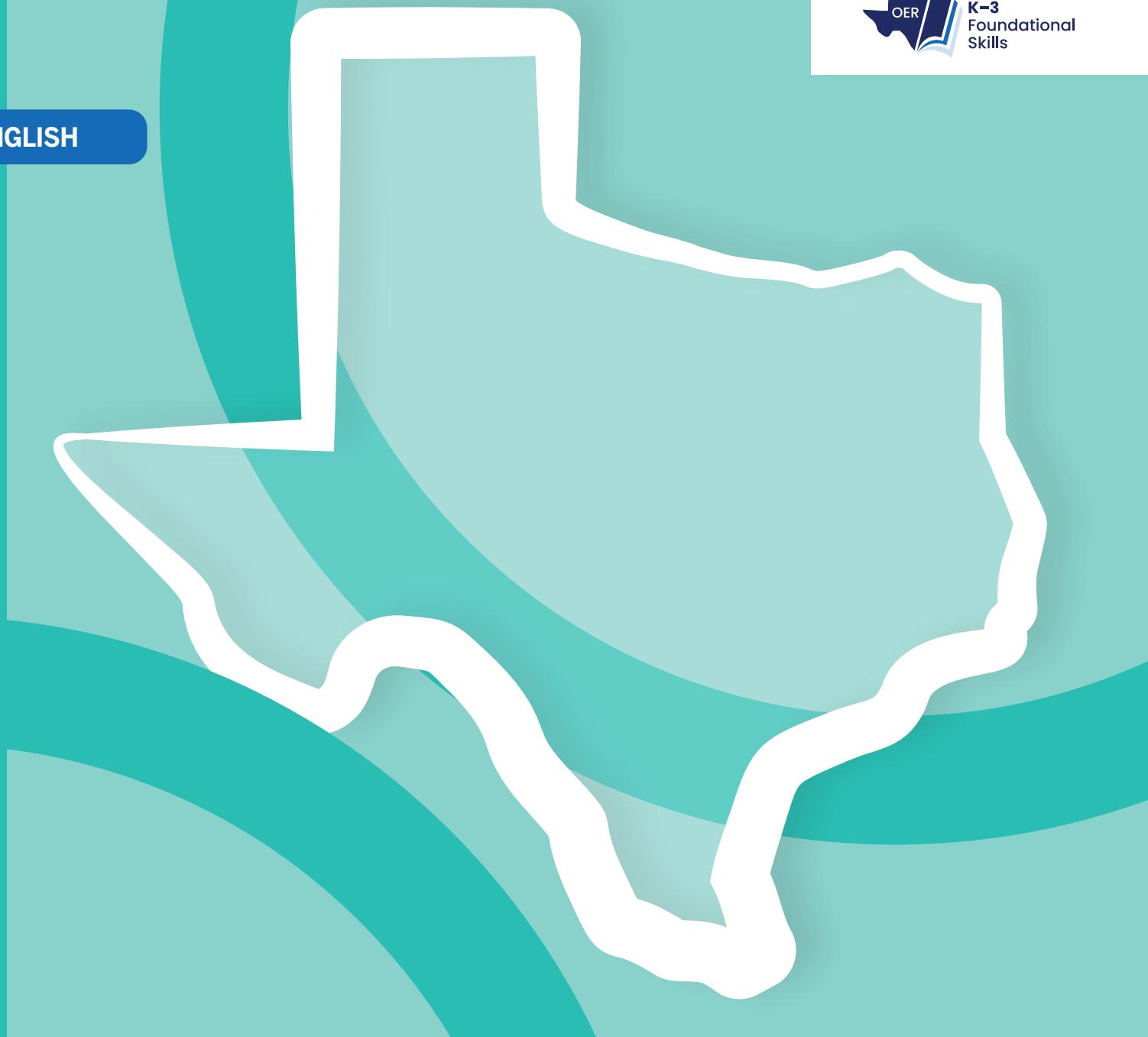


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 1

Teacher Guide

EDITION 1

Grade 1

Foundational Skills 1

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email openeducationresources@tea.texas.gov.

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Introduction

WELCOME

Dear First Grade Teacher,

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

Some key aspects of the Skills Strand are listed below.

- The Skills Strand provides comprehensive instruction in foundational reading skills, including phonological awareness, phonics and word recognition, language skills (including conventions of English, spelling, and grammar), as well as reading comprehension and writing instruction.
- The program includes explicit, systematic phonics instruction in which students are taught the letter-sound correspondences needed to independently decode words.
- The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds, which can be spelled several different ways. The system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- The program uses a synthetic phonics approach that teaches students to read by blending through the word. It does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl', 'br', and 'st'; consonant digraphs such as 'sh', 'ch', and 'th'; double letter spellings such as 'ss', 'ff', and 'ck'; and at least one spelling for the short and long vowel sounds. Kindergarten students also were introduced to more than 100 high-frequency words from the Dolch Sight Word List and Fry's Instant Words List.

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

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

SKILLS STRAND COMPONENTS

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

Teacher Components

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

Student Components

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

Additional Materials

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

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

TEACHER COMPONENT DESCRIPTIONS

Teacher Guide

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

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

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

Students will also create a Dictation Journal that focuses on spelling words in isolation as well as in sentences. Spelling assessments that begin in Unit 3 will also incorporate a sentence that students must spell correctly.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of paper together is all you will need for each journal. (1)

WRITING

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

Left-Handed Handwriting Guidance

- Consider your seating arrangement for left-handed students. The placement of the arms and elbows in relation to other students can impact their writing space.
- Encourage your students to hold their writing tools correctly to reduce hand strain. Allow time for students to develop their hand strength in writing.
- Providing pencil grips for students could alleviate the strain on their hands when writing.

- Orienting the paper at an angle can help left-handed students write more easily and comfortably.
Consider using paper with a raised line for students to rest their hands on as they write.

Consonant and Vowel Code Flip Books and Spelling Cards

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

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

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

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



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

Note: The exercises in the Unit 1 lessons are not designed to teach sound/spelling correspondences to students who have not mastered the code in Kindergarten; they are intended for review. Students

who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 4–8 of this unit so that they can be appropriately placed in the level of materials that will meet their individual instructional needs.

Big Books (Units 1–3)

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

Large Letter Cards

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

STUDENT COMPONENT DESCRIPTIONS

Individual Code Chart

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

Activity Book

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

Reader

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

Code Knowledge assumed at the beginning of this Reader:

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

VOWEL SOUNDS AND SPELLINGS:	CONSONANT SOUNDS AND SPELLINGS:	OTHER:
/i/ as in <i>skin</i>	/m/ as in <i>swim</i>	/ch/ as in <i>chin</i>
/e/ as in <i>bed</i>	/n/ as in <i>run</i>	/h/ as in <i>shop</i>
/a/ as in <i>top</i>	/t/ as in <i>bet</i>	/p/ as in <i>open</i>
/u/ as in <i>up</i>	/d/ as in <i>big</i>	/th/ as in <i>thin</i>
/o/ as in <i>big</i>	/k/ as in <i>got</i> and <i>big</i>	
	/g/ as in <i>log</i>	
	/f/ as in <i>get</i>	
	/s/ as in <i>get</i>	
	/z/ as in <i>zip</i>	
	/v/ as in <i>get</i>	
	/p/ as in <i>fig</i>	
	/b/ as in <i>rub</i>	
	/r/ as in <i>imp</i>	
	/t/ as in <i>top</i>	
	/n/ as in <i>farm</i>	
	/w/ as in <i>get</i>	
	/y/ as in <i>eg</i>	
	/y/ as in <i>yes</i>	
	/r/ as in <i>big</i>	
		TRICKY WORDS:
		a, I, no, so, of, is, all, some, from, word, are, were, have, one, once, to, do, two

Code Knowledge added gradually in the unit for this Reader:

- Beginning with “Bath”: Tricky Word *the*
- Beginning with “The Trip to the UK”: *ing* as in *king*
- Beginning with “But the Cat”: Tricky Word *said*
- Beginning with “The Fish”: double-letter spellings for consonant sounds, such as *ll*, *ss*, etc. and *u/ü* > *ck* as in *sack*
- Beginning with “The Flag Shop”: Tricky Word *was* and *x/ü* > *s* as in *dogs*
- Beginning with “Which is the Best”: Tricky Word *which*
- Beginning with “The Bus Stop”: Tricky Words *there, why*
- Beginning with “On the Bus”: Tricky Words *where, who, what*
- Beginning with “The Man in the Kilt”: *qu* as in *quit*
- Beginning with “The Map”: Tricky Words *when, here*

Tricky Words found throughout the stories are underlined to signal to students that the word does not follow basic code rules taught in the lessons.

The last few stories in each Reader are extra stories for the Pausing Point, which can be used for assessment or extra reading depending on students' needs. You can find the digital versions of the Skills stories with the online materials. These digital files allow you to present a Skills story as a demonstration story, using a computer and a projector or an interactive whiteboard, instead of the Big Book.

UNIT AND LESSON FEATURES

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

- A **table of contents** provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit as a whole.
- Individual lessons for the unit:
 - Each lesson begins with a list of the **Primary Focus Objectives**. These objectives are tagged with the corresponding standard(s). The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated.

- A list of the **Formative Assessment** opportunities within the lesson that are linked to the Primary Focus Objectives and also tagged with the corresponding standard(s). Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions so that you have a clear sense of individual student progress with regards to unit skills before the end of the unit.
- A **Lesson at a Glance** chart that lists the lesson's instructional activities, the materials needed, and the amount of time allotted to each activity.
- **Advance Preparation** tips prompt you to select and/or prepare lesson materials prior to the lesson. Whenever a lesson activity suggests that you write something on the board/chart paper, this information is included in Advance Preparation. Additionally, these materials, as well as any activity pages that you will model completing, are also available online as **digital components** that you may access and project during the lesson; URLs are provided. Finally, **Universal Access** preparation prompts are also included to ensure that you are ready to adapt specific activities as needed for special needs students and/or Emergent Bilingual Students.
- Throughout the lesson, **Support** and **Challenge** sidebars provide further guidance to assist you in differentiating instruction. **Emergent Bilingual Students** sidebars provide specific tips for working with Emergent Bilingual Students.
- **Take-Home Material** is also identified at the end of some lessons to maximize reinforcement of skills taught during the lesson and to encourage family member involvement. Use of these activity pages is optional, but highly recommended. Should you choose to use them, please distribute the pages and instruct students to take them home to complete. At your discretion, these Take-Home pages may also be used in classroom centers during other times of the day.
- Foundational Skills Remediation **Additional Support** activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 60-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and Emergent Bilingual Students.

- End-of-unit **Student Performance Assessment(s)** are included in the final lesson(s) of each unit.
- **Pausing Point** suggestions for further practice and reinforcement follow the last unit lesson. Pausing Point activities are organized by the unit objectives they address. ***It is strongly recommended that you pause for 2 days at the end of each unit to solidify the skills that have been introduced in the unit.*** All students will benefit from an additional opportunity to reread pages from the decodable student Readers. It is particularly important to make use of targeted activities if the end-of-unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit.
- **Appendices** that provide more detailed information are sometimes included in the Teacher Guide.
- A **Teacher Resources** section, comprised of assorted forms and documents for monitoring student progress, resources used for any Additional Support activities, as well as an answer key for the unit activity pages, completes each Teacher Guide.

UNIT 1 ORGANIZATION

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

Back-to-School Week (Lessons 1–3)

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

Placement Assessment (Lessons 4–8)

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

Review of Sound/Spelling Correspondences (Lessons 9–15)

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

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

However, the pace will be too rapid for students who know only a few of the letter-sound correspondences. The Story Reading Assessment and the Word Reading Assessment that is administered during Lessons 4–8 will identify students who struggle with recognizing these letter-sound correspondences. Following administration of the placement assessments, any struggling students should be placed at an earlier point of the grade-level materials for Skills instruction.

In Unit 1, you will review:

Five Short Vowel Sounds

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

Twenty-Five Consonant Sounds

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

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

NOTES ON UNIT 1 SOUNDS AND SPELLINGS

Sound Combinations /x/ and /qu/

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

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

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

The Double-Letter Spellings for Consonant Sounds

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

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

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

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

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

Warm-Ups

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

Tricky Words

The term *Tricky Word* refers to a word that cannot be sounded out using the letter-sound correspondences that students have been taught so far. In other words, the word is not pronounced quite the way you would expect based on the letters in its printed form. During this unit, students will review the following Tricky Words: *a*, *I*, *of*, *is*, *all*, *some*, *from*, *word*, *are*, *were*, *have*, *one*, *once*, *to*, *do*, *two*, *who*, *the*, *said*, *says*, *was*, *when*, *where*, *why*, *what*, *which*, *here*, and *there*.

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

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

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

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

Reader: Snap Shots

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

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

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

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

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

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

Comprehension is the goal of learning to read. Oral comprehension discussion questions are included in the Teacher Guide. The discussion questions are labeled *Literal*, *Inferential*, or *Evaluative*. Literal questions can be answered by citing a specific text reference or illustration. Inferential questions require understanding and interpretation of text or illustrations. Evaluative questions require students to imagine and hypothesize an answer. In addition, activity pages with written comprehension questions for students to complete are also included for many stories.

UNIT 1 ASSESSMENTS

Placement Assessment

As noted earlier, a comprehensive placement assessment of prerequisite skills needed for successful participation in Grade 1 instruction will be administered to all students during Lessons 4–8 of this unit. Detailed information about these assessments and how to administer them is provided immediately preceding Lesson 4. Detailed information on scoring, analyzing, and interpreting student performance for grouping and placement purposes is provided immediately following Lesson 8.

Formative Assessment and Additional Support

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

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

Note: Formative Assessments are not included during Placement Assessment lessons (Lessons 4–8).

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

Student Performance Assessment

Typically, each Skills unit concludes with an end-of-unit assessment to measure each student’s mastery of the particular skills taught in a given unit. Given the fact that this unit is a review of Kindergarten skills and the extensive placement assessment that is administered during the unit to evaluate each student’s grasp of these skills, no formal end-of-unit assessment is provided in Unit 1.

PAUSING POINT

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

TEACHER RESOURCES

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

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

APPENDICES

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

ADDITIONAL MATERIALS NEEDED IN UNIT 1

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

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

Back-to-School Week

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

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

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

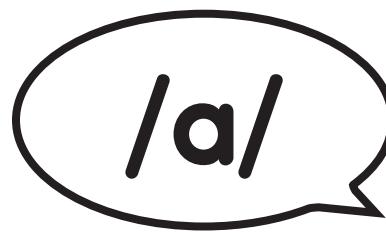
The following exercises are included in the Back-to-School lessons:

CODE FLIP BOOK REVIEW

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

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

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



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



Note: The exercises in the Back-to-School lessons are not designed to teach letter-sound correspondences to students who have not mastered the code taught in Kindergarten. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 4–8 of this unit so that they can be appropriately placed in the level of materials that will meet their individual instructional needs.

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

CHAINING

Students have been completing chaining exercises since the earliest Kindergarten units. This critical activity reinforces students' ability to manipulate the sounds in words in which only a single sound/spelling is changed, added, or deleted at a time, such as cat > hat; cat > cab; at > hat; or cat > at. **TEKS 1.2.A.iv**

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

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

SMALL GROUP WORK

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

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

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

REVIEW

Back-to-School

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend and segment single-syllable words with up to three phonemes. Students will decode CVC words using /a/, /i/, and /o/.

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

Students will use directional language and write the following lowercase letters: 'a', 'i', 'p', 'n', 'c', 'g', 'o', 't', 'd', 'm', 'f', 'v'. **TEKS 1.3.D; TEKS 1.2.F**



Students will identify the following basic code letter-sound correspondences: /a/ > 'a', /i/ > 'i', /o/ > 'o', /t/ > 't', /d/ > 'd', /k/ > 'c', /g/ > 'g', /n/ > 'n'. **TEKS 1.2.B.i**



TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	10 min.	<p>Vowel and Consonant Code Flip Books</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling Cards for /t/ > 't' (top), /d/ > 'd' (dot), /i/ > 'i' (it), /o/ > 'o' (hop), /a/ > 'a' (pat), /k/ > 'c' (cat), /g/ > 'g' (gift), /n/ > 'n' (nut), /p/ > 'p' (pot) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green and red markers
Concept Review: Review Spellings (Phonics, Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 1.1
Identify Nouns (Conventions of Standard English)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Phrase Box (Digital Components 1.1)
Phrase Box (Phonics, Print Concepts)	Small Group	15 min.	
Pocket Chart Chaining for Reading (Phonics)	Whole Group	10 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> index cards for 'i', 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'p', 'f', 'v'
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Foundational Skills

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

Digital Component 1.1

- Write the phrases for Phrase Box (Digital Component 1.1) on the board/chart paper or display the digital version.
- Create the pocket chart cards by writing each of the following letters on a separate white index card: 'a', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'p', 'f', 'v'.
- Using these cards, set up the pocket chart as shown.

Universal Access

- Gather pictures to represent the words in the Oral Blending Warm-Up activity: *cat*, *top*, *nut*, *dot*, *gift*, and *but*. Note: A picture of *but* is not available.

Pocket Chart Setup



Lesson 1: Back-to-School

Foundational Skills

60M

Primary Focus

Students will orally blend and segment single-syllable words with up to three phonemes.

- TEXAS Students will decode CVC words using /a/, /i/, and /o/. **TEKS 1.2.A.v; TEKS 1.2.A.vii**
- TEXAS Students will use directional language and write the following lowercase letters: 'a', 'i', 'p', 'n', 'c', 'g', 'o', 't', 'd', 'm', 'f', 'v'. **TEKS 1.3.D; TEKS 1.2.F**
- TEXAS Students will identify the following basic code letter-sound correspondences: /a/ > 'a', /i/ > 'i', /o/ > 'o', /t/ > 't', /d/ > 'd', /k/ > 'c', /g/ > 'g', /n/ > 'n'. **TEKS 1.2.B.i**

WARM-UP (10 MIN.)

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



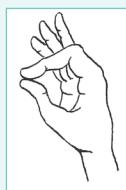
TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

spelling for a sound, a spelling used in lots and lots of words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for the sound, a spelling used in a smaller number of words, the card will have a shorter power bar.

Oral Blending TEKS 1.2.A.v

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

For blending



Oral Segmenting TEKS 1.2.A.vii

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

For segmenting



Note: Now that you have reviewed oral blending and segmenting, it should be embedded throughout the Code Flip Book Review to help students decode new words. When students are ready, gradually reduce the support you give for blending and segmenting.

- Show students the /k/ Spelling Card with the 'a'—cat side facing students. Point to the 'a' and ask students to name the letter. Then read the word *cat* and remind them that the letter 'a' is used to spell and write /a/ in English words. Remind students /a/ is a vowel sound; every word has at least one vowel sound will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
- Point out the power bar below the spelling 'a' and tell students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in lots and lots of words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for the sound, a spelling used in a smaller number of words, the card will have a shorter power bar.
- Point to the power bar under the 'a' and ask students whether they think the letter 'a' is a very common spelling or a less common spelling for /a/. (common)

Support

Provide students with context for each word by displaying pictures of a nut or a top and repeat blending and segmenting procedures.

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

- Turn to **Vowel Code Flip Book page 1**.
- Show students the Spelling Card for /a/ > 'a' (pat). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.
- Have students turn to **Individual Code Chart page 1**.
- Have them locate and trace the outline of the card and the code information for /a/ > 'a' in green marker.
- Repeat the above steps with the vowel Spelling Cards for /i/ and /o/. Remind students to also trace the card outline and code information for these vowel sounds in green marker in their Individual Code Charts. The spellings can be found on the following pages in the Vowel Code Flip Book and in students' Individual Code Charts:

Consonant Code Flip Book	Individual Code Chart
<ol style="list-style-type: none"> 1. /t/ > 't' (top) page 3 2. /k/ > 'c' (cat) page 5 3. /n/ > 'n' (nut) page 16 4. /d/ > 'd' (dot) page 4 5. /g/ > 'g' (gift) page 6 6. /u/ > 'u' (but) page 4 	<ol style="list-style-type: none"> 1. /t/ > 't' (top) page 7 2. /k/ > 'c' (cat) page 6 3. /n/ > 'n' (nut) page 8 4. /u/ > 'u' (but) page 1

REVIEW SPELLINGS (10 MIN.)



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

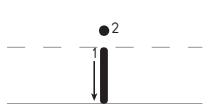
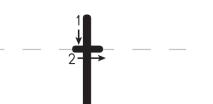
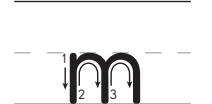
- Distribute Activity Page 1.1.
- Since this is the first activity page that students are completing, please direct them to use the following procedure whenever they complete an activity page:
 - Write their name on the line at the top of the page.
 - Write the date with the month, day, and the year on the next line. This practice over the course of the year will ensure that students learn to write the date, using a comma correctly.
- Remind the class that every letter can be written as an uppercase (or capital) letter and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /a/. Have students repeat the sound /a/ after you.
- Write a large lowercase 'a' on the handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'a' on the activity page.
- Encourage students to say the sound /a/ each time they write the letter.
- Repeat the same steps for lowercase 'p', pointing out that it looks different from lowercase 'a' and touches the bottom line of the handwriting guidelines.
- Repeat the same steps for 'n', 'c', 'g', 'i', 'o', 't', 'd', 'm', 'f', and 'v'.
- **Note:** Uppercase letters will be covered in future lessons.

Activity Page 1.1



Support

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

				
Start between the dotted line and the bottom line. 1. circle to the left 2. short line down	Start on the dotted line. 1. line down ending below bottom line 2. circle to the right	Start on the dotted line. 1. short line down 2. hump	Start just below the dotted line. 1. most of a circle to the left	Start between the dotted line and the bottom line. 1. circle to the left 2. fish hook ending below bottom line
				
Start on the dotted line. 1. short line down (lift) 2. dot on top	Start between the dotted line and the bottom line. 1. circle to the left	Start between the dotted line and the top line. 1. long line down (lift) 2. line across	Start between the dotted line and the bottom line. 1. circle to the left 2. long line down	
				
Start on the dotted line. 1. short line down 2. hump 3. hump	Start just below the top line. 1. candy cane (lift) 2. line across	Start on the dotted line. 1. diagonal right 2. diagonal up		

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



TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

IDENTIFY NOUNS (15 MIN.)

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

- Say, “Mom sings,” and have students listen carefully and repeat after you. Ask students which word in the phrase names a person. (*Mom*)
- Explain that a word that names a person is a special type of word that is called a noun.
- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person.

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

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

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



PHRASE BOX (15 MIN.)

Small Group

Note: Students who are ready for independent work will complete Activity Page 1.2 independently. You will first review the phrases as a class before breaking for small group work.

- Tell students that words can be combined to make phrases.
- Tell students that when we write a phrase, we leave a space between each of the words.
- Distribute Activity Page 1.2.
- Read the phrases in the box aloud together, and review the name of each picture.
- Tell students that they will read the phrases in the box at the top of the activity page and write each phrase under its matching picture.

► Digital Component 1.1

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

Group 1: Ask students who are able to do independent work to complete Activity Page 1.2 on their own. Tell students who finish early that they can illustrate the phrases you prepared in advance.

Group 2: Work with students needing more support in completing Activity Page 1.2. You may also wish to complete previous chaining exercises with students to reinforce the sounds and spellings you have reviewed.

POCKET CHART CHAINING FOR SPELLING (10 MIN.)

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

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

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

Pocket Chart Setup



Check for Understanding

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

Take-Home Material

PRACTICE PACK

Activity Page 1.3



- Have students take Activity Page 1.3 home to practice reading and writing words with a family member.

Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Find My Word

- Make one copy of **Activity Page TR 1.1** for each student.
- Review the names of the depicted items with students to ensure the intended word association.
- Pronounce the name of an object by saying the phonemes in a segmented fashion.
- Students blend the phonemes and point to the picture of the object.
- Repeat until all of the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds. Sequential blending may help students who struggle with final blending.

Push and Say

- Make one copy of Activity Page TR 1.6 for each student.
- Sound boxes help students to segment and blend sounds.
- To practice segmenting:
 - Tell students that they are going to practice separating phonemes, or single sounds, so they can spell words.
 - Say the word *cat*.
 - Demonstrate for the students by pointing to one box for each phoneme and saying the sound. Say the sound /c/ and push a marker in one box, say the sound /a/ and push a marker in the second box, then say the sound /t/ and push a marker in the third box.

- Ask students how many phonemes there are in the word *cat* and prompt them to see why there are three phonemes.
- Finally, trace your finger under the three boxes and say the sounds /c/ /a/ /t/. Explain that this is called blending.
- Now tell students that we will practice using segmenting and blending to help us learn to spell and read even more words.
- Use any of these words to practice: *let, dig, cab, fox, nap, mat, rug, cut, pin, hop.*

MORE HELP WITH LETTER-SOUND CORRESPONDENCE

Tap the Spelling

- Make one copy of the game board for Tap the Spelling (**Activity Page TR 1.2**) for each pair of students.
- Place the boards in a row on the floor or a table between pairs of children who are facing each other.
- Explain that you will say a number of words and that you want the students to tap the correct spelling for the beginning sound of each word as quickly as possible.
- Use the following words:

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

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

MORE HELP WITH READING AND SPELLING

Match the Word to the Picture

- Make one copy of **Activity Page TR 1.3** for each student.
- Have students read the CVC words at the top of the page, locate the corresponding picture below, and write the word on the lines provided.

Large Card Spelling

- Distribute the following **Large Letter Cards** to students, one card per student: **'a', 'i', 'e', 'o', 'u', 'v', 'c', 'd', 'f', 't', 'g', 'm', 'n', 'p'**
- Explain that you will say the sounds of a word and that you want the students with the Large Letter Cards for those sounds to stand next to each other to spell the word.

- Say the word *pot* in a segmented fashion: /p/ /o/ /t/.
- Ask the class to blend the word.
- Have students with the Large Letter Cards for 'p', 'o', and 't' line up to spell the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

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

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 1.4**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 1.5**) for each student you are assessing.
- Working one-on-one with each student, model with the sample word.
- Show the cards to the student one at a time. Use the Record Sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.
- Students may benefit from the supports utilized during instruction such as blending motions and representing sounds with objects (e.g., Push and Say, **Activity Page TR 1.6**). Demonstrate and encourage their use during modeling with the sample item if needed. The goal is for students to eventually be capable of completing the task without physical supports or, at least, utilizing the supports independently (without your prompt).

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

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

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

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

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

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

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

Code Knowledge

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

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

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

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

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

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

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

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

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

REVIEW

Back-to-School

PRIMARY FOCUS OF LESSON

Foundational Skills

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

 **TEKS 1.11.D.iii**

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

 /s/ > 's', /z/ > 'z', /h/ > 'h', /w/ > 'w', /e/ > 'e', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will use directional language as they write the following lowercase

 letters: 's', 'z', 'h', 'b', 'l', 'r', 'w', 'e', 'u'. **TEKS 1.3.D**

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

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

Students will identify the following spelling alternative letter-sound correspondences:

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

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

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

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

 **TEKS 1.2.A.iv; TEKS 1.2.C.iii**

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

 **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables, (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.2.A** Demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Vowel and Consonant Code Flip Books <input type="checkbox"/> Spelling Cards for /t/ > 't' (top), /d/ > 'd' (dot), /i/ > 'i' (it), /o/ > 'o' (hop), /a/ > 'a' (pat), /k/ > 'c' (cat), /g/ > 'g' (gift), /n/ > 'n' (nut), /p/ > 'p' (pot) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> green and red markers
Concept Review: Review Spellings (Phonics, Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 2.1
Sister Sounds (Phonological Awareness)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 2.2
Tricky Words: <i>Of, Is, To, All, Some</i>	Whole Group	10 min.	<input type="checkbox"/> five yellow index cards <input type="checkbox"/> Tricky Word Practice Chart (Digital Components 2.1)
Tricky Words Practice	Small Group	10 min.	<input type="checkbox"/> Activity Page 2.3
Large Card Chaining	Whole Group	10 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> Large Letter Cards for 'n', 't', 'd', 'g', 'f', 's', 'p', 'b', 'l', 'h', 'w', 'i', 'e', 'a', 'u', 'o'
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 2.4

Advance Preparation

NOTE TO TEACHER

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

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Materials section of the Lesson at a Glance readily available.
- Use this routine when teaching one-syllable spoken words and before using letter cards.
- Say, “You are going to practice blending and segmenting sounds in words. For example, the sounds /k/ /a/ /t/ can be blended to say *cat*, and *cat* can be segmented into /k/ /a/ /t/.”
- Say the word *slip*. Follow the routine above to blend and segment the word. Point out that the first two sounds, /s/ and /l/, blend together to make the ‘sl’ sound. Have students say the ‘sl’ sound and notice how it feels on their tongues.
- Say the following words: *trip*, *brunch*. Have students identify the blends and whether they are at the beginning or end of the words. Then have them blend and segment the phonemes using motions from the program.

► Digital Component 2.1

- Write the phrases/words for Tricky Word Practice (Digital Component 2.1) on the board/chart paper or display the digital version.
- Plan how you will group students for Tricky Word Practice. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).
- Gather Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.

Large Letter Cards





Lesson 2: Back-to-School

Foundational Skills

Primary Focus

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

- phrases. **TEKS 1.11.D.iii**

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

- /s/ > 's', /z/ > 'z', /h/ > 'h', /w/ > 'w', /e/ > 'e', and /u/ > 'u'. **TEKS 1.2.B.i**

Students will use directional language as they write the following lowercase

- letters: 's', 'z', 'h', 'b', 'l', 'r', 'w', 'e', 'u'. **TEKS 1.3.D**

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

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

Students will identify the following spelling alternative letter-sound correspondences:

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

Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/

- and /f/—/v/ in orally spoken words, noting the correct spelling for each. **TEKS 1.2.B.i**

- Students will read the following Tricky Words: *of, is, all, some, and to*. **TEKS 1.2.B.vi**

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

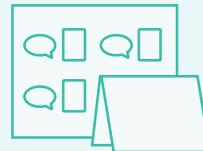
- TEKS 1.2.A.iv; TEKS 1.2.C.iii**

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

WARM-UP (10 MIN.)

