.

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	

Tricky Word: water

# Put the words in each box in alphabetical order.

<u>A</u>	field piece shield thief kitties achieve relief	grief yield movie niece cookies ladies babies water
1	•	1
2	•	<b>2.</b>
3	•	3
4	•	4
5	•	5
6	j.	6
	•	7
		8
L		

#### The King's Ghost

DATE:

"Ar! Do as we say or die!" came the sound of a large booming voice from somewhere on the water.

King Alfred and eleven of his knights jumped with fright. They had all tried to sail the boat in the stormy waves and strong winds. They looked up to see a pirate ship flying a black flag. The pirate ship had sailed up next to the king's boat.

The king and the eleven knights were not prepared to fight. The knights did not have their swords or shields with them.

"I will count to ten," shouted the pirate chief. "If you do not hand over the king and his boat by then, we will attack! We do not care to harm you, but if we must, then we must!"

The pirate chief began to count, "One, two . . . um." He hesitated. (Pirates aren't good at math!)

"Three," came a voice from below. It was Sir Gus. He was lying down below the deck, and he was feeling very ill.

Sir Gus was so ill that he had no idea what was happening. The strong winds had kept him from hearing what the pirate chief had said. All he could make out was the sound of someone counting.

"Thank you," said the pirate chief. He went on counting. "Seven, eight, nine . . ."

"Uuuuug! Ooooooe!" came a loud and scary sound from inside King Alfred's boat.

"Uuuuuug! Ooooooe!"



"What is that hideous sound?" yelled the pirate.

"It is the ghost of our last king, and it protects our ship!" replied Sir Tom.

Sir Tom was well aware that, in fact, the hideous sound was coming from Sir Gus, who was feeling very sick indeed, but he was hoping to scare the pirates away with a ghost story.

"Uuuuug! Ooooooe!" came the sound again.

"If you harm the king," Sir Tom shouted, "you will be haunted by this evil, vengeful ghost! I will count to ten, and you had better go away, you thief! The ghost would rather not harm you, but if it must, then it must."

Pirates are very afraid of ghosts. And so, within seconds, the pirate ship began to sail away.

Not long after, the clouds cleared and the waves died down. Sir Gus felt some relief and came limping back up on deck.

"Well done, Sir Gus!" said the king. "You scared those evil pirates away by pretending to be a ghost."

"I did?" said Sir Gus, still looking rather green in the face.

"Why, yes!" said the king. "Such a clever and helpful trick! How can I ever repay you for your wisdom and bravery? Perhaps I should award you a medal?"

"Your majesty," said Sir Gus, "the best payment of all would be if you would order the captain to sail this boat back to land. I find the nautical life not to agree with me."

And with that, the king's boat sailed for home.



NAME:			
— —			

12.1 Activity Page

#### Fill in the Blank

Write the best word from the box to complete each sentence.

	about	China	around	Africa	appetite	
	Tennessee	love	cousin	something	touch	
1.			is a cou	ntry in the Far	East.	
2.			is a stat	e in our countr	у.	
3.	Your aunt	a's child is your			·	
4.	Do not _		a hot stove!			
5.	I worked for the fire			by chop	oping wood	
6.			is a con	tinent.		
7.	Can you t	ell me	your book?			
8.	Let's look			the room for	the lost book.	
9.	I		to eat	snow cream in	winter.	
10	) I have		f	o say about tha	t	

68 Skills 5

### Write the following correctly.

1.	dr john smith	(4)
2.	new year s eve is on december 31 2016	
		(7)
3.	are you ready to go	(2)
4.	is mrs betty white your mother	

Write the word that means more than one.

- 6. man \_\_\_\_\_
- 7. woman \_\_\_\_\_

sams house is on high street in new york city (8)

- 8. butterfly \_\_\_\_\_
- 9. box \_\_\_\_\_
- 10. goose \_\_\_\_\_

5.

Activity Page

# Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

- 11. The old man walked.
- 12. The tiny girl ran.
- 13. A green frog jumped.
- 14. A tall tree fell.
- 15. The blue sky darkened.

#### Draw one line under the subject and two lines under the predicate.

- 16. Frank and Joe ran the marathon.
- 17. Lisa ate ice cream and cake.
- 18. Fay and Mike like to swim.
- 19. Larry and Debbie walked and ran six miles.
- 20. Linda and Ernie will train for the swim meet.

NAME:	
DATE:	

13.1

Take-Home

#### Dear Family Member,

The words shown below all end with 'le'. Please help your student practice reading these words. Then ask your student to use each word in a sentence.

single	single handle		temple
stable cradle		idle	twinkle
able title		needle	apple
gurgle jingle		cattle	purple
bubble	eagle	steeple	beagle

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NAME:		

14.1

**Activity Page** 

### Fill in the Blank

Write the best word from the box to complete each sentence.

mother	camel	decide	jungle	cousin
petals	bubble	afraid	wonderful	

- 1. Could you help me \_\_\_\_\_\_ between a cookie or a cupcake?
- 2. I call my \_\_\_\_\_\_, "mom."
- 3. It was a \_\_\_\_\_ party and we all had fun!
- 4. An animal with two humps is a \_\_\_\_\_\_.
- 5. I have a night light because I am \_\_\_\_\_\_ of the dark.
- 6. Monkeys live in the \_\_\_\_\_.
- 7. The rose \_\_\_\_\_\_ were scattered in front of the bride.
- 8. I like to blow a big \_\_\_\_\_ with my gum.
- 9. My \_\_\_\_\_ and aunt will come to spend the night.

### Choose the best word from the box to complete each sentence.

cover animals fossils
angels chief little

10. The baby bird is too \_\_\_\_\_\_\_ to fly.

11. A zoo has a lot of \_\_\_\_\_\_.

12. Will you \_\_\_\_\_\_ the dish before you place it in the fridge?

13. Some of the \_\_\_\_\_\_ were from long, long ago.

14. The leader of a Native American tribe is often called a \_\_\_\_\_\_.

Some people believe that \_\_\_\_\_\_ have wings.

NAME:	1 /		
DATE:	14.	2	Activity Page

# Parts of Speech

Find examples of these parts of speech in "The Boat Trip" and write them on the lines.

common noun:	
proper noun:	
proper noun naming a person:	
common noun:	
common noun naming a place:	
common noun naming a thing:	
adjective:	
adjective and a noun:	
verb:	
verb <i>to be</i> :	

Use at least or sentence or si	Use at least one noun and one verb from the list to make up your own sentence or silly story. Underline the subject once and the predicate twice.				

NAME:		

14.3

**Activity Page** 

### Fill in the Blank

Write the best word from the box to complete each sentence.

bubble	apples	beagles	noodles	eagle
maple	single	candle	poodles	stable

- 1. A horse will stay in the \_\_\_\_\_\_ on a rainy day.
- 2. Mom likes to light a \_\_\_\_\_\_ on the table at supper.
- 3. A \_\_\_\_\_ leaf is on the Canadian flag.
- 4. \_\_\_\_\_ and \_\_\_\_ are kinds of dogs.
- 5. I like to blow a big \_\_\_\_\_ with my gum.
- 6. Would you like to help me pick \_\_\_\_\_\_ from the tree?
- 7. An \_\_\_\_\_\_ is a symbol of our country.
- 8. I like to eat spaghetti \_\_\_\_\_\_.
- 9. I can't eat just one \_\_\_\_\_ chip. I like to eat the entire bag.

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NAME:	1 / /	
	14.4	Activity Page
DATE:		

Write adjectives to describe Sir Gus in this story. First, write the adjectives in the text. Then, write some adjectives of your own. Next, write two complete sentences using some of the adjectives you listed. Last, on the back of this page, make a sketch of Sir Gus, illustrating your adjectives.

ck of this page, make a sketch of Sir Gus, illustrating your adjectives.				
Gus	ı			
Adjectives from text:	] ]	My adjectives:		
	· ·			

80 Skills 5

NAME:			
- ATE			

15.1

Assessment

# **Spelling Test**

1. \_\_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_\_ 12. \_\_\_\_\_

5. \_\_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_\_ 15. \_\_\_\_

8. \_\_\_\_\_





1.		
2.		
3.		
<i>J</i> .		
4.		
5.		

NAME:			
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15.2

**Activity Page** 

### Fill in the Blank

Write the best word from the box to complete each sentence.

station options attention infection dictionary vacation

- 1. Select one of the following <u>options</u>.
- 2. If you don't know what a word means, you can look it up in the
- 3. This summer, we will take a \_\_\_\_\_\_.
- 4. If you don't clean that cut, you might get an \_\_\_\_\_\_.
- 5. We need to stop at a gas \_\_\_\_\_\_.
- 6. If you want to understand, you should pay \_\_\_\_\_\_.

#### Write the best word from the box to complete each sentence.

reflection lotion potion fiction invention emotions The witch is making a sleeping \_\_\_\_\_\_. 1. If you look in the pond, you will see your \_\_\_\_\_ 2. staring back at you. Gus is reading a \_\_\_\_\_ book. 3. To keep your skin from drying out, use \_\_\_\_\_\_. 4. Jealousy and anger are \_\_\_\_\_\_. 5. The wheel is a great \_\_\_\_\_\_. 6.

NAME:			

Activity Page

### Fill in the Blank

Write the best word from the box to complete each sentence.

hospital	helpful	petals	animal
cheerful	emergency	appear	dangerous

- 1. In an \_\_\_\_\_\_, call 911.
- The rose \_\_\_\_\_ smell great!
- She is always smiling and \_\_\_\_\_\_.
- It would be \_\_\_\_\_\_ to me if you 4. would clean your room.
- My favorite \_\_\_\_\_\_ is a panda.
- 6. She is a nurse in a \_\_\_\_\_\_.

### Write the best word from the box to complete each sentence.

pedal decide April America signal principal dangerous equals

- 1. The month after March is \_\_\_\_\_\_.
- 2. I can't \_\_\_\_\_\_ if I would like red or pink ribbons.
- 3. Two plus two \_\_\_\_\_ four.
- 4. We live in the United States of \_\_\_\_\_\_.
- 5. It is very \_\_\_\_\_\_ to skate on thin ice.
- 6. Turn left at the next traffic \_\_\_\_\_

1		
16.	2	Activity Pa
	<u> </u>	16.2

### The Fearsome Beast

Read all of the sentences and then number them in order.				
	The fearsome beast ran into the Dark Dismal Swamp and sank in the mud.			
	The bandits had dinner and went to sleep.			
	The bandits fled.			
	The bandits grabbed Sir Gus, tied him up, and tossed him into the back of their wagon.			
	The fearsome beast tried to attack Sir Gus.			
	A hunter untied Sir Gus.			
	The fearsome beast was blinded by the sunlight that bounced off Sir Gus's helmet.			
	The bandits arrived at the Bleak Forest of the East.			

88 Skills 5

NAME:	_ 1 _
	16
DATE:	TO

#### Dear Family Member,

These are our spelling words for this week. Once again, we are asking you to help your student put the words in alphabetical order. Any additional time you can spend practicing alphabetizing during the week will help your student master this skill.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	

Tricky Word: edge

yelled system edge lying myth	yarn symbol cry frying energy
1	1
2	2
3	3
4	4
5	5

NAME:		
DATE.		

17.1

**Activity Page** 

# The Past-Tense Ending -ed

Most verbs can be changed from the present to the past tense by adding the suffix -ed.

I start	I started
I want	I wanted
I need	I
I point	I
I paint	I
I plant	I

Sometimes the -ed suffix is sounded /e/ + /d/, as it is in the words you just made. But sometimes it is sounded /d/.

I call	I called
I open	I opened
I follow	I
I show	I
I seem	I
I yell	I

Sometimes the suffix -ed is sounded /t/.

we ask	we asked
we pass	we passed
we pick	we
we finish	we
we jump	we
we pack	we

Which sound (or sounds) do we say at the end of the past-tense verbs listed?

- 1. played
- $\bigcirc$  /e/ + /d/
- √ /d/
- O /t/

- 2. sprinted
- $\bigcirc$  /e/ + /d/
- O /d/
- /t/

- 3. rushed
- $\bigcirc$  /e/ + /d/
- O /d/
- O /t/

- 4. filled
- $\bigcirc$  /e/ + /d/
- O /d/
- /t/

- 5. shouted
- $\bigcirc$  /e/ + /d/
- O /d/
- O /t/

- 6. watched
- $\bigcirc$  /e/ + /d/
- O /d/
- O /t/

All of these verbs are in the \_\_\_\_\_\_ tense.

- O present
- O past

NAME:			
— —			

17.2 Activity Page

# **Planning Sheet: New Story Ending**

What if	
What if	

NAME: \_\_\_\_

17.3

Take-Home

Read the words in the box aloud, and then put them in alphabetical order.

serious college wonder
person brother rarely

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6.

The short story on this page has words with many of the new spellings from this unit. Read this story aloud to a family member.

My younger brother, Jeremy, is a very serious person. He spends tons of time alone in his room studying. He rarely attends parties or agrees to do things with other kids. I sometimes wonder about the benefit of acting like that. I suppose Jeremy will probably go to college someday. Then he'll have a better chance to get a good job and make lots of money as an adult. With a little luck, I bet he could get a scholarship!

### Fire!

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

"Snnniccck, snnnuummm, guffumffffff!"

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus's feet. Sir Gus jumped back, trying to avoid the flying pieces of rock.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

"SNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFFF!"

IAME:	1	
AATE:		

Activity Page

# **Planning Sheet: New Story Ending**

What if	
What if	

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NAME:	100	
	$1\times 3$	Activity Page
DATE:		

# The King's Birthday

Briefly explain what King Alfred had planned for his birthday party.		
Draw lines showing who said what.		
"Winning will be our birthday gift to you, Sire!"	King Alfred	
"And happy Birthday to me!"	Sir Tom	
"We will make them cry!"	Sir Pete	
"We are the most feared knights of all time."	Sir Tom	

Note that the second se

#### DATE:

## The King's Birthday

Six months passed until King Alfred saw his knights. This time he did not need their help, but he asked them to come to his birthday party. The king had asked 500 people to join him. He had made plans for a large feast, as well as jousting, magic, and dancing. Everyone was very excited.

The palace was filled with five thousand candles. Gold cloth was draped on the walls. King Alfred had planned a treat for everyone. Just as the jousting was about to begin, a thousand white doves were to be released into the sky above the palace.

King Alfred asked King Henry, the king of another kingdom, to attend the birthday party. The twelve knights were coming, too. King Henry's knights were going to challenge King Alfred's knights in jousting. The winners would get 100 gold coins each.

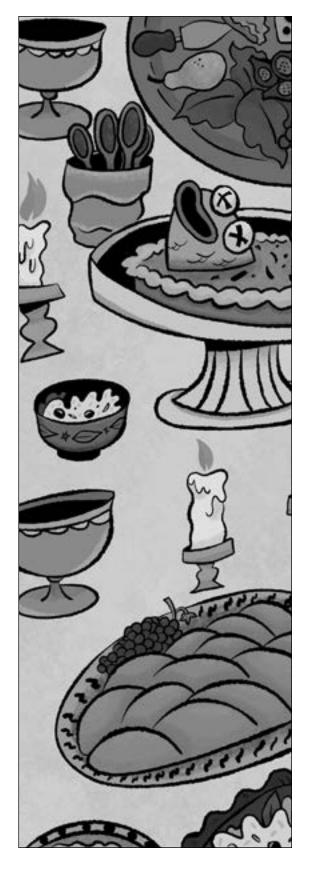
On the day of the party, the king met with some of his knights.

"This is going to be the best party ever!" said the excited king. "I am eager to see each of you joust. I think King Henry and his knights will be amazed by your skill."

"Winning will be our birthday gift to you, Sire!" said Sir Pete.

"We are the most feared knights of all time!" said Sir Tom. "We will crush them! We will make them cry!"

Sir Gus looked on as his fellow knights boasted of their skill. He did not join them. In fact, he was very nervous. He was hoping that he would not start itching and fall off his horse.



"I know you will win," said the king. "And that will make a fine birthday present. I thank you in advance!"

The knights began to file out.

"Sir Gus!" called the king.

"Your majesty?" said Sir Gus.

"Do you like my birthday cake?" asked the king.

"Yes, Sire."

"Do you see how the royal baker made a tiny king out of icing that looks just like me?"

"Yes, Sire."

"It is a wonderful birthday present! But the best present of all will be seeing you defeat Sir Ivan the Black Knight in the jousting."

"Sir Ivan?" asked Sir Gus nervously.

"Yes," said the king. "He has made quite a fearsome name for himself. But I trust you will beat him."

Sir Gus was too scared to speak.

"Well, then," said the king. "Off you go! And happy birthday to me!"



NAME:	1 0 1	
	191	Activity Page
DATE:	<b></b>	

#### The Future Tense

Change the present tense to the future tense.

present tense	future tense
I swim.	I will swim.
I sleep.	
I fish.	
I eat.	
I dress.	

Finish the sentence, and write what you will do when you grow up.

When I grow up I will	

Note that the second se

NAME:	102	Activity Page
DATE:	IJ.Z	

# **New Ending**

Story Title:				

NAME:	10 0	
	19 3	Activity Page
DATE:	<b></b>	

# **Editing Checklist**

Ask yourself these questions as you edit your draft.