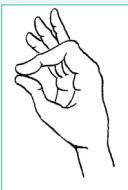
- Display the Consonant Code Flip Book and the Vowel Code Flip Book within view of all students.
- Show students the /e/ Spelling Card with the 'e'—pet side facing students. Point to the 'e' and ask students to name the letter. Read the word *pet* and remind them that the letter 'e' is used to spell and write /e/ in English words. Remind students that /e/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."

Code Materials



- TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns;
- TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables, (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns;
- TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations;
- TEKS 1.2.A** Demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

For blending



For segmenting



Support

The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds. When students are ready, gradually reduce the support for blending and segmenting.

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

Oral Blending

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

Oral Segmenting

- Hold up three fingers and say the word *pet*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /p/, wiggle or move your middle finger for the second sound in the word, /e/, and wiggle or move your ring finger for the third sound in the word, /t/.
- Have students repeat after you.
- Point out the power bar below the spelling 'e' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound, a spelling used in many words, there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound, a spelling used in a smaller number of words, the card will have a shorter power bar.

- Point to the power bar under 'e' and ask the students whether they think the letter 'e' is a very common spelling or a less common spelling for /e/.
- Turn to **Vowel Code Flip Book page 3** and point to the sound bubble for /e/ on the page, and then point to the outline for the Spelling Card, placing the 'e' Spelling Card for /e/ on the appropriate place on the Code Flip Book page.
- Have students turn to **Individual Code Chart page 1**. Have them locate and trace the card outline and code information for /e/ > 'e' in green marker.
- Repeat the above steps with the Spelling Card for /u/. Remind students to also trace the card outline for these vowel sounds in green marker in their Individual Code Charts. The spellings can be found on the following pages in the **Vowel Code Flip Book (page 4)** and in students' **Individual Code Chart (page 1)**.

Code Flip: Consonant Review

- Show students the /s/ Spelling Card with the 's'—*sun* side facing students. Point to the 's' and ask students to name the letter. Then read the word *sun* and remind them that the letter 's' is used to spell and write 's' in English words.

- Quickly review the power bar for the consonant /s/.
- Turn to **Consonant Code Flip Book page 11** and point to the sound bubble for /s/ on the page, and then point to the outline for the Spelling Card, placing the 's' Spelling Card for /s/ on the appropriate place on the page.
- Ask students to turn to **Individual Code Chart page 8** and outline the card and code knowledge for /s/ > 's' (sun) with their red markers.
- Quickly review consonant Spelling Cards 'z', 'h', 'b', 'l', 'w', and r'.

Consonant Code Flip Book

1. /z/ > 'z' (zip) (page 12)
2. /h/ > 'h' (hot) (page 20)
3. /r/ > 'r' (red) (page 18)
4. /l/ > 'l' (lip) (page 19)
5. /w/ > 'w' (wet) (page 21)

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

Code Flip: Double-Letter Consonants

Note: Double-letter consonant spellings are covered more in depth in Lesson 11.

- Tell students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'f' on the board/chart paper.
- Ask students what sound the letter 'f' stands for. (*They should say /f/.*)
- Write the spelling 'ff' on the board/chart paper.
- Tell students that this spelling is another way to write the /f/ sound.

Oral Blending

- Say *stuff* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *stuff*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Oral Segmenting

- Hold up four fingers and say the word *stuff*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /st/, wiggle or move your middle finger for the second sound in the word, /u/, and wiggle or move your ring finger for the third sound in the word, /ff/.
- Have students repeat after you.
- Write the words *fit* and *stuff* on the board/chart paper. Point out that in the word *fit*, the /f/ sound is written with the spelling 'f'. In the word *stuff*, the /f/ sound is written with the double-letter spelling 'ff'.
- Show students the /f/ Spelling Card with the 'ff'—*stuff* side facing students. Point to the 'ff' and remind them that the letters 'ff' are used to spell and write the /f/ sound in English words.
- Point out the power bar below the spelling 'ff' and remind students that this bar indicates how common each spelling is. Point out it is a less common spelling.
- Turn to **Consonant Code Flip Book page 9** and point to the sound bubble for /f/ on the page, and then point to the outline for the 'ff' Spelling Card, placing the 'ff' Spelling Card for /f/ on the appropriate place on the page.
- **Note:** The 'ff' spelling is not included on the Individual Code Chart.
- Repeat the steps for /s/ > 'ss' (dress) and /z/ > 'zz' (buzz) using **Consonant Code Flip Book pages 11 and 12**.

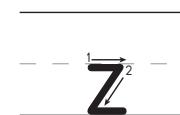
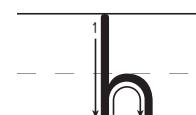
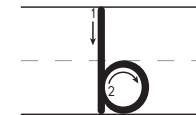
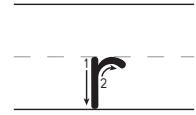
REVIEW SPELLINGS (10 MIN.)

- Distribute Activity Page 2.1.
- Remind the class that every letter can be written as an uppercase (or capital) letter and a lowercase letter.
- Tell students that you are going to show them how to write the lowercase letter for the sound /f/. Have students repeat the sound /f/ after you.
- Write a large lowercase 'f' on the handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'f' on the activity page.
- Encourage students to say the sound /f/ each time they write the letter.
- Repeat the same steps for lowercase 'b', pointing out that it looks different from lowercase 'f' and mostly touches the bottom line of the handwriting guidelines.
- Repeat the same steps for 's', 'z', 'h', 'w', 'e', 'u', and 'r'.

Note: Uppercase letters will be covered in future lessons. Model drawing the letter two or three more times.

Activity Page 2.1



 <p>Start just below the dotted line. 1. half circle to the left, half circle to the right</p>	 <p>Start on the dotted line. 1. line across 2. diagonal left 3. line across</p>	 <p>Start on the top line. 1. long line down 2. hump</p>
 <p>Start on the top line. 1. long line down 2. circle to the right</p>	 <p>Start on the dotted line. 1. short line down 2. half a hump</p>	
 <p>Start on the dotted line. 1. diagonal right 2. diagonal up 3. diagonal right 4. diagonal up</p>	 <p>Start between the dotted line and the bottom line. 1. line across 2. most of a circle to the left</p>	 <p>Start on the dotted line. 1. cup 2. short line down</p>

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

SISTER SOUNDS (10 MIN.)

Activity Page 2.2



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

- Distribute Activity Page 2.2.
- Explain that the activity pages show the lowercase letters of the following sounds: /s/, /z/, /f/, and /v/.
- Explain that the sounds /s/ and /z/ are very similar, so we call them sister sounds. The only difference between them is that /z/ is buzzy and makes the vocal cords vibrate.
- Tell students that you want them to show you the spelling for /s/ when you say the /s/ sound and the spelling for /z/ when you say the /z/ sound.
- Make the /s/ sound, and have students show you the side of the activity page with 's' on it. Do the same for the /z/ sound. Practice this several times.
- Next, tell students that you will be reading three-sound words that begin with /s/ or /z/.
- Tell students that you want them to show you the spelling for /s/ when you say a word that begins with the /s/ sound and the spelling for /z/ when you say a word that contains the /z/ sound.
- Work through words 1–9 in the box that follows.
- Have students repeat each word to hear and feel the difference in articulation.
- If there is time, repeat this process for the sounds /f/ and /v/ (words 10–18).

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

Check for Understanding



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



TRICKY WORDS: OF, IS, TO, ALL, SOME (10 MIN.)

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

- Tell students that they will learn five new Tricky Words today. Ask students, “What does it mean if we say something is a Tricky Word?” (*The word does not “play by the rules” and is pronounced differently from what they might expect.*)

Tricky Word: *Of*

- Write the word *of* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /o/ /f/ as in *off*.)
- Explain that this word is actually pronounced /u/ /v/ as in, “He has a bag of chips.”
- Underline the letter ‘o’ and explain that it is a tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Underline the letter ‘f’ and explain that it is also a tricky part of the word. They would probably expect this letter to be pronounced /f/, but it is pronounced /v/.
- Tell students that when reading *of*, they have to remember to pronounce the letter ‘o’ as /u/ and the letter ‘f’ as /v/.
- Tell students that when writing *of*, they have to remember to spell the /u/ sound with the letter ‘o’ and the /v/ sound with the letter ‘f’.
- Point to the word *of* as you say the following sentence, “I like a lot of songs.” Ask students to **Turn and Talk**, using the word *of* in an oral sentence.
- Write the Tricky Word *of* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: *Is*

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

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

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

Tricky Word: *To*

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

Tricky Word: *All*

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

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

Tricky Word: **Some**

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

Activity Page 2.3



TRICKY WORD PRACTICE (10 MIN.)

Small Group

- Distribute Activity Page 2.3.
- Ask students if any of them can read the first sentence.
- Ask students if any of them can identify two Tricky Words in the sentence.
- Have students circle the Tricky Words *is* and *a* following your example.
- Have students write the Tricky Words on the provided line, following your example.
- Read the rest of the sentences as a class before breaking into small groups.

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

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

Rubric:

- Circled all 8 tricky words & copied all 8 correctly: 5
- Circled 6–7 tricky words & copied at least 6 correctly: 4
- Circled 4–5 tricky words & copied at least 4 correctly: 3
- Circled 2–3 tricky words & copied at least 2 correctly: 2
- Circled 0–1 tricky words & copied at most 1 correctly: 1

LARGE CARD CHAINING (10 MIN.)

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

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

Large Letter Cards



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



Check for Understanding

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

[End Lesson](#)

Take-Home Material

PHRASE MAKER

Activity Page 2.4



- Have students take Activity Page 2.4 home so they can practice reading and writing phrases with a family member.

Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Tricky Word Trucks

- Make one copy of **Activity Page TR 2.1** for each student.
- Follow the directions in Lesson 5 for Tricky Word Trucks, using the phrases and sentences in the box.

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

MORE HELP WITH SPELLING

Letter Spelling

- Make and provide students with the following **letter cards**: 'a', 'e', 'i', 'o', 'u', 'd', 't', 'r', 'n', 'w', 'p', 'g', 'b', 'f', 'l', 's', 'p'.

- Say *sat* and have students spell it using the letter cards.
- Work through the remaining words.

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

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 2.2**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 2.3**) for each student you are assessing.

Code Knowledge

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

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

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

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

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

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

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

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

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

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

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

REVIEW

Basic Code, Nouns, and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'sh' and 'ch'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

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

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

Students will identify the following basic code letter-sound correspondences: /j/ > 'j', /y/ > 'y', /x/ > 'x', /k/ > 'k', /sh/ > 'sh', /ch/ > 'ch'. **TEKS 1.3.B**

Students will write the following upper- and lowercase letters: 'J', 'j', 'Y', 'y', 'X', 'x', 'K', 'k'. **TEKS 1.2.F**

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

TEKS 1.2.A Demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (vi) identifying and reading at least 100 high-frequency words from a researchbased list; **TEKS 1.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.3.B** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking; vocabulary; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Consonant Code Flip Books <input type="checkbox"/> Spelling Cards for <input type="checkbox"/> /j/ > 'j' (jump), /y/ > 'y' (yes), <input type="checkbox"/> /x/ > 'x' (tax), /k/ > 'k' (kid), <input type="checkbox"/> /sh/ > 'sh' (shop), /ch/ > 'ch' (chin) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Noun Review (Conventions of Standard English)	Whole Group	10 min.	
Concept Review: Review Spellings (Phonics, Print Concepts)	Whole Group	10 min.	Activity Page 3.1
Tricky Words: Are, Were, Have, One, Once, Do, Two (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> seven yellow index cards <input type="checkbox"/> Tricky Word Practice Chart (Digital Component 3.1)
Tricky Words Practice	Small Group	10 min.	Activity Page 3.2
Pocket Chart Chaining for Spelling (Phonics)	Whole Group	10 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> index cards for 'i', 'e', 'a', 'o', 'u', 'm', 't', 'g', 's', 'p', 'k', 'j', 'x'
Take-Home Material			
Tricky Word Practice	Whole Group	10 min.	Activity Page 3.2

ADVANCE PREPARATION

Note to Teacher

During this lesson, students will review the digraphs 'ch' and 'sh'. The term *digraph* refers to two letters that stand for a single sound. Students do not need to know the term *digraph*, but it is crucial that they understand that a letter can stand for a single sound all by itself or it can work with a second letter as part of a "letter team," where two letters represent a single sound.

Pocket Chart Setup



Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip book Review.
- Create pocket chart cards by writing each of the following letters on a separate white index card: 'e', 'u', 'j', 'y', 'x', 'k', 'ch', and 'sh'. Using these cards, set up the pocket chart as shown.
- Use this routine when teaching one-syllable spoken words and before using letter cards.
- Say, "You are going to practice blending and segmenting sounds in words. For example, the sounds /p/ /i/ /g/ can be blended to say *pig*, and *pig* can be segmented into /p/ /i/ /g/."
- Say the word *stand*. Follow the routine above to blend and segment the word. Point out that the final two sounds, /n/ and /d/, blend together to make the 'nd' sound. Have students say the 'nd' sound and notice how it feels on their tongues.
- Say the following words: *best*, *camp*. Have students identify the blends and whether they are at the beginning or end of the words. Then have them blend and segment the phonemes using motions from the program.

Large Letter Cards



Digital Component 3.1

- Write the phrases/words for Tricky Word Practice (Digital Component 3.1) on the board/chart paper or display the digital version.
- Plan how you will group students for Tricky Word Practice. Students who can work more independently should complete the activity page on their own (Group 1) while you work with students who need more support (Group 2).
- Gather Large Letter Cards listed in the Lesson at a Glance for Pocket Chart Chaining for Spelling.

- Bring in pictures of a big sister, a boy working, a doctor helping, a girl laughing, a blue house, and a red pencil as visual support for the Identify Nouns activity.

Lesson 3: Basic Code, Nouns, and Tricky Words

Foundational Skills



Primary Focus

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

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'sh' and 'ch'. **TEKS 1.2.A.iv; TEKS 1.2.B.iii**

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

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

Students will identify the following basic code letter-sound correspondences: /j/ > 'j', /y/ > 'y', /x/ > 'x', /k/ > 'k', /sh/ > 'sh', /ch/ > 'ch'. **TEKS 1.3.B**

Students will write the following upper- and lowercase letters: 'J', 'j', 'Y', 'y', 'X', 'x', 'K', 'k'. **TEKS 1.2.F**

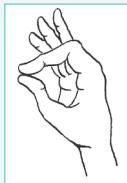
Students will decode words with initial and final consonant blends and digraphs. **TEKS 1.2.B.ii**

TEKS 1.2.A Demonstrate phonological awareness by: (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (vi) identifying and reading at least 100 high-frequency words from a research based list; **TEKS 1.3.B** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking; vocabulary; **TEKS 1.2.F** Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

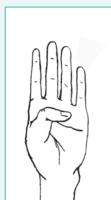
Code Materials



For blending



For segmenting



Support

The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds. When students are ready, gradually reduce the support for blending and segmenting.

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

WARM-UP (10 MIN.)

- Display the Consonant Code Flip Book within view of all students.
- Show students the /k/ Spelling Card with the 'k'—*kid* side facing students. Point to the 'k' and ask students to name the letter. Read the word *kid* and remind them that the letter 'k' is used to spell and write /k/ in English words.

Oral Blending

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

Oral Segmenting

- Hold up three fingers and say the the word *kid*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /k/, wiggle or move your middle finger for the second sound in the word, /i/, and wiggle or move your ring finger for the third sound in the word, /d/
- Have students repeat after you.
- Turn to **Consonant Code Flip Book page 5** and point to the sound bubble for /k/ on the page, and then point to the outline for the Spelling Card, placing the 'k' Spelling Card for /k/ on the appropriate place on the Code Flip Book page.
- Direct students to turn to **Individual Code Chart page 6** and outline the card and code knowledge for /k/ > 'k' (*kid*) with their red markers.
- Repeat the above steps for the /y/ > 'y', /j/ > 'j', and /x/ > 'x' Spelling Cards. Repeat Oral Segmenting and Oral Blending steps for /y/ > 'y' (yes), /j/ > 'j' (jump), and /x/ > 'x' (tax).

Note: The spelling 'x' is not included on the Individual Code Chart. If students ask about the other Spelling Cards outlined on the same page, tell them these are other ways to spell /j/ that they will learn later in the year.

Consonant Code Flip Book

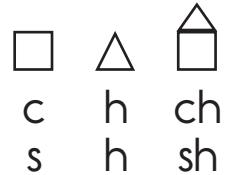
1. /y/ > 'y' (yes) **page 22**

2. /j/ > 'j' (jump) **page 8**

3. /x/ > 'x' (tax) **page 23**

Code Flip: Digraph Review

- Show students the /ch/ Spelling Card with the 'ch'—*chin* side facing students. Point to the 'ch' and ask students to name the letter. Then read the word *chin* and remind them that the letters 'ch' are used to spell and write /ch/ in English words.
- Point out the power bar below the spelling 'ch' and remind students that this bar indicates how common each spelling is. Ask students whether they think the letters 'ch' are a very common spelling or a less common spelling for /ch/. (very common)



Oral Blending

- Say *chin* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- Blend the sounds to produce the word *chin*, making a fist with your hand.
- Have students tap and blend the sounds in the word.

Oral Segmenting

- Hold up four fingers and say the word *chin*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /ch/, wiggle or move your middle finger for the second sound in the word, /i/, and wiggle or move your ring finger for the third sound in the word, /n/.

- Have students repeat after you.
- Repeat Oral Blending and Oral Segmenting steps for the word *itch*.
- Turn to **Consonant Code Flip Book page 7** and point to the “sound bubble” for /ch/ on the page, and then point to the outline for the Spelling Card, placing the ‘ch’ Spelling Card for /ch/ on the appropriate place on the Code Flip Book page.
- Have students turn to the **Individual Code Chart page 6** and outline the card and code information for /ch/ in red.
- Repeat the above steps with the consonant Spelling Card for /sh/.

Note: The spelling ‘sh’ is not included on the Individual Code Chart.

Consonant Code Flip Book

4. /sh/ > ‘sh’ (shop) **page 24**

Support

Use pictures of a big sister, a girl jumping, a boy working, a doctor helping,

a girl laughing, a child playing, a woman singing, a grandfather reading, and a student working hard as a visual support. Tell students

that the answer to the question, “Who is this?” is the noun in the phrase. The other words in the phrase describe the person or tell what he or she is doing.

Use pictures of a blue house and a red pencil as a visual support. Tell students that the answer to the question, “What is this?” is the noun in the phrase. The other words in the phrase describe the thing or tell what it is doing.

IDENTIFY NOUNS (10 MIN.)

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

- Tell students that they will talk more about nouns.
- Remind students that a noun is a word that names a person. Nouns are words that are called a part of speech.
- Say the phrase *big sister* and have students listen carefully and repeat it after you.
- Ask students which word in the phrase names a person. (*sister*)
- Ask students which word in the phrase is a noun. (*sister*)
- Tell students to listen carefully to the following phrases/sentences and ask them to tell you the noun that names a person.

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

1. Bobby works.
2. A doctor helps.
3. funny Mary

- Remind students that a noun can be at the beginning of a phrase, as in *Bobby helps*, or at the end of a phrase, as in *funny Mary*.

Tell students to listen carefully to the next phrase.

- Say *blue house*, have students repeat it, and ask, “Which word in the phrase names a thing?” (*house*)
- When students have given the correct answer, say, “The word *house* is a thing. A word that names a thing is also called a noun.”
- Repeat with the following phrases.

1. hand waves	3. head nods	5. fast car
2. foot kicks	4. red pencil	

- Remind students that a noun can be at the beginning of a phrase or at the end.
- Tell students to listen carefully to the following phrases and tell you whether the noun is at the beginning or at the end of the phrase
- Summarize by asking students what we call a part of speech that names a person or a thing. (*noun*)

REVIEW SPELLINGS (10 MIN.)

Note to Teacher: In Lesson 1, students reviewed the spelling ‘c’ for the /k/ sound. Today they will review an alternative spelling for the /k/ sound, ‘k’. At this point, students should not be expected to know whether ‘c’ or ‘k’ is the correct spelling for /k/ in words that contain that sound. They will learn when to use ‘c’ and when to use ‘k’ gradually, as they get more exposure to printed words. Please note that /x/ consists of two sounds, /k/ and /s/. It is reviewed here as if it were one sound because it is often written with a single letter, ‘x’. There is no need to explain this to the class. If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

REVIEW DIGRAPHS (10 MIN.)

- Draw a square, a triangle, and a house (triangle on top of square) in a row on the board/chart paper.
- Point to each shape and ask students what it is. (*a square, a triangle, and a house*)

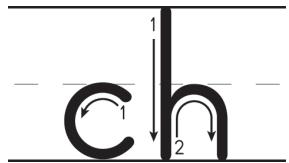
- Explain that a square by itself is just a square, and a triangle by itself is just a triangle, but a square with a triangle on top of it is something completely different: a house.
- Write a 'c' on the board/chart paper underneath the square.
- Ask students what sound the letter 'c' stands for. (*They should say /k/.*)
- Write an 'h' on the board/chart paper underneath the triangle.
- Ask students what sound the letter 'h' stands for. (*They should say /h/.*)
- Write the spelling 'ch' on the board/chart paper underneath the house.
- Ask students what sound the spelling 'ch' stands for. (*They should say /ch/.*)
- Explain that the letter 'c' by itself stands for the /k/ sound, and the letter 'h' by itself stands for the /h/ sound, but the letters 'c' and 'h' written together stand for a completely different sound: the /ch/ sound.
- Repeat this procedure for the digraph 'sh' as in *ship*.

Write the Spellings/Label the Picture

Activity Page 3.1

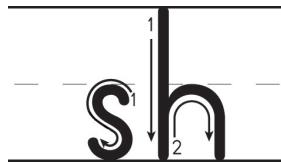


- Distribute Activity Page 3.1.
- Tell students that you are going to show them how to write the sound /ch/ as in *chips*.
- Write a 'ch' on handwriting guidelines and describe what you are doing using the phrases below.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'ch' on the activity page.
- Encourage students to say the sound /ch/ each time that they write the digraph.
- Repeat the steps for 'sh'.



Start just below the dotted line.

1. most of a circle to the left (lift)
2. Start on the top line.
3. long line down
4. hump



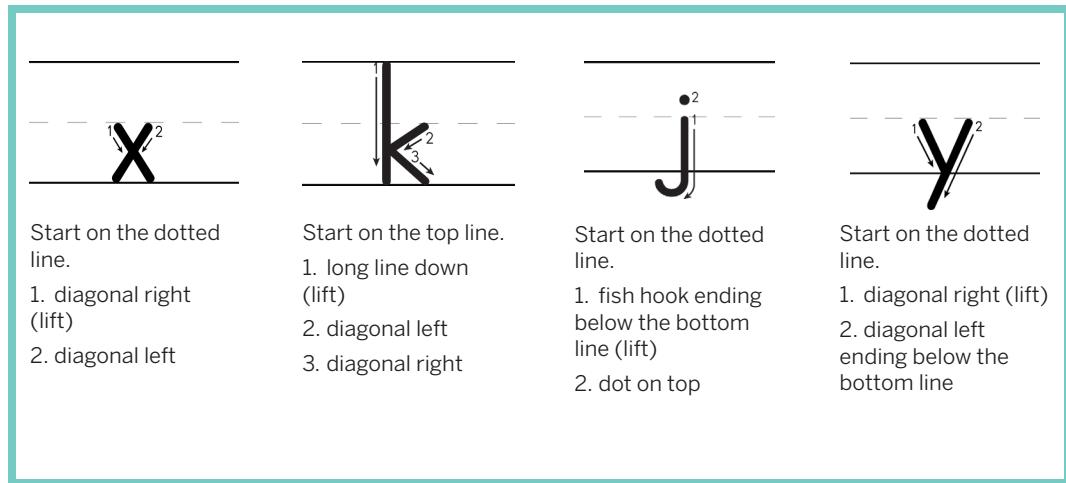
Start just below the dotted line.

1. half circle to the left
2. half circle to the right (lift)
3. Start on the top line.
4. long line down
5. hump

- Have students turn over Activity Page 3.1.
- Tell students that you are going to show them how to write the lowercase letter for the sound /x/ as in box. Have students repeat the sound /x/ after you.
- Write a large lowercase 'x' on the handwriting guidelines and describe what you are doing using the numbered instructions below.
- Model drawing the same letter two or three more times in a row.
- Have students trace the letter on the desk with a pointed finger.
- Have students trace and copy lowercase 'x' on the activity page.
- Encourage students to say the sound /x/—/k/ + /s/—each time that they write the letter.

Note: If a student notices that /x/ consists of two sounds, you can confirm this and compliment the student for being a good listener.

- Repeat the same steps for the uppercase 'X', pointing out that it looks like lowercase 'x' but touches the top line.
- Repeat the same steps for lowercase 'k' and uppercase 'K'.
- Remind students that they have now reviewed two different spellings for the /k/ sound, 'c' and 'k'.
- Have students finish writing letters on the back of Activity Page 3.1.



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

TRICKY WORDS: ARE, WERE, HAVE, ONE, ONCE, DO, TWO (10 MIN.)

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

Tricky Word: Are

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

Tricky Word: **Were**

- Write *were* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /w/ /e/ /r/ /e/.)
- Explain that this word is pronounced /w/ /er/ as in, “We were at the grocery store.”
- Point to the letter ‘w’ and explain that it is pronounced /w/, as they would probably expect.
- Underline the letters ‘e’, ‘r’, and ‘e’ and explain that this is the tricky part of the word. They would probably expect this to be pronounced /e/ /r/ /e/, but it is pronounced /er/.
- Tell students that when reading *were*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /er/.
- Tell students that when writing *were*, they have to remember to spell the /er/ sound with the letters ‘e’ ‘r’ ‘e’.
- Point to the word *were* as you say the following sentence, “The windows were open.” Ask students to **Turn and Talk**, using the word *were* in an oral sentence.
- Write the Tricky Word *were* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **Have**

- Write *have* on the board/chart paper. Ask students how they would pronounce it by blending. (They might say /h/ /a/ /v/ /e/.)
- Explain that this word is actually pronounced /h/ /a/ /v/ as in, “I have a bike.”
- Point to the letter ‘h’ and explain that it is pronounced /h/, as they would probably expect.
- Point to the letter ‘a’ and explain that it is pronounced /a/, as they would probably expect.
- Point to the letter ‘v’ and explain that it is pronounced /v/, as they would probably expect.
- Underline the letter ‘e’ and explain that this is the tricky part of the word. It does not stand for any sound in this word.
- Tell students that when reading *have*, they have to remember to pronounce it /h/ /a/ /v/.
- Tell students that when writing *have*, they have to remember to add an ‘e’ at the end.

- Point to the word *have* as you say the following sentence, “I have one brother and two sisters.” Ask students to **Turn and Talk**, using the word *have* in an oral sentence.
- Write the Tricky Word *have* on a yellow card and add it to the Tricky Word Wall.

Tricky Word: **One**

- Write *one* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /o/ /n/ /e/.)
- Explain that this word is actually pronounced /w/ /u/ /h/ as in, “I have one fish.”
- Underline the entire word and explain that it is completely tricky. The only spelling pronounced as they would expect is the ‘n’, but it is not at the end of the word as the pronunciation might suggest.
- Tell students that when reading *one*, they have to remember to pronounce it as /w/ /u/ /n/.
- Tell students that when writing *one*, they have to remember to spell it ‘o’ ‘n’ ‘e’.
- Point to the word *one* as you say the following sentence, “Dad says we can only have one piece of candy.” Ask students to **Turn and Talk** using the word *one* in oral sentences.

Tricky Word: **Once**

Note: The word *once* is tricky in the same way as *one*.

- Write *once* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /o/ /n/ /k/ /e/.)
- Explain that this word is pronounced /w/ /u/ /n/ /s/ as in, “I once had a fish.”
- Underline the entire word and explain that the only spelling pronounced as they would expect is the ‘n’.
- Tell students that when reading *once*, they have to remember to pronounce it as /w/ /u/ /n/ /s/.
- Tell students that when writing *once*, they have to remember to spell it ‘o’ ‘n’ ‘c’ ‘e’.
- Point to the word *once* as you say the following question, “We once saw a zebra at the zoo.” Ask students to **Turn and Talk** using the word *once* in oral sentences.

Tricky Word: **Do**

- Write *do* on the board/chart paper and invite students to read it. (They might say /d/ /o/.)
- Point to the letter 'd' and explain that it is pronounced /d/, as they would probably expect.
- Underline the letter 'o' and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/.
- Tell students that when reading *do*, they have to remember to pronounce the letter 'o' as /oo/.
- Tell students that when writing *do*, they have to remember to spell the /oo/ sound with the letter 'o'.
- Point to the word *do* as you say the following question, "Do you know what to do with the map?" Ask students to **Turn and Talk**, using the word *do* to start a question.