1.	Do I have a title?	
2.	Do I have an ending that makes sense?	
3.	Do all of my sentences start with uppercase letters?	
4.	Do all of my sentences end with a final mark? (. ? or !)	
5.	Have I checked to see if I spelled all of my words correctly?	

NAME:			
- ATE			

20.1

Assessment

### **Spelling Test**

1. \_\_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_\_ 12. \_\_\_\_\_

5. \_\_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_\_ 15. \_\_\_\_

8. \_\_\_\_\_





1.		
2.		
3.		
,		
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NAME:	
DATE:	20.2

First, circle all of the words ending in *-tion*. (There are 8.) Then, on the back of the sheet, put these same words in alphabetical order.

ATTENTION: Volcano has shown signs of a possible eruption. Please use extreme caution while visiting the park.

Be advised that inhalation of volcanic ash can lead to breathing difficulty. As a precaution, do not get within three miles of the volcano. Note that it is a violation of state laws to get within one mile of the volcano—no exceptions. (A ranger station is located at the one-mile marker.)

**Activity Page** 

#### Write the words in alphabetical order.

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

NAME:	202	
	<i>J</i> () ≺	Activity Page
DATE:		

# **Planning Sheet: New Story Ending**

What if	
What if	

NAME:		
DATE:	20.4	Activity Page

# **New Ending**

Story Title:			

20.5	Activity Page
	20.5

# **Editing Checklist**

Ask yourself these questions as you edit your draft.

1.	Do I have a title?	
2.	Do I have an ending that makes sense?	
3.	Do all of my sentences start with uppercase letters?	
4.	Do all of my sentences end with a final mark? (.? or!)	
5.	Have I checked to see if I spelled all of my words correctly?	

NAME:		
DATE:	20 h	Activity Page
DATE:		

## Betrayed

Answer each question using complete sentences.

W]	nat two things made the people gasp?
W]	no knocked Sir Basil to the ground?
De	scribe Sir Ivan.
	ny didn't Sir Gus get up after Sir Ivan knocked him to the ound?

List 4 nouns from "Betrayed."  List 4 verbs from "Betrayed."	vhy not?
List 4 verbs from "Betrayed."	
List 4 adjectives from "Betrayed."	

NAME:	01 1	
	<i>/</i>	Activity Page
DATE:		

## Tricky Spelling 'a'

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /ae/ under *acorn*, and the words with the tricky spelling 'a' sounded /ə/ under *about*.

that	crazy	lady	around
alike	stand	appear	table
baby	and	happen	

sounded /a/	sounded /ae/	sounded /ə/
as in <i>bad</i>	as in acorn	as in <i>about</i>

NAME:	01 0	
DATE:	21.2	Activity Page

#### The Wizard

Answer each question using complete sentences.

Who is Albert?		
What is a wizard?		
What is a synonym for What is an antonym for		
TT .1 • 12	spell be broken?	

6.	Would you rather have a king like King Alfred or King Henry? Why?
	strate something that happened in the story, and write some sentences laining your illustration.

NAME:	$\bigcirc$ 1	
DATE:	21	.3

#### Dear Family Member,

The spelling words this week all have either 'le', 'el', or 'tion' as part of the word. Additionally, we are asking your student to alphabetize all of the words. By now, your student should be fairly proficient at this task and able to complete it without looking at the alphabet. However, we would encourage you to ask your student to use the alphabet as a checking tool when the task is complete.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	

Tricky Word: schwa

Take-Home

	turtle	bundle	pickle	shuffle	cattle
	label	angel	gravel	jewel	fiction
	education	inspection	motion	question	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

NAME:	$\bigcirc$ 1	1
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## Tricky 'a'

	$\rightarrow$	/a/	hat	band	last
<b>`</b> a'	$\rightarrow$	/ae/	paper	later	lady
	$\rightarrow$	/ə/	about	along	balloon

Sort the underlined words with Tricky Spellings.

		/a/ as in <i>hat</i>	lael as in paper	/ə/ as in <i>about</i>
1.	Spring comes after winter.			
2.	Can you set the table?			
3.	She told him to go away.			
4.	Let's wear aprons.			
5.	What do you like?			
6.	Take out the trash.			
7.	We <u>had</u> eggs for lunch.			
8.	This envelope needs a <u>stamp</u> .			

Take-Home

NAME:	00 1	
		Activity Page
DATE:		

#### Tricky Spelling 'e'

The letter 'e' can stand for three sounds. It can stand for /e/ as in bed, /ee/ as in me, or /ə/ as in debate. Each sentence below has a word with an underlined 'e'. Which of the three sounds do you hear in each word?

- 1. His best race is the 100-meter dash.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate
- 2. The men mixed up a batch of cement.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate
- 3. I have a bug bite on my <u>elbow</u>.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate
- 4. When I was fifteen I went on a trip to Egypt.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate

5.	That	night we stayed in a hot <u>e</u> l.
	A.	/e/ as in bed
	В.	/ee/ as in me
	C.	/ə/ as in <i>debate</i>

- 6. When I saw the sticky glop on my plate, I lost my appetite.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate
- 7. Can you keep a secret?
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate
- 8. Dad is sick. He is running a fever.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate
- 9. Miss Douglas, I did not understand the lesson.
  - A. /e/ as in bed
  - B. /ee/ as in me
  - C. /ə/ as in debate

NAME:	-	
DATE:	22.2	Activity Page

#### Breaking the Spell

- 1. What does Sir Gus hear when he awakes?
  - A. his horse
  - B. the wizard
  - C. doves
- 2. What does Sir Gus see when he wakes up?
  - A. He sees the people clapping.
  - B. He sees the people sleeping.
  - C. He sees the people gasping.
- 3. Where is it that the Black Knight carries the king?
  - A. to the dungeon
  - B. to the throne room
  - C. to the kitchen
- 4. What wakes the king?
  - A. Sir Gus yelling to wake up
  - B. a spider crawling on him
  - C. the web of a female garden spider touching his left hand

Adjectives	Proper Nouns	Common Nouns	Verbs

NAME:	22.2
DATE:	22.3

### Tricky Spelling 'e'

First read the words. Then, write the words with the tricky spelling 'e' sounded /e/ under *send*, the words with the tricky spelling 'e' sounded /e/ under *behind*, and the words with the tricky spelling 'e' sounded /ə/ under *debate*.

pebble	abdomen	mention	she
algebra	relic	symmetry	metallic
equal	pencil	lesson	refill

sounded /e/ as in send <b>pebble</b>	sounded /ee/ as in <i>behind</i>	sounded /ə/ as in <i>debate</i>

NAME:	_ 00 1	
	ノイコ	Activity Page
DATE:		

### Tricky Spelling 'o'

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*. Sort only the words in which the 'o' is underlined.

Last month, my older brother won second place in a hot dog-eating contest. To win, he had to eat the most hot dogs. Well, my brother ate lots and lots of hot dogs—most of the people competing found it impossible to eat as many. At the closing ceremony, my brother was given a ton of money (one thousand in cash) and a trophy of a golden hot dog. My brother slipped the money in his pocket and smiled modestly as people took his snapshot. It was a fine moment for my brother.

sounded /o/ as in <i>stop</i>	sounded /oe/ as in <i>hotel</i>	sounded /u/ as in <i>from</i> <b>month</b>

NAME:	$\sim$ $\sim$ $\sim$	
DATE:	23.2	Activity Page

Choose one character from Sir Gus. Record all the adjectives you can find from the Reader on the left side. Think about 5 more adjectives of your own and list them on the right side. Then write 5 sentences describing the character using some of your adjectives. Make sure you have complete sentences with both subjects and predicates.

Name of the character from Sir Gus:		
Adjectives from the text:	Adjectives you thought of:	

Your sentences:		

NAME:	22	
	73	$\prec$
DATE:		

# Tricky Spelling 'o'

Sort the words by sound. Write the words that have 'o' sounded /o/ under hop. Write the words that have 'o' sounded /oe/ under open. Write the words that have 'o' sounded /u/ under son.

	$\rightarrow$	/o/	hop	drop	spot
$\begin{pmatrix} \cdot \\ \cdot \end{pmatrix}$	$\rightarrow$	/oe/	open	hotel	no
	$\rightarrow$	/u/	son	front	coming

		lol as in hop	loel as in open	/u/ as in son
1.	I need to find my father and mother.			mother
2.	I have one sister and two <u>brothers</u> .			
3.	Is the watch silver or gold?			
4.	The baby has a bottle.			
5.	Is my ankle sprained or broken?			
6.	When I broke my leg, I went to the hospital.			
7.	This is a difficult math <u>problem</u> .			

NAME:		
DATE:		

24.1

**Activity Page** 

# Tricky Spelling 'o-e'

Sort the words by sound. Write the words that have 'o\_e' sounded /oe/ under home. Write the words that have 'o\_e' sounded /u/ under come.

(	,	$\rightarrow$	/oe/	home	those	wrote
O_	_e	$\rightarrow$	/u/	come	none	love

		loel like home	/u/ like come
1.	We can leave when we are done.		done
2.	Adam is wearing gloves.		
3.	Alan is digging a <u>hole</u> .		
4.	Do you want all of the bacon or just some of it?		
5.	Her youngest son went skiing down the slope.		
6.	Take small bites so you don't <u>choke</u> .		
7.	Simon tied a knot in the rope.		

NAME:	$\bigcirc$ 1	
DATE:	24	Activity Page
DATE:		

# Revenge

Summarize the story "Revenge."				
Match the character to the action.				
King Alfred	A. betrayed King Alfred			
King Henry	B. fell off his chair			
Sir Gus	C. hoped to lead the king's army			
Eleven knights	D. sent an army to fight King Henry's army			

Bonus: Draw a rectangle around the column that includes predicates. Draw a circle around the column that includes subjects.

NAME:	$\sim$ 4 $\sim$
DATE:	<u></u>

### Take-Home

# Tricky Spelling 'o-e'

First read the words in the box. Write the words with the tricky spelling 'o\_e' sounded /oe/ under *hope* and the words with the tricky spelling 'o\_e' sounded /u/ under *done*.

role	welcome	notebook	shove
glove	vote	none	choke
lovely	rope	bone	stole

sounded /oe/	sounded /u/
as in <i>hope</i>	as in <i>done</i>
role	
1016	

NAME:			
ATE			

25.1

Assessment

# **Spelling Test**

1. \_\_\_\_\_\_\_ 9. \_\_\_\_\_

2. \_\_\_\_\_\_ 10. \_\_\_\_\_

3. \_\_\_\_\_\_ 11. \_\_\_\_\_

4. \_\_\_\_\_\_ 12. \_\_\_\_\_

5. \_\_\_\_\_\_ 13. \_\_\_\_\_

6. \_\_\_\_\_\_ 14. \_\_\_\_\_

7. \_\_\_\_\_\_ 15. \_\_\_\_

8. \_\_\_\_\_





1.		
2.		
3.		
<i>J</i> .		
4.		
5.		

NAME:	
DATE:	25.2

# Tricky Spelling 'ou'

Write the words that have the tricky spelling 'ou' sounded /ou/ under *shout* and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

( ,	$\rightarrow$	/ou/	shout	out	mountain
ou	$\rightarrow$	/u/	touch	country	jealous

		loul as in shout	/u/ as in touch
1.	Is he old or <u>young</u> ?		young
2.	The sky has lots of <u>clouds</u> .		
3.	The lake is <u>enormous</u> .		
4.	Did you hear that sound?		
5.	My cousin's name is Doug.		
6.	Tests make me <u>nervous</u> .		
7.	Check the lost and <u>found</u> box.		

**Activity Page** 

NAME:	_ OF O	
	ノ	Activity Page
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# **Battle Plans**

Answer each question using complete sentences.

	The king thinks that Sir Gus has volunteered to lead the army. Why?
V	What does Sir Tom hand to Sir Gus?
V	What is the real reason that Sir Gus holds the map upside down?

Wh	y do you think Sir Gus chooses to attack at night?
—— At t	he end of the story, why are Sir Ed and Sir Tom happys
Are	you like Sir Ed, or are you like Sir Gus? Explain.

# "Marching Orders"

- 1. What is Sir Gus cooking when Sir Doug arrives?
  - A. frogs and toads
  - B. eggs and bacon
  - C. pork and beans
- 2. What does Sir Doug tell Sir Gus?
  - A. You need to cook more eggs.
  - B. Sir Tom and Sir Ed want bacon.
  - C. Sir Tom and Sir Ed need your help.
- 3. Why did Sir Tom and Sir Ed need help?
  - A. The night attack did not go well.
  - B. The army needed breakfast.
  - C. The bridge was broken.
- 4. Who sent Sir Doug to get help?
  - A. the Black Knight
  - B. Sir Gus
  - C. Sir Tom and Sir Ed

5.	Why	were Sir Doug and the rest of the men puzzled?
	A.	Sir Gus told the knights to ride in the wrong direction
	В.	Sir Gus was eating breakfast.
	C.	Sir Gus did not have a map.
6.	Why	does Sir Doug think it would be better to cross the river
	than	to march over the bridge?
	A.	It is faster to cross the river.
	В.	The bridge is broken.
	C.	The horses like to drink the water.
7.	Why	did Sir Gus say it was too dangerous to cross the river?
	A.	Sir Gus wants to swim later.
	В.	Sir Gus doesn't know how to swim.
	C.	Sir Gus did not want the horses to get wet.
8.	Num	ber these sentences in the correct order.
		Sir Gus wanted to cross the river at the bridge.
		Sir Gus was dressed for battle.
		Sir Gus was cooking breakfast.
		Sir Gus and his men set off.
Tot	al Scor	e Correct/11

NAME:	$\sim$	
DATE:	26.2	Assessment

# **Grammar Assessment**

# Part 1

Write	the	fol	lowing	correctly	•
-------	-----	-----	--------	-----------	---

1.	dr joe white		(4)
2.	mrs bonnie black		(4)
3.	june 3 2011		(2)
4.	801 east high street new canton	virginia	
			(7)
5.	wednesday		(1)
6.	the cats food		(1)
7.	lets	(1)	
		Part 1 Score	/20

## Part 2

# Write the word that means more than one.

8.	mouse	
9.	fox	
10.	dragonfly	
	tool	
12.	goose	

Part 2 Score \_\_\_\_\_\_/5

### Part 3

Circle the nouns, draw an arrow from the adjective to the noun, and draw a wiggly line under the verb in each sentence.

Example: The famous writer talked.

- 13. The little boy runs.
- 14. The fat cat sleeps.
- 15. A pink flower bloomed.
- 16. A tall tree grew.
- 17. The pretty lady rushed.

Part 3 Score /15

### Part 4

Draw one line under the subject and two lines under the predicate.

Example: Ted rode his bike and played ball.

- 18. Scott and Matt worked on the book.
- 19. Jim and James ate cake and ice cream.
- 20. Bobby and Fay will train and work out.
- 21. Chester and Clementine ran around the barnyard.
- 22. Paula and Jane will plant flowers.

Part 4 Score \_\_\_\_\_/10

26.3 Assessment NAME: DATE:

# Part 5 Circle the correct tense for each verb.

23. I will run later.	past	present	future
24. I jumped rope.	past	present	future
25. I see the flowers.	past	present	future
26. Jane walked home.	past	present	future
27. Ted hugged his pet dog.	past	present	future
28. Susan cried yesterday.	past	present	future
29. Roger will taste the cake.	past	present	future
30. James will race Jim.	past	present	future
31. Joe sits alone.	past	present	future
32. I will play this afternoon.	past	present	future
Part 5 Score/10			

NAME: \_\_\_\_\_\_
DATE: \_\_\_\_

27.1

Assessment

# **Decoding Assessment**

Circle the word your teacher calls out.

1.	amiss	amount	across	account
2.	hasn't	haven't	hadn't	he'll
3.	mom	mother	brother	matter
4.	determine	deduct	define	decide
5.	shove	shut	shovel	shoot
6.	able	apply	ample	apple
7.	native	notion	nation	national
8.	funny	fundamental	fulfill	funnel
9.	copper	cuddle	couple	cable
10.	cousin	copies	cupful	cotton

# Circle the word your teacher calls out.

11.	traction	fraction	faction	addition	
12.	above	about	avoid	amend	
13.	fabulous	dangers	dangerous	dagger	
14.	wonderland	wistful	wonderful	wondering	
15.	glove	lovely	love	clove	
16.	hide	hideout	hidden	hideous	
17.	peel	pebble	puddle	petal	
18.	missile	dismissal	fizzle	fossil	
19.	careful	hopeful	cheerful	helpful	
20.	animate	animal	annual	anything	
То	Total Score Correct/20				

NAME:			
— —			

27.2

Assessment

# Alphabetizing Assessment

Put the following words in alphabetical order:

across	mother	decide	shove
nation	funnel	couple	traction
wonderful	hideous	petal	love

1. \_\_\_\_\_\_ 7. \_\_\_\_\_

2. \_\_\_\_\_\_ 8. \_\_\_\_\_

**3.** \_\_\_\_\_\_ **9.** \_\_\_\_\_

4. \_\_\_\_\_\_ 10. \_\_\_\_

5.\_\_\_\_\_\_ 11.\_\_\_\_\_

Total Score Correct \_\_\_\_\_/12

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# The Final Battle

side.

4.			
5			
5.			
_			
6.			
7.			
8.			

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28.1

Assessment

# Directions: Place an x in the box of any word read incorrectly by the student. If possible, write what the student says in the box.

Feature						Number Incorrect?
'o' > /u/	mother	brother	front	won	son	
'o_e' > /u/	love	glove	done	none	come	
'ou' > /u/	cousin	touch	young	southern	country	
'a' > /ə/	about	alike	afraid	China	America	
'e' > /ə/	debate	decide	category	hello	decay	
'al' > /ə/ + /l/	total	metal	animal	royal	signal	
'ul' > /ə/ + /l/	helpful	cheerful	wonderful	hopeful	careful	
'il' > /ə/ + /l/	evil	April	devil	fossil	nostril	
'le' > /ə/ + /l/	apple	little	uncle	jungle	table	
'tion'	station	vacation	emotion	nation	fiction	
tricky 'a'	bandit	alone	wall	later	band	
tricky 'e'	lemon	rewind	me	debate	test	
tricky 'o'	copper	open	from	hotel	no	
tricky 'o_e'	home	some	wrote	cone	come	
tricky 'ou'	shout	touch	pound	country	out	

Directions: Place an X beside any word that the student misses, and, if possible, write what the student says in place of the correct word.

always	around	because	been	before
best	both	but	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	man	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your				

Score \_\_\_\_\_/46

Assessment

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**Activity Page** 

# Tricky Spelling 'a'

Write the words that have the tricky spelling 'a' sounded /a/ under *hat*, the words that have the tricky spelling 'a' sounded /ae/ under *paper*, and the words that have the tricky spelling 'a' sounded /u/ under *about*.

	$\rightarrow$	/a/	h <b>a</b> t	b <b>a</b> nd	l <b>a</b> st
$\alpha$	$\rightarrow$	/ae/	p <b>a</b> per	l <b>a</b> ter	l <b>a</b> dy
	$\rightarrow$	/ə/	<b>a</b> bout	<b>a</b> long	b <b>a</b> lloon

		/a/ as in <i>hat</i>	/ae/ as in paper	/ə/ as in <i>about</i>
1.	She has a yellow <u>cap</u> .			
2.	She is wearing her silver <u>necklace</u> .			
3.	To mail this letter, I need one <u>stamp</u> .			
4.	When my mom cooks, she wears her apron.			
5.	I need a <u>map</u> to find the park.			

		/a/ as in <i>hat</i>	/ae/ as in paper	/ə/ as in <i>about</i>
6.	When will Tommy arrive?			
7.	This horse needs its saddle.			
8.	I think the best month is April.			

NAME:			
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PP.2

**Activity Page** 

# **Color Sort**

If a square has a word with the letter 'a' sounded /a/, make it red. If a square has a word with the letter 'a' sounded /ae/, make it yellow. If a square has a word with the letter 'a' sounded /ə/, make it green. If a square has a word with the letter 'a' sounded /aw/, make it orange.

after	about	began	family	around
matter	affect	talk	taken	cannot
radio	apple	perhaps	idea	avoid
rather	having	village	carry	cake
ability	chapter	small	China	strange

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# **Word Sort**

Write the words with the tricky spelling 'a' sounded /a/ under *bad*, the words with the tricky spelling 'a' sounded /ae/ under *acorn*, the words with the tricky spelling 'a' sounded /ə/ under *about*, and the words with the tricky spelling 'a' sounded /o/ under *water*.

giant	lasted	faking	chapter
waffle	extra	alone	able
actress	orange	apple	want

sounded /a/	sounded /ae/	sounded /ə/
as in <i>bad</i>	as in <i>acorn</i>	as in <i>about</i>

Note that the second se

NAME:		
DATE.		

	1
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**Activity Page** 

# Tricky Spelling 'a'

The letter 'a' can stand for 4 sounds. Which sounds does it stand for in the underlined letters in these words?

Alaska	Ø	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
Al <u>a</u> ska	0	/a/ as in <i>table</i>	○ /aw/ as in wall
A	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
<u>A</u> merica	0	/ae/ as in <i>table</i>	O /aw/ as in wall
4 - 11 -	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
t <u>a</u> lk	0	/ae/ as in <i>table</i>	O /aw/ as in wall
C 1 .	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
Can <u>a</u> da	0	/ae/ as in <i>table</i>	O /aw/ as in wall
A1 1	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
Abr <u>a</u> ham	0	/ae/ as in table	O /aw/ as in wall
1	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
banan <u>a</u>	0	/ae/ as in <i>table</i>	O /aw/ as in wall
A . 1 ·	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
Ar <u>a</u> bia	$\circ$	/ae/ as in <i>table</i>	O /aw/ as in wall
41	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
Alman <u>a</u> c	$\circ$	/ae/ as in <i>table</i>	O /aw/ as in wall
A C.:	0	/a/ as in <i>cat</i>	○ /ə/ as in <i>about</i>
Afric <u>a</u>	0	/ae/ as in <i>table</i>	○ /aw/ as in wall

NAME:	
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Activity Page

# Tricky Spelling 'e'

	$\rightarrow$	/e/	p <b>e</b> t	left	l <b>e</b> tter
(e)	$\rightarrow$	/ee/	m <b>e</b>	r <b>e</b> wind	l <b>e</b> gal
	$\rightarrow$	/ə/	d <b>e</b> bate	app <b>e</b> tite	strat <b>e</b> gy

		/e/ as in pet	/ee/ as in me	/ə/ as in <i>debate</i>
1.	He is singing the National Anthem.			Anthem
2.	This glass is empty.			
3.	Dad and I saw a play at the theater.			
4.	I need a carton of eggs.			
5.	Paila loves <u>elephants</u> .			
6.	The balloon is filled with helium.			
7.	We have <u>tickets</u> to go to the circus!			

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PP.6

**Activity Page** 

#### **Color Sort**

If a square has a word with the letter 'e' sounded /e/, make it red. If a square has a word with the letter 'e' sounded /ee/, make it yellow. If a square has a word with the letter 'e' sounded /ə/, make it green.

children	send	began	system	wanted
himself	second	decay	me	report
open	equal	given	hello	started
problem	parent	moment	legal	deposit
except	decide	subject	she	hundred

NAME:	
DATE:	



**Activity Page** 

## Tricky Spelling 'o'

Write the words that have the tricky spelling 'o' sounded /o/ under *hop*, the words that have the tricky spelling 'o' sounded /oe/ under *open*, and the words that have the tricky spelling 'o' sounded /u/ under *son*.

	$\rightarrow$	/o/	h <b>o</b> p	dr <b>o</b> p	m <b>o</b> del
$\left  \begin{array}{c} \\ \\ \end{array} \right $	$\rightarrow$	/oe/	<b>o</b> pen	h <b>o</b> tel	n <b>o</b>
	$\rightarrow$	/u/	s <b>o</b> n	fr <b>o</b> nt	c <b>o</b> ming

		/o/ as in hop	/oe/ as in open	/u/ as in son
1.	There are 31 days in the month of March.			month
2.	The kids are eating popsicles.			
3.	When he swims, he wears goggles.			
4.	Rats, mice, and hamsters are <u>rodents</u> .			
5.	I like reading poetry.			
6.	She is reading a <u>novel</u> .			
7.	The horses galloped past us.			

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#### **Word Sort**

Write the words with the tricky spelling 'o' sounded /o/ under *stop*, the words with the tricky spelling 'o' sounded /oe/ under *hotel*, and the words with the tricky spelling 'o' sounded /u/ under *from*.

	front	pollen	open	hoping
	cover	model	kingdom	motel
L	command	topic	noble	tropical
	sounded /o/ as in <i>stop</i>		ed /oe/ . <i>hotel</i>	sounded /u/ as in <i>from</i>
				front

NAME:	
DATE:	

PP.9

**Activity Page** 

#### **Color Sort**

If a square has a word with the letter 'o' sounded /o/, make it red. If a square has a word with the letter 'o' sounded /oe/, make it yellow. If a square has a word with the letter 'o' sounded /u/, make it green.

motel	only	person	across	total
money	cannot	problem	over	coming
also	going	process	almost	modern
reason	potted	product	program	provide
bodies	solid	brother	most	radio

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### **Sound Sort**

Write the words that have the tricky spelling 'o\_e' sounded /oe/ under home, and the words that have the tricky spelling 'o\_e' sounded /u/ under come.

(	,	$\rightarrow$	/oe/	h <b>o</b> me	th <b>o</b> se	tromb <b>o</b> ne
O_	_e	$\rightarrow$	/u/	c <b>o</b> me	n <b>o</b> ne	l <b>o</b> ve

		/oe/ like <i>home</i>	/u/ like <i>come</i>
1.	Even if you are mad, you should not shove.		shove
2.	I like ice cream cones.		
3.	That is not the letter I wrote.		
4.	The mat on the porch said "Welcome!"		
5.	Do you want a slice, or do you want the whole thing?		
6.	A rock is a lot like a stone.		
7.	I <u>love</u> my baby sister.		

NAME:	
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**Activity Page** 

#### **Color Sort**

If the space has a word with the spelling 'o\_e' sounded /oe/, make it red. If the space has a word with the spelling 'o\_e' sounded /u/, make it yellow.

those	become	home	whole	undone
rose	alone	stone	wrote	lovely
hope	gloves	closely	bones	shove
some	suppose	nose	handsome	drove
zone	envelope	lonely	none	propose

NAME:			
	D	$\supset 1$	
DATE:			

# Tricky Spelling 'ou'

Write the words that have the tricky spelling 'ou' sounded /ou/ under *shout*, and the words that have the tricky spelling 'ou' sounded /u/ under *touch*.

( )	$\rightarrow$	/ou/	shout	out	proud
ou	$\rightarrow$	/u/	touch	country	jealous

		/ou/ as in <i>shout</i>	/u/ as in touch
1.	When he got an A, and I got a B, I felt jealous.		jealous
2.	Stop being silly. It's time to be serious.		
3.	The cookie is flat and round.		
4.	They are sitting on the couch.		
5.	David is my uncle, and Rachel is my cousin.		
6.	The radio is too <u>loud!</u>		
7.	When she is upset, she pouts.		

**Activity Page** 

NAME:		
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### **Word Sort**

Write the words with the tricky spelling 'ou' sounded /ou/ under mouth and the words with the tricky spelling 'ou' sounded /u/ under touch.

outing	serious	dangerous	about
amount	southern	cousin	shouting
youngster	thousand	background	counter

sounded /ou/	sounded /u/
as in mouth	as in touch
<u>outing</u>	

**PP14** 

**Activity Page** 

Circle all of the words you can find ending in /sh/ /ə/ /n/, including the two already circled for you; you should find 16 words in all.

**Voice 1:** "Attention, Secret Agent 009! How is the expedition going?"

Voice 2: "It's going well."

DATE:

**Voice 1:** "Can you hear me okay?"

Voice 2: "Yes, I hear you. The reception is good."

Voice 1: "What is your position?"

**Voice 2:** "I am in section 7, next to those tall rock formations."

**Voice 1:** "Roger, Agent 009. There is an old volcano at that location. There is not much danger of an eruption, but use caution just the same."

Voice 2: "Roger. What are my options? Should I go south?"

**Voice 1:** "No. There is a lot of thick vegetation in that direction. Head north to the junction. Then go left. You will pass the old railroad station. Then you will see an old plantation house. The owner is on vacation. We will pick you up there."

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#### Fill in the Blank

Lots of adjectives end in -ous. Write the best words from the box to complete each sentence.

enormous	nervous	poisonous
hideous	famous	jealous

- Look at his hands shaking before he goes on stage. He must be more \_\_\_\_\_\_ than you.
- 2. Don't drink that stuff. It could make you very sick because it is \_\_\_\_\_\_.
- 3. Ben has the best bike. I wish I had one just like it. I feel so \_\_\_\_\_\_.
- 4. Ever since she was on that TV show, she has become very \_\_\_\_\_.
- 5. That drawing is so ugly. It's \_\_\_\_\_.
- 6. That giant is so big. He's \_\_\_\_\_.

NAME:			
DATE			

PP.16

**Activity Page** 

#### Circle the Sounds

Circle the letters in each word that stand for the vowel sound.

young

none

month

Doug

done

come

front

some

the

won

was

ton

touch

a

what

glove

love

monk

son

shove

NAME:			
DATE			

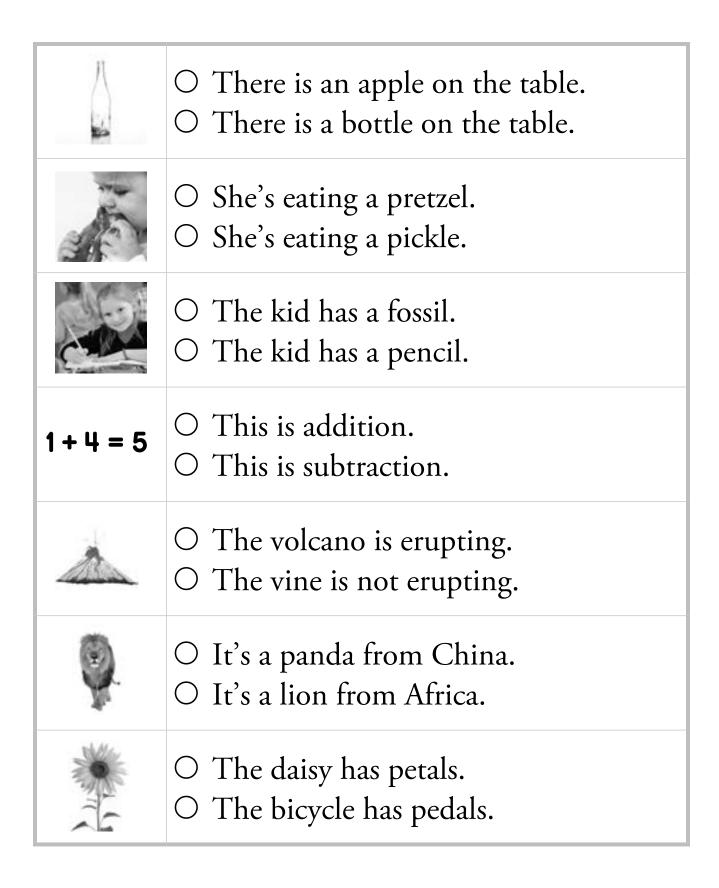
PP.17

**Activity Page** 

### Match the Picture

Mark the sentence that matches what you see.

	<ul><li>She is young.</li><li>She is not young.</li></ul>
3	<ul><li>That snake is poisonous.</li><li>That spider is poisonous.</li></ul>
	<ul><li>That's a lot of honey.</li><li>That's a lot of money.</li></ul>
8	<ul><li>The lion is resting.</li><li>The monkey is resting.</li></ul>
	<ul><li>She is wearing a dress.</li><li>She is wearing pants.</li></ul>
	<ul><li>A dove is in the pond.</li><li>A duck is in the pond.</li></ul>
-	<ul><li>That's a carnival.</li><li>That's a cardinal.</li></ul>



#### Yes or No?

Write "yes" or "no."

- 1. Is a baby young? \_\_\_\_\_
- 2. Can a balloon pop? \_\_\_\_\_
- 3. Are there twenty days in April? \_\_\_\_\_
- 4. Is it okay to steal money? \_\_\_\_\_
- 5. Is "hate" an antonym of "love"?
- 6. Do people eat cement? \_\_\_\_\_
- 7. Do people eat cereal? \_\_\_\_\_
- 8. Is a dime less than a nickel?
- 9. Can an apple dance? \_\_\_\_\_
- 10. Can a dictionary be a book? \_\_\_\_\_

NAME:	
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PP19 Activity Page

## Find the Picture

Write each word on the line under the matching picture.

astronaut		astronaut	
gloves	110		
youngster			
sofa			
money			

camel			
crystal			
nostril		JL	
pineapple	3		
reflection		The second second	

DATE: \_\_\_\_\_

PP.20 Activity Page

## Circle the Spellings

Circle the correct letters to spell the words correctly.

	oa	f	e o	m m	oven
The same of the sa	t d	ou or	h ch		
	Z S	o a	d b	i a	
<b>Q</b> .	r 1	i oo	o ow	m n	
	S Z	o ee	f v	a v	
<b>)</b>	g c	00 0	mm nn	a av	

	wh w	i e	s st	t le	
	p b	a e	ne nc	il li	
TI TI	f t	e a	t b	t le	
	f t	o u	m nn	el le	
	a u	p pp	le ful		

NAME:	DD 01	
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### Capital Letters

Circle the words with the missing capital letters. Write the correct form above the word.

Nate

- 1. nate, becca, joel, and i walked to the zoo.
- 2. mrs. davis's house is next to dogwood park.
- 3. mary beth likes people to call her just beth.
- 4. on sunday, uncle charles cooks a big brunch.
- 5. when i go to mr. smith's sub shop, i always get a meatball sub.
- 6. we named the class goldfish spike.
- 7. i would like to travel to china in may.
- 8. monday is the best day of the week.