Tricky Word: **Two**

- Write *two* on the board/chart paper and ask how students would pronounce it by blending. (They may say /t/ /w/ /o/ or /t/ /w/ /oo/.)
- Explain that this word is actually pronounced /t/ /oo/.
- Explain that this word is how we write the word for the number 2. Write "two = 2" on the board/chart paper.
- Point to the letter 't' and explain that it is pronounced /t/, as students would probably expect.
- Have students recall what they know about the Tricky Word *to* from Lesson 2. Remind students that *to* indicates a motion or direction (e.g., to the store, from here to there).
- Underline the letter 'w' and explain that this is one tricky part of the word. They would probably expect this letter to be pronounced /w/, but in fact there is no /w/ sound in the word.
- Underline the letter 'o' and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, as in *to* and *do*.
- Tell students that when reading *two*, they have to remember to not pronounce the 'w' and to pronounce the letter 'o' as /oo/.



Foundational Skills

Foundational Literacy Skills

To demonstrate the meaning of the words *to* and *two*, first show students an item such as a marker. Hold up the marker and say, "This is one marker." Hold up another marker and continue, "One marker and another marker makes two markers. We write the number two, t-w-o." (Write *two* on the board/chart paper.) Then have a student help you demonstrate the preposition *to* by asking him/her to walk from "the desk to the door," or having the student move from "there to here." Say, "We write the word *to*, t-o." (Write the word *to* on the board/chart paper.) Have students compare the spelling of the two words.

- Tell students that when writing *two*, they have to remember to spell the word 't', 'w', 'o'.
- Tell students that the words *two* and *to* are homonyms, words that sound the same but are spelled differently and have different meanings.
- Point to the word *two* as you say the sentence, "The Davis family has two cars." Ask students to **Turn and Talk**, using the word *two* in oral sentences.

TRICKY WORD PRACTICE (10 MIN.)

Small Group

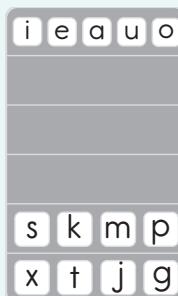
- Distribute Activity Page 3.2.
- Have students read the Tricky Words in the box at the top of the page.
- Ask students if any of them can read the first sentence.
- Have students find the Tricky Word that fits in the sentence. Read the first sentence with the Tricky Word *are*.
- Have students write the Tricky Word on the provided line, following your example.
- Read the rest of the sentences as a class before breaking into small groups.

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

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

POCKET CHART CHAINING FOR SPELLING (10 MIN.)

Pocket Chart Setup



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

- Point to the spellings on the pocket chart you prepared in advance and have students say the sounds.

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

1. *jut* > *just* > *jest* > *jet* > *yet* > *yes* > *yem* > *yam* > *jam* > *jag* > *jig*
2. *skim* > *skip* > *sip* > *six* > *mix* > *max* > *tax* > *tag* > *tap* > *tip*

Challenge

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

Check for Understanding



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

Take-Home Material

TRICKY WORD PRACTICE

Activity Page 3.3



- Tell students to take home Activity Page 3.3 so they can practice reading and writing Tricky Words with a family member.

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.6**) for each student.
- Provide each student with a handful of small objects (blocks, pennies, beans, tiles, etc).
- Follow the directions in Lesson 1 using the words in the box.

1. such (3) /s/ /u/ /ch/	6. rich (3) /r/ /i/ /ch/
2. shot (3) /sh/ /o/ /t/	7. lunch (4) /l/ /u/ /n/ /ch/
3. shut (3) /sh/ /u/ /t/	8. shelf (4) /sh/ /e/ /l/ /f/
4. fish (3) /f/ /i/ /sh/	9. fresh (4) /f/ /r/ /e/ /sh/
5. rush (3) /r/ /u/ /sh/	10. French (5) /f/ /r/ /e/ /n/ /ch/

MORE HELP WITH READING AND SPELLING

Large Card Spelling

- Distribute the following **Large Letter Cards**, one card per student: **'i', 'a', 'u', 'o', 'm', 'n', 'c', 's', 'p', 'h', 'w', 'f', 'sh', and 'ch'**.
- Explain that you will say the sounds of a word and that you want the students with the Large Letter Cards for those sounds to stand next to each other to spell the word.
- Say the word *much* in a segmented fashion: /m/ /u/ /ch/.

- Ask the class to blend the word.
- Have students with the Large Letter Cards for 'm', 'u', and 'ch' line up to spell the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

1. much	6. shop
2. such	7. shun
3. wish	8. chop
4. cash	9. champ
5. fish	10. chap

Guess My Word

- Set up the **pocket chart**.
- Arrange **cards** for the following vowel spellings along the top of the pocket chart: '**i**', '**e**', '**a**', '**u**', '**o**'.
- Arrange **cards** for consonant spellings '**m**', '**n**', '**c**', '**d**', '**s**', '**p**', '**h**', '**w**', '**sh**', and '**ch**' along the bottom of the pocket chart.
- Begin with the first word in the box, but do not tell students the word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to choose the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with the remainder of words in the box.

1. ship (3)	5. wisp (4)
2. chin (3)	6. wish (3)
3. dish (3)	7. chap (3)
4. pads (4)	8. shin (3)

MORE HELP WITH TRICKY WORDS

Circle the Tricky Word

- Write the following phrases with Tricky Words on the board/chart paper.
- Have a student come to the board/chart paper, read the first phrase, and underline the Tricky Word(s).
- Remind students there may be more than one Tricky Word in a phrase.
- Provide students with paper and pencils.
- Have all students write the Tricky Word(s).
- Repeat with the remaining phrases.

1. <u>one</u> inch (<i>one</i>)	5. <u>one</u> box on shelf (<i>one</i>)
2. <u>two</u> fish, <u>one</u> dish (<i>two, one</i>)	6. <u>Two</u> kids can <u>do</u> it. (<i>two, do</i>)
3. <u>no</u> <u>two</u> rich men (<i>no, two</i>)	7. just <u>once</u> (<i>once</i>)
4. <u>Do</u> we have <u>one</u> ? (<i>do, have, one</i>)	8. <u>from</u> <u>two</u> ships (<i>from, two</i>)



PROGRESS MONITORING (OPTIONAL)

TEKS 1.2.B.ii

- Make one copy of the Word Cards for Progress Monitoring 3 (**Activity Page TR 3.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 3 (**Activity Page TR 3.2**) for each student you are assessing.
- Follow the directions in Lesson 1 to administer the Progress Monitoring, and use the following scoring system.

Scoring: Scoring is based on one point assigned for every consonant cluster in a word that is read correctly. Interpret scores as follows:

- 18–20 points: excellent
- 16 or 17 points: good
- 12–15 points: fair
- Less than 12 points: poor

Goal: Achieve scores of good or excellent (16 points or higher).

Scores of 15 or less indicate additional reteaching and reinforcement of consonant clusters is required.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 267 and 335 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.

Students have now reviewed one way to write 27 of the 44 sounds in English.

The sound /ch/ is the 35th most common sound.

The sound /ch/ is spelled 'ch' approximately 70 percent of the time.

The sound /sh/ is the 34th most common sound in English.

The sound /sh/ is spelled 'sh' approximately 77 percent of the time.

Assessment Overview

IMPORTANCE OF ASSESSMENTS

The focus of Lessons 4 through 8 is to gauge students' reading abilities through a number of assessments. **Taking time to assess students at the start of the year is crucial in ensuring their success as readers in Grade 1.** The assessments help you determine which students have the knowledge and skills needed to profit from Grade 1 Skills instruction and which students need to be regrouped to an earlier point in the Skills program. The assessments can also help you determine which students are ready to read trade books independently. Warm-Ups are left out this week in order to maximize the amount of time you have to assess students. Details about how to interpret students' scores for placement are provided in the Placement Overview section of this Teacher Guide.

KINDERGARTEN EXPERIENCE

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

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

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

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

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

ORDER OF ASSESSMENTS

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

Assessment Name	If the Score Is ...	Then the Next Assessment Will Be ...
Word Recognition Assessment (Group)	18 or more (excluding performance on lines 21–25)	Independent Story Reading Assessment: "Gwen's Hens" (Lesson 5)
	17 or less	Pseudoword Reading Assessment (Lesson 5)
Independent Story Reading Assessment: "Gwen's Hens" (Group)	4 or more	No further assessments necessary
	3 or less	Work one-on-one and listen to student read the story aloud , marking errors along the way. Orally ask questions. If student still misses three questions or struggles to read story, administer the Pseudoword Reading Assessment. (Lessons 6–8)
Pseudoword Reading Assessment (1–1)	27 or more	Independent Story Reading Assessment: "Gwen's Hens"
	26 or less	Code Knowledge Diagnostic Assessment (Lessons 6–8)
Code Knowledge Diagnostic Assessment (1–1)	23 or more	No further assessments necessary
	22 or less	Letter Name Assessment (optional) (Lessons 6–8)
Letter Name Assessment (Optional) (Group or 1–1)	No further assessments necessary	No further assessments necessary

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

MANAGING THE ADMINISTRATION OF THE ASSESSMENTS

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

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

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

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

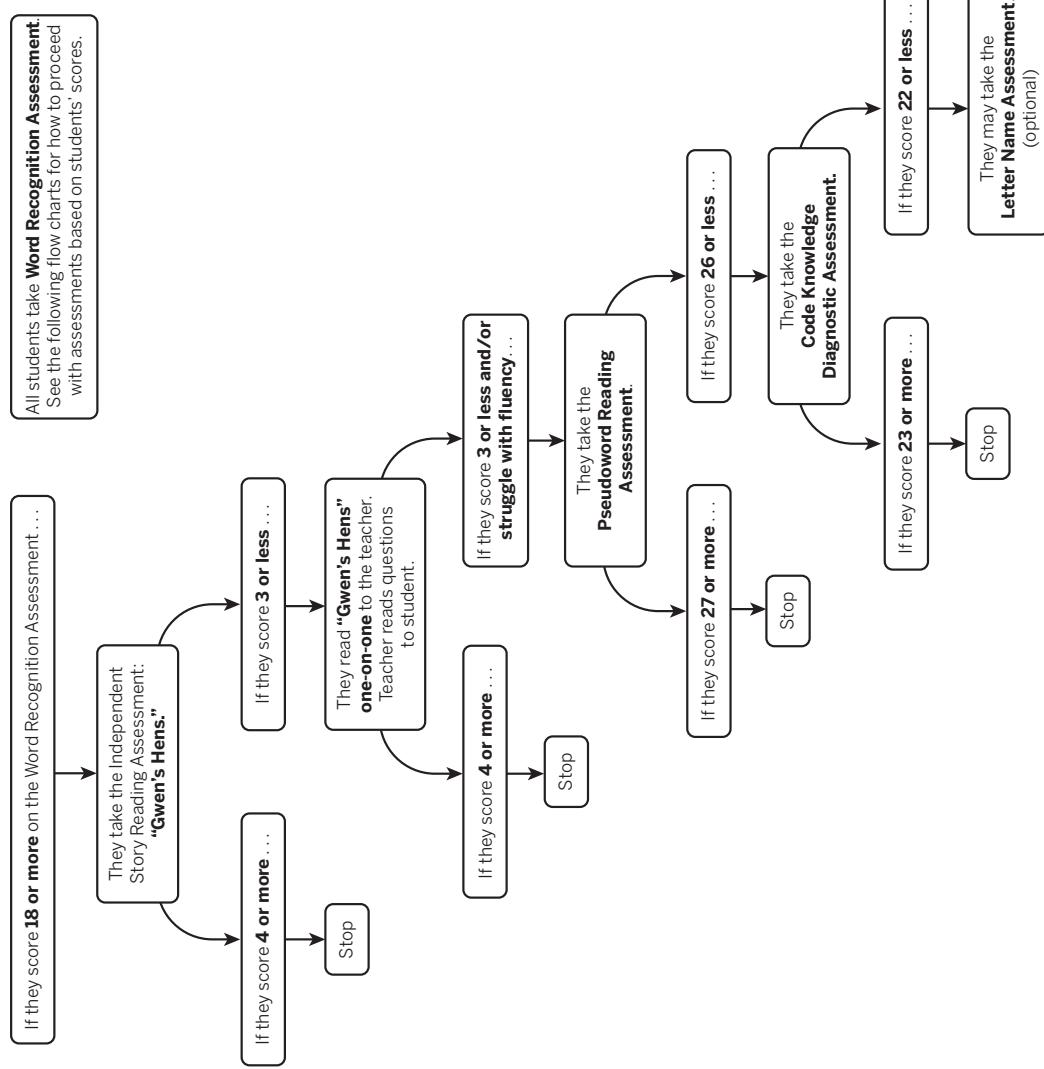
In Lesson 6, the Word Recognition Assessment is administered to the entire class at the same time. Activity pages are provided for independent work during the remainder of the class period. In Lesson 5, the Story Reading Assessment is administered as a group assessment, but only to those students who scored 18 or more on the Word Recognition Assessment. Students who are not eligible for the Story Reading Assessment should work independently on the activity pages provided, as the teacher then calls each student individually to complete the indicated one-on-one assessments during Lesson 5 and the remainder of the week.

SCORING AND PLACEMENT

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

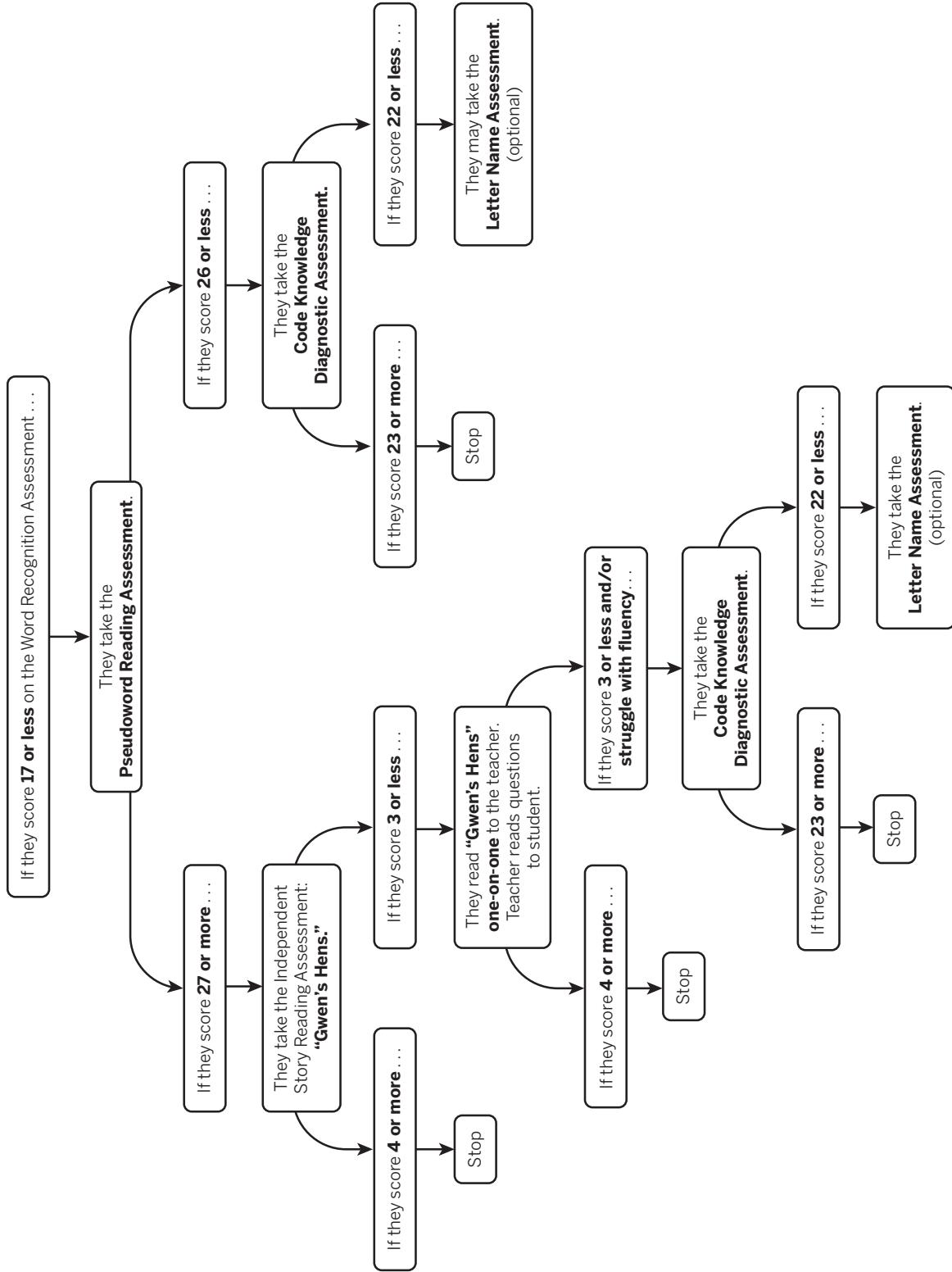
If the placement assessments indicate that a student is not ready for Grade 1, it is imperative that the student be regrouped to get Skills instruction that matches his or her reading ability.

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



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

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



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

PLACEMENT ASSESSMENT

Word Recognition

PRIMARY FOCUS OF LESSON

Reading

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



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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Recognition Assessment	Whole Group	30 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> one blank sheet of paper per student
Reading			
Independent Work	Independent/ Partner	30 min.	<input type="checkbox"/> Activity Pages 4.2–4.5

ADVANCE PREPARATION

Note to Teacher

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

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

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

Assessment

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

Lesson 4: Placement Assessment

Foundational Skills

**WORD RECOGNITION ASSESSMENT (30 MIN.)****Administration**

- Distribute Activity Page 4.1. Also provide students with a blank sheet of paper to help them keep track of each row.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find the word in that row and circle it.
- Say, “Find the first row of words. Listen carefully to this word: *mat*. I will say the word again: *mat*. Now find the word that you heard and circle it.” You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating each word at least twice.

Activity Page 4.1**Word Recognition Assessment**

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

- Collect the activity pages.

Scoring and Analysis

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

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

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

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

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

Lesson 4: Placement Assessment

Reading



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

INDEPENDENT WORK (30 MIN.)

Activity Pages 4.2–4.5



- Group students into pairs, instructing them to take turns partner reading aloud stories from two of the Kindergarten readers they read last year. More fluent readers may read the stories from *Seth* (Activity Pages 4.2 and 4.3), while students needing simpler text may read stories from *Kit* (Activity Pages 4.4 and 4.5).

End Lesson

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

PLACEMENT ASSESSMENT

Story Reading

PRIMARY FOCUS OF LESSON

Reading

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

5



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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Independent Story Reading Assessment: "Gwen's Hens"	Whole Group*	30 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2
Pseudoword Reading Assessment	One-on-One		<input type="checkbox"/> Activity Page 5.3 <input type="checkbox"/> one blank sheet of paper
Code Knowledge Diagnostic Assessment	One-on-One		<input type="checkbox"/> Activity Page 5.4
Letter Name Assessment	One-on-One		<input type="checkbox"/> Activity Page 5.5
Reading			
Independent Work	Independent	30 min.	<input type="checkbox"/> Activity Pages 5.6–5.10 <input type="checkbox"/> one blank sheet of paper

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

ADVANCE PREPARATION

Note to Teacher

Students who received a score of **18 or more** on the Word Recognition Assessment will read and answer questions about the story “Gwen’s Hens.” It is recommended that you start first with this group of students, providing directions for reading the story and answering questions. Tell them to begin independent work using Activity Pages 5.6–5.8 once they have completed the Story Reading Assessment.

Direct the students who received a score of **17 or less** on the Word Recognition Assessment to begin work on Activity Pages 5.9 and 5.10. Once you have finished giving directions for completion of “Gwen’s Hens” to the other group of students, pull one student at a time from this group so you can administer the Pseudoword Reading Assessment one-on-one. With the Pseudoword Reading Assessment, students can only read the words if they know the sound/spelling correspondences and how to blend them together. The following is the Order of Assessments chart shared in the Assessment Overview section that shows the progression of one-on-one assessments:

Assessment Name	If the Score Is . . .	Then the Next Assessment Will Be . . .
Word Recognition Assessment (Group)	18 or more (excluding performance on lines 21–25)	Independent Story Reading Assessment: “Gwen’s Hens” (Lesson 5)
	17 or less	Pseudoword Reading Assessment (Lesson 5)
Independent Story Reading Assessment: “Gwen’s Hens” (Group)	4 or more	No further assessments necessary
	3 or less	Work one-on-one and listen to student read the story aloud , marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Assessment. (Lessons 6–8)
Pseudoword Reading Assessment (1–1)	27 or more	Independent Story Reading Assessment: “Gwen’s Hens”
	26 or less	Code Knowledge Diagnostic Assessment (Lessons 6–8)
Code Knowledge Diagnostic Assessment (1–1)	23 or more	No further assessments necessary
	22 or less	Letter Name Assessment (optional) (Lessons 6–8)
Letter Name Assessment (Optional) (Group or 1–1)	No further assessments necessary	No further assessments necessary

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

Start Lesson

Lesson 5: Placement Assessment

Foundational Skills

30M

INDEPENDENT STORY READING ASSESSMENT: “GWEN’S HENS”

Administration

- Help students tear out Activity Pages 5.1 and 5.2. Explain that they will read the story on Activity Page 5.1 and answer questions on Activity Page 5.2.
- Encourage students to look back to the story if they need help answering the questions.
- Tell students that when they finish reading the story and answering the questions, they should read the stories on Activity Pages 5.6 and 5.7. They may draw a picture and write a sentence about the story they have read. They may also complete Activity Page 5.8.

Scoring and Analysis

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

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

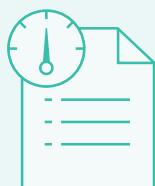
Mark students' scores on the Placement Planning Sheet.

PSEUDOWORD READING ASSESSMENT

Administration

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

Activity Pages
5.3, 5.9, 5.10



- Find Activity Page 5.3 for the Pseudoword Reading Assessment Scoring Sheet. You will use this to record the student's score and make note of errors.
- Tell the student that he or she will read some silly words (or nonsense words). Make sure the student understands that these are not real words, but they can be read just like real words by blending sounds.
- Place the Pseudoword Reading Assessment in front of the student. Ask the student to read the words on lines 1 through 6.
- As the student reads, circle the words that are read incorrectly on Activity Page 5.3. Note the type of error; for example, if the student read *rab* as *rad*, you would cross out the 'b' and write a 'd' above it.

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

Scoring and Analysis

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

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

Mark students' scores on the Placement Planning Sheet.

CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

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

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

Activity Page 5.4



Administration

- Turn to the Teacher Resources section to find the Code Knowledge Diagnostic Assessment. You will place this copy in front of the student to read.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.
- Tear out the student's Activity Page 5.4. You will use this to record the student's score and make note of errors.
- Point to the first sound/spelling (or letter) on the Code Knowledge Diagnostic Assessment and ask the student, "What sound would you say if you saw this in a word?"
- If the student replies with a letter name, say, "That's the letter name. What sound does this stand for?" If the student continues to offer the letter name, transcribe the response and mark the item incorrect.
- Repeat with the remaining items.
- As the student says the sounds, use Activity Page 5.4 to record all spellings for which the student is unable to give a correct pronunciation. Note the exact nature of each error. For example, note if the student gets 'b' and 'd' confused.

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

Scoring and Analysis

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

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

Mark students' scores on the Placement Planning Sheet.

LETTER NAME ASSESSMENT

Administration

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

Activity Page 5.5



- Find Activity Page 5.5 for the letter name assessment sheet.
- Explain that you will say the names of a series of letters and you would like the student to circle the letters you name on the activity page.
- Read item one, both the line number and the letter name: “Number 1—‘e’.”
- Have the student circle the letter that you say on the corresponding activity page line. You may repeat the letter name up to three times.
- Repeat these steps for items 2–10.

Letter Name Assessment

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

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

Scoring and Analysis

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

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

Lesson 5: Placement Assessment

Reading

30M

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

INDEPENDENT WORK

- Have more fluent readers read the Kindergarten stories from *Seth* (Activity Pages 5.6 and 5.7), and students needing simpler text read stories from *Kit* (Activity Pages 5.9 and 5.10). Students may enjoy working in pairs to read and draw pictures of the phrases on Activity Page 5.8.

[End Lesson](#)

Activity Pages 5.6–5.10



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

PLACEMENT ASSESSMENT

Individual Assessments

PRIMARY FOCUS OF LESSON

Reading

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

6

7

8



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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Story Reading Assessment: "Gwen's Hens" (as needed)	Small Group* or One-on-One**	30 min.	<input type="checkbox"/> Activity Pages 5.1, 5.2
Pseudoword Reading Assessment (as needed)	One-on-One		<input type="checkbox"/> Activity Page 5.3 <input type="checkbox"/> blank sheet of paper
Code Knowledge Diagnostic Assessment (as needed)	One-on-One		<input type="checkbox"/> Activity Page 5.4
Letter Name Assessment (as needed)	One-on-One		<input type="checkbox"/> Activity Page 5.5
Reading			
Independent Work	Independent	30 min.	<input type="checkbox"/> Activity Pages 6.1–8.5

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

Students who scored **3 or less on "Gwen's Hens" in Lesson 5 should read the story aloud one-on-one with you and answer the story comprehension questions orally.

ADVANCE PREPARATION

Note to Teacher

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

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

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

Assessment Name	If the Score Is . . .	Then the Next Assessment Will Be . . .
Word Recognition Assessment (Group)	18 or more (exclude lines 21–25)	Independent Story Reading Assessment: “Gwen’s Hens” (Lesson 5)
	17 or less	Pseudoword Reading Assessment (Lesson 5)
Independent Story Reading Assessment: “Gwen’s Hens” (Group)	4 or more	No further assessments necessary
	3 or less	Work one-on-one and listen to student read the story aloud , marking errors along the way. Orally ask questions. If student still misses three questions or struggled to read story, administer the Pseudoword Reading Assessment. (Lessons 6–8)
Pseudoword Reading Assessment (1–1)	27 or more	Independent Story Reading Assessment: “Gwen’s Hens” (Lessons 6–8)
	26 or less	Code Knowledge Diagnostic Assessment (Lessons 6–8)
Code Knowledge Diagnostic Assessment (1–1)	23 or more	No further assessments necessary
	22 or less	Letter Name Assessment (optional) (Lessons 6–8)
Letter Name Assessment (Optional) (Group or 1–1)	No further assessments necessary	No further assessments necessary

Lessons 6–8: Placement Assessment

Foundational Skills

30M

STORY READING ASSESSMENT: “GWEN’S HENS”

Administration

Activity Pages
5.1, 5.2



- For students who scored **27 or more** on the Pseudoword Reading Assessment, have students tear out Activity Page 5.1. Explain that they will read the story and answer questions on Activity Page 5.2. Encourage students to look back to the story if they need help answering the questions.
- For students who scored **3 or less** on the Independent Story Reading Assessment: “Gwen’s Hens,” have them retake the assessment one-on-one with you. Ask each student to read the story and answer questions aloud. Have students read aloud from the copy of “Gwen’s Hens” found in the Teacher Resources section of this Teacher Guide. Use Activity Page 5.1 as a running record as the student reads aloud, and orally ask the questions on Activity Page 5.2. Use a different color pen to mark the student’s oral responses.

Scoring and Analysis

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

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

PSEUDOWORD READING ASSESSMENT

Activity Page 5.3



Administration

- Turn to the Teacher Resources section to find the Pseudoword Reading Assessment. You will place this copy in front of the student to read. Provide the student with a blank sheet of paper to help him or her keep track of each row.
- Find Activity Page 5.3 for the Pseudoword Reading Assessment Scoring Sheet. You will use this to record the student’s score and make note of errors.
- Tell the student that he or she will read some silly words (or nonsense words). Make sure the student understands that these are not real words, but they can be read just like real words by blending sounds.

- Place the Pseudoword Reading Assessment in front of the student. Ask the student to read the words on lines 1 through 6.
- As the student reads, circle the words that are read incorrectly on Activity Page 5.3. Note the type of error; for example, if the student reads *rab* as *rad*, you would cross out the 'b' and write a 'd' above it.

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

Scoring and Analysis

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

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

Mark students' scores in the Placement Planning Sheet.

CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

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

Administration

- Turn to Teacher Resources to find the Code Knowledge Diagnostic Assessment. You will place this copy in front of the student to read.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.
- Tear out the student's Activity Page 5.4. You will use this to record the student's score and make note of errors.

Activity Page 5.4



- Point to the first sound/spelling (or letter) on the Code Knowledge Diagnostic Assessment and ask the student, “What sound would you say if you saw this in a word?”
- If the student replies with a letter name, say, “That’s the letter name. What sound does this stand for?” If the student continues to offer the letter name, transcribe the response and mark the item incorrect.
- Repeat with the remaining items.
- As the student says the sounds, use Activity Page 5.4 to record all spellings for which the student is unable to give a correct pronunciation. Note the exact nature of each error. For example, note if the student gets ‘b’ and ‘d’ confused.

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

Scoring and Analysis

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

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

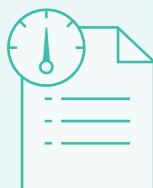
Mark students’ scores in the Placement Planning Sheet.

LETTER NAME ASSESSMENT

Administration

- Look at the following box for the Letter Name Assessment. It contains the letters you will read to the student.
- Ask the student to bring their Activity Book and sit with you in a quiet spot in your classroom.
- Find Activity Page 5.5 for the letter name assessment sheet.
- Explain that you will say the names of a series of letters and you would like the student to circle the letters you name on the activity page.
- Read item 1, both the line number and the letter name: “Number 1—‘e’”

Activity Page 5.5



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

Letter Name Assessment

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

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

Scoring and Analysis

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

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

Lessons 6–8: Placement Assessment

Reading

30M

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

INDEPENDENT WORK (30 MIN.)

Activity Pages
6.1–8.5



- Use the following activity pages as needed during Lessons 6–8 so you have sufficient time to complete all remaining assessments:
 - Stories for fluent readers: Activity Pages 6.1, 6.2, 7.1, 7.2, 8.1, 8.2
 - Stories for students needing simpler text: Activity Pages 6.4, 6.5, 7.4, 7.5, 8.3, 8.4
 - Reading and Drawing: Activity Pages 6.3, 7.3
 - Make a Word: Activity Page 8.5
- You can also incorporate other independent activities, such as looking at trade books, working at a listening station, or writing in journals.

End Lesson

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

Placement Overview

MOVING FORWARD WITH UNIT 1 LESSONS

It will likely take some time for you to fully score, record, and analyze assessment data for all students. Unit 1 is deliberately planned as a review of Kindergarten skills, so no new Grade 1 skills are introduced. Following Lesson 8, which marks the end of the initial assessment period, you should continue Unit 1 instruction, carrying on with Lesson 9.

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

MULTILEVEL ANALYSIS OF ASSESSMENTS

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

INTERPRETING STUDENT SKILLS SCORES FOR SKILLS PLACEMENT

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

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

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

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

INTERPRETING ASSESSMENT SCORES USING THE PLACEMENT AND GROUPING CHART

Note: The scores on the Placement and Grouping chart that follows should not be confused with the scores on the Order of Assessments chart provided for administration of assessments in the Assessment Overview section and Lessons 5–8. Each of the scores in this chart represents a degree of mastery (or lack thereof) on each sub-test. Group placements are derived by considering each student's degree of mastery on the combined assessments administered.

PLACEMENT AND GROUPING CHART

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

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

PLACEMENT AND GROUPING GUIDELINES

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

If there is only one classroom teacher per grade level...	...the teacher should start all students with Grade 1 Unit 2, providing individualized remediation in small groups using Additional Support and Pausing Point activities.
If there are two classroom teachers per grade level...	One teacher provides Skills instruction with Grade 1 Unit 2. The other teacher provides Skills instruction from Kindergarten Units 6–8.
If there are three classroom teachers per grade level...	One teacher provides Skills instruction with Grade 1 Unit 2. Another teacher also provides Grade 1 Unit 2 Skills instruction. A third teacher provides Skills instruction from Kindergarten Units 6–8.
If there are four classroom teachers per grade level...	One teacher provides Skills instruction with Grade 1 Unit 2. Another teacher also provides Grade 1 Unit 2 Skills instruction. A third teacher provides Skills instruction from Kindergarten Units 6–8. A fourth teacher provides Skills instruction from Additional Support activities from Kindergarten Units 6–8.

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

Analyzing Assessments for Additional Instructional Information

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

- **Word Recognition Assessment**—See error analysis for each student as documented on the Scoring Sheet for the Word Recognition Assessment, Activity Page 4.1. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed; see Unit 1 Pausing Point activities.
- **Pseudoword Reading Assessment**—See error analysis for each student as documented on the Pseudoword Reading Assessment Scoring Sheet, Activity Page 5.3. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point.
- **Code Knowledge Diagnostic Assessment**—See errors marked on the Code Knowledge Diagnostic Assessment, Activity Page 5.4. Provide specific remediation for the letter-sound correspondences missed; see Unit 1 Pausing Point activities.
- **Letter Name Assessment**—See errors marked on Activity Page 5.5. Provide specific practice in letter naming; see Unit 1 Pausing Point activities.

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

REVIEW

Basic Code

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Students will identify the following basic code letter-sound correspondences for the following digraphs: /th/ > 'th', /th/ > 'th'. **TEKS 1.2.B.ii**

Students will differentiate between the voiced and unvoiced phonemes /th/—/th/ in orally spoken words, noting the correct spelling for each. **TEKS 1.2.A.vi**

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

Reading

As the teacher reads "Beth" aloud, students will identify features of a sentence, Tricky Words, common nouns and the narrator of the story, as well as answer questions about the key details. **TEKS 1.6.G; TEKS 1.10.E**

Students will read "Beth" with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.2.D; TEKS 1.4; TEKS 1.6.G**

Students will establish a purpose for reading assigned text with adult assistance. **TEKS 1.6.A**

FORMATIVE ASSESSMENT

Observation **Discussion Questions "Beth"**
TEKS 1.6.G

Observation **Anecdotal Reading Record "Beth"**
TEKS 1.4

Activity Page 9.1 **Story Questions "Beth"**
TEKS 1.6.G

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (vi) manipulating phonemes within base words; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.10.E** Listen to and experience first- and third-person texts; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Cards for /th/ > 'th' (thin), <input type="checkbox"/> / <u>th</u> / > 'th' (them)
Review Sister Sounds (Phonics)	Whole Group	5 min.	
Review Digraphs (Phonics, Print Concepts)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 9.1
Tricky Words: <i>The, Who</i> (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> yellow index cards for <i>the, who</i> <input type="checkbox"/> red marker
Reading			
Introduce the Reader and Story	Whole Group	15 min.	<input type="checkbox"/> <i>Snap Shots</i> Big Book
Teacher Demonstration: Read "Beth"			
Read "Beth"	Partner	10 min.	<input type="checkbox"/> <i>Snap Shots</i> Reader
Review "Beth"	Whole Group	10 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Activity Page 9.2 (Digital Component 9.1)
Take-Home Material			
Practice Pack			<input type="checkbox"/> Activity Page 9.3

ADVANCE PREPARATION

Note to Teacher

Today students will review the voiceless sound /th/ (as in *thin*) and the voiced sound /th/ (as in *them*). These two sounds are very similar—so similar that most native speakers do not realize that they are two distinct sounds. Voiced /th/ is buzzier than unvoiced /th/ (i.e., your vocal cords vibrate when pronouncing voiced /th/). Place your fingers on your voice box (or press your palms against your cheeks) and compare the final sounds in *teeth* to *teethe* (or the sounds in *ether* and *either*). Both sounds are spelled with the same digraph, ‘th’, but you can feel the voiced and unvoiced difference.

The digraph ‘th’ is the first example of a phenomenon that occurs frequently in English, where a particular letter or digraph can be sounded at least two different ways. We call these ambiguous spellings “tricky spellings.” When a beginning reader encounters a tricky spelling, he or she cannot be 100% certain which of the possible pronunciations is correct—unless he or she has heard the word in oral speech. Fortunately, in this instance, it is unlikely that the tricky spelling ‘th’ will cause students much trouble, as /th/ and /th/ sound very similar.

Additionally, today you will conduct your first demonstration story. Demonstration stories provide many opportunities for you to model reading skills and more for students. You may want to do any or all of the following when presenting a demonstration story:

Demonstration Stories

1. Point out Tricky Words.
2. Highlight grammar skills, such as pointing out nouns in a sentence.
3. Ask questions for comprehension checks.
4. Clarify any points that may be confusing in the story.

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip book Review; also have the Spelling Cards /th/ > ‘th’ (*thin*) and /th/ > ‘th’ (*them*) for Code Flip Book Review readily available.
- Write the words *the* and *who* on yellow index cards.

Reading

- Today you will begin the new Reader, *Snap Shots*. Using the digital version of *Snap Shots* found in the program's online materials or the *Snap Shots* Big Book, you will read the first story, "Beth," to your class. If using the digital version, you may want to practice reading this story to familiarize yourself with the online format of the Reader before presenting the story to your class.
- In the story, the main character, Beth, travels to the United Kingdom. You will want to have a world map or globe available to show students the locations of the United Kingdom and the United States.
- At the start of each week, prepare the Discussion Questions Observation Record provided in Teacher Resources and add it to your clipboard with the Oral Blending and Segmenting Observation Record. Over the course of the week, be sure to ask each student to respond to at least one discussion question. Make notes regarding each student's ability to respond in complete sentences and answer questions about characters, setting, and main event.
- Study the sample Discussion Questions Observation Record to familiarize yourself with the manner in which you will document student performance.
- You may wish to start a word wall specific to the *Snap Shots* Reader. Add words to it throughout the lessons. Be sure to write these words on white or green index cards to indicate that they are decodable.
- After reading the demonstration story "Beth" to the class you will give students time to read the story on their own with a partner. Please think in advance about how you will pair students; refer to the section in the introduction on *Snap Shots* for more guidance on partner reading.
- Study the sample Anecdotal Reading Record to familiarize yourself with the manner in which you will take notes as you listen to students read aloud. Make one copy of the blank Anecdotal Reading Record for every student in your class, and label each with a student's name. Place all of these records in alphabetical order on a new clipboard with a pen so they are ready for use when students read aloud.

Digital Component 9.1

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

Universal Access

- Bring in a camera or cell phone to use in demonstrating "taking a snap shot" with students during Introduce the Reader and Story.

Lesson 9: Review Basic Code

Foundational Skills

25M

Foundational Skills

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

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

Students will identify the following basic code letter-sound correspondences for the following digraphs: /th/ > 'th', /th/ > 'th'. **TEKS 1.2.B.ii**

Students will differentiate between the voiced and unvoiced phonemes /th/—/th/ in orally spoken words, noting the correct spelling for each. **TEKS 1.2.A.vi**

Students will decode words with initial and final consonant blends and digraphs.

TEKS 1.2.B.ii

Reading

As the teacher reads "Beth" aloud, students will identify features of a sentence,

Tricky Words, common nouns and the narrator of the story, as well as answer

questions about the key details. **TEKS 1.6.G; TEKS 1.10.E**

Students will read "Beth" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

TEKS 1.2.D; TEKS 1.4; TEKS 1.6.B; TEKS 1.6.G

Students will establish a purpose for reading assigned text with adult assistance.

TEKS 1.6.A

WARM-UP (5 MIN.)**Code Materials****Code Flip Book Review**

- Show students the /th/ Spelling Card with the 'th'—*thin* side facing students. Point to the 'th' and ask students to name the letter. Then read the word *thin* and remind them that the letter 'th' is used to spell and write /th/ in English words.

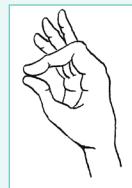
TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; (vi) manipulating phonemes within base words; **TEKS 1.2.B.ii** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.10.E** Listen to and experience first- and third-person texts; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

- Point out the power bar below the spelling 'th' and remind students that this bar indicates how common each spelling is.
- Point to the power bar under the 'th' and ask students whether they think 'th' is a very common spelling or a less common spelling for /th/. (very common)

Oral Blending

- Say *thin* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds.
- Blend the sounds to produce the word *thin*, making a fist with your hand.
- Have students tap and blend the sounds in the word.
- Repeat steps for the word *thud*.

For blending



Oral Segmenting

- Hold up three fingers and say the word *thud*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /th/, wiggle or move your middle finger for the second sound in the word, /u/, and wiggle or move your ring finger for the third sound in the word, /d/.
- Have students repeat after you.
- Repeat steps for the word *thin*.
- Turn to **Consonant Code Flip Book page 13** and point to the "sound bubble" for /th/ on the page, and then point to the outline for the Spelling Card, placing the 'th' Spelling Card for /th/ on the appropriate place on the Code Flip Book page.
- Repeat these steps with the consonant Spelling Card for /th/. Use the word *that* for additional Oral Segmenting and Oral Blending practice.

For segmenting



Support

The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds. When students are ready, gradually reduce the support for blending and segmenting.

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

Consonant Code Flip Book

1. /th/ > 'th' (them) **page 14**

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

REVIEW SISTER SOUNDS (5 MIN.)

- Tell students they are going to learn about the spelling 'th' and write this on the board/chart paper.
- Explain that when we see the spelling 'th', there are two different ways we can pronounce it: /th/ and /th/. They sound very similar, so we call them sister sounds.
- Both of these consonant sounds are made by placing the tongue between the upper and lower teeth and blowing air out. There is a difference, however.

Note: Tell students that when they make the /th/ and /th/ sounds, they can actually stick their tongues out.

- Tell students to place their fingers over their ears and their palms on their cheeks, or their fingertips on their throats.
- Say the words *teeth* and *teethe*. Tell students that teeth are what we have in our mouths, and teethe is when we grow new teeth.
- Say the word *teeth* and have students say the word, first placing their fingertips on their throats and then placing their fingers over their ears and their palms on their cheeks.
- Say the word *teethe* and have students say the word several times, first placing their fingertips on their throats and then placing their fingers over their ears and their palms on their cheeks.
- Alternate between pointing to *teeth* and *teethe*, asking students to say the words. Ask students if they can hear how *teethe* is buzzier at the end.
- Have students say the two sounds in isolation, alternating between saying the /th/ sound and the /th/ sound, stretching each one out.
- Ask students if they can feel the difference between these two sounds.
- Explain that the /th/ sound is buzzier than the /th/ sound: it makes our mouths vibrate.

Note: Do not worry if students do not distinguish between the two sounds. There are very few words where the difference between /th/ and /th/ is meaningful in the way it is in *teeth* and *teethe* (and *ether* and *either*). Students can learn to read and write 'th' without being able to distinguish between these two sounds.

- Tell students that you are going to say two words: one word will begin with the buzzy /th/ sound and one word will begin with the /th/ sound. Students should listen carefully, put their fingers on their throats, and repeat both words.
- Say the first pair of words and ask students which word begins with the buzzy /th/ sound.
- Repeat this process with the remaining word pairs.

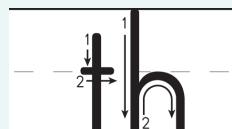
1. thin—then (<i>then</i>)	4. thud—thus (<i>thus</i>)
2. that—thanks (<i>that</i>)	5. these—theme (<i>these</i>)
3. theft—them (<i>them</i>)	

REVIEW DIGRAPHS (10 MIN.)

- Distribute Activity Page 9.1.
- Tell students that you are going to show them how to write the sound /th/ as in *them* and the sound /th/ as in *thin*.
- Remind students that the letter 't' by itself stands for the /t/ sound, and the letter 'h' by itself stands for the /h/ sound, but the letters 't' and 'h' written together stand for a completely different sound: either the /th/ sound or the /th/ sound.
- Write a 'th' on handwriting guidelines and describe what you are doing using the phrases in the diagram.
- Point out that the sounds /th/ and /th/ are written with the same spelling.
- Model writing the digraph two or three more times.
- Have students trace the digraph on the desk with a pointed finger.
- Have students trace and copy 'th' on the activity page.
- Encourage students to say the sound /th/ or /th/ each time that they write the digraph.
- Have students look at the back of the activity page. Read the words and name the pictures together as a class.
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.



Activity Page 9.1



Start between the dotted line and the top line.

1. long line down(lift)
2. line across(lift)
3. Start on the top line.
4. long line down
5. hump

Support

Draw the “square, triangle, house” model as visual support. Write ‘t’ and ‘h’ on the board/chart paper. Ask students what sounds the letter ‘t’ and ‘h’ stand for. (They should say /t/ and /h/). Write the spelling ‘th’ on the board/chart paper.

Explain that the letter ‘t’ by itself stands for the /t/ sound, and the letter ‘h’ by

itself stands for the /h/ sound, but the letters ‘t’ and ‘h’ written together stand for a completely different sound: either the /th/ sound or the /th/ sound.



Activity Page 9.1: Label the Picture

Collect Activity Page 9.1 to review and monitor student progress.

TRICKY WORDS: THE, WHO (5 MIN.)

Tricky Word: *The*

- Show students the Tricky Word card for *the* and ask them how they would pronounce it by blending. (They should say /th/ /e/ or /th/ /e/.)
- Explain that this word is generally pronounced /th/ /u/ as in, “This is the last slice of pizza.”
- Write *the* on the board/chart paper. Point to the spelling ‘th’ and explain that it is pronounced /th/, as they would probably expect.
- Underline the letter ‘e’ and explain that it is the tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is generally pronounced /u/.
- Tell students that when reading *the*, they have to remember to pronounce the letter ‘e’ as /u/.
- Tell students that when writing *the*, they have to remember to spell the /u/ sound with the letter ‘e’.
- Point to the word *the* as you say the following question, “I kicked the ball very hard.” Ask students to **Turn and Talk** using the word *the* in an oral sentence.

Tricky Word: *Who*

- Show students the Tricky Word card for *who* and ask how they would pronounce it by blending. (They might say /w/ /h/ /o/ or /w/ /h/ /oo/.)
- Tell students that this word is actually pronounced /h/ /oo/ as in, “Who has my doll?”
- Write *who* on the board/chart paper. Underline the letters ‘w’ and ‘h’ and explain that this is a tricky part of the word. They would probably expect this to be pronounced /w/ /h/ or /w/ (as in *when*, *where*, *why*, *what*, and *which*, reviewed later in Unit 1), but it is pronounced /h/.
- Underline the letter ‘o’ and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /o/, but it is pronounced /oo/, just as it is in *to* and *do*.

- Tell students that when reading *who*, they have to remember to pronounce the letters 'w' 'h' as /h/ and the letter 'o' as /oo/.
- Tell students that when writing *who*, they have to remember to spell the /h/ sound with the letters 'w' 'h' and the /oo/ sound with the letter 'o'.
- Point to the word *who* as you say the following question, "Who is the principal?" Ask students to **Turn and Talk** using the word *who* to start a question.

Lesson 9: "Beth"

Reading



Primary Focus

As the teacher reads "Beth" aloud, students will identify features of a sentence, Tricky Words, common nouns and the narrator of the story, as well as answer questions about the key details.

Students will read "Beth" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

 **TEKS 1.6.G; TEKS 1.10.E**

Students will establish a purpose for reading assigned text with adult assistance.

 **TEKS 1.2.D; TEKS 1.4; TEKS 1.6.G**

 **TEKS 1.6.A**

INTRODUCE THE READER AND STORY (5 MIN.)

- To reinforce students' book awareness, use the following routine to introduce the Reader.
- Hold the book correctly. Discuss the front cover, the back cover, and the title page. Navigate to the table of contents. Say, "I want to read about (topic). The table of contents tells me I can read about it on page ___. I'm going to find that page now."
- Navigate to the appropriate page. Read the page, and ask students to point out examples of periods, question marks, exclamation points, and dialogue. Then, point to a bold word, and demonstrate finding its definition in the glossary.
- Ask volunteers to come up and take a book, hold it correctly, and find the following: front and back covers, table of contents, page __ (number), punctuation marks, glossary. Discuss the purpose of each feature as a group.

TEKS 1.6.G The student is expected to evaluate details to determine what is most important with adult assistance;
TEKS 1.10.E The student is expected to listen to and experience first- and third-person texts; **TEKS 1.2.D** The student is expected to demonstrate print awareness by identifying the information that different parts of a book provide;
TEKS 1.4 The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text;
TEKS 1.6.A The student is expected to establish purpose for reading assigned and self-selected texts with adult assistance.

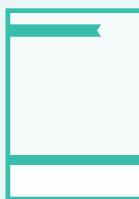
Support

Ask students, "What is a snap shot?" Explain that a snap shot is a picture that has been taken with a camera. Show students an actual snap shot. If possible, show students a cell phone and pictures that have been taken with it. Show students the cover of the Reader and point to the picture.

Support

Show students where the United States and United Kingdom are located on a map or globe.

Big Book



- Direct students to take a book, hold it correctly, and find the following:
 - Front and back covers
 - Table of contents
 - Page ___ (number)
 - Punctuation marks (period, question mark, exclamation point, dialogue)
 - Glossary
- Have students discuss the purpose of each feature with a partner.
- Tell students that today they will begin reading the book *Snap Shots*.
- Ask students, "Based on the title, what do you think we will see throughout the stories?" (*snap shots*)
- Explain that *Snap Shots* is about a girl named Beth who is 10 years old. Like us, Beth lives in the United States, or the U.S. for short.
- Tell students they will be gathering information about Beth.
- Tell students that Beth gets to take a trip to the United Kingdom, or the U.K. for short. The United Kingdom, or the U.K., is made up of the group of countries of England, Scotland, Wales, and Northern Ireland.
- Tell students that in this Reader, Beth tells about her trip and shares some snap shots she has taken.

Purpose for Reading | TEKS 1.6.A

- Remind students that people read for different reasons, and ask students for some examples. Tell students that the title of today's story is "Beth." Explain to students that our purpose for reading "Beth" is to practice reading the letter sounds and tricky words we've been learning, and to understand Beth's story. Tell students that they should listen to the story to gather information about Beth and watch how you read the words.

TEACHER DEMONSTRATION: READ "BETH" (10 MIN.)

- Remind the class that stories are made up of sentences. A sentence is a complete thought. Sentences start with a capital letter and end with a period. The period indicates that it is time to make a full stop and take a breath when reading.
- Read the story once through without stopping. Track the words with your finger or a pointer as you read.



TEKS 1.6.A Establish purpose for reading assigned and self-selected texts with adult assistance.

- Tell students that you will read the story again, asking them questions along the way. Use the Guided Reading Supports below after reading each page.

Page 4

- Ask, “Who can tell me a noun that names a person on this page? Who can tell me a noun that names a thing?” You may have students come to the front of the class to point to the words.
- Point to the word *the*. Ask students, “Why do you think the word *the* is underlined? What have we learned about this word?” (It is a Tricky Word.) The letter ‘e’ is underlined because that is the part of the word that is not sounded /e/ as we might expect.” Tell students that in the Reader, the tricky parts of Tricky Words are underlined.

Page 7

- Point to Beth and her mom. Say, “If mom and Beth are smiling and making silly faces, how do they feel about going to the camp?” (*They feel happy.*)

Page 9

- Ask, “What is the dog eating? Where in the text do we see the answer?” (*He is eating a hot dog.*)

Wrap-Up

- Discuss the following questions as a class referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence incorporating the question stem in their answer.

Discussion Questions for “Beth”

1. **Literal.** Where are Beth and her parents?
 - » They are at camp.
2. **Inferential.** Who is telling us the story? In other words, who is the narrator?
 - » Beth is telling the story.
3. **Literal.** Beth took a funny snap shot. What did she take a picture of?
 - » She took a picture of a dog with a hot dog.
4. Do you have questions you would like to ask to clarify your understanding of the story?



EMERGENT
BILINGUAL
STUDENTS

Reading

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions: “Is Beth the main character of this story?” “Do Beth and her family take snap shots?”

Intermediate

When asking each question, provide students with a specific sentence frame: “Mom got a snap shot of . . .” “I got a snap shot of a dog with a . . .”

Advanced/Advanced High

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

ELPS 4.G



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

READ “BETH” (15 MIN.)

Partner Reading

- Pair students for reading and explain that they will take turns reading aloud while partners follow along.
- Circulate through the room using the Anecdotal Reading Record to take notes as you listen to students read aloud.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.

REVIEW “BETH” (20 MIN.)

Story Questions Activity Page

► Digital Component 9.1

- Distribute and display Activity Page 9.2, and have students reconvene as a whole group.
- Explain that the activity page has questions about the story “Beth.”
- Complete the activity page as a class. You may wish to display this activity page by using the digital version.
- Encourage students to write complete sentences, and model this for them.



Activity Page 9.2: Story Questions

Collect Activity Page 9.2 to review and monitor student progress.

[End Lesson](#)

Take-Home Material

PRACTICE PACK

- Have students take Activity Page 9.3 home so they can practice reading and writing with a family member.

Activity Page 9.3



Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 9.1** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

MORE HELP WITH BLENDING AND SEGMENTING

Relay Blending

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

1. wish (3) > /w/ /i/ /sh/	7. shop (3) > /sh/ /o/ /p/
2. rich (3) > /r/ /i/ /ch/	8. flesh (4) > /f/ /l/ /e/ /sh/
3. push (3) > /p/ /u/ /sh/	9. chant (4) > /ch/ /a/ /n/ /t/
4. lash (3) > /l/ /a/ /sh/	10. chaps (4) > /ch/ /a/ /p/ /s/
5. such (3) > /s/ /u/ /ch/	11. shots (4) > /sh/ /o/ /t/ /s/
6. shin (3) > /sh/ /i/ /n/	12. pant (4) > /p/ /a/ /n/ /t/

MORE HELP WITH READING AND SPELLING

Large Card Spelling

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

1. inch	6. trash
2. bunch	7. ships
3. flash	8. chomp
4. punch	9. chest
5. fresh	10. flinch

Match Maker

- Make one copy of the picture/word cards (**Activity Page TR 9.2**) for each student or pair of students.
- Follow the directions in Lesson 3 for Match Maker.

Match Me

- Make one copy of **Activity Page TR 9.3** for each student, and ask them to cut the letter cards apart.
- Tell students you will say a word from the box.

Note: This is an oral exercise. Students should not be expected to read these words, as they are not yet decodable.

- Students should hold up the digraph card for the spelling that corresponds with the sound at the beginning or end of the word, and say the sound.

- If students provide an incorrect answer, correct the error, and repeat the item.
- Repeat procedure with the remaining words.

1. change	5. chant
2. throb	6. thunder
3. thing	7. shadow
4. shout	8. chapter

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 277 and 335 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 302 and 374 of those words would be completely decodable.

Students have now reviewed one way to write 29 of the 44 sounds in English.

The sound /th/ is the 40th most common sound in English.

The sound /th/ is spelled 'th' approximately 100 percent of the time.

The sound /th/ is the 8th most common sound in English. It is found in several of the most common words in the language (e.g., *the, then, they, them, there, this, that*).

The sound /th/ is spelled 'th' approximately 89 percent of the time.

10

REVIEW

Basic Code and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will decode CVC, CCVC, and CVCC words, including those with the

 consonant digraphs 'ng' and 'qu'. **TEKS 1.2.B.ii; TEKS 1.2.C.ii**

 Students will read the following Tricky Words: *said*, *says*. **TEKS 1.2.B.vi**

Students will identify the letter-sound correspondences for the following digraphs:

 /ng/ > 'ng', /qu/ > 'qu'. **TEKS 1.2.B.i**

Students will isolate the medial short vowel sound in spoken words and identify

 the correct spelling. **TEKS 1.2.A.v; TEKS 1.2.A.vi**

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

 phonemes. **TEKS 1.2.A.vi; TEKS 1.2.B.i**

Reading

As the teacher reads "Nat and the Trip to the U.K." aloud, students will identify features of a sentence, Tricky Words, common nouns, and the narrator of the story as well as answer questions about the key details.

 **TEKS 1.2.B.vi; TEKS 1.2.D; TEKS 1.4; TEKS 1.6.G**

Students will establish a purpose for reading "Nat and the Trip to the U.K."

 **TEKS 1.6.A**

 **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.ii** Demonstrate and apply spelling knowledge with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Consonant Code Flip Books <input type="checkbox"/> Spelling Cards for /ng/ > 'ng' (sing), /qu/ > 'qu' (quit) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Review Graphemes (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.1 <input type="checkbox"/> scissors
Tricky Words: Said, Says (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> two yellow index cards for <i>said</i> , <i>says</i>
Reading			
Introduce the Story	Whole Group	15 min.	<input type="checkbox"/> <i>Snap Shots</i> Big Book
Teacher Demonstration: Read "Nat and the Trip to the U.K."			
Read "Nat and the Trip to the U.K."	Partner	15 min.	<input type="checkbox"/> <i>Snap Shots</i> Reader <input type="checkbox"/> Activity Page 10.2
Take-Home Material			
Letter Cards			<input type="checkbox"/> Activity Page 10.3

ADVANCE PREPARATION

Foundational Skills

- Display the Consonant Code Flip Book within view of all students; also have the two Spelling Cards listed in the Lesson at a Glance chart readily available for Code Flip Book Review.
- Make sure students have their Individual Code Charts available.
- Write the words *said* and *says* on yellow index cards.

Reading

- Load *Snap Shots* in the program's online materials or prepare to display the *Snap Shots* Big Book.
- After you read the story "Nat and the Trip to the U.K." to the class, students will have time to read the story on their own. Since students learn to decode at varying rates, it is often helpful to divide students into two groups: students who need minimal to moderate support and students who cannot proceed without scaffolded instruction from the teacher. For students in the first group, monitored partner reading is an effective practice. For the other group, guided small group instruction is helpful. In other words, you may want to have some students partner-read while you work with a small group of students, listening to them take turns reading aloud while you provide feedback.
- Remember that reading groups should be fluid. As new code knowledge is taught, the groups need to be continually reassessed. Informal assessments, such as notes from the Anecdotal Reading Record provided in the Teacher Resources section of this Teacher Guide, can inform your grouping decisions.
- Bring in a picture of a jet with the wings visible and a ramp for Preview Core Vocabulary.

Lesson 10: Basic Code and Tricky Words

Foundational Skills

30M

Primary Focus

Students will decode CVC, CCVC, and CVCC words, including those with the

consonant digraphs 'ng' and 'qu'. **TEKS 1.2.B.ii; TEKS 1.2.C.ii**

Students will read the following Tricky Words: *said, says*. **TEKS 1.2.B.vi**

Students will identify the letter-sound correspondences for the following digraphs:

/ng/ > 'ng', /qu/ > 'qu'. **TEKS 1.2.B.i**

Students will isolate the medial short vowel sound in spoken words and identify

the correct spelling. **TEKS 1.2.A.v; TEKS 1.2.A.vi**

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

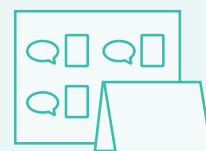
phonemes. **TEKS 1.2.A.vi; TEKS 1.2.B.i**

WARM-UP (10 MIN.)

Code Flip Book Review

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

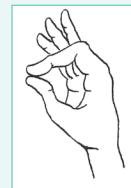
Code Materials



Oral Blending

- Say *sing* in a segmented fashion, marking each sound with a thumb-finger tap. Start with a thumb-forefinger tap.
- The finger taps represent sounds. Tapping helps students hear and distinguish individual sounds.
- Blend the sounds to produce the word *sing*, making a fist with your hand.
- Have students tap and blend the sounds in the word.
- Repeat steps for the word *wing*.