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Directions: Have students fill in the appropriate ending punctuation. The numbers in parentheses indicate how many punctuation marks need to be added

### Punctuation

1. My home is in Sarasota (1)

My home is in Sarasota.

2. My sister was born in May (1)

3. Linda likes ham and mushrooms in her calzones (1)

4. Where did you park your car (1)

5. Stop that Mrs. Jones yelled to the rabbit stealing veggies from her garden (4)

6. We are getting ready for a puppet show and it is time to make the puppets (1)

**Activity Page** 

7.	Who can help me lift these books asked Lily (4)

**Activity Page** 

### Nouns

Circle the nouns in the sentences. Note that the number of nouns in each sentence is written at the end of the sentence.

- 1. Nostrils are part of the nose. (3)
- 2. Melissa had an apple and a banana. (3)
- 3. The watermelon's seeds are black. (2)
- 4. Lava is gushing from the erupting volcano. (2)
- 5. There is an orange ribbon in her hair and a silver bracelet on her wrist. (4)
- 6. Bees make honey. (2)
- 7. Adeline is wearing gloves, a hat, and a scarf. (4)
- 8. Hot wax is dripping down the candle. (2)

### Common and Proper Nouns

Circle the common nouns, and draw a box around the proper nouns.

- 1. The girl loves Batman.
- 2. Is Dan a good boxer?
- 3. The youngsters are eating popsicles.
- 4. Amos is eating a snack.
- 5. Picasso was a famous artist.
- 6. Is the party in March, April, or May?
- 7. On Monday we went to Oakton.
- 8. Sara got a love letter.

**Activity Page** 

## Nouns and Adjectives

Write down 6 nouns that you see. Then write adjectives to describe each of these nouns.



	Adjective	Noun
1		
2		
3		

	Adjective	Noun
4		
5		
6		

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## **Changing Nouns**

Rewrite the sentences, changing the underlined common nouns to proper nouns.

1. The teacher is reading to her class.

Miss Sikes is reading to her class.

2. Our state is the best state!

3. They went to the store.

4. He loves this holiday.

5.	She will see a friend on a weekday.

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## Subject and Predicate Verb Tense

Read the sentences. Draw one line under the subject and two lines under the predicate. Then mark whether the verb is in the present, past or future tense.

1.	Donald and his younger brother jogged down the street.	present/past/future
2.	Mother welcomes Rachel and Gerald.	present/past/future
3.	Elizabeth will come with us.	present/past/future
4.	The whole class complimented the principal's necktie.	present/past/future
5.	Uncle Dan likes jokes.	present/past/future
6.	Tyson bicycled home.	present/past/future
7.	Dad will label our lunches.	present/past/future
8.	Large lobsters swim in the sea.	present/past/future
9.	Gabriel orders an appetizer.	present/past/future
10.	Anita will travel to Africa.	present/past/future

**Activity Page** 

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### Adjectives

Circle the nouns, and then draw a line from the adjective to the noun it describes. Some sentences may have more than one adjective and noun.

- 1. A brown rabbit hopped into the yard.
- 2. A shiny spaceship is floating in the sky.
- 3. The baby waved its tiny hand in the air.
- 4. The full moon is a wonderful light at night.
- 5. The red bird flew to the large nest.
- 6. The enormous troll frightened the nervous knights.
- 7. White snowflakes float down from the gray sky.
- 8. Twinkling stars dot the sky.
- 9. Her green eyes sparkled with delight.
- 10. He rode a blue motorcycle.

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**Activity Page** 

## **Compound Words**

Choose a word from the box to make a compound word.

come fly side down ball apple devil melon

1. dare + \_\_\_\_\_= \_\_\_\_

2. touch + \_\_\_\_\_= \_\_\_\_

3. dragon + \_\_\_\_\_=

4. pine + \_\_\_\_\_= \_\_\_\_

5. water + \_\_\_\_\_= \_\_\_\_

6. cannon + \_\_\_\_\_= \_\_\_\_

7. out + \_\_\_\_\_=

8. be + \_\_\_\_\_=

Write a sentence or silly story in which you use at least one of the compound words you just made.					

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## Match the Words: Synonyms

Choose a synonym from the box for each word listed below, and write it on the line.

	scared	feel	giant	magnificent	bicycle	
	fast	awful	bad	soil	mad	
1.	touch					
2.	wonderful					
3.	enormous					
4.	afraid					
5.	dirt					
6.	evil					
7.	terrible					
8.	angry					
9.	bike					
10.	quickly					

## Match the Words: Antonyms

Choose an antonym from the box for each word listed below, and write it on the line.

	ugly	together	love	above	simple
	fact	vertical	strange	compliment	old
1.	normal				
2.	young				
3.	handsome	<u> </u>			
4.	below				
5.	apart				
6.	difficult				
7.	hate				
8.	horizonta	1			
9.	insult				
10.	fiction				

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### Fill in the Blank

The words in bold print sound the same, but they do not mean the same thing. Fill in the blanks so the sentences make sense.

1.	one/won One per	rson <u>won</u> the prize.	
2.	pair/pear		
	He ate a	with his	of hands.
3.	son/sun		
	Her	is soaking up the	·
4.	Some/sum		
		of these numbers have a	of six
	when added tog		
5.	weak/week		
	I was sick last	, and I felt very	

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## Spelling Lessons 1–5

Write the best word from the box to complete each sentence.

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	alphabet

- 1. I am fond of putting words in the order of the \_\_\_\_\_.
- 2. Please put your clothes away \_\_\_\_\_\_.
- 3. I like \_\_\_\_\_ with my toast.
- 4. She is a \_\_\_\_\_ little pony.
- 5. I move \_\_\_\_\_ in the morning.
- 6. I am so \_\_\_\_\_ that you got an "A."
- 7. Her \_\_\_\_\_\_ is my uncle.
- 8. I like to watch \_\_\_\_\_ animal movies.

**Activity Page** 

quickly	neatly	ugly	jelly	chilly
slowly	funny	angry	empty	mommy
daddy	happy	pretty	grumpy	alphabet

- 9. Are you \_\_\_\_\_ that I broke the lamp?
- 10. Will you \_\_\_\_\_ the dishwasher?
- 11. What an \_\_\_\_\_ troll!
- 12. It is too \_\_\_\_\_\_ not to wear a coat.
- 13. Can you come \_\_\_\_\_\_ to help me?
- 14. Her \_\_\_\_\_\_ is my aunt.
- 15. I am kind of \_\_\_\_\_ when I am sleepy.

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## **Spelling Lessons 6–10**

Write the best word from the box to complete each sentence.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	kingdom

1. King Alfred cared about the people in his

\_\_\_\_\_•

- 2. Look! What's that up in the \_\_\_\_\_?
- 3. The \_\_\_\_\_ wore armor and rode a horse.
- 4. Are you \_\_\_\_\_ to be alone in the dark?
- 5. I have been \_\_\_\_\_\_ to call you all day.
- 6. It \_\_\_\_\_\_ be time to go to bed.
- 7. I hope you are not \_\_\_\_\_\_ over spilled milk.

knight	might	high	right	frightened
light	bright	crying	pry	why
nearby	trying	sky	drying	kingdom

- 8. The sun is so \_\_\_\_\_ I have to wear sunglasses.
- 9. It is \_\_\_\_\_\_, so I can carry it.
- 10. Can you jump as \_\_\_\_\_\_ as the basketball goal?
- 11. The clothes are \_\_\_\_\_\_ in the dryer.
- 12. That is the \_\_\_\_\_ thing to do.
- 13. I don't know \_\_\_\_\_ she is crying.
- 14. She had to \_\_\_\_\_ the stuck door open.
- 15. I live \_\_\_\_\_ the park.

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## **Spelling Lessons 11–15**

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water

- 1. I do not like to go under \_\_\_\_\_.
- 2. How many \_\_\_\_\_ have you eaten?
- 3. The \_\_\_\_\_ met for tea.
- 4. My \_\_\_\_\_\_ is named Amy.
- 5. How many doll \_\_\_\_\_ do you own?
- 6. I like to go to the \_\_\_\_\_ theater to see films.
- 7. The farmer will plow the \_\_\_\_\_.
- 8. A triangle shaped sign at the intersection means .

field	piece	shield	thief	kitties
achieve	relief	grief	yield	movie
niece	cookies	ladies	babies	water

- 9. Could I please have a \_\_\_\_\_ of pie?
- 10. What a \_\_\_\_\_\_ to get some help with my homework.
- 11. The knight used a \_\_\_\_\_\_ to protect himself.
- 12. That \_\_\_\_\_\_ stole my money.
- 13. How many baby \_\_\_\_\_ did your cat have?
- 14. Did you \_\_\_\_\_ an "A" on your report card?
- 15. She cried and was full of \_\_\_\_\_ when her dog died.

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# **Spelling Lessons 16–20**

Write the best word from the box to complete each sentence.

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge

- 1. Stay away from the \_\_\_\_\_ of the cliff!
- 2. My fingers are \_\_\_\_\_ from the glue.
- 3. Please don't \_\_\_\_\_! We can fix the broken lamp.
- 4. I would like a game box \_\_\_\_\_\_ for my TV.
- 5. What is the \_\_\_\_\_ for the sound of schwa?
- 6. Our teacher will tell us a Greek \_\_\_\_\_\_.
- 7. \_\_\_\_\_, I am going with you to the fair.
- 8. Is the sun \_\_\_\_\_ in your picture?

**Activity Page** 

yelled	yarn	yellow	yes	myth
symbol	system	cry	frying	satisfy
yawn	sticky	lying	energy	edge

9.	My mom knitted a sweater with yellow
	for me.



NAME:	
ATE.	

Activity Page

## **Spelling Lessons 21–25**

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	schwa

- 1.  $\vartheta$  is the symbol for the word \_\_\_\_\_\_.
- 2. May I ask you a \_\_\_\_\_?
- 3. I have a pet box \_\_\_\_\_.
- 4. The bright \_\_\_\_\_ in her ring is shiny.
- 5. Can you put a \_\_\_\_\_ on the box?
- 6. The farmer's \_\_\_\_\_ ran to get fed.
- 7. Can you \_\_\_\_\_ the deck of cards?
- 8. I like a dill \_\_\_\_\_ with my sandwich.

turtle	bundle	pickle	shuffle	cattle
label	angel	gravel	jewel	fiction
education	inspection	motion	question	schwa

- 9. I am trying to pick up a \_\_\_\_\_\_ of sticks for the fire.
- 10. Did you have wings with your \_\_\_\_\_\_
- 11. I like to read \_\_\_\_\_\_ books.
- 12. I fell on the \_\_\_\_\_ driveway and cut my hands.
- 13. It is important to get an \_\_\_\_\_\_.
- 14. The \_\_\_\_\_ of the boat made Sir Gus seasick.
- 15. Our clean room passed mom's \_\_\_\_\_\_.

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# **Alphabetical Order**

Write these words in alphabetical order.

hood	touch	fly	dragon	come
pine	water	ball	apple	melon
1.				
2				
3				
4				
5				
6				
7				
8				
9				

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	DD 381	<b>Activity Page</b>
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# **Alphabetical Order**

Write these words in alphabetical order.

en	ormous	magnificent	wicked	bicycle	hastily
	awful	terrible	giant	jealous	
1.					
•					
2.					
3.					
/					
4.					
5.					
6.					
<b>.</b>					
7.					
8.					
9.					

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Grade 2 | Skills 5 | Activity Book



Skills 5 | Digital Components

Grade 2

# Skills 5

**Digital Components** 

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Lesson 1: Board Sort Chart

Digital Component 1.1

	Spelling Alteri	natives for /u/	
'u'	'O'	'ou'	'o_e'
<ol> <li>stuck</li> <li>duck</li> <li>buy</li> </ol>	<ol> <li>mother</li> <li>brother</li> </ol>	<ol> <li>touch</li> <li>cousin</li> </ol>	<ol> <li>some</li> <li>love</li> <li>dove</li> </ol>

Lesson 2: Activity Page 2.1 Digital Component 2.1

### **Word Sort**

Sort the words by spelling. Write the words with the /u/ sound spelled 'u' under *bug*. Write the words with the /u/ sound spelled 'o' under *other*.

rush	trust	bunch	son
month	ugly	mother	until
truck	unkind	money	front
/u/ spel as in <i>l</i>		<del>-</del>	elled 'o' other
rus	<u>h</u>		

Lesson 2: Preview Spellings Chart

Digital Component 2.2

/n/ > 'kn'	/u/ > 'o'	/ee/ > 'ea'
knight	of	sea
knife	from	feasts
known		peaceful
knee		fears

Lesson 3: Review /u/ > 'o\_e'

1. none

3. glove

5. some

2. shove

4. done

6. come

Lesson 3: Review /u/ > 'o\_e'

1. country

3. Doug

5. southern

2. young

4. cousins

Skills 5

Lesson 3: Preview Spellings Chart

Digital Component 3.3

/u/ > 'o_e'	/u/ > 'ou'	/u/ > 'o'	Compound Words
love	country	agony	bedroom
none	young	gallop	horseback
	could		sunrise

Lesson 4: Adjectives Chart

Digital Component 4.1

- 1. monstrous—(related to monsters) frightful, revolting
- 2. disastrous—(related to a disaster) most unfortunate
- 3. nervous—(related to nerves) uneasy, excitable, tense
- 4. chivalrous—(related to chivalry) considerate, loyal, polite
- 5. enormous—very big
- 6. generous—very giving; a large amount
- 7. boisterous—noisy and rough
- 8. hideous-horrible
- 9. jealous—resentful and wishing to have someone else's possessions

Skills 5

Lesson 4: Preview Spellings Chart

Digital Component 4.2

/u/ > 'ou'	/u/ > 'o_e'
country	glove
nervously	come
young	
touched	
generous	

Lesson 4: 'Well' Multiple Meaning Chart

Digital Component 4.3

	Well	
1. adjective	everything is fine or OK	green
2. noun	a hole dug in the ground for water	blue
3.!	Wow! or a sentence starter	red

Lesson 4: Activity Page 4.1

Digital Component 4.4

### **All's Well that Ends Well**

Page 24
Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse!

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

"Yes, you may," said the young man.

**Page 26** Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started scratching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"

**Page 28** It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well.

"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.

Slowly the young man began to bring Sir Gus up out of the well.

**Page 30** As Sir Gus reached the top of the well, the young man offered the knight his hand.

"Young man," said Sir Gus, as he stepped out of the well, "I am touched by your generous deed. I would like to thank you for helping me. What is your name?"

"My name is Robin," replied the man.

"Well, then, Robin," said Sir Gus, "I thank you."

"You are welcome," said Robin.

The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove.

Robin smiled. "Come into my house," he said. "I will find you some dry clothing."

Sir Gus went inside.

"Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.

**Page 32** Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!

**Page 34** Sir Gus stood thinking for a moment.

"There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong."

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.