For blending



TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words. **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.ii** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.

For segmenting



Oral Segmenting

- Hold up three fingers and say the word *ring*.
- Have students repeat the word after you.
- Wiggle or move your index finger for the first sound in the word, /r/, wiggle or move your middle finger for the second sound in the word, /i/, and wiggle or move your ring finger for the third sound in the word, /ng/.
- Have students repeat after you.
- Repeat steps for the word *king*.
- Turn to **Consonant Code Flip Book page 17** and point to the sound bubble for /ng/ on the page, and then point to the outline for the Spelling Card, placing the 'ng' Spelling Card for /ng/ on the appropriate place on the Code Flip Book page.
- Ask students to turn to their **Individual Code Chart page 8** and outline the card and code information for 'ng' in red.
- Repeat the above steps with the consonant Spelling Card for /qu/. Use the word *quiz* for additional Oral Segmenting and Oral Blending practice.

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

Consonant Code Flip Book

1. /qu/ > 'qu' (quit) **page 25**

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

Note: /qu/ is a sound combination consisting of two sounds, /k/ and /w/. It is reviewed here as if it were one sound because the two letters in the digraph 'qu' occur as a unit. There is no need to explain this to the class. If a student notices that /qu/ consists of two sounds, you should confirm this and compliment the student for being a good listener.

GRAPHEME REVIEW (15 MIN.)

Note: Students will need the letters that they cut out today again in the next lesson. Please collect the cards or have students store them carefully. Say, "I see the letters 'th' at the end of this word. Notice how you cannot hear both the /t/ and /h/ sounds. Instead, the letters work together to make one sound: /th/."

- Remind the class that there are two kinds of sounds in the English language: vowel sounds and consonant sounds. Remind the class that vowel sounds are made with an open mouth.
- Tell the class that during this lesson they will review vowel sounds and consonant sounds.
- Have students repeat the following vowel sounds after you: /i/, /e/, /a/, /u/, /o/.
- Remind the class that consonants are made with a closed mouth. Consonants are any letter that is not a vowel.
- Distribute Activity Page 10.1 and scissors.
- Explain that the activity page contains the lowercase letters (spellings) of the following sounds: /i/, /e/, /a/, /u/, and /o/.
- Have students cut out the letters.
- Tell students that you want them to show you the spelling 'i' when you say the /i/ sound, 'e' when you say the /e/ sound, 'a' when you say the /a/ sound, 'u' when you say the /u/ sound, and 'o' when you say the /o/ sound.
- Practice this several times.
- Ask students to place their cards at their feet or at the corner of their desk or table.
- Tell students they are going to practice adding consonants to the vowel sounds they just practiced.
- Write an 'n' on the board/chart paper.
- Ask students what sound the letter 'n' stands for. (*They should say /n/.*)
- Write a 'g' on the board/chart paper.
- Ask students what sound the letter 'g' stands for. (*They should say /g/.*)
- Write the spelling 'ng' on the board/chart paper.
- Ask students what sound the spelling 'ng' stands for. (*They might say /n/ /g/.*)
- Explain that the sounds /n/ and /ng/ are very similar.
- Review with students how to apply spelling knowledge of the letter sound correspondences you are studying, such as digraphs.
- Ask students to pick their letter cards back up and listen carefully for the vowel sound they hear.
- Say the word *king*. Say each sound slowly for the class: /k/, /i/, /ng/.

Activity Page 10.1



Support

If students have difficulty pronouncing the vowel sounds accurately, have them say the words *knit*, *net*, *gnat*, *nut*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat. Repeat the process with the other pictures, then have students say the words in order. You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.

Support

If students have trouble hearing a word's middle sound, say the word in a segmented fashion: "/p/ /i/ /t/." Then repeat the word in its blended form: "pit."

- Show students the 'i' letter card. Say, "I hear the vowel sound /i/ in *king*. Letter 'i' stands for the /i/ sound."
- Ask students to listen for the next vowel sound. They should show you the spelling when you say the sound.
- Say the word *kong*. Students should show you the spelling 'o' when you say the word *kong*.
- Repeat the steps for the following words: *rung*, *fang*, *cling*, *ding*, *song*, and *bang*.
- Introduce the digraph 'qu' by repeating the steps above. Explain that this stands for the sounds /k/ + /w/.
- Have students repeat these words after you: *quit*, *quack*, and *queen*.

Check for Understanding



Monitor students' performance as they move from one word to the next, by scanning the room for the correct spelling associated with the vowel sound, and noting which students are struggling with vowel discrimination.

TRICKY WORDS: SAID, SAYS (5 MIN.)

Tricky Word: *Said*

- Show students the Tricky Word card *said* and ask them how they would read the word by blending. (They might say a two-syllable word: /s/ /a/ - /i/ /d/).
- Explain that we actually pronounce this word /s/ /e/ /d/ as in, "Did you hear what I said?"
- Write *said* on the board/chart paper. Point to the letters 's' and 'd' and explain that these are pronounced just as they would expect, as /s/ and /d/.
- Underline the letters 'a' and 'i' and explain that these letters are the tricky part of the word. They might expect that these letters would be pronounced separately as /a/ and /i/, but in fact they work together to stand for the /e/ sound.
- Tell students that when reading *said*, they have to remember to pronounce the letters 'a' and 'i' as /e/.
- Tell students that when writing *said*, they have to remember to spell the /e/ sound with the letters 'a' and 'i'.

- Point to the word *said* as you say the following sentence, “The teacher said to put down our pencils.” Ask students to **Turn and Talk**, using the word *said* in oral sentences.

Tricky Word: Says

- Show students the Tricky Word card *says* and ask them how they would read the word by blending. (They might try to say something like /s/ /a/ /y/ /s/.)
- Explain that we actually pronounce this word /s/ /e/ /z/ as in, “He says, ‘Happy Birthday!’”
- Write *says* on the board/chart paper. Point to the first letter ‘s’ and explain that it is pronounced just as one would expect, as /s/.
- Underline the letters ‘a’ and ‘y’ and explain that these are the tricky part of the word. They might expect that these letters would be pronounced separately as /a/ and /y/, but in fact they work together to stand for the /e/ sound.
- Circle the final letter ‘s’ and remind students that sometimes the letter ‘s’ is pronounced /z/. The last ‘s’ in *says* is pronounced /z/ as in *his*, *has*, and *is*.
- Tell students that when reading *says*, they have to remember to pronounce the letters ‘a’ and ‘y’ as /e/ and the final ‘s’ as /z/.
- Tell students that when writing *says*, they have to remember to spell the /e/ sound with the letters ‘a’ and ‘y’, and the /z/ sound with ‘s’.
- Point to the word *says* as you say the following sentence, “Everybody says the food is good.” Ask students to **Turn and Talk**, using the word *says* in oral sentences.

Support

Provide students with contexts in which someone might say these sentences in the Tricky Words activity. Be sure students understand that *says* is used to indicate that someone is saying something right now, whereas *said* is used to indicate that someone has already said something in the past.

Lesson 10: Basic Code and Tricky Words

Reading



Primary Focus

As the teacher reads “Nat and the Trip to the U.K.” aloud, students will identify features of a sentence, Tricky Words, and common nouns, as well as answer questions about the key details. **TEKS 1.2.B.vi ; TEKS 1.2.D; TEKS 1.4; TEKS 1.6.G**

Students will establish a purpose for reading “Nat and the Trip to the U.K..”

TEKS 1.6.A

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

INTRODUCE THE STORY (5 MIN.)

Note: Use the routine described in Additional Support to reinforce students' book awareness as needed.

Big Book



Page 10

EMERGENT
BILINGUAL
STUDENTS



Reading

Exchanging Information
and Ideas

Beginning

Ask students simple yes/no questions: "Did Beth meet Nat at school?" "Did Beth get lots of snap shots of Nat?"

Intermediate

When asking each question, provide students with a specific sentence frame: "Nat left, and [Beth] felt . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

ELPS 4.G

Support

Point out the location of the United Kingdom on a world map or globe.

- Look up the digital version of the story "Nat and the Trip to the U.K." in the table of contents and load it or use the *Snap Shots* Big Book.
- Tell students that they will hear another story from *Snap Shots*. Ask, "Who can tell me the name of the girl from yesterday's story?" (Beth)
- Remind the class that stories usually have a title. A story's title tells what the story is about. The title of this story is "Nat and the Trip to the U.K."
- Ask, "Who can tell us what the abbreviation U.K. stands for?" (*United Kingdom*)

Preview Core Vocabulary

jet—n., an airplane (16)

Example: We flew on a jet to visit my grandmother in the U.K.

wing—n., a part of an airplane (16)

Example: An airplane has two wings.

ramp—n., a long, slanted walkway where people get on and off an airplane (18)

Example: Walk down the ramp carefully.

cab—n., a car you get in where you pay someone to drive you somewhere (20)

Example: We took a cab from the airport to our home.

Note: You may wish to tell students that the word *jet* can also be used as a verb to mean run off quickly to somewhere, as in "Where did you jet off to just now?" You may also want to point out that the word *wing* also refers to a part of a bird.

- Before reading the story, preview the following vocabulary with students. Write the word *U.K.* on the board/chart paper for students to sound out and then explain the meaning, providing a sample oral sentence.

Note: Review these definitions orally only, as many of the words used in these explanations are not decodable.

U.K.—n., an abbreviation for the United Kingdom, which includes the countries of England, Northern Ireland, Scotland, and Wales (10)

Example: I visit my grandmother in the U.K. every summer.

Vocabulary Chart for “Nat”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	U.K.		ramp cab
Multiple-Meaning Core Vocabulary Words			jet wing
Sayings and Phrases			

Purpose for Reading

- Ask students, “Who do you think is going on a trip to the U.K?” (*Beth, Nat*)
Allow students time to discuss possible answers. Tell students to listen carefully to learn more about the story.

TEACHER DEMONSTRATION: READ “NAT AND THE TRIP TO THE U.K.” (10 MIN.)

- Read the story once without interruption, running a finger or pointer beneath the words as you read them. Reread the story a second time, pausing to make comments and ask the following questions.
- Tell students that they have now read about two different characters. Ask students to describe who these characters are. (*Beth and Nat, friends from camp*)

Page 10

- Point to and read the Tricky Words. (Tricky Words are the underlined words in the story.) Ask a student volunteer to read the sentences.
- Ask, “Why does the word *Nat* begin with an uppercase letter?” (*People’s names start with an uppercase letter.*)

Page 14

- Point to the apostrophe in the word *Nat’s*. Tell students that what looks like a comma in the air is called an apostrophe. Ask students to repeat the word *apostrophe* after you. Tell students the apostrophe here tells us that the mom is *Nat’s* mom.

- Draw attention to the comma in the sentence: *Nat left, and I felt sad.* Tell students commas are used in the middle of sentences, and we should pause to take a breath if we see one when reading.

Page 16

- Point to the exclamation point in the second sentence. Explain that many sentences end in a period, but sometimes they end in something else. Ask, “Does anyone recognize what this is? It is called an exclamation point, and it means that we should read the sentence with excitement.”
- Demonstrate the difference between reading a sentence ending in a period, and reading one that ends in an exclamation point.
- Ask, “What does Beth mean when she says, ‘I got to sit next to the wing.’?” (*Beth could look out the window near her seat and see the wing of the jet.*)

Support

You may wish to show students once again where the United Kingdom is on a map or globe.

Draw attention to the abbreviation, *U.K.* Remind students the letters in *U.K.* stand for the words *United Kingdom.*

Page 20

- Point out the apostrophe in *Nat’s*. Ask students if they remember what an apostrophe tells us.

Wrap-Up

- Discuss the following questions as a class, referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence, incorporating the question stem in their answer.

Discussion Questions for “Nat and the Trip to the U.K.”

1. **Literal.** Where did Beth and Nat meet?
» Beth and Nat met at camp.
2. **Literal.** Why did Nat have to leave?
» His mom got a job in the U.K.
3. **Literal.** How do they get to the U.K.?
» They get to the U.K. in a jet.
4. **Literal.** How do Beth, Nat, and their moms get from the airport to Nat’s home?
» They take a cab.
5. **Evaluative.** How do we know that Beth likes being Nat’s friend? Find evidence from the text to support your answer.
» Accept reasonable answers based on the text.
6. Do you have questions you would like to ask to clarify your understanding of the story?



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

Reader



Page 10

Activity Page 10.2



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.



Activity Page 10.2: Story Questions

Collect Activity Page 10.2 to review and monitor student progress.

End Lesson

Take-Home Material

SPELLING ACTIVITY PAGE

Activity Page 10.3



- Have students take Activity Page 10.3 home so they can practice spelling with a family member.

Lesson 10: Basic Code and Tricky Words

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Push and Say

- Make one copy of the Sound Boxes (**Activity Page TR 1.6**) for each student.
- Provide each student with a handful of small objects (blocks, pennies, beans, tiles, etc.)
- Follow the directions in Lesson 1 using the words in the box.
- Remind students that a consonant is any letter that is not a vowel. For example, B is a consonant and A is a vowel.

1. quit (3) /qu/ /i/ /t/	5. quest (4) /qu/ /e/ /s/ /t/
2. bang (3) /b/ /a/ /ng/	6. bring (4) /b/ /r/ /i/ /ng/
3. king (3) /k/ /i/ /ng/	7. spring (5) /s/ /p/ /r/ /i/ /ng/
4. lung (3) /l/ /u/ /ng/	8. strong (5) /s/ /t/ /r/ /o/ /ng/

MORE HELP WITH BOOK AWARENESS

- To reinforce students' book awareness, use the following routine to introduce the Reader.
- Hold the book correctly. Discuss the front cover, the back cover, and the title page.
- Navigate to the table of contents. Say, "I want to read about (topic). The table of contents tells me I can read about it on page _____. I'm going to find that page now."
- Navigate to the appropriate page. Read the page, and ask students to point out

examples of periods, question marks, exclamation points, and dialogue. Then, point to a bold word, and demonstrate finding its definition in the glossary.

- Ask volunteers to come up and take a book, hold it correctly, and find the following: front and back covers, table of contents, page ___ (number), punctuation marks, glossary. Discuss the purpose of each feature as a group.
- Direct students to take a book, hold it correctly, and find the following:
 - Front and back covers
 - Table of contents
 - Page ___ (number)
 - Punctuation marks (period, question mark, exclamation point, dialogue)
 - Glossary
- Have students discuss the purpose of each feature with a partner.

MORE HELP WITH READING

Bingo

- Make one copy of **Activity Page TR 10.2**. Cut apart word cards.
- Make enough copies of **Activity Page TR 10.1** for each student to have a game board.

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

- Any **collection of tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles).
- Distribute one game board to each student. Tell students to take a few minutes to sound out and read each word on the game board.
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct, ask, “How did you know that was?” (This verbalization of knowledge or strategies is powerful for reinforcing learning.)

Race to the Top

- Make one copy of the Race to the Top ladder (**Activity Page TR 10.4**) for each student.
- Make one copy of the Word/Picture Cards (**Activity Page TR 10.5**) for each

pair of students.

- Have students cut the cards apart and place them facedown in a pile.
- As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation/correction.
- For correct answers students move up a rung on the ladder; for incorrect answers students fall down a rung. First student who gets to the top wins.

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 10.3** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

MORE HELP READING WITH TRICKY WORDS

Match Maker

- Make two copies of **Activity Page TR 10.6** for each student or for each pair of students.

Note: This game is best played in small groups or in centers.

- Choose seven letters and write each letter on two small cards.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.
- Variation: Have students match uppercase and lowercase pairs (e.g., 'g' and 'G').

PROGRESS MONITORING (OPTIONAL)

- Make one copy of the Word Cards for Progress Monitoring 4 (**Activity Page TR 10.7**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 4 (**Activity Page**

TR 10.8) for each student you are assessing.

- Follow the directions in Lesson 6 to administer Progress Monitoring, and use the following scoring system.

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

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

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

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

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 377 and 439 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.

Students have now reviewed one way to write 31 of the 44 sounds in English.

The sound /ng/ is the 30th most common sound in English.

The sound /ng/ is spelled 'ng' approximately 86 percent of the time.

The sound combination /qu/ is spelled 'qu' approximately 92 percent of the time.

Said is one of the 20 most common words in most samples of written English. In a typical passage of 1,000 words, *said* occurs 0 to 22 times.

Says is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *says* occurs 0 to 2 times.

REVIEW

Basic and Advanced Code and Nouns

11

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says.* **TEKS 1.2.B.vi**

Students will identify the following spelling alternative letter-sound correspondence: /k/ > 'ck'. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Students will read short-vowel words with the following double-letter consonant spellings: 'bb', 'dd', 'ff', 'gg', 'll', 'mm' and 'ss'. **TEKS 1.2.B.i**

Students will isolate the medial short vowel sound in spoken words and identify the correct spelling. **TEKS 1.2.A.v; TEKS 1.2.A.vi**

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

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

Reading

Students will read "Nat's Pets" with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the key details of the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.2.A.vii**

Students will read "Nat's Pets" with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

Students will decode words in isolation and in context by applying common letter sound correspondences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends. **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list; (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

FORMATIVE ASSESSMENT

Observation

Discussion Questions “Nat’s Pets.”

 **TEKS 1.6.G**

Observation

Anecdotal Reading Record “Nat’s Pets.”

 **TEKS 1.4**

Activity Pages 11.2

Story Questions and Sequence

Story Events “Nat’s Pets.”

 **TEKS 1.6.G**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Words Review (Word Recognition)	Whole Group	5 min.	<input type="checkbox"/> Tricky Word Wall
Review Vowel and Consonant Sounds (Phonics)	Whole Group	25 min.	<input type="checkbox"/> handheld mirrors (optional) <input type="checkbox"/> vowel cards from Activity Page 11.1
Review <i>-ing</i> and <i>k-</i>	Whole Group	10 min.	<input type="checkbox"/> Activity 11.1 (back of page)
Review: Double Letter Spelling (Phonics and Print Concepts)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Cards for /b/ > 'bb' (rubbing), /d/ > 'dd' (add), /g/ > 'gg' (egg), /f/ > 'ff' (stuff), /m/ > 'mm' (swimming), /l/ > 'll' (bell)
Review: Spelling and /k/ > 'ck' (Phonics and Print Concepts)	Whole Group	5 min	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card for /k/ > 'ck' (black) <input type="checkbox"/> Review /k/ > 'ck' Chart (Digital Components 11.1) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Review: Identify Nouns	Whole Group	5 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Snap Shots Reader
Read "Nat's Pets"	Partner	10 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components 11.2) <input type="checkbox"/> Activity Page 11.2
Take-Home Material			
Take Home Story: "Nat's Pets"			<input type="checkbox"/> Activity Page 11.3

ADVANCE PREPARATION

Foundational Skills

- Gather the Spelling Cards listed in the Lesson at a Glance chart; also make sure students have their Individual Code Charts available for Review /k/ > 'ck'.
- Collect the following pictures: cat, cash, cap, kid, skin, duck, back, and thick.

➤ Digital Component 11.1

- Gather the Spelling Cards listed in the Lesson at a Glance chart; also make sure students have their Individual Code Charts available for Review /k/ > 'ck'.

Reading

➤ Digital Component 11.2

- Create the Preview Spellings chart (Digital Component 11.2) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to assign students who are capable of reading with less teacher support as partners to read "Nat's Pets." This group of students will be considered Group 1. Plan to work with students needing more teacher support, Group 2, in a small group setting.

Lesson 11: Basic and Advanced Code and Nouns

Foundational Skills



Primary Focus

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says.* **TEKS 1.2.B.vi**

Students will identify the following spelling alternative letter-sound correspondence: /k/ > 'ck'. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Students will read short-vowel words with the following double-letter consonant spellings; 'bb', 'dd', 'ff', 'gg', 'll', 'mm' and 'ss'. **TEKS 1.2.B.i**

Students will isolate the medial short vowel sound in spoken words and identify the correct spelling. **TEKS 1.2.A.v; TEKS 1.2.A.vi**

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

WARM-UP (5 MIN.)

Tricky Word Review

- Randomly point to a word on the Tricky Word Wall, then call on a student to read the word and use it in a sentence.



Check for Understanding

Monitor students' performance as they read the Tricky Words and use them in sentences. Make sure students read the words with the correct pronunciation and use the words correctly in sentences.

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words. **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (vi) identifying and reading at least 100 high-frequency words from a research-based list.

VOWEL AND CONSONANT REVIEW (25 MIN.)

Mirror, Mirror

Note: If you have handheld mirrors, you may use them for this exercise. If you do not, you may have students work with a partner. Tell them to watch their partner's mouth when they make the vowel sounds to observe what happens.

- Ask students to share something that they remember about vowel sounds.
- Summarize the important information:
 - Vowel sounds are open-mouth sounds.
 - Vowel sounds can be stretched out when someone calls out a name or sings.
 - Every word must have a vowel sound.
- Tell the class that during this lesson they will review consonant sounds.
- Remind the class that most words contain consonant sounds but a few words do not. For example, the word *l* does not contain a consonant sound.
- Remind the class that consonant sounds are made with parts of the mouth touching or momentarily closed. This slows or stops the flow of air leaving the mouth.
- Have students watch their mouths (or their partner's mouth) as they say the consonant sound /m/.
- Point out that when they say this consonant sound, their mouths stay completely closed. Air does not flow freely from their mouths—it is released through their noses.
- Have students watch their mouths (or their partner's mouth) as they say the consonant sound /p/.
- Point out that when they say this consonant sound, their mouths close momentarily and then open to release a puff of air. Air does not flow continuously from their mouths—it is stopped for a moment when their lips are closed and then it is released.
- Have students watch their mouths as they say the consonant sound /th/.
- Point out that when they say this consonant sound, their tongues are between their upper and lower teeth. Air does not flow freely from their mouths—it is slowed down as it moves around their tongues.
- Point out that none of these consonant sounds are made with a wide open mouth, which is the way that vowel sounds are made.

Support

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, *nut*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat. Repeat the process with the other pictures, then have students say the words in order. You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.

- Have the class listen as you sing “Happy Birthday” with only the consonant sounds: “/h/ . . . /p/ . . . /b/ . . . /th/ . . . /d/,” etc.
- Point out that this song sounds like a bunch of clipped, almost inaudible sounds without the vowel sounds.

Vowel Discrimination Game

- Distribute the vowel cards students cut out from the previous lesson.
- Tell students that you want them to show you the picture of /i/ when you say the /i/ sound, /e/ when you say the /e/ sound, /a/ when you say the /a/ sound, /u/ when you say the /u/ sound, and /o/ when you say the /o/ sound.
- Practice this several times.
- Next, tell students that you will be reading some three-sound words that contain only one vowel sound. The vowel sound will always be the middle sound, and it will always be /i/, /e/, /a/, /u/, or /o/.
- Tell students you want them to show you the picture of /i/ when you say a word that contains the /i/ sound, /e/ when you say a word that contains the /e/ sound, etc.

1. hop	4. gum	7. top
2. shed	5. cat	8. chip
3. pin	6. bet	

Support

If students have trouble hearing a word’s middle sound, say the word in a segmented fashion: /h/ /o/ /p/. Then repeat the word in its blended form: *hop*.

Check for Understanding

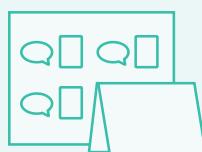


Monitor students’ performance as they move from one word to the next by scanning the room for the correct sound and noting which students are struggling with vowel discrimination.

REVIEW DOUBLE-LETTER SPELLINGS (5 MIN.)

- Tell students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter ‘b’ on the board/chart paper.
- Ask students what sound the letter ‘b’ stands for. (*They should say /b/.*)

Code Materials



- Write the spelling ‘bb’ on the board/chart paper.
- Tell students that this spelling is another way to write the /b/ sound.
- Write the words *bed* and *ebb* on the board/chart paper.
- Point out that in the word *bed*, the /b/ sound is written with the spelling ‘b’. In the word *ebb*, the /b/ sound is written with the double-letter spelling ‘bb’.
- Using the procedures established in earlier lessons, place the spelling for /b/ > ‘bb’ (*rubbing*) on **Consonant Code Flip Book page 2**.
- Continue to demonstrate this principle using the spellings and words that follow.
- Once you have discussed all of the spellings listed here, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words.

Note: The two-syllable example word *comment* is included in this exercise because ‘mm’ is not found in common one-syllable words. Help students read the word if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

Support

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

Consonant Code Flip Book

9. b—bb:	<i>bed—ebb</i>	page 2
10. d—dd:	<i>dog—add</i>	page 4
11. g—gg:	<i>get—egg</i>	page 6
12. f—ff:	<i>fit—stuff</i>	page 9
13. s—ss:	<i>sit—dress</i>	page 11
14. m—mm:	<i>mad—comment</i>	page 15
15. l—ll:	<i>leg—bell</i>	page 19

REVIEW /K/ > ‘CK’ (5 MIN.)

Note: In this exercise you will sort words that contain the /k/ sound spelled ‘c’, ‘k’, or ‘ck’ on the board/chart paper. It will be useful to discuss with students how the two slashes with a letter in between refer to a sound. A useful phrase to differentiate letters and sounds that you can teach students is, “Letters you see, sounds you hear.”

► Digital Component 11.1

- Referring to the blank chart on the board/chart paper, point to the /k/ at the

top of the chart. Explain that the letter 'k' in slashes stands for the sound /k/.

- Point to the letter 'c' on the board/chart paper below /k/ and ask students what sound the letter 'c' stands for. (*They should say /k/.*)
- Write the word *cat* under the header 'c'.
- Ask students to think of another word that contains the /k/ sound spelled with 'c' and write it under the 'c' header.
- Point to the letter 'k' on the board/chart paper and ask students what sound the letter 'k' stands for. (*They should say /k/.*)
- Write the word *kid* under the 'k' header.
- Ask students to think of another word that contains the /k/ sound spelled with 'k' and write it under the 'k' header.
- Point to the spelling 'ck' on the board/chart paper.
- Explain that this spelling also stands for the /k/ sound.
- Write the word *duck* under the 'ck' header and have students read the word.
- Tell students that the spelling 'ck' is like the double-letter spellings that they have learned: It never comes at the beginning of a word—only at the end, or in the middle of longer words.
- Turn to **Consonant Code Flip Book page 5** and put the Spelling Card on the appropriate space. Discuss the power bar.
- Direct students to turn to **Individual Code Chart page 6** and outline the card outline and code knowledge for 'ck' > /k/ using their red markers.
- Write additional words (see chart) on the board/chart paper and ask students where to add them in the table.
- Summarize by saying that the sound /k/ can be spelled three different ways, with 'c' as in *cat*, 'k' as in *kid*, and 'ck' as in *duck*. The spelling 'ck' never occurs at the beginning of a word.

Digital Component 11.1

/k/		
'c'	'k'	'ck'
cat	kid	duck
cash	kiss	back
cap	skin	thick



Support

Have students refer to the illustration on page 25 of the Reader while you preview vocabulary words, pointing out the cat's cast.

Lesson 11: "Nat's Pets"

Reading

15M

Primary Focus:

Students will read "Nat's Pets" with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the key details of the story. **TEKS 1.4; TEKS 1.6.G; TEKS 1.2.A.vii**

Students will read "Nat's Pets" with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

Students will decode words in isolation and in context by applying common letter sound correspondences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

INTRODUCE THE STORY (5 MIN.)

- Tell students that they will get to read another story today from *Snap Shots*. Ask students, "What has Beth taken snap shots of so far?"
- Review the previous stories. Ask students, "Where did Beth travel to with her mom?" (U.K.) "Who did they visit?" (*Nat and Dot*)
- Tell students that they will be reading about Nat's pets.

Preview Spellings

- You may also wish to review the Tricky Words *have* and *said*.

Preview Core Vocabulary

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

vet—n., a doctor for animals (short for *veterinarian*) (24)

Example: We took our dog to the vet when he was sick.

cast—n., a thick wrapping that surrounds a body part that has a broken bone (26)

Example: The doctor put a cast on my wrist when I broke it.

Note: You may wish to tell students that the word *cast* can also be used as a noun to mean the people who are acting in a play or movie. You may also wish to tell students that *vet* is a multiple-meaning word. It can refer to a veteran or a veterinarian.

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

Vocabulary Chart for “Nat’s Pets”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			vet
Multiple-Meaning Core Vocabulary Words			cast
Sayings and Phrases			

- You may wish to preview the following spellings before reading today’s story. Use the chart prepared in advance or the digital version, pointing out key letter-sound correspondences and ask students to read the word and use it in an oral sentence.

► Digital Component 11.2

/sh/ > ‘sh’	/ch/ > ‘ch’
ship	chip
splash	lunch

Preview Language Conventions

- Tell students that they have now read sentences that end in a period and in an exclamation point. Write these two symbols on the board/chart paper.
- Write a question mark on the board/chart paper. Ask students if anyone recognizes this type of ending.
- Tell students that this is a question mark. It is used at the end of a sentence that is a question. Tell students that they will see a question mark in today’s story.
- Remind students about the apostrophe, and tell them that they will see this in today’s story.

Purpose for Reading

- Tell students to read today’s story to learn about Nat’s pets.

READ “NAT’S PETS” (10 MIN.)

Small Group

Activity Pages
11.1, 11.2



Note: Activity Pages 11.1 and 11.2 ask students to sequence the events of the story. Before having students read the story, review the activity page with them, explaining the directions.

Group 1: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “Nat’s Pets” aloud to one another. Ask them to complete Activity Pages 11.1 and 11.2.

Group 2: Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Complete the activity page together.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student’s errors or in the class as a whole.

Wrap-Up

- Review Activity Pages 11.1 and 11.2. You may use the discussion questions below to further assess comprehension.