Lesson 5: Preview Spellings Chart

Digital Component 5.1

/u/ > 'o_e'	/u/ > 'ou'	/u/ > 'o'
come	country	nothing
	famous	recovered
		months

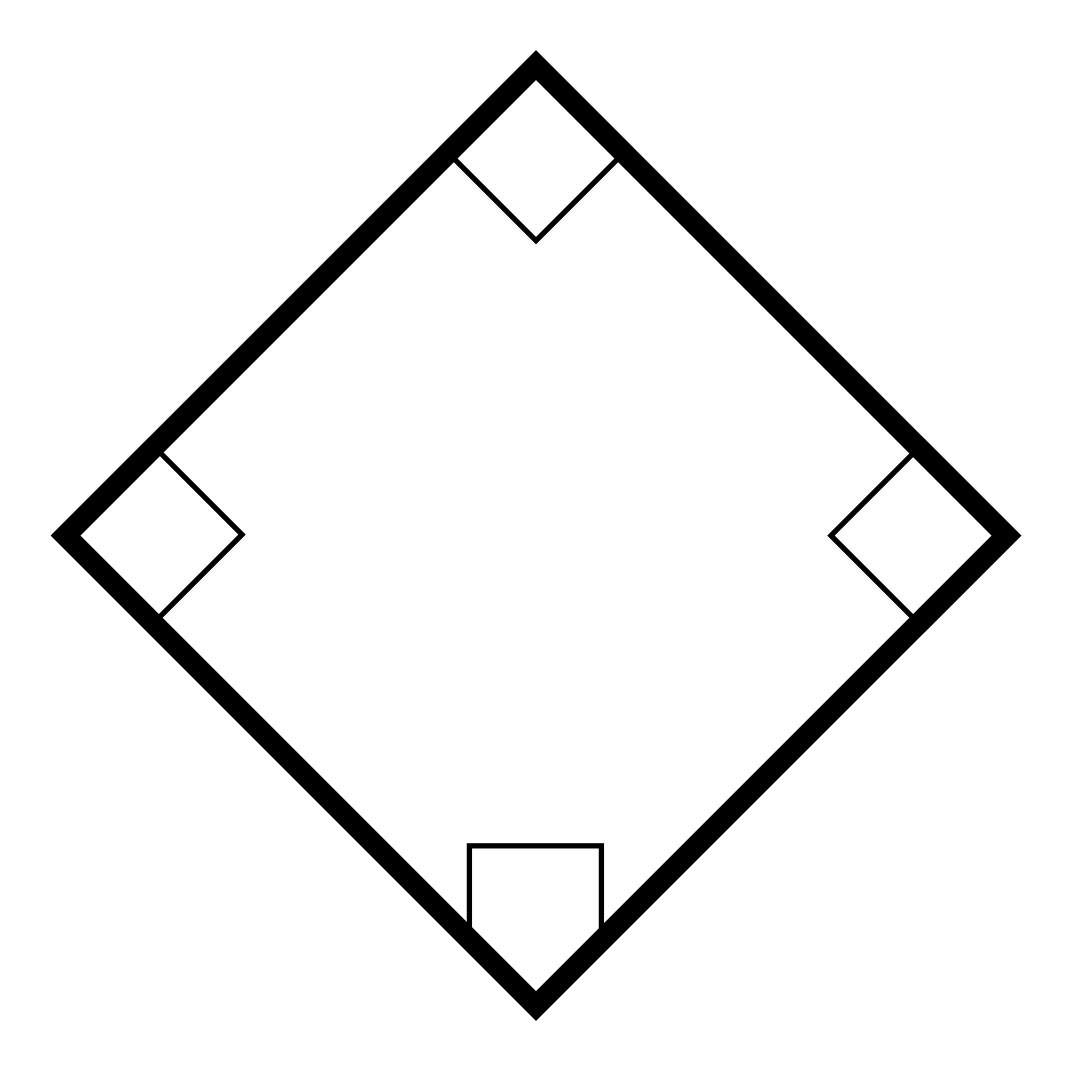
Lesson 6: Spelling Alternatives Review

Digital Component 6.1

/u/ > 'o'	/u/ > 'ou'	/u/ > 'o_e'	/ee/ > 'ie'	/ee/ > 'ey'	/ie/ > 'i_e'	/ie/ > 'i'	/ie/ > 'y'
son	touch	dove	thief	key	lime	final	fly
mother	cousin	some	cookie	hockey	crime	item	fry

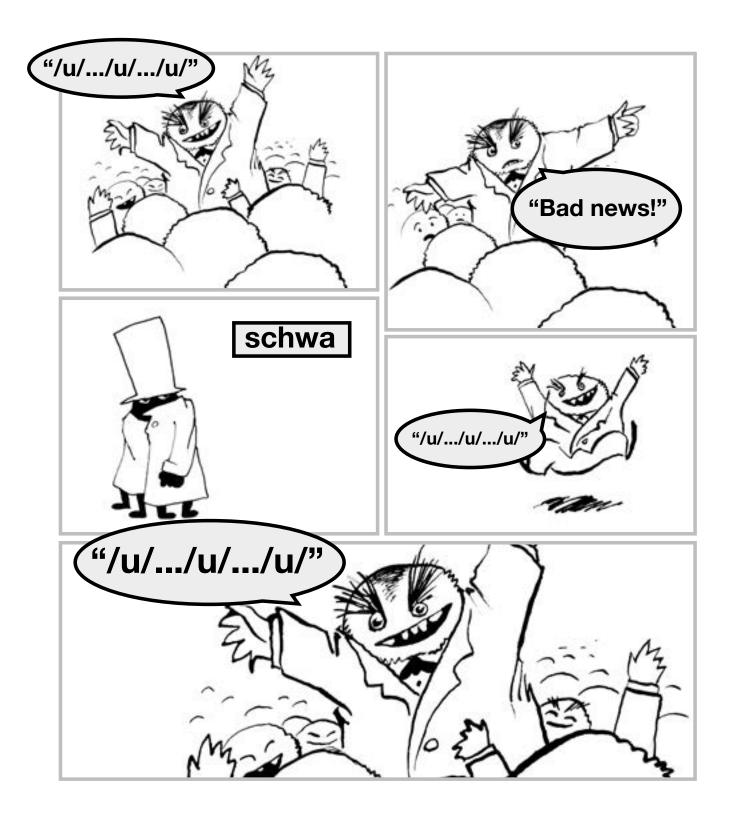
Lesson 6: Baseball Diamond

Digital Component 6.2



Lesson 7: Activity Page 7.1 Digital Component 7.1

## The Spelling Spoilers



Lesson 8: Preview Spellings Chart

Digital Component 8.1

/ə/ > 'a'	/ie/ > 'igh'
attack	knights
attempt	nightfall
alarming	sight
approached	frighten
afraid	

Lesson 9: Preview Spellings Chart

Digital Component 9.1

/ae/ > 'a'	/ə/ > 'a'	Tricky Word
tale	afloat	water
grateful		
bravery		
waves		

1	Teacher's last name			
2	Adjective			
3	Adjective			
4	Noun naming a food			
5	Noun			
6	Verb			
7	Verb			
8	Verb			
9	Verb			
IV	(#1 Teacher's na	·	(#2	Adjective)
	(#1 Teacher's na		(#2	Adjective)eats
	(#1 Teacher's na For lu	ame) nch every day, Mr./Ms	(#2.	Adjective)eats
food)	(#1 Teacher's na For lu (#3 Adjective) _ with a (#5 Noun)	ame) nch every day, Mr./Ms	(#1)	Adjective)eats (#4 Noun naming a
food)	(#1 Teacher's na For lu (#3 Adjective) _ with a (#5 Noun) When s/he comes into th use s/he likes to	nch every day, Mr./Ms  e classroom, all the kids with us. We	(#2)	Adjective)eats(#4 Noun naming a We like him/her
food) W becau	(#1 Teacher's na For lu (#3 Adjective) with a(#5 Noun)  When s/he comes into th  use s/he likes to	nch every day, Mr./Ms  e classroom, all the kids	(#2)	Adjective)eats(#4 Noun naming a We like him/her
food) W becau	(#1 Teacher's na For lu (#3 Adjective) _ with a (#5 Noun) When s/he comes into th use s/he likes to	nch every day, Mr./Ms  e classroom, all the kids with us. We	(#2)	Adjective)eats(#4 Noun naming a We like him/her

Skills 5

Lesson 11: Preview Spellings Chart

Digital Component 11.1

'ie' > /ee/	/ə/ + /l/ > 'il,' 'al,' 'ul'	Tricky Words
shields	evil	ghost
chief	vengeful	again
relief	medal	
	helpful	
	nautical	

1. dis cuss

3. wit ness

5. den tist

2. mag net

4. sig nal

6. fan tas tic

1. la dy

3. ho tel

5. re ply

2. o pen

4. ti ny

6. u nite

1. sin gle

2. han dle 7. cra dle

6. sta ble

3. gam ble 8. i dle

4. tem ple 9. a ble

5. twin kle 10. nee dle

Lesson 13: Preview Spellings Chart

Digital Component 13.4

/ee/ > 'y'	/9/ + /l/ > 'ul,' 'al,' 'el,' 'le'	/9/ > 'a'	/u/ > 'o'	Tricky Word
story	traveled	across	from	bridge
shiny	peaceful	apologize		
utterly	several	assembly		
assembly	arrival			
	noble			

Lesson 15: Preview Spellings Chart

Digital Component 15.1

/ə/ or /u/	/aw/ >'aw'	'ous' (adjective)	Tricky Words
awoke	yawned	dangerous	eyes
seldom			
appeared			
wagon			

### The Past-Tense Ending -ed

Most verbs can be changed from the present to the past tense by adding the suffix -ed.

I start	Istarted
I want	wanted
I need	1
I point	I
I paint	I
l plant	I

Sometimes the -ed suffix is sounded /e/ + /d/, as it is in the words you just made. But sometimes it is sounded /d/.

I call	I called
l open	opened
I follow	1
Ishow	I
I seem	I
l yell	I

Sometimes the suffix -ed is sounded /t/.

we ask	we asked
we pass	we passed
we pick	we
we finish	we
we jump	we
we pack	we

Which sound (or sounds) do we say at the end of the pasttense verbs listed?

1. played	<pre>/e/ + /d/</pre>	√ /d/	o /t/
I. playea	· / C/ · / U/	· / u/	

All of these verbs are in the \_\_\_\_\_ tense.

- O present
- O past

## **Planning Sheet: New Story Ending**

1.	What if	
2.	What if	
3.	What if	
4.	What if	
5.	What if	

Lesson 18: Preview Spellings Chart

Digital Component 18.1

/ə/ > 'a'	/u/ > 'ou'	/ə/ + /l/ > 'le'	/u/ > 'o'
thousand	nervous	candles	months
amazed			coming
royal			wonderful
Ivan			

Lesson 20: Preview Spellings Chart

Digital Component 20.1

/ə/ > 'a'	/u/ > 'ou'	/ə/ + /l/ > 'le'	/u/ > 'o'
arena	nervous	nobles	command
finally		assembled	doves
		spectacle	opponent
		battle	other
			seconds

Lesson 21: Tricky Spelling 'a' Chart

Digital Component 21.1

	$\rightarrow$	/a/	hat	band	last
'a'	$\rightarrow$	/ae/	paper	later	lady
	$\rightarrow$	/ə/	about	along	balloon

Lesson 21: Preview Spellings Chart

Digital Component 21.2

'o' > /u/	'o_e' > /u/	'a' > /ə/	'i' + 'l' > /ə/ + /l/	Tricky Words
dungeon	become	asleep	easily	wizard
summon	done	attack		break

Lesson 22: Tricky Spelling 'e' Chart

Digital Component 22.1

<b>4e</b>	$\rightarrow$	/e/	pet	left	test
	$\rightarrow$	/ee/	me	rewind	she
	$\rightarrow$	/ə/	debate	benefit	strategy

Lesson 22: Preview Spellings Chart

Digital Component 22.2

/ə/ + /l/ > 'le'	/u/ > 'o_e'	/ə/ > 'a'	Tricky Word
awoke	come	affected	against
puddles		away	
tremble			

Lesson 23: Tricky Spelling 'o' Chart

$\rightarrow$	/0/	hop	drop	modest
$\rightarrow$	/oe/	open	hotel	no
$\rightarrow$	/u/	son	front	coming

Skills 5

Lesson 23: Verb Tense Chart

Digital Component 23.2

Subject	Predicate				
	Present	Past	Future		
I	lift				
She		walked			
Не			will sneeze		
You	pick				
We			will smell		
It		jogged			
They	dance				

Lesson 23: Preview Spellings Chart

Digital Component 23.3

/ae/	/oe/ > 'ow'	/u/ > 'o'	/ə/ > 'a'
place	own	pardon	astonished
explain	slowly		managed
escape	low		alive

Lesson 24: Tricky Spelling 'o\_e' Chart

Digital Component 24.1

4 0 0	$\rightarrow$	/oe/	stone	home	wrote
<u>U_</u> E	$\rightarrow$	/u/	some	love	come

Lesson 24: Preview Spellings Chart

Digital Component 24.2

/u/ > 'o'	/ə/ > 'a'	/j/ > 'ge'
month	important	revenge
reason	agreed	large
bottom	assist	
front		

Lesson 25: Tricky Spelling 'ou' Chart

Digital Component 25.1

6	$\rightarrow$	/ou/	shout	out	mountain
<u> </u>	$\rightarrow$	/u/	touch	country	jealous

Skills 5

Lesson 25: Preview Spellings Chart

Digital Component 25.2

/ə/ + /l/ > 'le'	/ə/ > 'a'	/u/ > 'o'
mumbled	assist	other
little	about	together
	away	bottom

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## ENGLISH



Skills 5 | Reader Sir Gus

Grade 2

Skills 5

## Sir Gus

### Reader

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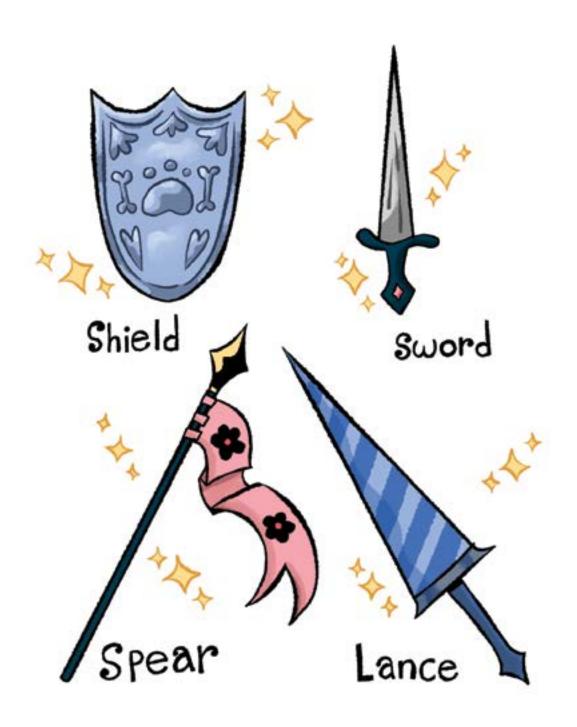
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## Introduction: Sir Gus and His Stuff

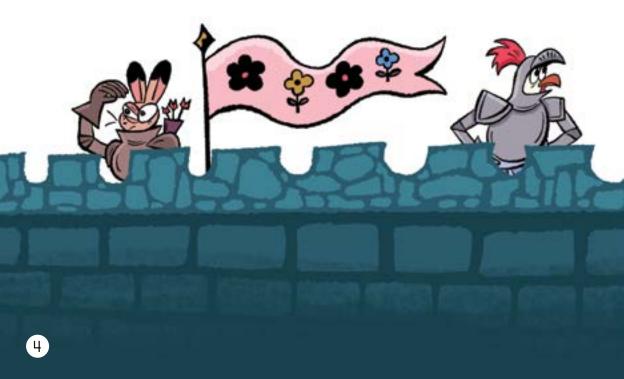
This reader tells the tale of Sir Gus, a knight. In the past, there really were knights like Sir Gus. Knights helped kings and queens keep their lands safe. Here are some of the things a knight would have used.



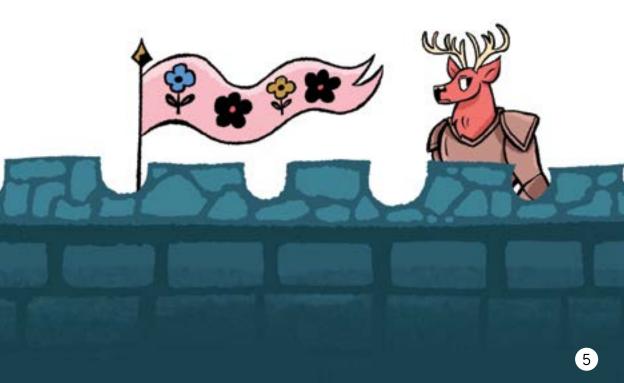




Knights rode on horses and helped defend castles.









Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.

King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.







King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.







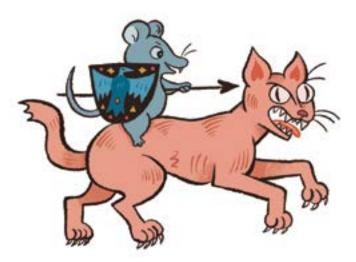
The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name "Fearless." This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint.

Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a

fight.





Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.

Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.

All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.







# Chapter 2 The Thief

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king's golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

"Someone stole my ring!" he cried in agony. "It was my father's ring, and his father's before him. It is a king's ring. I must have it back!"

King Alfred was so upset in the morning; he could not eat his herring on toast.









King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

"Why, good sir," said the king, "you will not get very far on foot!"

"Yes, my lord. I mean no, my lord," replied Sir Gus. "The problem is, your majesty, that when I am on my horse, I itch. I had such a bad itch last night that I fell off my horse and it ran off."





"Well, you must stop itching then," said the king.

"Yes, indeed," replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

The next day, at sunrise, eleven of the knights galloped off to find the thief.





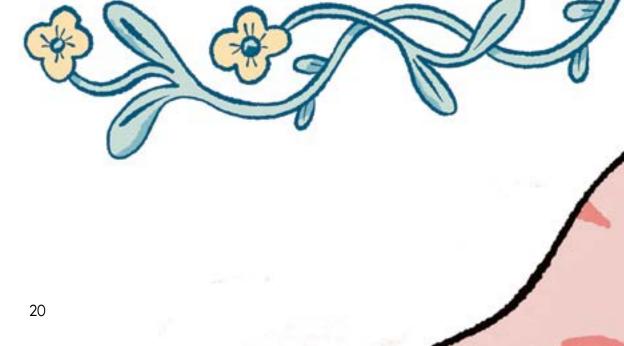


Some time after lunch, Sir Gus was awakened by the king himself.

"Not up yet?" asked the king.

"Pardon me, my lord," stammered Sir Gus. "I was just..."

"Nevermind!" said the king. "There's no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land."







Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

"Do not fear," said Sir Gus, as he mounted the horse. "I am an—"

And with that, Sir Gus was carried off. The king's horse had shot off like an arrow.