Discussion Questions for “Nat’s Pets”

1. **Literal.** Where did Nat get Bud?
 - » Nat got Bud from the vet.
2. **Literal.** What do the fish munch on?
 - » They munch on fish snacks.
3. **Literal.** Can Bud get the fish?
 - » No, Bud cannot get the fish.
4. Do you have questions you would like to ask to clarify your understanding of the story?



Activity Pages 11.1, 11.2: Sequence Story Events

Collect Activity Pages 11.1 and 11.2 to review and monitor student progress.



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

End Lesson

Take-Home Material

TAKE-HOME STORY: “NAT’S PETS”

Activity Page 11.3



Support

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

Lesson 11: Basic Code and Tricky Words

Additional Support

MORE HELP WITH ORAL READING

Silly Voices

- Have students take Activity Page 11.3 home so they can practice reading the story with a family member.

- Make a copy of **Activity Page TR 11.1**, and cut the picture cards apart.
- Provide students with the *Snap Shots Reader*, and help them find the story, “Nat’s Pets.”
- Have students choose or draw a Silly Voices card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.
- Partner reading options may include:
 - 1. Take turns reading the entire story.
 - 2. Have one student be the leader, reading a line at a time for the partner to echo.
 - 3. Read chorally, keeping voices together to read the story.

MORE HELP SPELLING WORDS WITH MEDIAL SHORT VOWELS

Guess the Sound/Spelling

- Distribute the vowel sound/spelling cards made for Lesson 10, one set of cards per student: 'i', 'e', 'a', 'u', and 'o'.
- Make and distribute index cards with the following sound/spellings: 'i', 'e', 'a', 'u', and 'o', one set of cards per student.
- Say the words in the box one at a time. Ask students to listen very carefully to each word and echo it back to you.
- Have students hold up the card for the vowel they hear in the middle of each word.
- If students hold up incorrect letters, repeat the word and ask them to try again.
- As all students hold up the correct letter, write the word on the board/chart paper.
- Have a student come to the board/chart paper and circle the medial vowels..

1. bit	4. shut	7. met
2. set	5. slip	8. bats
3. top	6. pad	9. fluff

MORE HELP WITH TRICKY WORDS

Swat the Tricky Word

- Write the following Tricky Words on the board/chart paper in random order, spaced several inches apart.

1. <u>a</u>	7. <u>is</u>	13. <u>have</u>	19. <u>once</u>
2. <u>I</u>	8. <u>word</u>	14. <u>were</u>	20. <u>do</u>
3. <u>no</u>	9. <u>to</u>	15. <u>one</u>	21. <u>two</u>
4. <u>are</u>	10. <u>all</u>	16. <u>the</u>	22. <u>says</u>
5. <u>so</u>	11. <u>some</u>	17. <u>who</u>	
6. <u>of</u>	12. <u>from</u>	18. <u>said</u>	

- Have students form two single-file team lines facing the board/chart paper.
- Provide the first student in each line with a **fly swatter** (with the middle part cut out in order to frame a word) or a pointer of some type.
- Call out a word from your list.
- Have students race to be the first to read and swat the word.
- The first student to swat the correct word earns a point for their team.

MORE HELP WITH SPELLING ALTERNATIVES

Word Sort

- Make one copy of **Activity Page TR 11.2** for each student.
- Have students cut apart the word cards and the header bar.
- Have students read and sort the word cards, placing them under the correct spelling header for the /k/ sound.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 395 and 469 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 414 and 496 of those words would be completely decodable.

The sound /b/ is spelled 'bb' approximately 4 percent of the time.

The sound /d/ is spelled 'dd' approximately 2 percent of the time.

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

The sound /g/ is spelled 'gg' approximately 8 percent of the time.

The sound /l/ is spelled 'll' approximately 13 percent of the time.

The sound /m/ is spelled 'mm' approximately 4 percent of the time.

The sound /s/ is spelled 'ss' approximately 8 percent of the time.

The sound /k/ is spelled 'ck' approximately 10 percent of the time.

REVIEW

Advanced Code, Nouns, and Tricky Words

12

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read the following Tricky Words: *was, when, why*. **TEKS 1.2.B.vi**
- Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will decode words with these spellings. **TEKS 1.2.B.i; TEKS 1.2.B.ii**
- Students will read short-vowel words with the following double-letter consonant spellings: 'cc', 'nn', 'pp', 'rr', 'tt', and 'zz'. **TEKS 1.2.B.i**
- Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/ in orally spoken words and will also identify 's' as a possible spelling for /z/, correctly decoding words with this spelling. **TEKS 1.2.A.v; TEKS 1.2.B.ii**
- Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.vi; TEKS 1.2.B.i**
- Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**

Reading

- As the teacher reads "The Flag Shop" aloud, students will identify features of a sentence, as well as answer questions about the key details. **TEKS 1.6.G**
- Students will read "The Flag Shop" with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

• **TEKS 1.2.A** Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list: (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

FORMATIVE ASSESSMENT

Observation **Discussion Questions** “The Flag Shop.”

 **TEKS 1.6.G**

Observation **Anecdotal Reading Record** “The Flag Shop”

 **TEKS 1.4**

Activity Page 12.2 Story Questions “The Flag Shop”

 **TEKS 1.6.G**



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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Noun Hunt	Whole Group	5 min.	
Double Letter Spellings (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Cards for /k/ > 'cc' (<i>hiccup</i>), /t/ > 'tt' (<i>sitting</i>), /r/ > 'rr' (<i>ferret</i>), /n/ > 'nn' (<i>running</i>), /p/ > 'pp' (<i>napping</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Word Sort with 'c', 'k', and 'ck' (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Individual Code Chart
Review Sister Sounds /s/ and /z/, /z/ > 's'	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card for /z/ > 's' (<i>dogs</i>)
Tricky Words: <i>Was, When, Why</i>	Whole Group	5 min.	<input type="checkbox"/> three yellow index cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Snap Shots</i> Reader <input type="checkbox"/> Activity Page 12.2
Read "The Flag Shop"	Partner	10 min.	
Take-Home Material			
Noun Sort			<input type="checkbox"/> Activity Page 12.3

ADVANCE PREPARATION

Note to Teacher

Today you will discuss the sister sounds /s/ and /z/. The sounds /s/ and /z/ are both made by positioning the tongue close to the ridge behind the upper teeth. The only difference is that /s/ is unvoiced and /z/ is voiced. The spelling 's' is pronounced /s/ after unvoiced consonant sounds and /z/ after voiced consonant sounds. This is because once the voice box begins to vibrate, it "wants" to continue vibrating. When saying the word *dogs*, the voice box begins to vibrate with the voiced consonant sound /g/. The voice box then continues vibrating, which means that the last sound in the word is /z/, not /s/. Conversely, when saying *cats*, the voice box does not vibrate with the unvoiced consonant sound /t/. Because the voice box does not vibrate, the last sound in the word is /s/.

- Gather the Spelling Cards for /k/ > 'cc' (*hiccup*), /t/ > 'tt' (*sitting*), /r/ > 'rr' (*ferret*), /n/ > 'nn' (*running*), /p/ > 'pp' (*napping*) for Review Double-Letter Spellings.
- Write the Tricky Words *was*, *when*, and *why* on yellow index cards.
- Gather sufficient index cards so you can provide one per student.

Reading

- Load the digital version of "The Flag Shop" or use the *Snap Shots* Big Book.

Universal Access

- Quickly review the words used in Review Double-Letter Spellings. Pictures can be used to demonstrate depictable words, and action words can be mimicked for students. Collect the following pictures: people playing tennis, a ferret, mitt (baseball glove), and bell.
- Quickly review the words used in Review Sister Sounds /s/ and /z/. Pictures can be used to demonstrate depictable words, and action words can be mimicked for students. Gather the following pictures: pots, pans, cups, mugs, mats, rugs, lakes, ponds.

Lesson 12: Advanced Code, Nouns, and Tricky Words

Foundational Skills



Primary Focus

Students will read the following Tricky Words: *was, when, why*. **TEKS 1.2.B.vi**

Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will decode words with these spellings. **TEKS 1.2.B.ii**

Students will read short-vowel words with the following double-letter consonant spellings; 'cc', 'nn', 'pp', 'rr', 'tt', and 'zz'. **TEKS 1.2.B.i**

Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/ in orally spoken words and will also identify 's' as a possible spelling for /z/, correctly decoding words with this spelling. **TEKS 1.2.A.v; TEKS 1.2.B.ii**

Students will identify 'c', 'k', 'ck', and 'cc' all as possible spellings for /k/ and will decode words with these spellings. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

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

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

WARM-UP (5 MIN.)

Noun Hunt

- Ask students, "What do we call the part of speech that names a person or a thing?" (*noun*)
- Ask students to provide examples of a person and a thing.
- Ask students to take out *Snap Shots* and turn to the first story, "Beth." Tell them you will give them three minutes to work with a partner and find as many nouns as they can.
- Review as a class the nouns found on each page.

Reader



Page 2

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

Person	Thing
1. Page 2: Beth (2)	1. Page 4: snap shot (2)
2. Page 4: Mom (2), Dad (2)	2. Page 6: shots, snap shot
3. Page 6: Mom (2), Dad	3. Page 8: snap shot, dog, hot dog

Check for Understanding



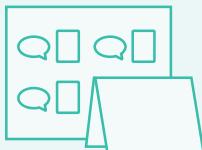
As students identify the nouns found on each page, ask them to explain how they knew that word was a noun (person or thing).

REVIEW DOUBLE-LETTER SPELLINGS (15 MIN.)

Note: A few two-syllable example words are included in this exercise because several of these double-letter spellings are not found in common one-syllable words. Help students read these words if necessary. Two-syllable words are not explicitly taught or included in the Grade 1 Readers until Unit 4.

- Tell students that today they will review some more double-letter spellings.
- Remind students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'c' on the board/chart paper.
- Ask students what sound the letter 'c' stands for. (*They should say /k/.*)
- Write the spelling 'cc' on the board/chart paper.
- Tell students that this spelling is another way to write the /k/ sound.
- Write the words *cat* and *hiccups* on the board/chart paper.
- Point out that in the word *cat*, the /k/ sound is written with the spelling 'c'. In the word *hiccups*, the /k/ sound is written with the double-letter spelling 'cc'.
- Using the procedures established in earlier lessons, place the Spelling Card for /k/ > 'cc' (*hiccups*) in the **Consonant Code Flip Book page 5** and outline the card and code knowledge on **Individual Code Chart page 6**.
- Continue to demonstrate this principle using the spellings and words listed.

Code Materials



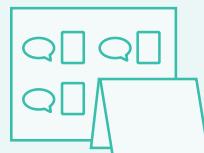
- Once you have discussed all of the spellings listed, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words

Consonant Code Flip Book	Individual Code Chart
1. c—cc: cat—hiccup /k/ > 'cc' (hiccup) page 5	/k/ > 'cc' (hiccup) page 6
2. t—tt: tip—mitt /t/ > 'tt' (sitting) page 3	/t/ > 'tt' (sitting) page 7
3. r—rr: run—ferret /r/ > 'rr' (ferret) page 18	/r/ > 'rr' (ferret) page 7
4. n—nn: not—tennis /n/ > 'nn' (running) page 16	/n/ > 'nn' (running) page 8
5. p—pp: pen—happen /p/ > 'pp' (napping) page 1	

- Tell students that many consonant sounds can be written with either a single letter or with two of the same letter.
- Write the letter 'b' on the board/chart paper.
- Ask students what sound the letter 'b' stands for. (*They should say /b/.*)
- Write the spelling 'bb' on the board/chart paper.
- Tell students that this spelling is another way to write the /b/ sound.
- Write the words *bed* and *ebb* on the board/chart paper.
- Point out that in the word *bed*, the /b/ sound is written with the spelling 'b'. In the word *ebb*, the /b/ sound is written with the double-letter spelling 'bb'.
- Using the procedures established in earlier lessons, place the spelling for /b/ > 'bb' (rubbing) on **Consonant Code Flip Book page 2**.
- Continue to demonstrate this principle using the spellings and words that follow.
- Once you have discussed all of the spellings listed here, tell the class that these double-letter spellings are never found at the beginning of words. They are found at the end of words or in the middle of longer words.

Note: The two-syllable example word *comment* is included in this exercise because 'mm' is not found in common one-syllable words. Help students read the word if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

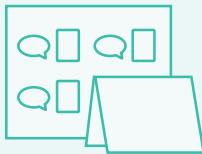
Code Materials



Consonant Code Flip Book

6. b—bb: *bed—ebb* **page 2**
7. d—dd: *dog—add* **page 4**
8. g—gg: *get—egg* **page 6**
9. f—ff: *fit—stuff* **page 9**
10. s—ss: *sit—dress* **page 11**
11. m—mm: *mad—comment* **page 15**
12. l—ll: *leg—bell* **page 19**

Code Materials



Activity Page 12.1



WORD SORT WITH ‘C’, ‘K’, AND ‘CK’ (15 MIN.)

- Turn to **Consonant Code Flip Book page 5** while students refer to **Individual Code Chart page 6**.
- Summarize by saying that the /k/ sound can be spelled four different ways, with ‘c’ as in *cat*, ‘k’ as in *kit*, ‘ck’ as in *rock*, and ‘cc’ as in *hiccup*. The spellings ‘ck’ and ‘cc’ never occur at the beginning of a word.
- Distribute Activity Page 12.1.
- Explain that the words in the box contain the sound /k/ spelled ‘c’ as in *cup*, ‘k’ as in *kid*, or ‘ck’ as in *luck*. Students have to sort the words by their spellings for /k/.
- Read the words in the box as a class. Ask students to circle the /k/ sound in each word.
- Tell students that they now must write the words under the correct column. If students finish before others, they may reread a story from *Snap Shots*.
- Review the activity page as a class.



Activity Page 12.1: Word Sort for /k/

Collect and review this activity page to monitor student progress.

SISTER SOUNDS /S/ AND /Z/ AND /Z/ 'S' (5 MIN.)

- Explain that /s/ and /z/ sound very similar. Ask, "What do we call sounds that sound very much alike?" (*sister sounds*) Both of these consonant sounds are made by positioning the tongue close to the ridge behind the upper teeth and pushing air out of the mouth. There is a difference, however.
- Tell students to place their fingers over their ears and their palms on their cheeks, or place their fingertips on their throats.
- Have students alternate between saying the /s/ sound and the /z/ sound, stretching each one out.
- Explain that the /z/ sound is buzzier than the /s/ sound; it makes our mouths vibrate.
- Tell students that you are going to say two words: one word will begin with the /s/ sound and one word will begin with the buzzy /z/ sound. Students should listen carefully and then place their fingers on their throats (or cover their ears) and repeat both words.
- Say the first pair of words.
- Ask students which word begins with the buzzy /z/ sound.
- Repeat this process with the remaining word pairs.

Note: This is an oral exercise. Students are not expected to read these words, as some of them are not yet decodable.

- First sound: sip—zip; sap—zap; sit—zit
- Last sound: bus—buzz; hiss—his; peace—peas

- Tell the class that the letter 's' at the beginning of a word is almost always pronounced /s/. However, in some other places, sometimes at the end of a word, the letter 's' is often pronounced /z/.
- Write the word *dogs* on the board/chart paper and have a student read it out loud.
- Ask students what sound they hear at the end of this word. (/z/)
- Using the procedures established in earlier lessons, place the Spelling Card for /z/ > 's' (*dogs*) in the **Consonant Code Flip Book page 12**.
- Circle the 's' in *dogs* to reinforce the fact that 's' represents the /z/ sound in this word.

Support

Remind students, "Letters you see, sounds you hear."

Code Materials



- Write the word *pots* on the board/chart paper. Circle the 's' in *pots* to reinforce the fact that 's' represents the /s/ sound in this word.
- Repeat with the words listed below. Ask students whether the 's' at the end of each word makes the /s/ or /z/ sound.

1. pots (/s/)	2. pans (/z/)	3. mugs (/z/)
4. cups (/s/)	5. snake (/s/)	6. zebra (/z/)

TRICKY WORDS: WAS, WHEN, WHY (5 MIN.)

- Write the words *was*, *when*, and *why* on yellow index cards. Tell students they will learn three new Tricky Words today.

Tricky Word: *Was*

- Show students the Tricky Word card *was* and ask how they would pronounce it by blending. (They might say /w/ /a/ /s/ or /w/ /a/ /z/.)
- Explain that this word is actually pronounced /w/ /u/ /z/ as in, "I was happy."
- Write *was* on the board/chart paper.
- Underline the letter 'a' and explain that it is the tricky part of the word. Explain that in the word *was*, the a is pronounced /u/.
- Point to the letter 's' and explain that in the word *was*, the letter 's' stands for the /z/ sound.
- Tell students that when writing *was*, they have to remember to spell the /u/ sound with the letter 'a' and the /z/ sound with the letter 's'.
- Point to *was* as you say the following sentence, "I was in the store when it started raining." Ask students to **Turn and Talk**, using the word *was* in oral sentences.

Tricky Word: *When*

- Show students the Tricky Word card *when* and ask how they would pronounce it by blending. (They may say /w/ /h/ /e/ /n/.)
- Explain that this word is actually pronounced /w/ /e/ /n/ as in, "When did you get here?"
- Write *when* on the board/chart paper. Underline the letters 'w' and 'h' and explain that this is the tricky part of the word. They would probably expect this to be pronounced /w/ /h/, but it is pronounced /w/.

- Point to the letters 'e' and 'n' and explain that they are pronounced as /e/ and /n/, as they would probably expect.
- Tell students that when writing *when*, they have to remember to spell the /w/ sound with the letters 'w' 'h'.
- Point to *when* as you say the following sentence, "I opened my umbrella when it started raining." Ask students to **Turn and Talk**, using the word *when* in oral sentences.

Tricky Word: *Why*

- Show students the Tricky Word card *why*.
- Tell students that this word is pronounced /w/ /ie/ as in, "Why did you say that?"
- Write *why* on the board/chart paper. Underline the letters 'w' and 'h' and explain that this is a tricky part of the word.
- Underline the letter 'y' and explain that it is another tricky part of the word. They would probably expect this letter to be pronounced /y/, but it is pronounced /ie/.
- Tell students that when reading *why*, they have to remember to pronounce the letters 'w' 'h' as /w/ and the letter 'y' as /ie/.
- Tell students that when writing *why*, they have to remember to spell the /w/ sound with the letters 'w' 'h' and the /ie/ sound with the letter 'y'.
- Point to *why* as you say the following sentence, "I don't know why the sky is blue." Ask students to **Turn and Talk**, using the word *why* in oral sentences.

Lesson 12: Advanced Code, Nouns, and Tricky Words

Reading

15M

Primary Focus

As the teacher reads "The Flag Shop" aloud, students will identify features of a

 sentence, as well as answer questions about the key details. **TEKS 1.6.G**

Students will read "The Flag Shop" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

 **TEKS 1.4; TEKS 1.6.G**

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



**Exchanging Information
and Ideas**

Beginning

Ask students simple yes/no questions: "Did Beth and Mom go into a flag shop?" "Did the shop have a French flag?"

Intermediate

When asking each question, provide students with a specific sentence frame: "The U.K. flag has a big red . . ."

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses.

**ELPS 4.G
Support**

If there is a flag in your room, have students point to the flag. Bring in and discuss pictures of flags of the home countries of students' parents.

Activity Page 12.2



INTRODUCE THE STORY (5 MIN.)

- Tell students that in this story, Nat, Beth, and their moms go to a flag shop.
- Tell students that each country has a flag that is unique. The U.S. flag is red, white, and blue, and has stars and stripes.
- Tell students that flags are made up of shapes, symbols and, colors that represent important things about each country. Ask, "Who knows what the stars stand for in our flag?" (*Fifty stars stand for America's fifty states.*)
- In today's story, Beth and Nat and their moms will see the flags for many countries.

Purpose for Reading

- Tell students to read carefully to find out what types of flags Beth, Nat, and their moms get to see on their trip to the flag shop.

READ "THE FLAG SHOP" (10 MIN.)

Small Group

Group 1: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Flag Shop" aloud to one another. Have them complete Activity Page 12.2, questions 1–3.

If students finish quickly, have them reread previous stories from the Reader.

Group 2: Have students who need more support when reading form a group. Listen to students read, check comprehension, and ask students to point out new spellings. Providing guided support, have them complete Activity Page 12.2, questions 1–3.

All students should then complete questions 4–6 for Activity Page 12.2.



Observation: Anecdotal Reading Record (Group 2)

As you listen to students in Group 2 read aloud, make notes in each student's Anecdotal Reading Record. Look for patterns in the type of error(s) individual students make.



Activity Page 12.1: Story Questions

Collect Activity Page 12.2 to review and monitor students' progress. Questions 1–3 are indicators of story comprehension, questions 4–6 are indicators of understanding nouns.

[End Lesson](#)

Take-Home Material

NOUN SORT

Activity Page 12.3



Support

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

- Have students take Activity Page 12.3 home to complete with a family member.

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING AND SPELLING

Match Me

Note: Two-syllable words are included in this exercise because double consonant spellings are not typically found in one-syllable words. Help students read the words if necessary. Two-syllable words are not explicitly taught or included in the Readers until Unit 4.

- Make one copy of **Activity Page TR 12.1** for each student.
- Follow the directions in Lesson 9 for Match Me using the words in the box.

1. swimming	4. sunning	7. winning
2. running	5. grinning	8. drumming
3. ferret	6. humming	9. canning

MORE HELP WITH ORAL READING

Silly Voices

- Make one copy of the picture cards for Silly Voices, **Activity Page TR 11.1**, and cut them apart.
- Follow the directions in Lesson 11 for Silly Voices and have students reread “The Flag Shop” from the ***Snap Shots Reader***.

13

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, said, says, where, what, which, who, when, why.* **TEKS 1.2.B.vi**

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

Reading

Students will read “Which Is the Best?” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

- TEKS 1.4; TEKS 1.6.G**
- Students will recognize characteristics of multimodal texts. **TEKS 1.9.F**

FORMATIVE ASSESSMENT

Observation **Discussion Questions** “Which Is the Best?”

- TEKS 1.6.G**

Observation **Anecdotal Reading Record** “Which Is the Best?”

- TEKS 1.4**

Activity Page 13.1 **Story Questions** “Which Is the Best?”

- TEKS 1.6.G**

TEKS 1.2.A.vi Demonstrate phonological awareness by manipulating phonemes within base words; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance. **TEKS 1.9.F** Recognize characteristics of multimodal and digital texts.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: <i>Where, What, Which</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> three yellow index cards
Review the Question Mark (Conventions of Standard English)	Whole Group	5 min.	
Tricky Word Cards and Word Jump (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> pencils <input type="checkbox"/> blank yellow index cards (six per student) <input type="checkbox"/> flash cards with Tricky Words taught so far <input type="checkbox"/> Digital Component 13.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Snap Shots Reader</i> <input type="checkbox"/> Digital Component 13.2
Read "Which Is the Best?"	Partner	10 min.	
Review "Which Is the Best?"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 13.1
Take-Home Material			
Word Reader			<input type="checkbox"/> Activity Page 13.2

ADVANCE PREPARATION

Foundational Skills

- Gather sufficient blank yellow index cards so that you can provide six cards per student.
- For the Tricky Word Jump activity, you will need to prepare flash cards with the Tricky Words reviewed so far. If you have posted Tricky Words on a word wall, you can remove the cards for this activity. You should have at least as many cards as there are students in your class. You can make two cards for some words if needed.

► Digital Component 13.1

- Write the Tricky Word phrases for Tricky Word Cards (Digital Component 13.1) on the board/chart paper, or use the digital version.

Reading

- Bring in a photo of the London Eye—a giant Ferris wheel that is a landmark in London—and a photo of Stonehenge—which is a ring of prehistoric standing stones in the U.K.—for Introduce the Story.
- Bring in a photo of the Statue of Liberty for Introduce the Story.

► Digital Component 13.2

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

Lesson 13: Review: Tricky Words

Foundational Skills

30M

Primary Focus

Students will read the following Tricky Words: *a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, said, says, where, what, which, who, when, why.* **TEKS 1.2.B.vi**

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

TRICKY WORDS (10 MIN.)

Support

Provide students with context for the words.

Pictures can be used to demonstrate words that are depictable.

Show students pictures illustrating the words for Oral Blending and Segmenting with their antonyms. Hold up the picture of the fat item and say *fat*, asking students to repeat. Repeat the process with the remaining pairs.

- Tell students that today's Tricky Words are all question words.
- Tell students that each of today's Tricky Words starts with the tricky part.
- Show students the Tricky Word cards for *where, what, and which*. Ask students which part they think is the tricky part of the three words. (Students should answer 'wh'.)

Tricky Word: *Where*

- Show students the Tricky Word card *where* and ask how they would pronounce it by blending. (They may say /w/ /h/ /e/ /r/ /e/.)
- Tell students that this word is pronounced /w/ /e/ /r/ as in, "Where did you get that soda?"
- Write *where* on the board/chart paper. Underline the letters 'w' and 'h' and explain that this is a tricky part of the word. It is pronounced /w/ as in *when*.
- Underline the letters 'e' 'r' 'e' and explain that this is another tricky part of the word. They would probably expect these letters to be pronounced /e/ /r/ /e/, but they are pronounced /e/ /r/.
- Tell students that when reading *where*, they have to remember to pronounce the letters 'w' 'h' as /w/, and the letters 'e' 'r' 'e' as /e/ /r/.
- Tell students that when writing *where*, they have to remember to spell the /w/ sound with the letters 'w' 'h', and the /e/ /r/ sound with the letters 'e' 'r' 'e'.

TEKS 1.2.A.vi Demonstrate phonological awareness by manipulating phonemes within base words; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list: (i) decoding words in isolation and in context by applying common letter-sound correspondences.

- Point to the word *where* as you say the following question, “Where do you want to go on vacation?” Ask students to **Turn and Talk**, using the word *where* to start a question.

Tricky Word: *What*

- Show students the Tricky Word card *what* and ask how they would pronounce it by blending. (They may say /w/ /h/ /a/ /t/.)
- Repeat the steps for Tricky Word *what*. Remind students another tricky part of *what* is the letter ‘a’ because in the word *what*, it is pronounced /u/.
- Point to the word *what* as you say the following question, “What do you want for dinner?” Ask students to **Turn and Talk**, using the word *what* to start a question.

Tricky Word: *Which*

- Show students the Tricky Word card *which* and ask how they would pronounce it by blending. (They may say /w/ /h/ /i/ /ch/.)
- Tell students that this word is actually pronounced /w/ /i/ /ch/ as in, “Which jacket is yours?”
- Repeat the steps for Tricky Word *which*.
- Point to the word *which* as you say the following question, “Which flavor of ice cream do you like?” Ask students to **Turn and Talk**, using the word *which* to start a question.

REVIEW THE QUESTION MARK (5 MIN.)

- Explain that today’s Tricky Words are all question words. These words are used to ask questions. The question words ask for different things, but they all help to find out more information.
- Point out that when we ask a question, our voice goes up in pitch. You can hear it in the voice when someone is asking a question.
- Ask students to listen to your voice as you are saying the following questions: “Where did you go?” “Why do you like ice cream?” “What is the color of your eyes?”
- In speech you can easily hear that someone is asking a question or is just making a statement. In writing, the reader needs to see punctuation marks to understand that.
- Remind students that in *Snap Shots* they have already seen periods (full stops), exclamation points, and question marks at the end of sentences.

Support

Tell students that a question that begins with *where* is usually answered by naming a place.

Support

Tell students that a question that begins with *which* is usually answered by choosing something.

- Remember, questions are sentences as well and they are indicated in writing with a special punctuation mark called a question mark. Draw a question mark on the board/chart paper.
- Write the following questions and answers on the board/chart paper. Write the answers in a different color.
- Point out the periods and question marks at the end of the sentences.

1. Where did Nat and Dot get Bud? **Nat and Dot got Bud from the vet.**
2. What did the vet fix on Bud? **The vet had to fix Bud's leg.**

TRICKY WORD JUMP AND TRICKY WORD CARDS (15 MIN.)

Note: In this exercise students will make Tricky Word cards. Have them keep the cards for future practice. You may want to encourage students to take the index cards home for more practice.

- Hand out blank index cards, six per student.
- Write the six Tricky Words *when*, *where*, *why*, *what*, *which*, and *who* on the board/chart paper, one by one, and review what is tricky in each of them.
- Review that these words are question words. Have students form a question with each of the words.
- Have students copy the words on their index cards, one word per card.
- Tell students to place the cards for *when* and *where* in front of them.
- Explain that you will call out one of the words and that you want students to hold up the card with the word that you said.
- Say the word *where* and have students hold up the correct word. Have students repeat the word.
- Repeat with the remaining word cards.
- Point to the Digital Component 13.1 sentences written on the board/chart paper or use the Digital Component. Read the first sentence aloud, saying “blank” for the blank space represented by the line.
- Tell students to jump up holding the question word card that they think should start the question. Once all students are standing, ask students to show their cards. Review their answers.
- Repeat with the remaining sentences.

Digital Component 13.1

1. _____ can sing the best?
2. _____ is the van?
3. _____ did the bell ring?
4. _____ is the sun hot?
5. _____ dress is black?
6. _____ is in the bag?

Check for Understanding



Monitor students as they hold up their word cards, paying attention to whether or not they are choosing the correct Tricky Words.

Lesson 13: Review: Tricky Words

Reading



Primary Focus: Students will read “Which Is the Best?” with purpose and understanding and answer written questions about the key details of the story in complete sentences. **TEKS 1.4; TEKS 1.6.G**

 Students will recognize characteristics of multimodal texts. **TEKS 1.9.F**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and find the title “Which Is the Best?” Ask students, “Who can tell me the question word in this title?” (which)
- Tell students that in today’s story, we will hear about some of the places where Beth went sightseeing. Explain that sightseeing is when a person is visiting a new place, and they go to the popular sights. In New York City, for example, people may go to see the Statue of Liberty or the Empire State Building while sightseeing.