## Chapter 3 All's Well that Ends Well

Sir Gus rode the king's horse out into the country. He galloped over green land and lovely rolling hills.

All was well, until he began to itch. He scratched his leg. He scratched his neck. He tried to scratch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he scratch himself right off the king's horse!

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

"Yes, you may," said the young man.









Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to scratch. He let go of the rope and started itching himself. Soon he was scratching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"



It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

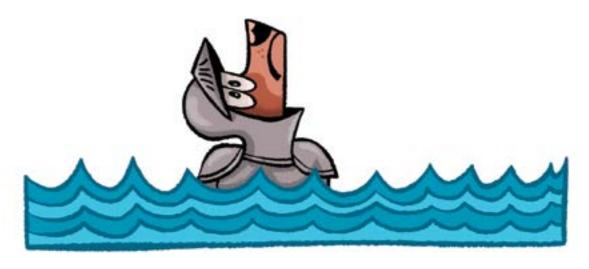
The young man peered down into the well.

"Have no fear!" he shouted to Sir Gus. "I will help you. I will drop the bucket down. Take hold of it, and I will lift you up."

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark or the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.

Slowly the young man began to bring Sir Gus up out of the well.







As Sir Gus reached the top of the well, the young man offered the knight his hand.

"Young man," said Sir Gus, as he stepped out of the well, "I am touched by your generous deed. I would like to thank you for helping me. What is your name?"

"My name is Robin," replied the man.

"Well, then, Robin," said Sir Gus, "I thank you."

"You are welcome," said Robin.

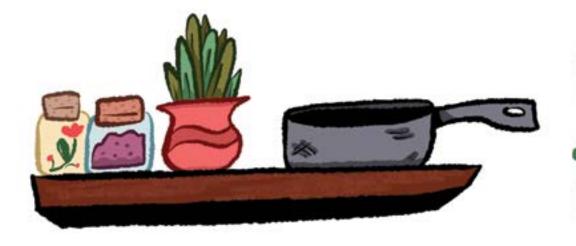
The two men shook hands. Robin clasped the knight's hand so tightly that water dripped from his glove.

Robin smiled. "Come into my house," he said. "I will find you some dry clothing."

Sir Gus went inside.

"Sit down," said Robin. "I will fetch you some dry clothing and something to drink." Robin left the room.





Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king's ring! Robin was the robber!



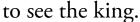




Sir Gus stood thinking for a moment.

"There is no point fighting with the man," Sir Gus said to himself. "That would be dangerous. I can tell by his grip that he is very strong."

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back









## **Chapter 4 The Hungry Troll**

King Alfred was delighted when Sir Gus gave him his ring.

"How did you find it so quickly?" he asked.

Sir Gus shrugged and said, "It was nothing, sire—just a bit of good luck."

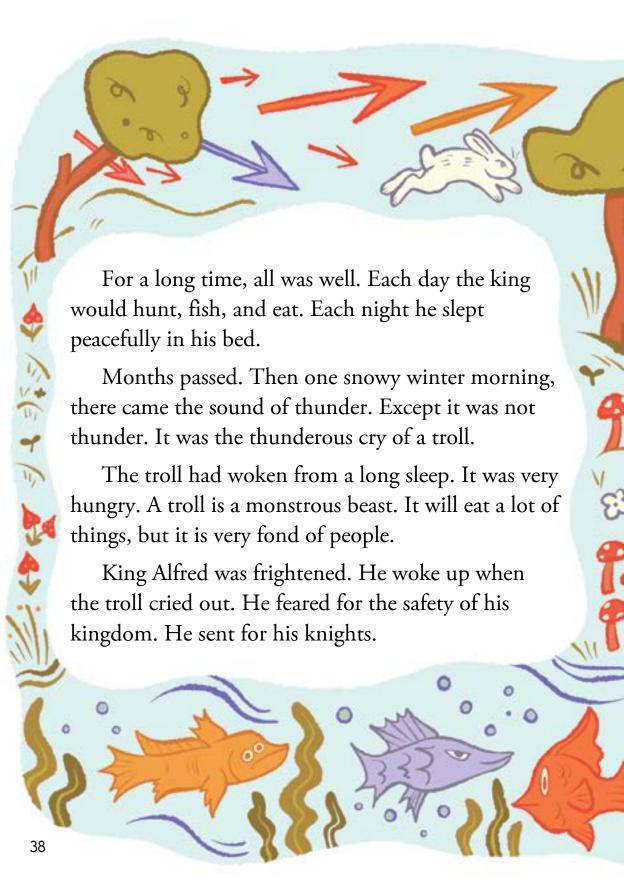
"I see you are not only brave and clever," said the king. "You are modest as well!"

The king slipped the ring back on his finger. Then he had all his other knights come to a meeting.

"Knights," he said, "brave Sir Gus has recovered my ring. You may all go home."

The knights rode off to their homes in the country. They carried with them the story of Sir Gus and the king's ring. The story was told far and wide. Sir Gus became a very famous knight.







At once, eleven brave knights came. They too were woken by the loud cry of the troll.

However, Sir Gus the Fearless did not come. The cries of the troll had not woken him. He was still tucked up in bed snoring. At last, the king could wait no longer. He sent one of the other knights to fetch Sir Gus.

Sometime after lunch, Sir Gus came. He was tired and hungry. He had a bad cold. His nose was swollen and red.

"What kept you?" asked the king. "Did you not hear the sound of the troll?"

"Doe, your dajesty," said Sir Gus, "I did dot. I have a dold in my doze," replied Sir Gus.

"Well it must have stopped up your ears, too!" said the king. "Hear me, knights! I am concerned. We must do something to stop this monstrous troll! We must keep this loathsome beast from eating all of the people in my kingdom! Who has a plan?"





"If I may, your majesty," said the knight known as Sir Tom, "I know that trolls are scared of fire. We could make a fire near the troll's home and scare it."

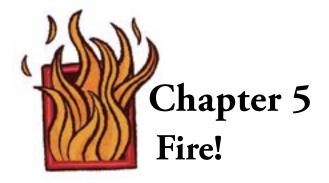
"I like it!" said the king. "See that it is done!"

Eleven of the knights went to get torches. Then they rode off to find the troll.

Sir Gus, however, did not ride off at once. He crept into the king's kitchen and helped himself to a big slice of pie.







It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sound of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

"When it is dark we will light our torches," said Sir Tom. "Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground."

"And what if that plan fails?" asked Sir Ed. "I don't care to be the troll's dinner."





"Well, do you have a better plan?" asked Sir Tom.

Sir Ed said nothing. The other knights were quiet, as well.

At that very moment came the sound of a horse trotting nearby.

"Found you at last!" said Sir Gus as he rode up to the knights. "So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?"

"Yes, we have!" said Sir Tom. "We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away."





"Splendid idea!" said Sir Gus. "And who is going to attempt this brave deed?" he asked, looking around.

"You!" said Sir Tom and Sir Ed together.

"But, but... well... I... er... um...," said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.



Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

From inside the cave came alarming troll sounds.

"Snnniccck, snnnuummm, guffumffffff!"

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus's feet. Sir Gus jumped back, trying to avoid the flying pieces







Suddenly there was a thumping sound. Thump! Thump! The troll was coming out of the cave!

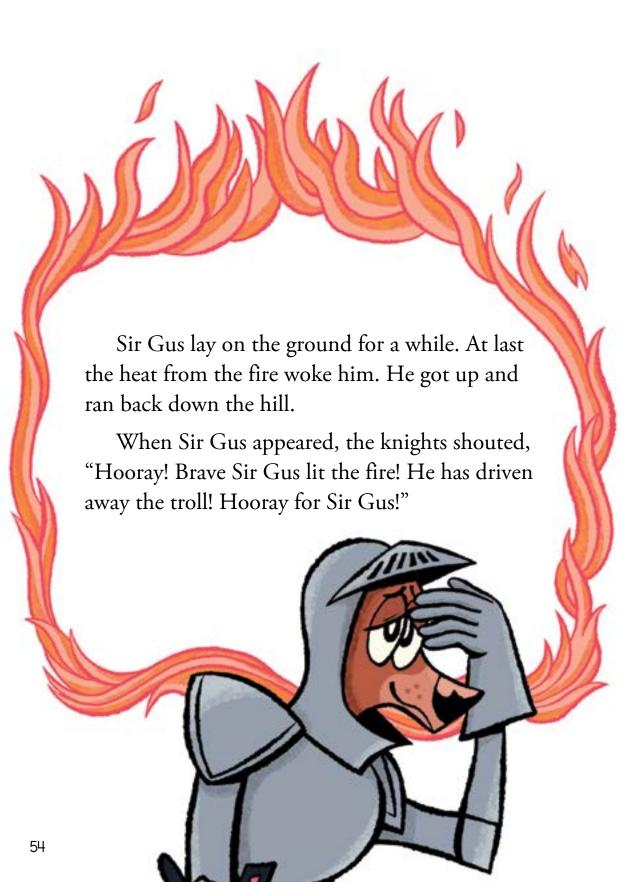
As the troll got closer, the sounds got louder.

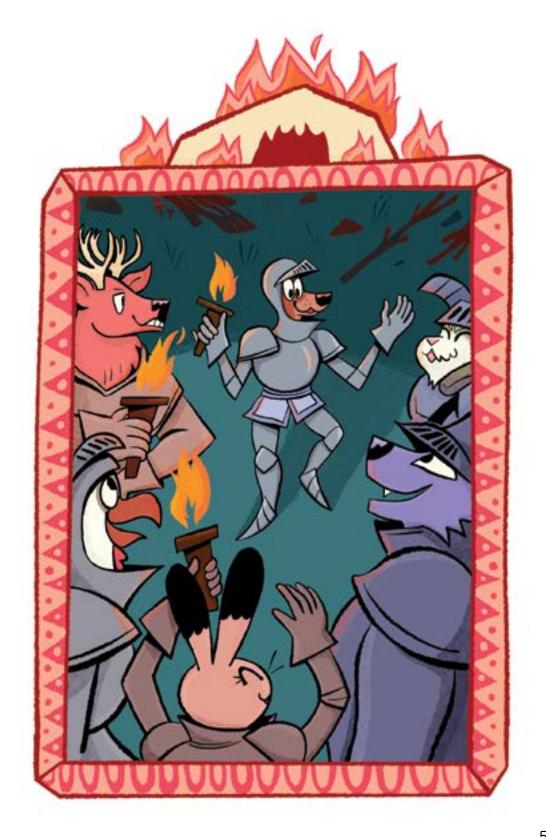
"SNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFFF!"

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.









## **Chapter 6 The Boat Trip**

Word of how Brave Sir Gus had driven away the troll went across the kingdom. The tale soon reached King Alfred. The king was so grateful to Sir Gus that he changed his name from Sir Gus the Fearless to Sir Gus the Utterly Fearless. Sir Gus was given a splendid, but rather large, red robe to keep as a symbol of his bravery.

To celebrate the defeat of the troll, the king invited his knights to go hunting with him. Eleven of the knights rode off with the king to hunt for red deer and wild pigs. Sir Gus, however, didn't go. He did not like hunting. It was far too dangerous.

Rather than go hunting, Sir Gus took a long, relaxing bath. Then he went to the kitchen to see what tasty foods were being prepared.





The next day, King Alfred decided to go sailing on his boat. He insisted that his knights all go with him. And so, right after lunch, the knights made their way south to the coast. One by one they stepped onto the king's boat.

Sir Gus wanted to tell the king that he did not like boats or water. In fact, the two together made him very sick indeed. But he didn't want to upset the king, so he joined the party.

It was a nice afternoon when the boat set sail. The sun shone. The water was calm. There was not a cloud in the sky.

The king appeared on deck.

"Isn't this wonderful?" he said. "Sir Gus, I trust you are having a wonderful time?"

"Yes, indeed, I am," replied Sir Gus, lying.







Then, late in the afternoon, the sky darkened. The wind began to blow. Large waves began to beat on the side of the boat. Sir Gus began to feel ill.

The king was alarmed. He and eleven of the knights had to fight to keep the boat afloat in the strong winds and rising waves.

As for Sir Gus, he was so sick he no longer cared if the boat floated or sank. He couldn't stand up. He lay in the bottom of the boat moaning and groaning.

And that is why no one saw the large pirate ship approaching.





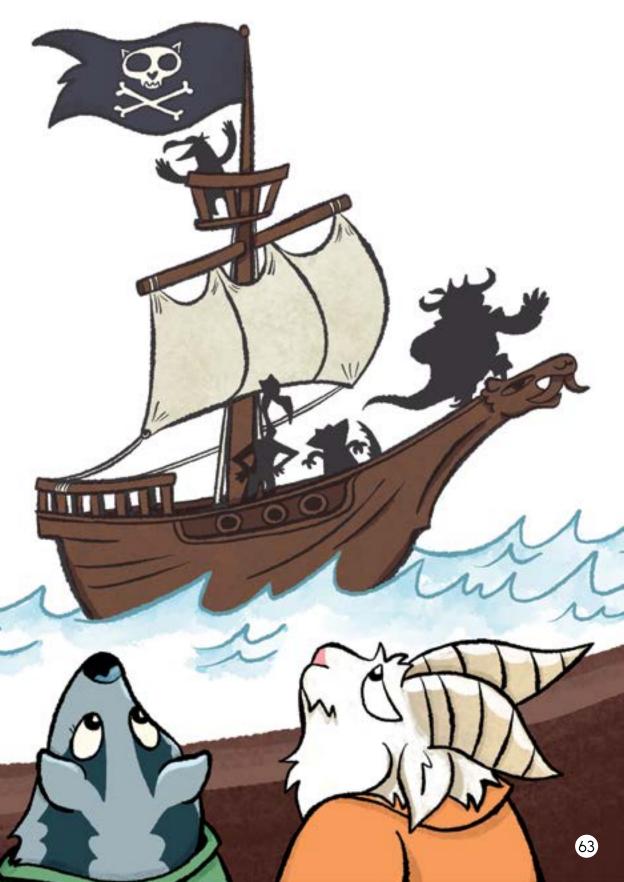
# Chapter 7 The King's Ghost

"Ar! Do as we say or die!" came the sound of a large booming voice from somewhere on the water.

King Alfred and eleven of his knights jumped with fright. They had all tried to sail the boat in the stormy waves and strong winds. They looked up to see a pirate ship flying a black flag. The pirate ship had sailed up next to the king's boat.

The king and the eleven knights were not prepared to fight. The knights did not have their swords or shields with them.





"I will count to ten," shouted the pirate chief. "If you do not hand over the king and his boat by then, we will attack! We do not care to harm you, but if we must, then we must!"

The pirate chief began to count, "One, two... um." He hesitated. (Pirates aren't good at math!)

"Three," came a voice from below. It was Sir Gus. He was lying down below the deck, and he was feeling very ill.

Sir Gus was so ill that he had no idea what was happening. The strong winds had kept him from hearing what the pirate chief had said. All he could make out was the sound of someone counting.

"Thank you," said the pirate chief. He went on counting. "Seven, eight, nine..."

"Uuuuug! Ooooooe!" came a loud and scary sound from inside King Alfred's boat.



"Uuuuuug! Ooooooe!"

"What is that hideous sound?" yelled the pirate.

"It is the ghost of our last king, and it protects our ship!" replied Sir Tom.

Sir Tom was well aware that, in fact, the hideous sound was coming from Sir Gus, who was feeling very sick indeed, but he was hoping to scare the pirates away with a ghost story.

"Uuuuug! Oooooe!" came the sound again.

"If you harm the king," Sir Tom shouted, "you will be haunted by this evil, vengeful ghost! I will count to ten, and you had better go away, you thief! The ghost would rather not harm you, but if it must, then it must."

Pirates are very afraid of ghosts. And so, within seconds, the pirate ship began to sail away.





Not long after, the clouds cleared and the waves died down. Sir Gus felt some relief and came limping back up on deck.

"Well done, Sir Gus!" said the king. "You scared those evil pirates away by pretending to be a ghost."

"I did?" said Sir Gus, still looking rather green in the face.

"Why, yes!" said the king. "Such a clever and helpful trick! How can I ever repay you for your wisdom and bravery? Perhaps I should award you a medal?"

"Your majesty," said Sir Gus, "the best payment of all would be if you would order the captain to sail this boat back to land. I find the nautical life not to agree with me."

And with that, the king's boat sailed for home.





### Chapter 8 The Letter

The story of how Sir Gus saved the king from pirates traveled across the land. People began to tell tales of Brave Sir Gus.

The king thanked his knights and gave them presents. Sir Gus was given a shiny medal and a silver cup. Then, after several parties at the palace, the knights went back to their homes.

The kingdom remained peaceful and calm for several months. Then one day, the king was given a letter that told of danger.





The King summoned his knights to the palace. Just as before, eleven of the twelve knights arrived at once. However, it was several days before Sir Gus the Utterly Fearless appeared, looking dazed and dented.

"I am glad to see that you have arrived at last," said the king.

Sir Gus knelt down.

"Your majesty, I apologize for my late arrival. I had a nasty run-in with a llama near the Old Stone Bridge," explained the knight.