Support

Show students the photos of the London Eye and Stonehenge and explain that they are two places that visitors to the U.K. might go.

 **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.9.F** Recognize characteristics of multimodal and digital texts.

- The characters in the story are taking snap shots. Illustrations help to create multimodal texts. Ask students how the illustrations can help them understand this story.

Preview Spellings

- Use the chart prepared in advance to review the following spellings before reading today's story.

► Digital Component 13.2

/f/ > 'ff'	/k/ > 'ck'
stuff	stick
puff	rock

- You may also wish to review the Tricky Words *all* and *of*.

Purpose for Reading

- Ask students, "What do you think this title means?" Tell students to read the story carefully with a partner to find out the answer to Beth's question.

READ "WHICH IS THE BEST?" (10 MIN.)

Reader



Page 36

Partner Reading

- Ask students to sit with their partners and take turns reading "Which Is the Best?" aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: Anecdotal Reading Record

Circulate throughout the room so you can listen to pairs of students read. Make notes in each student's Anecdotal Reading Record.

Wrap-Up

- Bring the class back together to answer the discussion questions as a whole group.

Discussion Questions for “Which Is the Best?”

1. **Literal.** How did Nat, Beth, and their moms get to their spot for the snap shot?
 - » They ran up a bunch of steps.
2. **Inferential.** What does it mean to huff and puff? Which parts of the text on page 36 help you to figure out what huff and puff means?
 - » It means to breathe heavily after exercising. The lines on page 36 that are helpful are “had to run up a bunch of steps to get to this spot” and the comparison that the kids “ran up fast” while the “moms had to huff and puff.”
3. **Inferential.** Who took the first snap shot?
 - » Beth is the narrator; Beth’s mom took the first snap shot.
4. **Inferential.** Why is Nat like a rock in the second snap shot? Look at the illustration on page 39.
 - » Accept reasonable answers based on the illustration.
5. **Evaluative.** Which snap shot do you like the best? Why? Have students provide at least two reasons.
 - » Accept reasonable answers based on the text and illustrations.
6. Do you have questions you would like to ask to clarify your understanding of the story?



Observation: Discussion Questions

Call on a different student to answer each question. Note students’ performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

REVIEW “WHICH IS THE BEST?” (15 MIN.)

Story Questions Activity Page

- Distribute Activity Page 13.1.
- Explain that the activity page has three questions about the story “Which Is the Best?”

Activity Page 13.1





**Exchanging Information
and Ideas**

Beginning

Ask students simple yes/no questions: “Did Nat and Beth run up fast to get to the spot?” “Did Nat have Mom and Dot lift him up in one of the snap shots?”

Intermediate

When asking each question, provide students with a specific sentence frame: “One snap shot is Nat with a bunch of big . . .”

Advanced/Advanced High

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

ELPS 4.G

Activity Page 13.2



- Have students reread the story and answer questions 1–3. Remind students to write complete sentences.
- Review the answers to questions 1–3 as a class.
- Provide the following directions, telling students to complete items 4–6:
 - 4. Circle only the nouns that name things.
 - 5. Circle only the nouns that name a person.
 - 6. Circle only words that are nouns (i.e., a person, place, or thing).



Activity Page 13.1: Story Questions

Collect Activity Page 13.1 to review and monitor student performance.

[End Lesson](#)

Take-Home Material

READING PRACTICE

- Have students take Activity Page 13.2 home so they can practice reading with a family member.

Lesson 13: Review: Tricky Words

Additional Support

MORE HELP WITH BLENDING AND SEGMENTING

Relay Blending

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

1. pad (3) /p/ /a/ /d/	5. clean (4) /k/ /l/ /ee/ /n/
2. tough (3) /t/ /u/ /f/	6. frame (4) /f/ /r/ /ae/ /m/
3. cat (3) /c/ /a/ /t/	7. spoke (4) /s/ /p/ /oe/ /k/
4. peg (3) /p/ /e/ /g/	8. wild (4) /w/ /ie/ /l/ /d/

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 13.2** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

MORE HELP WITH TRICKY WORDS

Write the Matching Question Word

- Make one copy of **Activity Page TR 13.1** for each student.
- Have students read the tricky question words at the top of the page.
- Have students read each sentence and write the matching words in the spaces.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 448 and 532 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 452 and 541 of those words would be completely decodable.

Where is one of the 100 most common words in most samples of written English. In a typical passage of 1,000 words, *where* occurs 0 to 2 times.

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

Which is one of the 100 most common words in most samples of written English. In a typical passage of 1,000 words, *which* occurs 0 to 4 times.

14

REVIEW

Tricky Words
and Dictation

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read the following Tricky Words: *here, there*. **TEKS 1.2.B.vi**
- Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**
- Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**
- Students will spell one-syllable short-vowel words with double-consonant spellings and consonant digraphs (up to four phonemes). **TEKS 1.2.C.iii**

Reading

- Students will read "The Bus" with purpose and understanding and sequence the events of the story in correct chronological order. **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Observation

Sequence Story Events "The Bus"

 **TEKS 1.6.G**

TEKS 1.2.A Demonstrate phonological awareness by (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: <i>Here, There</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> two yellow index cards
Review Quotation (Conventions of Standard English)	Whole Group	5 min.	<input type="checkbox"/> Review Quotation Marks (Digital Component 14.1)
Identify Nouns	Whole Group	5 min.	
Dictation with Words	Whole Group	10 min.	<input type="checkbox"/> paper <input type="checkbox"/> pencil
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Snap Shots Reader</i> <input type="checkbox"/> <i>Snap Shots Big Book</i>
Read "The Bus"	Partner	10 min.	
Sequence Story Events	Independent	15 min.	<input type="checkbox"/> Activity Pages 14.1, 14.2
Reading			
Question Maker			<input type="checkbox"/> Activity Page 14.3

ADVANCE PREPARATION

Foundational Skills

- Write the Tricky Words: *Here* and *There* on the yellow index cards.

► Digital Component 14.1

- Write the sentences for Review Quotation Marks (Digital Component 14.1) on the board/chart paper, or use the digital version.

Reading

- Load the digital version of the story “The Bus” or use the Snap Shots Big Book.
- Plan how you will group students for reading, including which students you will pair for partner reading.

Universal Access

- Bring in pictures of the following items to use as a visual support during Identify Nouns: a girl tripping, a new park, a small bird, a wet towel, a singing boy, a busy street, a tall man, blue pencils, the sun shining, and dogs running.

Lesson 14: Tricky Words and Dictation

Foundational Skills



Primary Focus

- Students will read the following Tricky Words: *here, there*. **TEKS 1.2.B.vi**
- Students will orally blend and segment single-syllable words with up to four phonemes. **TEKS 1.2.A.v; TEKS 1.2.A.vii**
- Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences. **TEKS 1.11.D.iii**
- Students will spell one-syllable short-vowel words with double-consonant spellings and consonant digraphs (up to four phonemes). **TEKS 1.2.C.iii**

TRICKY WORDS: HERE, THERE (5 MIN.)

Tricky Word: *Here*

- Show students the Tricky Word card *here* and ask them to read the word by blending. (They may say something with two syllables: /h/ /e/ - /r/ /e/ or /h/ /er/ as in *were*.)
- Explain that we actually pronounce this word /h/ /ee/ /r/ as in, “I’m so glad you’re here!”
- Write *here* on the board/chart paper. Point to the letter ‘h’ and explain that it is pronounced just as one would expect, as /h/.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that these are tricky. These letters stand for the sounds /ee/ /r/.
- Tell students that when reading *here*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /ee/ /r/.
- Tell students that when writing *here*, they have to remember to spell the sounds /ee/ and /r/ with the letters ‘e’ ‘r’ ‘e’.
- Point to the word *here* as you say the following sentence, “Please put your plate *here*.” Ask students to **Turn and Talk**, using the word *here* in oral sentences.

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

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.11.D.iii** Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Tricky Word: *There*

- Show students the Tricky Word card *there* and ask them to read the word by blending. (They may try to say /th/ /e/ /r/ /e/ or /th/ /e/ /r/ /e/.)
- Explain that we actually pronounce this word /th/ /e/ /r/ as in, “He kicked the ball over *there*.”
- Write *there* on the board/chart paper. Point to the letter team ‘th’ and explain that it is pronounced just as one would expect, as /th/.
- Underline the letters ‘e’ ‘r’ ‘e’ and explain that these are the tricky part of the word. They work differently than in *here*. The letters are not pronounced / ee/ /r/ as in *here*, but work together to stand for the sounds /e/ /r/ as in *where*.
- Tell students that when reading *there*, they have to remember to pronounce the letters ‘e’ ‘r’ ‘e’ as /e/ /r/.
- Tell students that when writing *there*, they have to remember to spell the sounds /e/ /r/ with the letters ‘e’ ‘r’ ‘e’.
- Point to the word *there* as you say the following sentence, “Please put your pencil *there*.” Ask students to **Turn and Talk**, using the word *there* in oral sentences.

REVIEW QUOTATION MARKS (5 MIN.)

- Remind students that there are special punctuation marks that we use when we want to indicate a person’s exact words. They are called quotation marks.
- Have students say *quotation marks*.
- Point to the chart prepared in advance and read the first sentence: *Beth said, “I can run fast.”*
- Explain that the quotation marks mean that these are a person’s exact words. There is one set of quotation marks at the beginning of the person’s words and another set at the end.
- Point out that quotation marks sort of look like two apostrophes written right next to each other.
- Point to the next sentence: *Dad said, “Run and get the bag.”*
- Ask a student to read the sentence and to point to the quotation marks.
- Ask a student what Dad said. Point out that Dad’s words are in quotation marks.

- Point to the last sentence: *Mom says, “Scrub that tub!”*
- Ask a student to read the sentence and to point to the quotation marks.
- Ask a student what Mom says. Point out that Mom’s words are in quotation marks.
- Summarize by saying that quotation marks are used in text to show a person’s exact words.

► Digital Component 14.1

1. Beth said, “I can run fast.”
2. Dad said, “Run and get the bag.”
3. Mom says, “Scrub that tub!”



IDENTIFY NOUNS (5 MIN.)

TEKS 1.11.D.iii

Note: In this lesson you will review that nouns can name either a person, place, or thing.

Nouns Naming People

- Remind students that they have been learning about nouns that name people.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “Bob runs,” and ask, “Which word in the phrase names a person?”
- When students have given the correct answer, say, “*Bob* is a person and the word for a part of speech that names a person is *noun*.”

Nouns Naming Things

- Remind students that they have also been learning about nouns that name things.
- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “truck unloads,” and ask, “Which word in the phrase names a thing?”
- When students have given the correct answer, say, “The word *truck* is a thing and the word for a part of speech that names a thing is *noun*.”

Nouns Naming Places

- Remind students that they have also been learning about nouns that name places.



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

Support

Show students pictures of the items (a girl tripping, a new park, a small bird, a wet towel, a singing boy, a busy street, a tall man, blue pencils, the sun shining, and dogs running) to use as visual support as you identify nouns.

- Tell students to listen carefully to the next phrase and repeat it after you.
- Say, “big library,” and ask, “Which word in the phrase names a place?”
- When the students have given the correct answer, say, “The word *library* is a place and the word for a part of speech that names a place is *noun*.”

Practice Nouns

- Tell students to listen carefully to the following phrases and ask them to tell you the word that names a person, place, or thing, and is therefore a noun.
- Tell students that today’s story takes place at a bus stop. Explain that in a big city, many people take the bus as a way of getting around town.

1. girl trips	4. wet towel
2. new park	5. boy sings
3. small bird	6. running dogs

Check for Understanding



Summarize by asking students what we call a part of speech that names a person, place, or thing. (*noun*)

DICTATION WITH WORDS (10 MIN.)

Note: Students are not yet expected to reliably know when to use double-letter spellings. They will learn through the process of self-correction and more reading practice.

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say eight words. Each word will contain one of the double-letter spellings for consonant sounds they have learned.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *will*, three lines would be drawn on the paper: _____.

- Once students have drawn one line for each sound, remind them that the sound /l/ can be written with the spelling 'll'.
- Have students write the spellings on their respective lines: w i ll.
- Finally, ask students to read the word back to you.
- Write the words on the board/chart paper and have students self-correct.

1. will	5. black
2. back	6. less
3. off	7. rock
4. tell	8. grass

Note: It might be useful to have students use a different colored pencil for self-correction so you can see which spellings students need more practice with.

Lesson 14: Review: Tricky Words and Dictation

Reading



Primary Focus: Students will read "The Bus" with purpose and understanding and sequence the events of the story in correct chronological order.

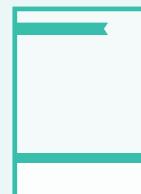
 **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

Preview Conventions of English

- Ask students, "What are three different types of sentence endings?" (period, exclamation point, question mark)
- Remind students that quotation marks tell us that someone is speaking. Tell students to watch carefully for these in today's story.

Big Book



Page 40

Preview Spellings

- You may wish to review the Tricky Words *why*, *said*, *who*, and *where*.

Preview Core Vocabulary

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

 **TEKS 1.4** Develop and sustain foundational language skills; **TEKS 1.6.G**: Evaluate details to determine what is most important with adult assistance.

**EMERGENT
BILINGUAL
STUDENTS****Foundational Skills****Print Awareness**

Model for students how to run your finger beneath the words to read from left to right and top to bottom.

For additional support and to help individual students with left-to-right directionality, you may wish to place a large green “start star” on the left of the student’s desk and a large red “stop dot” to the right.

ELPS 4.B**Activity Pages
14.1, 14.2**

Write each word on the board/chart paper for students to read, explain the meaning, and provide an example of the word used in a sentence.

posh—adj., very fancy (48)

Example: We went to a very posh restaurant for lunch; the food was very expensive.

thrush—n., a type of bird (40)

Example: The thrush sat on its nest outside my window.

Vocabulary Chart for “The Bus”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	thrush	posh	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to read carefully to find out about Nat and Beth’s time on the bus and other sights they see on their trip.

READ “THE BUS” (10 MIN.)**Partner Reading**

- Ask students to sit with their partners and take turns reading “The Bus” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.

SEQUENCE STORY EVENTS (15 MIN.)

- Distribute Activity Pages 14.1 and 14.2. Tell students that the sentences in the boxes on this page tell about different things that happened in the story, “The Bus.” Explain that the order in which these boxes are printed on this page do not retell the story events in the proper order.

- Tell students to carefully cut each box on the first page. They should then turn to the second page and spread out all of the cut-out boxes on their desk.
- Tell students to read each sentence, deciding which one describes the first thing that happened in the story. They should paste this sentence in the box with the number 1. Ask students to continue, pasting the remaining sentences in the proper boxes in the order in which they happened in the story.
- When students have finished pasting each sentence, ask them to draw a picture in the blank space in the box to illustrate the sentence.



Activity Pages 14.1, 14.2: Sequence Story Events

Collect Activity Pages 14.1 and 14.2 to review and monitor student progress.



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions: “Was there a thrush at the bus stop?” “Was the bus red?”

Intermediate

When asking each question, provide students with a specific sentence frame: “It was a big red bus with a top . . .”

Advanced/Advanced High

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

ELPS 4.G

Take-Home Material

QUESTION MAKER

Activity Page 14.3



- Have students take Activity Page 14.3 home so they can practice making questions with a family member.

Lesson 14: Tricky Words and Dictation

Additional Support

MORE HELP WITH SPELLING

Spell and Clap

- Have students sit on the floor in a circle.
- Have students orally spell the words in the box as you call them out.
- Choose a student in the circle to begin the game. Have the student repeat the first word after you, and spell the word, clapping once after each letter (e.g., “hot, **h**-clap-**o**-clap-**t**-clap”). The other students in the circle echo the spelling/clapping pattern.
- Write the word on the board/chart paper for all to see.
- If the word is spelled incorrectly, repeat the word and have the student try again.

1. ship	4. quit	7. queen	10. quilt
2. chop	5. ring	8. snap	11. shot
3. thin	6. spring	9. trash	12. theft

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 14.1** for each pair of students.
- Follow the directions in Lesson 9 for Two Voices.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 452 and 541 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 454 and 548 of those words would be completely decodable.

Here is one of the 200 most common words in most samples of written English. In a typical passage of 1,000 words, *here* occurs 0 to 3 times.

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

15

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will spell the following Tricky Words: *a, I, no, of, from, are, were, one, who, two, the, here, there, was, where, why, what, who, said, says*.

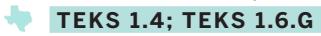


TEKS 1.2.B.vi

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

Reading

Students will read "The Man in the Black Hat" with purpose and understanding and answer written questions about the key details of the story in complete sentences.



TEKS 1.4; TEKS 1.6.G

Students will read "The Man in the Kilt" with purpose and understanding. **TEKS 1.4**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record

"The Man in the Black Hat"



TEKS 1.4

Activity Page 15.1 Tricky Word Practice



TEKS 1.2.C.iv

Activity Page 15.2 Story Questions

"The Man in the Black Hat"



TEKS 1.4; TEKS 1.6.G

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Snap Shots</i> Reader <input type="checkbox"/> Preview Spellings Chart (Digital Component 15.1)
Read "The Man in the Black Hat"	Partner	10 min.	
Review "The Man in the Black Hat"	Small Group	10 min.	<input type="checkbox"/> Activity Page 15.2
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Snap Shots</i> Reader
Read "The Man in the Kilt"	Partner	10 min.	
Take Home Material			
Take Home Story: "The Bus"			<input type="checkbox"/> Activity Page 15.3

ADVANCE PREPARATION

Note to Teacher

- This is the last lesson for Unit 1. Due to the extensive placement assessment at the beginning of this unit, there is no end-of-unit assessment. Please look at students' scores from the earlier assessments, along with your anecdotal notes and other records, to guide you in choosing activities for the upcoming Pausing Point.

Foundational Skills

- Write the Tricky Words *here* and *there* on the yellow index cards.

▶ Digital Component 15.1

- Create the Preview Spellings chart (Digital Component 15.1) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 15: Tricky Words

Foundational Skills

15M

Primary Focus

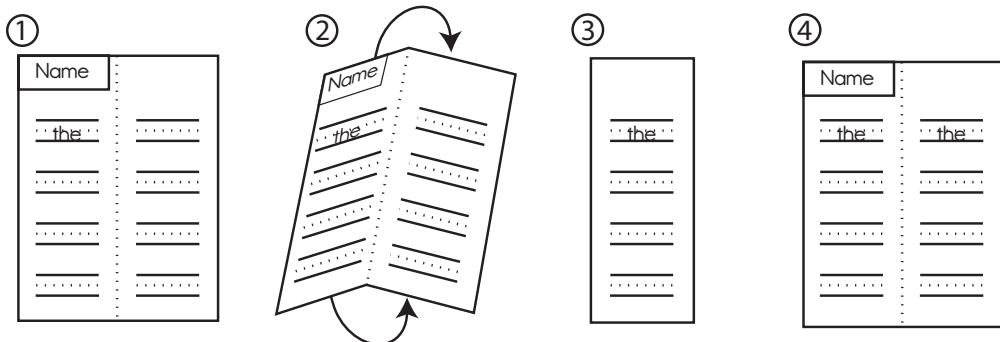
Students will read the following Tricky Words: *a, I, no, of, from, are, were, one, who, two, the, here, there, was, where, why, what, who, said, says.* **TEKS 1.2.B.vi; TEKS 1.2.C.iv**

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

TRICKY WORD PRACTICE (15 MIN.)

- Distribute Activity Page 15.1.
- Write the word *a* on the board/chart paper and have students read it.
- Have students copy *a* onto the left side of their sheet of paper next to the number 1. (See illustration 1.) They should say the name of the letter as they copy the word.

Activity Page 15.1



- Erase the word from the board/chart paper.
- Have students fold their paper along the dotted line and position it so the word they copied is facing the desk. (See illustration 2.)
- Have students write *a* from memory on their paper next to the number 1. (See illustration 3.) They should say the name of the letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier. (See illustration 4.)

TEKS 1.2.A Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

- Have students correct the word if they misspelled it. It may be helpful to have them make corrections with a different color pen so you can see their errors.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

1. a	6. one
2. I	7. why
3. of	8. what
4. from	9. are
5. where	10. said

Note: For some students, it might be helpful if they said the sounds of the Tricky Words along with the letter names. For example, while writing of, they could say the sound /u/ is spelled with the letter 'o' and the /v/ is spelled with the letter 'f'.



Activity Page 15.1: Tricky Word Practice

Collect Activity Page 15.1 to review and monitor students' progress.

Lesson 15: Tricky Words Reading



Primary Focus:

Students will read "The Man in the Black Hat" with purpose and understanding and answer written questions about the key details of the story in complete sentences.



TEKS 1.4; TEKS 1.6.G



Students will read "The Man in the Kilt" with purpose and understanding. **TEKS 1.4**



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

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will read “The Man in the Black Hat.”
- Show students the image of the man in the black hat on page 51, and ask them, “What job do you think this man has?” (Answers may vary, but could include soldier.)
- Explain that Nat and Beth and their moms are continuing their sightseeing tour of London. They stop by Buckingham Palace, the place where the king and queen live. Soldiers stand outside of the palace, wearing red jackets and fuzzy hats. They are not allowed to speak or smile at people. However, sometimes people do silly things to try to make the soldiers smile.

Reader



Page 50

Preview Spellings

- Preview the following spellings before reading today’s story.

► Digital Component 15.1

/k/ > ‘ck’

stock

flock

Preview Core Vocabulary

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

split—n., when a person puts one leg on the ground in front of their body and the other stretches behind, or both legs go out to the sides (54)

Example: The gymnast ended her routine with a split.

jig—n., a dance with lively steps (54)

Example: My partner and I did a jig for the dancing competition.

Note: You may wish to tell students that the word *split* can also be used as a verb that means to divide into pieces, such as splitting a cookie with a friend.

Vocabulary Chart for “The Man in the Black Hat”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	jig		
Multiple-Meaning Core Vocabulary Words			split
Sayings and Phrases			

EMERGENT
BILINGUAL
STUDENTS



Reading

Exchanging Information and Ideas

Beginning

Ask students simple yes/no questions: “Did the man in the black hat grin?” “Did Nat do a trick to try to make the man grin?”

Intermediate

When asking each question, provide students with a specific sentence frame: “His job is to stand there as still as a . . .” “There is not one snapshot where that man . . .”

Advanced/Advanced High

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

ELPS 4.G

Purpose for Reading

- Ask, “Do you think Nat will try to make the soldier smile? What about Beth?” Tell students to read the story to find out whether Nat and Beth try to make the man in the black hat smile.

READ “THE MAN IN THE BLACK HAT” (15 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Man in the Black Hat” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: Anecdotal Reading Record

Circulate through the room so you can listen to pairs of students read aloud. Make notes on individual students’ Anecdotal Reading Records.

REVIEW “THE MAN IN THE BLACK HAT” (20 MIN.)

Small Group

- Distribute Activity Page 15.2.
- Explain that the activity page has questions about the story “The Man in the Black Hat.”
- Have students reread the story and answer the questions. Please encourage students to write complete sentences.

Group 1: Ask students who are able to do independent work to complete the activity page on their own. If students finish quickly, have them reread stories from the Reader or do other seat work.

Group 2: Have students who need more support with answering the story questions form a group. Help them complete some or most of the activity page. Have students finish the activity page on their own. While students are doing this, you can catch up with Group 1.

- Alternatively, you may work with a group to reinforce a skill students need to practice more, for example, dictation with words or practicing reading.

Activity Page 15.2



Activity Page 15.2: Story Questions

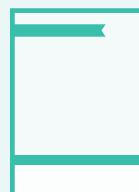


Collect Activity Page 15.2 to review and monitor student progress.

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will read the story “The Man in the Kilt.”
- Ask students if they know what a kilt is. Explain that a kilt is a skirt that is worn by both men and women, many who are from Scotland. A kilt has a tartan design, which is a plaid-like pattern. Explain to students that some people wear a kilt to represent their culture. Ask students to share what clothing they might wear in their culture. Direct students to refer to the illustration in the Reader on page 59.

Reader



Page 58



Beginning

Ask yes/no questions students simple: “Did Nat and Beth meet a man in a kilt?” “Did Mom get a snap shot of Nat and Beth with a man in a kilt?”

Intermediate

When asking each question, provide students with a specific sentence frame: “The cloth on the kilt tells us that the man is . . .” “The kilt tells us a bit of his . . .”

Advanced/Advanced High

Encourage students to expand and/or build from other students' responses

ELPS 4.G

Preview Spellings

- You may wish to preview the following Tricky Words: *why*, *where*, and *what*.
- You may also wish to show students where Scotland is on a world map or globe and explain that a person from Scotland is called a Scot. You may write the words *Scotland* and *Scot* on the board/chart paper, explaining the abbreviation to students.

Purpose for Reading

- Tell students to read carefully to learn more about the man in the kilt.

READ “THE MAN IN THE KILT” (10 MIN.)

Partner Reading

- Ask students to sit with their partners and take turns reading “The Man in the Kilt” aloud.
- Encourage students who finish early to reread previous stories. They should not read ahead.



Observation: Anecdotal Reading Record

Circulate through the room so you can listen to pairs of students read aloud. Make notes on individual students' Anecdotal Reading Records.

Wrap-Up

Discussion Questions for “The Man in the Kilt”

1. **Literal.** Why did Beth think that the man they met was wearing a dress?
 - » He was wearing a kilt, which looks like a skirt.
2. **Inferential.** What country do kilts come from? What part of the text helped you to find the answer?
 - » Kilts come from Scotland. The line in the text that helped is “The kilt tells us that the man is a Scot.” A person from the country of Scotland is called a Scot, so kilts must come from the country of Scotland.



Observation: Discussion Questions

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record, marking whether the question answered was literal, inferential, or evaluative.

Take-Home Material

TAKE-HOME STORY: “THE BUS”

Activity Page 15.3



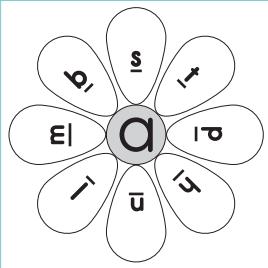
- Have students take Activity Page 15.3 home so they can practice reading the story with a family member.
- Extension Activity:** Once students have mastered reading this story, they can retell the story by acting it out. Students can create props from items found at home.

Lesson 15: Tricky Words

Additional Support

MORE HELP WITH SPELLING

Spelling Hopscotch



- Write a spelling for a vowel sound (e.g., 'a') on **a circular sheet of paper**. Write spellings for consonant sounds (e.g., 't', 'p', 'm', 'h', and 'n') **on oval or petal-shaped sheets of white paper**. Affix the spellings securely to the floor in a flower pattern.
- Give a student a starting point, for example, the picture of the /t/ sound. Ask the student to create a real or silly word by jumping to the center spelling and then to a petal spelling. Possible words are *tap, tam, tan, pat, Pam, pan, mat, map, man, hat, hap, ham, han, nat, nap, nam*.
- Make sure students say the sound that the spelling stands for as they jump on each one.
- The other students should blend the word after the jumping student has come to a halt.
- You can play this game in the classroom or outside on the playground.

MORE HELP WITH TRICKY WORDS

Spell Tricky Words with Tiles

- Gather sets of old board game **letter tiles**, or write letters on small tiles.
- Call out the Tricky Words in the box, one at a time, and have students spell the words using the tiles.

1. the	5. so	9. where
2. here	6. who	10. why
3. there	7. said	11. what
4. was	8. says	

MORE HELP WITH ORAL READING

Two Voices

- Make one copy of **Activity Page TR 15.1** for each pair of students.
- Follow the directions in Lesson 9 for Two Voices.

Pausing Point

This is the end of Unit 1. You should pause here and spend additional time (2 days) reviewing the material taught in Unit 1 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

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MORE HELP WITH BLENDING AND SEGMENTING

Large Card Spelling

- Pass out the following Large Letter Cards, one card per student: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'ck', 'g', 'v', 's', 'p', 'b', 'l', 'll', 'r', 'h', 'w', 'sh', 'ch'.
- Explain that you will say the sounds of a word and that you want the students with the Large Letter Cards for those sounds to stand next to each other to spell the word.
- Say the word *hot* in a segmented fashion: /h/ /o/ /t/.
- Ask the class to blend the word.
- Have students with the Large Letter Cards for 'h', 'o', and 't' line up to spell the word.

- Ask the class to read the word.
- Have the class segment the word by saying the individual sounds. As they are saying the individual sounds, the student with the spelling for that sound should step forward.

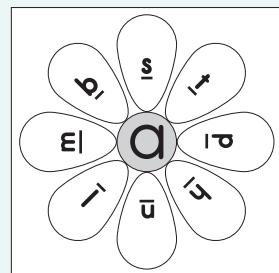
1. hot	7. rest
2. ship	8. black
3. chill	9. swim
4. van	10. drag
5. wet	11. cups
6. stop	12. bus

Relay Blending

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

Spelling Hopscotch

- Write a previously taught spelling for a vowel sound (e.g., ‘a’) on a circular sheet of paper.
- Write previously taught spellings for consonant sounds (e.g., ‘t’, ‘p’, ‘m’, ‘h’, and ‘n’) on oval or petal-shaped sheets of white paper. Affix the spellings securely to the floor in a flower pattern.
- Give a student a starting point, for example, the picture of the /t/ sound. Ask the student to create a real or silly word by jumping to the center spelling and then to a petal spelling. Possible words are *tap, tam, tan, pat, Pam, pan, mat, map, man, hat, hap, ham, han, nat, nap, nam*.
- Make sure that students say the sound that the spelling stands for as they jump on each one.
- The other students should blend the word after the jumping student has come to a halt.
- You can also play this game outside on the playground.