"A llama?" exclaimed the king. "I didn't know that we had llamas in our kingdom."

"Indeed, nor did I, your majesty," replied Sir Gus.



Then the king called an assembly of all of his brave knights.

"Good knights," said the king, "my people have told me that there is a fearsome beast in the Bleak Forest of the East. It is said that this beast can make flames come out of its mouth. Which of you noble knights will do battle with this terrible beast?"

Sir Gus was looking at a fly buzz around the room, so he did not hear much of what the king said. He did not see that his fellow knights had all taken a step back, leaving him standing alone in front of the king.

"Once again, Sir Gus the Utterly Fearless will save us!" proclaimed the king, as he patted the rather astonished knight on the back.

Sir Gus looked puzzled.

The other knights smiled and chuckled.







## Chapter 9 The Fearsome Beast

The next morning, long after everyone else had eaten their morning meal, Sir Gus awoke, much rested but not eager to set off. He yawned. He stretched. He took a bath. He had lunch. At last, he mounted his horse. But he soon faced another problem: he could not tell which way was east.

Sir Gus could seldom tell which way to travel. He rarely saw the morning sun, so he did not know that it rose in the east. But knowing that he did indeed need to begin, he sniffed the afternoon air, flipped a coin, and rode north.

Sir Gus rode north into the Woods of Doom. He rode for a week. The days got shorter and colder. Sir Gus did not know why.

Another thing Sir Gus did not know was that the Woods of Doom were very dangerous. So he was not prepared when, from out of nowhere, there appeared a band of armed men. The men were bandits. They grabbed Sir Gus and tied him up.



The bandits bundled Sir Gus into the back of a wagon. Then, with much speed, they began to travel southeast.

About a week later, the bandits arrived at the Bleak Forest of the East. There, not far from the Dark Dismal Swamp, they made camp. The bandits had some dinner and went to sleep.

The next morning, while the bandits were still sleeping, something deep inside the forest began to creep closer to their camp. It was the fearsome beast. It had eyes of red flame. It had claws that could shred the hardest stone. It shot fiery flames that could melt metal. And it was going to pounce on the sleeping men.

Sir Gus had relaxed for the better part of a week as he bumped along in the wagon. He was feeling well rested. So, in spite of the fact that it was morning, and in spite of the fact that his arms were tied, he decided to try to get up.







After a long struggle, Gus was able to stand up in the wagon. Just as he stood up, the fearsome beast grunted and charged in to attack. Sir Gus spun around as best he could to see what had made the sound. The bright morning sun shone on his shiny helmet. The sunlight bounced off his helmet and shone on the fearsome beast.

The flash of sunlight shone in the eyes of the

The flash of sunlight shone in the eyes of the fearsome beast and blinded it. The beast screamed and ran away. But it could not see. It ran into the Dark Dismal Swamp and sank in the deep mud.

The bandits, having woken with a start, fled as well. They scrambled into the wagon and drove away as quickly as they could. As they drove off, Gus fell out of the wagon. He landed on the ground with a thud.







Sir Gus the Utterly Fearless lay on the ground for two days, unable to get up. At last a hunter spotted him and untied him.

Sir Gus thanked the hunter. Then he made his way back to the king's palace on foot.

When he arrived, the king was just sitting down for his dinner. Sir Gus knelt and spoke to him.

"Your majesty," he said, "I am happy to report that the fearsome beast lies at the bottom of the Dark Dismal Swamp."

"Well done, Sir Gus!" said the king. "Well done!"

The king called all his knights to a meeting.

"Sir Gus has killed the fearsome beast and tossed its carcass into the Dark Dismal Swamp," the king announced. "Thanks to his brave actions, the kingdom is safe. You may all go home."





# **Chapter 10 The King's Birthday**

Six months passed until King Alfred saw his knights. This time he did not need their help, but he asked them to come to his birthday party. The king had asked 500 people to join him. He had made plans for a large feast, as well as jousting, magic, and dancing. Everyone was very excited.

The palace was filled with five thousand candles. Gold cloth was draped on the walls. King Alfred had planned a treat for everyone. Just as the jousting was about to begin, a thousand white doves were to be released into the sky above the palace.

King Alfred asked King Henry, the king of another kingdom, to attend the birthday party. The twelve knights were coming, too. King Henry's knights were going to challenge King Alfred's knights in jousting. The winners would get 100 gold coins each.



On the day of the party, the king met with some of his knights.

"This is going to be the best party ever!" said the excited king. "I am eager to see each of you joust. I think King Henry and his knights will be amazed by your skill."

"Winning will be our birthday gift to you, Sire!" said Sir Pete.

"We are the most feared knights of all time!" said Sir Tom. "We will crush them! We will make them cry!"

Sir Gus looked on as his fellow knights boasted of their skill. He did not join them. In fact, he was very nervous. He was hoping that he would not start itching and fall off his horse.

"I know you will win," said the king. "And that will make a fine birthday present. I thank you in advance!"

The knights began to file out.





"Sir Gus!" called the king.

"Your majesty?" said Sir Gus.

"Do you like my birthday cake?" asked the king. "Yes, Sire."

"Do you see how the royal baker made a tiny king out of icing that looks just like me?"

"Yes, Sire."

"It is a wonderful birthday present! But the best present of all will be seeing you defeat Sir Ivan the Black Knight in the jousting."

"Sir Ivan?" asked Sir Gus nervously.

"Yes," said the king. "He has made quite a fearsome name for himself. But I trust you will beat him."

Sir Gus was too scared to speak.

"Well, then," said the king. "Off you go! And happy birthday to me!"





#### Chapter 11 Betrayed

When all of the nobles and knights were assembled in the arena, King Alfred stood up. He welcomed King Henry, who was seated next to him. Then he gave the command to release the doves.

At once a spectacle of white birds rose up into the clear, cloudless sky. The people gasped. Then they clapped and cheered. Finally everyone sat down to see the knights joust.





Sir Ed rode out. He was dressed like a knight prepared for battle. His horse was draped in red, as King Alfred had requested.

His opponent was a knight called Sir Basil. Sir Basil's horse was draped in gold.

Sir Ed smiled at the cheering crowd. When King Alfred gave the command, the jousting began. The rival knights held their lances. Then they charged at each other. Within seconds Sir Ed had knocked Sir Basil to the ground. The crowd stood up and clapped loudly.





Next to enter the arena was Sir Gus. He rode in on the king's horse.

His opponent was Sir Ivan. Sir Ivan was known to be a very fearsome knight. He was called the Black Knight because both he and his horse dressed mostly in black.

Sir Gus and his horse faced the Black Knight. Sir Gus was hoping that he would not begin to itch. He was hoping he would not faint. When the king gave the command, Sir Gus picked up his lance, closed his eyes, and charged at Sir Ivan.

With one blow from the Black Knight's lance, Sir Gus was knocked off his horse. He landed on the ground with a thud. His helmet rolled off to one side. The crowd gasped. They waited for their hero, Sir Gus the Utterly Fearless, to get up. But Sir Gus did not get up. He was knocked out, which is just as well really, because what happened next would have scared him to death.





King Henry had a wizard with him. The wizard's name was Albert.

Shortly after Sir Gus was knocked off his horse, Albert the wizard jumped into the arena. Some people hoped that he was going to help Sir Gus, but it soon became clear that he had other plans.

Albert ran into the center of the arena and began to cast a spell. He lifted his arms and screeched out some magic words. Flames rose up into the air. The crowd gasped.

The wizard cast a sleeping spell. The crowd fell asleep. King Alfred and his knights fell asleep, too. The only people who did not fall asleep were King Henry, his knights, and the wizard himself.



You see, King Henry was only pretending to be a good king. In fact, he was a very wicked king. With the help of his wizard and his knights, he hoped to take over King Alfred's kingdom.

King Henry spoke to the Black Knight. He told him to carry King Alfred to the dungeon below the palace. Then King Henry went to say thank you to his wizard.

"Good job, Albert! Well done!" said King Henry. "How long will this spell of yours last?"

"It will last for 100 years," replied Albert, "unless someone finds out how to undo it, and that is very unlikely."

"You see," the wizard explained in a whisper, "there is only one thing that can break the spell and wake everyone up. The web of a female garden spider must be rubbed into King Alfred's left hand. And, as only you and I know the secret, your majesty, it is not going to happen."

King Henry smiled an evil smile and patted his wizard on the back.



"You are a clever wizard," the king said. "I will see to it that you become very rich. But at the moment I must summon my army. The troops are waiting in the king's forest, just west of here. As soon as they hear from me, they will attack."

The king pointed at Sir Gus, who was lying on the ground. "Because Sir Gus and the rest of King Alfred's knights are asleep, no one can stop us. We will win easily! Meanwhile, let us go and find out how much gold and silver King Alfred keeps in his palace!"

And with that, the king and his wizard left the arena.





## Chapter 13 Breaking the Spell

Sir Gus awoke to the sound of doves cooing in his ears. He felt the birds rubbing against his chin. Luckily for him, he was asleep when Albert the Wizard cast his spell. Because he was asleep, Sir Gus was not affected by the spell. The doves that were released when the jousting began had come back to the arena and woken him up.

Sir Gus rubbed his eyes. He lifted himself up off the ground. Then he dusted himself off and looked around. He could not quite believe what he saw. The hundreds of people who were clapping and cheering were now fast asleep—all of them!







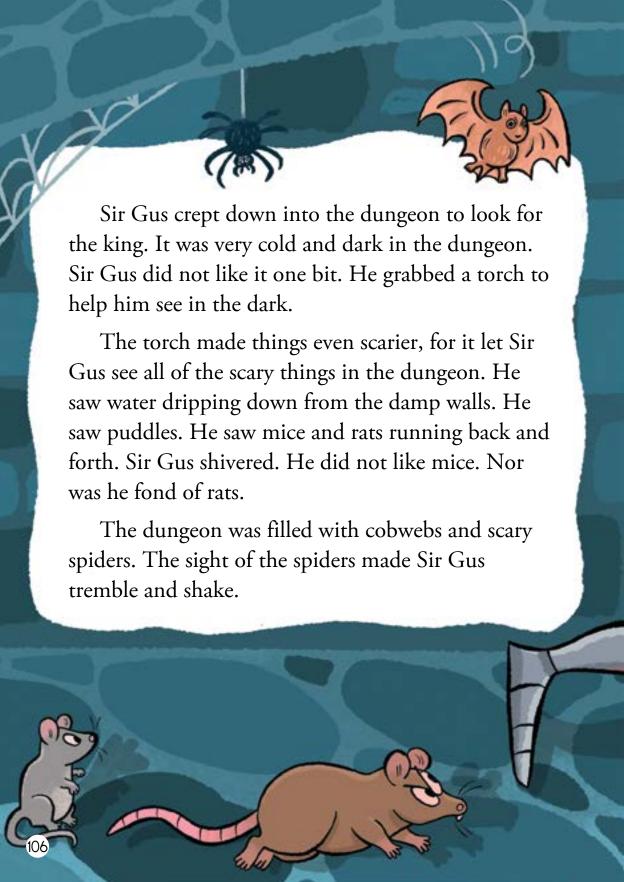
Just then Sir Gus saw the Black Knight ride past. The Black Knight was carrying a sleeping King Alfred away on his horse.

Sir Gus followed the Black Knight. He saw him carry the king down the steps that led to the palace dungeon.

Sir Gus was confused.

"Goodness, what is happening?" he said to himself.

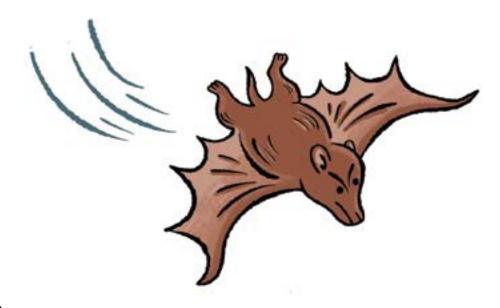






Sir Gus made his way past lots of cobwebs. In the end he found King Alfred asleep in a tiny cell.

Sir Gus went into the cell. A bat swooped from one dark corner to another. Sir Gus was afraid of bats. He jumped with fright and ran over to the king. The terrified knight reached for the king's left hand. As Sir Gus grabbed it, several strands from the web of a male garden spider were rubbed into the king's left hand. Instantly the king awoke.







## Chapter 14 Looking for the Enemy

"My good knight, what is happening?" asked an astonished King Alfred, as he got up.

"Your majesty," said Sir Gus, "pardon me, but I am not quite sure. It seems that King Henry and his knights did not come as friends, for I saw the Black Knight place you in this dungeon."

Sir Gus tried to explain as best he could what had happened. However, he could not explain why he had woken up in the jousting arena to find everyone else asleep.

"How are you feeling?" asked the king, recalling that Sir Gus had fallen from his horse in the joust.

"Well, I am still standing," replied Sir Gus.

"We had better get out of here and find out what is happening," said the king.

"Yes," said Sir Gus. "By all means. We must find out what is happening." But, deep down, Sir Gus was not sure he really cared to find out what was happening.





Slowly Sir Gus and the king crept out of the dark dungeon. They set off to find King Alfred's knights.

At the same time the king woke up, so did everyone in the palace and the arena. People began to realize someone had betrayed King Alfred.

It wasn't long before King Alfred and Sir Gus found the other knights in the palace.



"Your majesty, I rejoice to find you well," said Sir Tom as he knelt and kissed the king's ring. "We feared King Henry had taken you from us. It seems he was planning to take over your kingdom."

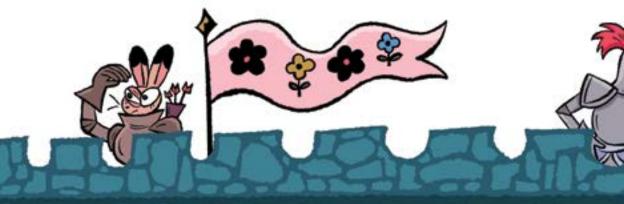
"Yes, I am alive, all thanks to Sir Gus," explained the king. "He found me in the palace dungeon. I am still not sure why he found me asleep in my own dungeon."

"That is easy to explain," said Sir Tom. "King Henry's wizard cast a spell that made everyone fall asleep. It would seem that somehow the spell did not harm Sir Gus, and he was able to wake you up."

"In fact, everyone has woken up," said Sir Ed.

"What about King Henry and his knights?" asked King Alfred. "Where are they?"





"Do not fear, your majesty," said Sir Ed. "We will find King Henry and his knights, and we will see that they are punished for what they have done."

King Alfred's knights looked high and low, and in every corner, for King Henry and his knights. But they were nowhere to be found. Somehow they had all managed to escape.

But at least King Alfred was safe.







For a while, King Alfred was very sad. King Henry, his friend, had betrayed him. How could he?

Then King Alfred got mad. King Henry, his friend, had betrayed him! How dare he?

When you are a king, you must show your enemies how brave and strong you are. Kings don't do this themselves, as that would be dangerous. They send an army to do it for them. And that is just what King Alfred decided to do.





Late in the afternoon, one month after Albert the Wizard had cast his evil spell, King Alfred held a meeting with his knights. This time all twelve of them arrived on time.

"Sit down," said the king. "I have something important to tell you."

"We are here to serve you," said Sir Tom as, one by one, the knights sat down at a long table.

"I know I have told you how much your bravery means to me," said the king. "I think you are the most excellent knights my kingdom has ever seen, or indeed may ever see."

"Thank you, your majesty," said Sir Ed.

"We rejoice to serve you," said Sir Tom.



"I have decided," explained the king, "that our kingdom must fight King Henry's kingdom. We must strike back! We must punish him for his treason and evil deeds!"

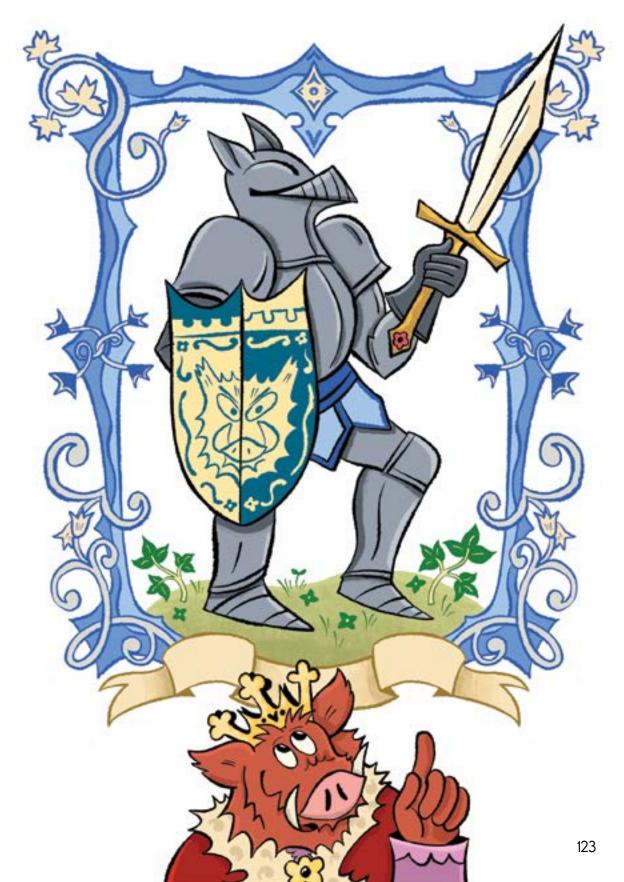
"If I may say so," said Sir Ed, "that is an excellent idea!"

"Indeed!" said Sir Tom. "We should show him who's boss around here!"

"Just what I was thinking," replied the king, "and that is why I have decided to send an army to fight against King Henry's army. I won't lead the army myself, you know."

"No, indeed not," agreed Sir Tom. "That would be silly."

"Yes, very silly indeed," said the king with a smile.
"No, our most respected knight, the leader among leaders, the fighter among fighters, will lead the army.
My other brave knights will assist him."





Eleven of the twelve knights looked at each other eagerly. Each of them was hoping that the king was going to pick him to lead the army. As the king was about to say which knight he had picked, Sir Gus fell off his chair.

The reason for his fall is easy to explain. That afternoon, after eating a large lunch, Sir Gus went to sit in the king's rose garden. It was there that he was stung by a bee. The bee had stung him on the bottom, and he was finding it very difficult to sit down. In the end, the pain was too much for him. He fell off his chair and landed in front of the king.





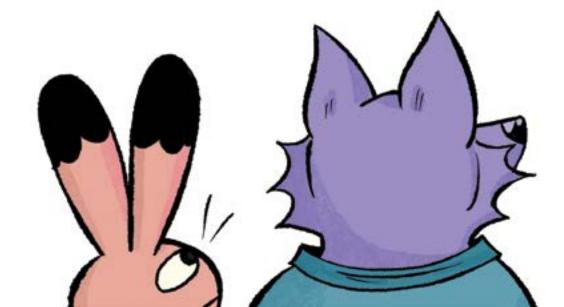
## Chapter 16 Battle Plans

"Yes, I pick you, Sir Gus! Why, who else would I pick?" said the king. "I have lost count of all the times you have saved me."

You see, the king believed Sir Gus had fallen off his chair in his eagerness to volunteer to lead the army.

"You must get started, Sir Gus," the king went on.
"You must prepare your army. The other good knights will assist you with your battle plans. Good luck!"

With those words, the king left the room and went off to walk his dog.





Sir Gus was stunned.

"Me?" he mumbled.

"Yes, you!" shouted all eleven knights together.

Sir Tom reached for a map of King Henry's kingdom.

"You will need this," said Sir Tom. He was feeling a little sad that King Alfred had not chosen him, but what could he do?



"This map shows all of the hills, rivers, and valleys in King Henry's kingdom," Sir Tom explained.

"Thank you," said Sir Gus. He did not understand why he would need a map that showed hills, rivers, and valleys, unless it was to point out the best places to hide. Still, he took the map and pretended to look at it.

"Sir Gus," said Sir Tom, "you are holding the map upside down."

"Am I?" said Sir Gus. Then he added, "Yes, I am. You see, I am trying to get a sense of how things might look from the enemy's position."



"What is your plan?" asked Sir Ed. Like Sir Tom, he was sad that he was not chosen to lead the attack. But there was not much he could do about it. "Do you plan a sudden attack at night with some of the army, or an all-out attack at sunrise with the entire army?"

"Sunrise?" said Sir Gus. "That is in the morning. No, I think the attack at night is a much better plan. If you like, Sir Ed, you could lead the sudden attack, and I could stay with the rest of the army and keep them safe."

"I could not take this moment of glory away from you," said Sir Ed. "It would not be fair."

"Sure, you can," replied Sir Gus. "I mean, you must not feel bad. I have other plans up my sleeve—plans that will soon be revealed."

"Well, if you really don't mind," said Sir Ed, "I would be delighted."

Sir Ed was starting to feel much happier about everything.

"I have just one request," said Sir Ed.



"Yes," said Sir Gus. "What is it?"

"The Black Knight and his men are camped in the Fields of the West," explained Sir Ed. "I would like to attack them there. And I would like to take Sir Tom with me. He can lead our knights in battle, while I lead our foot troops."

"I was just about to say the very same thing," announced Sir Gus.

"Wonderful!" said Sir Ed. "Excellent!"

"Splendid!" said Sir Tom. "Fantastic!"

By this point, Sir Tom and Sir Ed were both feeling a lot happier.

"It seems we have a good plan," said Sir Tom. "We will go and get the horses."

"Good idea," said Sir Gus. "I will stay here and make sure the rest of the army stays safe."

Eleven of the knights went off to prepare for battle. Sir Gus went off to find someone who could stop the awful pain he was feeling in his bottom.





# Chapter 17 Marching Orders

The next morning, the knight known as Sir Doug arrived at the palace. He found Sir Gus in the king's kitchen cooking eggs and bacon.

"Good morning!" said a cheery Sir Gus.

"Sir Gus," cried Sir Doug, "Sir Tom and Sir Ed need your help!"

"They do?" said Sir Gus, who was beginning to suspect that there would be no time to eat breakfast.

"Yes!" replied Sir Doug. "Their sudden night attack in the Fields of the West did not go well. They were engaged in fierce fighting with the Black Knight. They have battled all night. They sent me to beg you to come with the rest of the army and save them! Sir Gus, the rest of the army is awaiting your command."

"Yes, indeed, my command," replied Sir Gus, knowing that he must go at once. "Go and saddle the horses! We will ride at once!"





A little while later, Sir Gus appeared in front of the king's palace. He was dressed for battle and holding the map Sir Tom had given him.

"My friends," Sir Gus announced, "we will ride south, until we get to the Old Stone Bridge. Then we will use the bridge to cross the Misty River and enter King Henry's kingdom."

Sir Doug and the rest of the men looked puzzled.

"But, Sir Gus," said Sir Doug, "the Old Stone Bridge is north of here, not south."

"Is it?" said Sir Gus. "Then we will ride north."





"Very well," said Sir Doug. "But, if you don't mind my asking, Sir Gus, why should we ride all the way up to the Old Stone Bridge? That will take us ten miles away from the fighting. Sir Ed and Sir Tom need us. Would it not be better to take the quickest way? The battle is just west of here. If we ride west to the river, we can dismount and walk our horses across the river."

"It is too dangerous," Sir Gus said.

What Sir Gus did not tell them was that he did not know how to swim and was frightened to cross the river on foot.

And that was the real reason why Sir Gus and his men rode north.







# Chapter 18 The Final Battle

Sir Gus and his men rode north. They reached the Old Stone Bridge just as the sun began to set. There they rested.

Meanwhile the Black Knight waited in the Fields of the West. He had taken Sir Tom and Sir Ed prisoner. He was sure King Alfred would send the rest of his army to try to free them. He was sure that King Alfred's army would come charging across the shallow waters of the Misty River and attack him in the Fields of the West.





The Black Knight placed his men along the banks of the river. He kept them on high alert all day. They waited and waited. But King Alfred's army never came.

Late in the afternoon, the Black Knight told his men to stand down.

"It appears that King Alfred has given up!" he told his men. "Let us march back to the palace."

Then he spoke to his prisoners, Sir Tom and Sir Ed. "King Alfred must not care about you," said the Black Knight. "We will take you back to King Henry and let him decide what to do with you."

The Black Knight and his men began their march. They felt the fighting was finished. They took off their helmets. They tossed their shields and weapons into the supply wagons. The men began to smile and relax and pat each other on the back. They were not expecting what happened next.

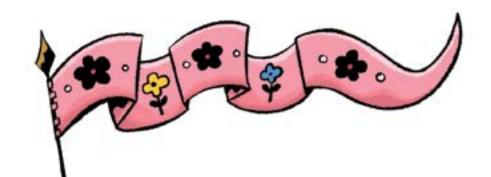


Sir Gus and his men charged at them. This was as much of a shock for Sir Gus as it was for the Black Knight. Sir Gus had not expected to find King Henry's army quite so easily. He had not expected his men to charge into battle on their own. But that was what they did.

When Sir Gus saw that his men were charging, he shouted, "Charge!" and rode after them.

The Black Knight and his men were not expecting an attack and they were not prepared. They tried to fight as best they could. Some of them were able to grab spears. Others used sticks and stones. However, it soon became clear that it was no use. The Black Knight's men panicked and ran.

King Alfred's army cheered as they chased the retreating men.





When the battle was won, the men cried, "King Alfred is the greatest king, and Sir Gus is the bravest knight of all!"

They grabbed Sir Gus and tossed him high in the air, shouting "Hooray for Sir Gus! Hooray for Sir Gus!"





#### **About this Book**

This book has been created for use by students learning to read with the program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its "code load," or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the "code load" in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.



### Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS CONSONANT SOUNDS AND AND SPELLINGS: SPELLINGS:

/i/ as in s<u>i</u>t, m<u>v</u>th
/e/ as in b<u>e</u>d
/a/ as in h<u>a</u>t
/u/ as in b<u>u</u>t
/o/ as in cake wait d

/ae/ as in c<u>ake, wai</u>t, d<u>ay,</u> p<u>a</u>per

/ie/ as in b<u>ite,</u> b<u>i</u>ting, t<u>ie,</u> n<u>igh</u>t, tr<u>y</u>

/oe/ as in home, boat, toe, open, snow

/ue/ as in c<u>u</u>t<u>e</u>, <u>u</u>nit, c<u>ue</u>

/ee/ as in b<u>ee</u>, b<u>ea</u>ch, P<u>e</u>t<u>e</u>, m<u>e</u>, funn<u>y</u>, lad<u>ie</u>s, k<u>ey</u>

/aw/ as in p<u>aw</u>, P<u>au</u>l, c<u>aught, wal</u>l

/<u>oo</u>/ as in s<u>oo</u>n /oo/ as in look

/ou/ as in sh<u>ou</u>t, n<u>ow</u>

/oi/ as in <u>oi</u>l, t<u>ov</u>

/er/ as in h<u>er</u>, h<u>ur</u>t, b<u>ir</u>d

/or/ as in f<u>or</u> /ar/ as in c<u>ar</u> /p/ as in <u>p</u>ot, pe<u>pp</u>er /b/ as in <u>b</u>at,ru<u>bb</u>ing

/t/ as in top, mitt, marked

/d/ as in <u>d</u>og, sle<u>dd</u>ing,

hogg<u>ed</u>

/k/ as in <u>cat</u>, <u>k</u>id, so<u>cc</u>er,

ba<u>ck</u>

/g/ as in get, bigger

/ch/ as in <u>ch</u>op, i<u>tch</u>

/j/ as in <u>j</u>et, <u>g</u>em, lar<u>ge</u>

/f/ as in <u>f</u>at, sni<u>ff</u>

/v/ as in <u>v</u>et, twel<u>ve</u>

/s/ as in <u>sit</u>, mi<u>ss</u>, <u>cent</u>, rin<u>se</u>, prin<u>ce</u>

/z/ as in <u>z</u>ip, bu<u>zz</u>, dog<u>s</u>

/th/ as in <u>th</u>in /<u>th</u>/ as in <u>th</u>em

/m/ as in <u>m</u>an, swi<u>mm</u>ing

/n/ as in <u>n</u>ot, ba<u>nn</u>er, <u>kn</u>ock

/ng/ as in so<u>ng</u>, pi<u>nk</u>

/h/ as in hot

/w/ as in <u>w</u>et, <u>wh</u>en

/l/ as in <u>lip</u>, fi<u>ll</u>

/r/ as in red, ferret, wrist

/y/ as in <u>y</u>es /sh/ as in <u>ship</u> /x/ as in ta<u>x</u>

/qu/ as in <u>qu</u>it

TRICKY WORDS:

a, all, are, be, building, by, could, do, down, from, go, grownup, have, he, how, I, me, my, no, of, one, once, people, said, says, she, should, so, some, street, the, there, their, they, to, two, you, your, walk, was, we, were, what, where, who, why, word, would

### Code Knowledge added gradually in the unit for this Reader:

- $\bullet$  Beginning with "Sir Gus and His Stuff": Tricky Words sword, castle
- · Beginning with "The Beginning": Tricky Words before, always
- Beginning with "The Thief": /u/ as in son, come; Tricky Word father
- Beginning with "All's Well That Ends Well": /u/ as in touch; Tricky Word water
- Beginning with "The Hungry Troll": /ə/ as in debate
- Beginning with "Fire": /ə/ as in about
- Beginning with "The King's Ghost": /ə/+/l/ as in animal, pencil, awful; Tricky Words ghost, again
- Beginning with "The Letter": /ə/+/I/ as in travel, apple; Tricky Word bridge
- Beginning with "The Fearsome Beast": /sh/+/ə/+/n/ as in action; Tricky Word eyes
- Beginning with "Betrayed": Tricky Word death
- Beginning with "The Wizard": Tricky Words wizard, break
- · Beginning with "Breaking the Spell": Tricky Word against
- Beginning with "Looking for the Enemy": Tricky Words sure, friend

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Grade 2 | Skills 5 | Reader

Sir Gus 660L



## **POETRY**

**Grade 2 Lesson 5:** "The Swing" by Robert Louis Stevenson

With an excerpt from "The Poet and His Song" by Paul Laurence Dunbar







### Introduction



"The Swing"

Introduction

Today we're going to read about a person's feelings about swinging.

As we read the poem, listen for how the speaker feels about the swing.

## Read "The Swing" by Robert Louis Stevenson aloud.

The poem can be found on the program's digital components site.

"The Swing"

Introduction

How does the speaker feel about being on the swing?

What line from the poem gives you that answer?

How does the speaker feel about being on the swing?

The speaker enjoys being on the swing.

What line from the poem gives you that answer?

"I do think it the pleasantest thing / Ever a child can do!"

What can the speaker see from the swing when they are up in the air?

What can the speaker see when they look down?

What can the speaker see from the swing when they are up in the air?

river, trees, cattle, countryside

What can the speaker see when they look down? *the garden and the roof* 

Reading



We've been talking about rhyme scheme in our poetry lessons.

"The Swing"

Reading

What letter do you always start with when mapping out rhyme scheme?

What do you do when two lines rhyme?

What letter do you always start with when mapping out rhyme scheme?

Α

What do you do when two lines rhyme?

You give them the same letter.

Before we figure out the rhyme scheme of "The Swing," we are going to practice on another poem.

# Read the first stanza of "The Poet and His Song" by Paul Laurence Dunbar aloud.

The poem can be found on the program's digital components site.

What is the rhyme scheme of this stanza?

A song is but a little thing,

And yet what joy it is to sing!

In hours of toil it gives me zest,

And when at eve I long for rest;

When cows come home along the bars,

And in the fold I hear the bell,

As Night, the shepherd, herds his stars,

I sing my song, and all is well.

"The Swing" Reading

What is the rhyme scheme of this stanza?

*AABBCDCD* 

A song is but a little thing,	A
And yet what joy it is to sing!	A
In hours of toil it gives me zest,	В
And when at eve I long for rest;	В
When cows come home along the bars,	C
And in the fold I hear the bell,	D
As Night, the shepherd, herds his stars,	C
I sing my song, and all is well.	D

Now it's time to put your rhyme scheme skills to the test by mapping out the rhyme scheme for two stanzas in "The Swing."

First, we will reread the poem together. Then you will map out the rhyme scheme.

# Read "The Swing" by Robert Louis Stevenson aloud.

The poem can be found on the program's digital components site.



What is the rhyme scheme of these stanzas?

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,

Till I can see so wide,

River and trees and cattle and all

Over the countryside-

Turn to a partner and share the rhyme scheme you came up with.

Do your rhyme schemes match?

## **Answer**



"The Swing"

Answer

The rhyme scheme for these stanzas is ABAB CDCD.

How do you like to go up in a swing,	A
Up in the air so blue?	В
Oh, I do think it the pleasantest thing	A
Ever a child can do!	В
Up in the air and over the wall,	C
Till I can see so wide,	D
River and trees and cattle and all	C
Over the countryside-	С

### The Swing

#### Robert Louis Stevenson

How do you like to go up in a swing, Up in the air so blue? Oh, I do think it the pleasantest thing Ever a child can do!

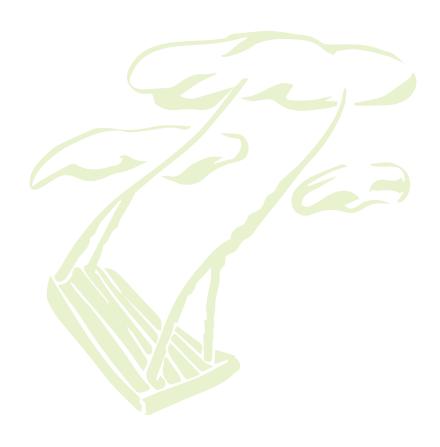
Up in the air and over the wall,

Till I can see so wide,

River and trees and cattle and all

Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!



## The Poet and His Song (Stanza 1)

#### Paul Laurence Dunbar

A song is but a little thing,
And yet what joy it is to sing!
In hours of toil it gives me zest,
And when at eve I long for rest;
When cows come home along the bars,
And in the fold I hear the bell,
As Night, the shepherd, herds his stars,
I sing my song, and all is well.