DISTINGUISH SIMILAR SOUNDS

Word Sort with Picture Cards

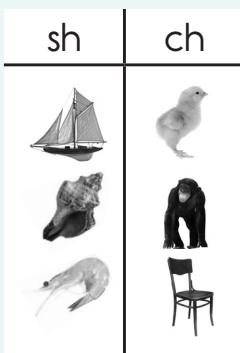
- Gather pictures of items that contain the vowel sound /i/ or /e/.
- Label two boxes with 'i' and 'e'.
- Show a picture to students and have them identify the picture.
- Ask students which vowel sound the word contains.
- Have students place the picture in the appropriate box.
- Repeat with the remaining pictures.
- Adapt the exercise for the sound pairs /e/ and /a/, /u/ and /o/, and /a/ and /u/.
- **Variation:** Show students two pictures at a time, one with /i/ and one with /e/. Have students identify the items and say what the vowel sound is in each word. Then have students place the pictures in the appropriate boxes.

Sister Sounds

- Follow the directions in Lesson 2 for /s/ and /z/ and Lesson 9 for /th/ and /th/.
- Adapt the directions in Lessons 2 and 9 for the sister sounds /p/ and /b/, /t/ and /d/, /k/ and /g/, and /f/ and /v/.

T-Charts

Note: In this unit, a few sounds have been reviewed that can be hard to distinguish. You should practice hearing the difference between /i/ and /e/, /e/ and /a/, /a/ and /o/, /o/ and /u/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /f/ and /v/, /sh/ and /ch/, /n/ and /ng/, /th/ and /f/, and /th/ and /v/ with students.



You can also adapt this exercise for the pocket chart.

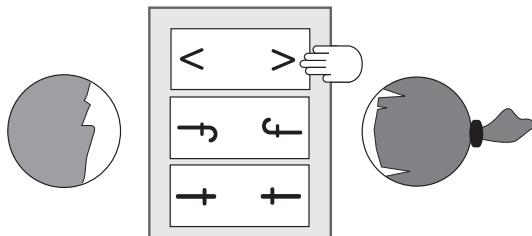
- Select two similar sounds, for example /ch/ and /sh/, and gather pictures of items that begin with either of these sounds.
- Draw a chart with two columns on a piece of chart paper and write the basic code spellings for the targeted sounds at the top of the chart.
- Show students pairs of pictures, one starting with /sh/ and one with /ch/, and ask students to identify the pictures and to say what the beginning sounds are.
- Have them place the pictures in the appropriate columns of the chart.

Note: The targeted sounds could also be at the end of the words (e.g., *peach* and *fish*).

Tap the Spelling

- Cut out a long, rectangular slip of paper and write a 'v' on each end. The letters should face away from each other (see illustration). Repeat for 'f' and 't'.
- Place the cards in a row on the floor between two students who are facing each other.
- Explain that you will say a number of sounds and that you want the students to whack the correct spelling as fast as possible.

Note: You can play this game for all sounds reviewed in this unit. Choose sounds that are similar, for example, /t/ and /d/, /f/ and /v/, /n/ and /ng/, and /ch/ and /sh/.



RECOGNIZE AND ISOLATE THE SOUNDS REVIEWED IN UNIT 1

Sound Search

- Say a sound and ask students to find an object in the classroom that begins with that sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

Guess the Sound!

- Whisper a “secret sound” to a student and ask him or her to find an object in the classroom that begins with that sound.
- When the student points to the object, have the other students guess what the “secret sound” was.

Hear Initial Sounds

- Choose a target sound (e.g., /t/) and tell students that you are going to say a number of words. Some of the words will have the target sound as the first sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that contains the target sound.
- **Variation:** The target sound can also be in the middle or at the end of the words.

Simon Says Sounds

- Give each student a set of teacher-made letter cards.
- Play Simon Says, using commands such as:
 - Simon says, “Touch the picture that stands for the /p/ sound as in *pony*.”
 - Simon says, “Touch the picture that stands for the /z/ sound as in *zip*.”
 - Touch the picture that stands for the /t/ sound as in *toad*. (Since Simon did not say to touch it in the last command, students should not have touched the picture.)

MORE HELP WITH LETTER-SOUND CORRESPONDENCE

Sound/Spelling Review with Large Cards

- Pass out all or some of the Large Letter Cards.
- Tell students that you will call out sounds and that you want the student with a spelling for that sound to run to the front of the room and hold up the card.

Note: For some sounds more than one student will get up because of spelling alternatives.

Step Sounds

- Place two rows of 5–8 squares on the floor and have a student stand at the head of each row.
- Hold up a spelling for the first student and ask him or her to say the sound. If the student says the correct sound, he or she moves one square forward.
- Repeat this process, alternating between the two students.

Stomp and Spell

- Firmly affix cards for 'i', 'e', 'a', 'u', 'o' in a row on the floor.
- Firmly affix cards for 'm', 't', 'd', 'c', and 'g' in a row on the floor beneath the row of vowel cards.
- Choose a student to review the vowel spellings by stomping on each vowel card and calling out the sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Have a third student spell the word *mat* by stomping on the letter cards in the proper order.
- Ask the class if the student spelled *mat* correctly.
- Work through the remaining words.

Possible Words:

1. met	9. Tim	17. dig	25. cog
2. Meg	10. tic	18. dam	26. get
3. mat	11. tad	19. dug	27. gag
4. mad	12. tag	20. cat	28. gum
5. mud	13. Tom	21. cud	29. gut
6. mug	14. Tod	22. cut	30. got
7. Ted	15. dim	23. cot	31. hot
8. tug	16. did	24. cod	

Spelling Bingo

Note: You may want to create Bingo boards that can be found on various websites.

- Make enough Bingo boards with the spellings reviewed in Unit 1 for each student to have a Bingo board.
- Write the same spellings on paper slips and put them in a box.
- Give each student a Bingo board and playing pieces.

- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their Bingo board.
- Explain that when all spellings are covered on a card, students should say, “Bingo.”

Spellings Reviewed in Unit 1:

1. ‘i’, ‘e’, ‘a’, ‘u’, ‘o’
2. ‘m’, ‘n’, ‘t’, ‘d’, ‘c’, ‘k’, ‘g’, ‘f’, ‘v’, ‘s’, ‘z’, ‘p’, ‘b’, ‘l’, ‘r’, ‘h’, ‘w’, ‘j’, ‘y’, ‘x’
3. ‘ch’, ‘sh’, ‘th’, ‘qu’, ‘ng’
4. ‘bb’, ‘dd’, ‘ff’, ‘gg’, ‘ll’, ‘mm’, ‘ss’, ‘ck’, ‘cc’, ‘nn’, ‘pp’, ‘rr’, ‘tt’, ‘zz’

Sound Sprints

- Make and place two sets of cards with previously taught spellings at the far end of the classroom, the gym, or the playground.
- Pick two students to race.
- Call out a sound.
- Have the students race to grab the sound and bring it back.
- The first student to return with the correct letter is the winner.

MORE HELP WITH WRITING

Sound Dictation

- Have students take out pencils and paper.
- Distribute up to twenty Large Letter Cards for the sound/spellings taught in Unit 1.
- Say a sound and have the student with the Large Letter Card for that sound stand up. Have the other students write the spelling on their paper.
- Encourage the students to draw the spelling in the air or on their desk before drawing it on paper.
- Repeat for the remaining sounds.
- Be sure to give every student the chance to be the keeper of a Large Letter Card.

Spellings Reviewed in Unit 1:

1. 'i', 'e', 'a', 'u', 'o'
2. 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'w', 'j', 'y', 'x'
3. 'ch', 'sh', 'th', 'qu', 'ng'
4. 'bb', 'dd', 'ff', 'gg', 'll', 'mm', 'ss', 'ck', 'cc', 'nn', 'pp', 'rr', 'tt', 'zz'

Handwriting Activity Pages

- Have students complete Activity Pages PP.1–PP.6.

Activity Pages
PP.1–PP.6



DISTINGUISH THE SPELLINGS ‘C’, ‘K’, AND ‘CK’ FOR THE SOUND /K/

Word Sort with Boxes

- Write decodable words that contain the spellings ‘c’, ‘k’, and ‘ck’ for the sound /k/ on cards, one word per card.
- Label three boxes with ‘c’, ‘k’, and ‘ck’.
- Ask students to read the words on the cards and say which spelling for the /k/ sound the words contain.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Instead of using boxes, you could have students sort the word cards on a pocket chart.

Words with ‘c’:	Words with ‘k’:	Words with ‘ck’:
1. cat	9. kid	17. chick
2. crab	10. kit	18. rock
3. scab	11. skin	19. neck
4. crisp	12. desk	20. back
5. cost	13. ask	21. socks
6. camp	14. task	22. trick
7. crush	15. milk	23. luck
8. cap	16. tusk	24. lock

Shop for Spellings

- Write decodable words that contain the spellings ‘c’, ‘k’, or ‘ck’ on cards, one word per card.
- Provide each student with a paper bag. Each bag should have one of the spellings for /k/ written on the outside (‘c’, ‘k’, ‘ck’).
- Review the sound that these spellings stand for.
- Spread the set of cards out on the floor and tell students that they are going shopping! They should take their bags and fill them with word cards that contain the same spelling that is on their bag.
- After students have collected all the cards, they should take turns sharing what they “bought” on the shopping trip.

Words with 'c':

1. clip
2. scrub
3. cub
4. cross
5. fact
6. cups

Words with 'k':

7. king
8. kid
9. skid
10. skim
11. kit
12. ask

Words with 'ck':

13. brick
14. lick
15. pick
16. quick
17. stick
18. truck

Spelling Tree

- Work with students to make a Spelling Tree that shows the various spellings for the /k/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into four smaller branches.
- Label the trunk /k/ and label the branches 'c', 'ck', 'k', and 'cc'.
- Explain that the tree stands for the sound /k/ and the branches stand for the various spellings that are used to write the sound.
- Mount the tree on a corkboard or on a wall.
- Work with students to cut leaves out of green paper.
- Write decodable /k/ words on some of the blank leaves.
- Have students hang the /k/ words on the proper branch, sorting them by spelling.
- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

Words for the /k/ Sound:

1. cup	10. quick
2. cut	11. rock
3. cats	12. black
4. clip	13. kid
5. class	14. kit
6. cost	15. king
7. luck	16. skin
8. check	17. skip
9. thick	18. hiccup

READ ONE-SYLLABLE WORDS

Teacher Chaining

- Write *then* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'e' and add 'a' to create *than*.
- As you make this change, say, "If that is *then*, what is this?"
- Ask students what you changed in the word *then* to get the word *than*. Ask them whether you changed the first or last sound or letter.
- Continue this process with the remaining words.
- When you have come to the end of the first chain, erase the board and begin the next chain.

Chains with digraphs:

1. then > than > that > chat > sat > sang > bang > bash > bath
2. math > path > pang > rang > rung > lung > sung > sing > thing
3. quit > quiz > quip > ship > shop > chop > chip > chin > thin

Chains with consonant clusters: TEKS 1.2.B.ii

1. stop > slop > slip > slim > slam > glam > glum > slum > slump
2. lisp > lip > limp > lump > lamp > lap > clap > claps > clips > flips
3. plant > pant > chant > chat > mat > mash > smash > slash > slush

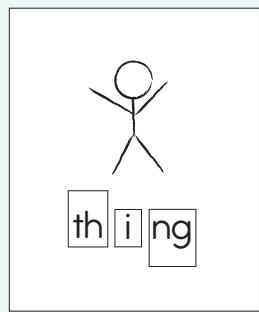
Chains with digraphs and consonant clusters:

1. quiz > quit > pit > spit > spot > spots > pots > pods > ponds > pond
2. thing > ring > rings > sings > sing > sting > string > strung > strut > strum
3. chap > champ > chomp > chop > chap > tap > trap > trip > strip > strap

1. et > vet > vat > van > ban > bag > big > wig > wag > wax
2. thing > ring > rung > rush > rash > sash > mash > mush > hush
3. land > gland > bland > band > bend > tend > tent > tint > stint
4. fresh > flesh > flash > lash > lush > slush > slash > lash > rash > rush

Eraser Man

- Draw a stick figure on the board.
- Tell the class that you are thinking of a word.
- Write one box on the board for each spelling in the word. The height of each box should approximate the height of the spelling it represents (i.e., high-rising boxes for spellings that have ascenders and low-dipping boxes for spellings that have descenders).



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

- Ask a student to guess a sound.
- If the student guesses a sound that is in the word, fill in the corresponding box.
- If the student guesses a sound that is not in the word, erase one of the stick figure's body parts.
- Repeat until the stick figure has been completely erased (you win) or until the boxes are filled in (students win), whichever comes first.
- Repeat with a second word, if there is time.

Guess My Word

- Set up the pocket chart.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o'.
- Arrange cards for ten consonant spellings along the bottom of the pocket chart.
- Think of a decodable word that you can spell using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds.
- If students ask about a sound that is in the word, move that spelling to the middle of the pocket chart. If there are spelling alternatives for that sound, ask students to pick the spelling. Correct if necessary.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with additional words.

Fishing Pond

Note: This game is best played in small groups or in centers.

Activity Page PP.7



- Copy the template we have provided on Activity Page PP.7 on card stock or construction paper.
- Write a decodable word on each fish.
- Attach a paper clip to the top of each fish.
- Make a fishing pole from a pole, a string, and a magnet.
- Have students take turns fishing.

- When a student catches a fish, he or she should read the word written on the fish and then copy it onto a piece of paper.

READ PHRASES

Wiggle Cards

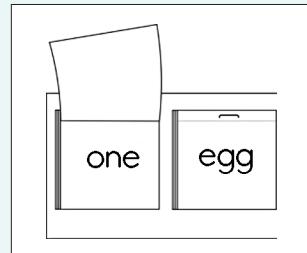
- Write decodable words and phrases on card stock to make Wiggle Cards. Each word or phrase should describe a motion or activity that students can act out.
- Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards during transitions.
- Some sample words and phrases are listed in the following box.

1. jump	4. lift leg	7. stomp
2. jog	5. clap hands	8. grin
3. stand	6. sit up	9. act sad

Phrase Flip Book

Note: This game is best played in small groups or in centers.

- Cut out twenty slips of paper.
- Write the following decodable words on ten of the slips of paper, one word per slip: *one, soft, best, hot, fast, big, fresh, long, a, an*.
- Write the following ten decodable nouns on the slips of paper, one noun per slip: *ship, bed, egg, milk, chick, clock, grill, lunch, quilt, gift*.
- Stack the first ten slips of paper and staple their top edge to a sheet of card stock.
- Stack the second ten slips of paper and staple their top edge to the sheet of card stock to the right of the adjectives.
- By turning the slips of paper, the students can make and read up to 100 decodable phrases, some of which are silly.





Phrase Maker

- Distribute Activity Page PP.8.
- **Option 1:** Have students take the activity page home and give it to a family member.
- **Option 2:** Have students complete the activity page in class.
- **Extension:** Have students illustrate the phrases and write each phrase under its matching picture.

Read Phrases

- Write the first phrase on the board and ask a student to read it.
- Repeat with the remaining phrases.
- **Extension:** Have students illustrate the phrases and write each phrase under its matching picture.

1. fish and chips	5. two bugs	9. all the kids
2. big ship	6. trash can	10. do that
3. not once	7. fresh fish	11. one glass
4. big clock	8. hot bath	12. get here

MORE HELP WITH SPELLING

Pocket Chart Chaining for Spelling

- Pull the following cards for pocket chaining: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't' (2), 'g', 'f', 'v', 's', 'b' (2), 'l', 'h', 'ch', 'th', 'ng'.

1. hunch > lunch > bunch > bench > bent > bet > belt > felt > melt > smelt
2. lung > long > gong > got > get > vet > vent > tent > tint > lint
3. bath > math > moth > mob > bob > blob > blot > slot > slat > slant

Stamp Spelling

- Get several sets of lowercase letter stamps (available at craft stores, teacher supply stores, etc.).
- Have students take out a piece of paper.
- Say a word and have students spell it using the letter stamps.

- Work through the remaining words.

1. sat	5. wish	9. plan
2. bad	6. king	10. skin
3. let	7. such	11. test
4. wet	8. bath	12. soft

Large Card Chaining

- Pass out the following Large Letter Cards, reviewing each card's sound as you pass it out: 'm', 'n', 't', 'd', 'f', 's', 'z', 'p', 'b', 'l', 'r', 'h', 'x', 'ck', 'ss', 'll', 'sh', 'ch', 'qu', 'i', 'e', 'a', 'o', 'u'.
- Follow the directions in Lesson 2 for Large Card Chaining using the chains in the box.

1. hot > shot > shop > ship > zip > quip > quit > sit > six > fix
2. lump > lamp > damp > dam > dash > rash > rack > sack > sash > slash
3. tick > tip > chip > chop > shop > shot > not > net > nest > rest > quest
4. mill > miss > hiss > hill > bill > fill > fell > tell > bell > shell

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, "If that is *fig*, show me *fog*."
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *fig*, students should draw three lines: _____.
- Once students have drawn one line for each sound in the word, ask them to write the word's spellings on their respective lines: f i g.

- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

1. fig > fog > dog > dig > din > in > an > ant > and > ad
2. bag > hag > had > mad > sad > bad > bed > bud > but > bit
3. fan > fin > tin > tan > man > men > mesh > mush > much > such

Dictation with Words

- Follow the directions in Lesson 14 using the words in the box.
- Dictate as many words as time allows. Choose words based on students' needs.

Three-Sound Words:

1. cat	8. get	15. hop
2. fog	9. job	16. fun
3. yet	10. hug	17. but
4. man	11. six	18. yes
5. zip	12. can	19. hot
6. had	13. big	20. box
7. red	14. van	21. hit

Three-Sound Words with Digraphs:

1. rack	8. thin	15. thing
2. shop	9. dish	16. ship
3. quip	10. song	17. chop
4. dash	11. this	18. with
5. such	12. rich	19. moth
6. them	13. long	20. chin
7. sack	14. chip	21. quit

Four-Sound Words with One Consonant Cluster:

1. just	8. hand	15. past
2. went	9. best	16. quest
3. left	10. lunch	17. rest
4. land	11. felt	18. lost
5. shelf	12. fact	19. sent
6. next	13. held	20. fast
7. last	14. stop	21. paths

Five-Sound Words with One or More Consonant Clusters:

1. blast	10. spent	19. slings
2. plant	11. blocks	20. slept
3. stand	12. blimp	21. print
4. helps	13. tricks	22. frost
5. string	14. split	23. trips
6. branch	15. trucks	24. stamp
7. steps	16. drops	25. grasp
8. plans	17. tracks	
9. crust	18. grand	

Words with Double-Letter Spellings for Consonant Sounds:

1. add	7. class	13. hiss
2. bell	8. cliff	14. jazz
3. boss	9. cuff	15. kiss
4. brick	10. dill	16. mess
5. buzz	11. dress	17. moss
6. chill	12. grill	18. odd

WRITE PHRASES

Copy and Illustrate Phrases

Note: This game is best played in small groups or centers.

- Choose phrases from the *Snap Shots* Reader and write them on the board.
- Have students copy the phrases on paper and illustrate them.

Activity Pages
PP.9–PP.12



Word Box with Phrases

- Distribute Activity Page PP.9.
- Tell students to read the phrases in the box at the top of the activity page and write each phrase under its matching picture.

Complete Phrases

- Have students complete Activity Pages PP.10 and PP.11.
- Tell students to read the words in the box at the top of the activity page and the incomplete phrases below.
- Have students find the matching word for each phrase and write it on the line.

Create Phrases

- Distribute Activity Page PP.12.
- Tell students to cut out the words on the activity page.
- Have students create phrases with the words.
- Then have students copy the phrases on paper.

Dictation with Phrases

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of phrases. Most of them will contain Tricky Words.
- Tell students to write each phrase that you say.
- For each phrase that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the phrase back to you.

- Write the phrases on the board and have students self-correct.

Note: Dictate as many phrases as time allows. Choose phrases based on students' needs.

1. a bad back	11. red bricks
2. run to mom	12. brush the dog
3. two dogs	13. bump on skin
4. some luck	14. chin and lips
5. at once	15. clap hands
6. said the man	16. so much dust
7. a bag of chips	17. sit here
8. do not yell	18. fresh fish
9. from there	19. frogs jump
10. ring the bell	20. one inch long

WRITE SENTENCES

Sentence Strips

Note: This game is best played in small groups or centers.

- Choose sentences from the *Snap Shots* Reader that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Complete Sentences

- Have students complete Activity Pages PP.13 and PP.14.
- Tell students to read the words in the box at the top of the activity page and the incomplete sentences below.
- Have students find the matching word for each sentence and write it on the line.

Activity Pages
PP.13–PP.15



Create Sentences

- Distribute Activity Page PP.15.
- Tell students to cut out the words and punctuation marks on the activity page.

- Have students create sentences with the words. Remind them that a sentence starts with an uppercase letter and ends with a punctuation mark.
- Have students copy the sentences on paper.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear with a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentences on the board and have students self-correct.

Note: Dictate as many sentences as time allows. Choose sentences based on students' needs.

1. Pam said yes.	11. Which cup is Tom's?
2. When is lunch?	12. All of the kids went.
3. Jim says yes!	13. What gift did Chad get?
4. Was Dad there?	14. Where is Jen from?
5. Mom said no.	15. Why did I get a cat?
6. That is a bad dog.	16. It is a lot of fun!
7. I went to class.	17. Beth and Sam were mad.
8. Here is a glass.	18. Mel and Trish are glad.
9. It is so hot!	19. Who had the last chip?
10. Mud got on the rug.	20. Kim has a red dress.

MORE HELP WITH TRICKY WORDS

Green Light, Yellow Light

- Print 100% decodable words on green flashcards and Tricky Words on yellow flashcards.
- Explain that the words printed on green paper are regular and can be read via blending. Green means go!
- Explain that the words printed on yellow paper are tricky. Yellow means proceed with caution!
- Shuffle the cards and show them to students one at a time.

Green Cards:

1. and	8. with	15. hand	22. thing
2. in	9. his	16. can	23. next
3. big	10. at	17. up	24. much
4. this	11. help	18. jump	25. wish
5. it	12. not	19. them	26. yes
6. sit	13. such	20. has	27. last
7. as	14. but	21. did	28. run

Yellow Cards:

1. a	11. one	21. what
2. I	12. once	22. which
3. no	13. to	23. who
4. so	14. the	24. said
5. of	15. here	25. says
6. all	16. there	26. have
7. from	17. was	27. some
8. word	18. when	28. to
9. are	19. where	29. two
10. were	20. why	



Complete Questions

- Distribute Activity Page PP.16.
- Tell students to read the question words in the box at the top of the activity page and the questions below.
- Have students find the correct question word for each question and write it on the line. Some Tricky Words may be used more than once, and some may not be used at all.

Fill in the Tricky Words

- Distribute Activity Page PP.17.
- Tell students to read the Tricky Words in the box at the top of the activity page and the sentences below.
- Have students find the Tricky Word for each sentence and write it on the line.

READ DECODABLE STORIES

“The Map,” “In the Cab,” “The Punt,” and “The Trip Back”

- Have students read one or more of the following stories from the Reader: “The Map,” “In the Cab,” “The Punt,” and “The Trip Back.”
- When reading “The Punt,” explain that a punt is a special kind of boat and that punting is a popular tourist activity.

Discussion Questions for “The Map”

1. **Literal.** What happened to the map?
 - » A dog bit it and ran away.
2. **Literal.** Who ran to get the map?
 - » Nat ran to get the map.
3. **Literal.** Did the dog keep the map?
 - » No, the dog did not keep the map.

Discussion Questions for “In the Cab”

1. **Literal.** Where does Dot tell the cab man to go?

» She tells him to go to “King’s.”

2. **Literal.** What is “King’s”?

» “King’s” is a spot to get lunch.

3. **Evaluative.** Why can’t Beth sit with the King?

» Answers may vary.

Discussion Questions for “The Punt”

1. **Inferential.** What is a punt?

» A punt is a type of boat.

2. **Literal.** What does the man with the stick tell Beth and Nat?

» He tells them to sit still and not stand up in the punt.

3. **Inferential.** What would happen if Nat, Dot, Beth, and her mom did not sit still in the punt?

» The punt would tip.

Discussion Questions for “The Trip Back”

1. **Literal.** How does Beth feel when she and her mom have to go back home?
 - » Beth is sad.
2. **Literal.** How do Beth and her mom get back home?
 - » They go on a jet.
3. **Literal.** Who met Beth and her mom at the airport?
 - » Beth’s dad met them at the airport.
4. **Literal.** What part of the trip did she tell her dad about?
 - » Answers may vary, but should include going on a punt, having fish and chips, riding the red bus, and/or seeing Big Ben.
5. **Literal.** Why did Beth buy a map of the U.K.?
 - » Beth bought a map to hang up and put red dots on all the spots she went to.

Activity Pages
PP.18–PP.22



Activity Pages
PP.23–PP.25



Activity Pages
PP.26–PP.29



Take-Home Stories: “The Flag Shop,” “Which Is the Best?” “The Man in the Kilt,” and “The Map”

- Distribute Activity Pages PP.18–PP.22.
- Have students take the activity pages home so they can practice reading the stories with a family member.

ANSWER STORY QUESTIONS

Story Questions Activity Pages: “In the Cab” and “The Trip Back”

- Have students complete the story questions on Activity Pages PP.23–PP.25.

SEQUENCE THE EVENTS IN A STORY

Sequence Events: “The Map” and “The Punt”

- Have students complete Activity Pages PP.26–PP.29.

IDENTIFY NOUNS

Word Sort with Nouns and Other Words

Note: In this exercise the students will distinguish nouns from other words. Be aware that some of these words can be used as different parts of speech (e.g., *kid* can be a noun or a verb as in, “Don’t kid me!”). Be flexible in your assessment of students’ sorting.

- Write the decodable words from the box on cards, one word per card. Some of the words are nouns and some are other words.
- Label one box with a picture of a person and a picture of a thing, and one box with a banned sign.
- Ask students to read each word and say if it is a noun or not a noun.
- Have students decide if the word names a person or thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of words for students to sort.

Nouns naming people:	Nouns naming things:	Other words:
1. man	11. bells	21. big
2. kid	12. neck	22. here
3. Beth	13. pants	23. add
4. king	14. plum	24. are
5. pal	15. rock	25. bad
6. Jill	16. shells	26. his
7. twin	17. clock	27. quick
8. cop	18. brush	28. brag
9. grinch	19. ants	29. such
10. Bob	20. nest	30. with

Word Sort with Nouns

Note: In this exercise students will distinguish nouns that name either persons or things.

- Write the decodable nouns from the box on cards, one word per card.

- Label two boxes with a picture of a person and a picture of a thing (e.g., a woman and a ball).
- Ask students to read the nouns on the cards and say if the nouns name a person or a thing.
- Have students place the word cards in the appropriate boxes.
- **Variation:** Use pictures instead of words for students to sort.

Nouns naming persons:	Nouns naming things:
1. man	11. glass
2. kid	12. hand
3. Beth	13. branch
4. king	14. drum
5. pal	15. fish
6. Jill	16. ring
7. twin	17. bags
8. cop	18. moth
9. grinch	19. lamp
10. Bob	20. chick

Find Nouns in the Stories

Activity Pages
PP.30–PP.31



Note: This game is best played in small groups or in centers.

- Distribute Activity Page PP.30.
- Assign one or more stories to students and have them find nouns that name persons or things.
- Have students copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

Noun Activity Page

- Have students complete Activity Page PP.31.
- Have students read the words in the box and write the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

MORE HELP WITH LETTER NAMES

Alphabet Walk

- Write each letter of the alphabet on its own sheet of paper.
- Firmly affix the sheets of paper to the floor to make a path.
- Have students step from sheet to sheet, saying the letter names as they step on the letters.

Match Maker

Note: This game is best played in small groups or in centers.

- Choose seven letters and write each letter on two small cards.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, he or she keeps the cards.
- Let the game continue until all matches have been found.
- **Variation:** Have students match uppercase and lowercase pairs (e.g., 'g' and 'G').

Alphabet Soup

- Write the twenty-six letters of the alphabet on small pieces of card stock or index cards. You can use uppercase or lowercase letters. Place the letter cards in a bowl or a hat.
- Have a student pull out a card, show it to the class, and say the name of the letter printed on the card and the sound or sounds that the letter stands for.
- Repeat with the remaining cards.

MORE HELP WITH ALPHABETICAL ORDER

Alphabet Wrap TEKS 1.2.E

Note: This game is best played in small groups or in centers.

- Make copies of the template on Activity Page PP.32 on card stock, cut them out, and provide long pieces of string. The twenty-six letters of the alphabet are written out of order down the sides of the card.
- Have students wrap the string from 'a' to 'z' in alphabetical order.

Activity Pages
PP.32–PP.33



TEKS 1.2.E Alphabetize a series of words to the first or second letter and use a dictionary to find words.



Note: If you do not want to copy the template on card stock, use the activity pages instead and have students connect the letters with pencil.

Connect Letters

- Have students complete Activity Page PP.33.

MATCH UPPERCASE AND LOWERCASE LETTERS

Caps Wrap

Activity Pages
PP.34–PP.35



Note: This game is best played in small groups or centers.

- Make copies of the template we have provided on Activity Page PP.34 on card stock, cut them out, and provide long pieces of string. Some of the letters of the alphabet are written in capital letters down one side of the card and in lowercase down the other.
- Have students wrap the string from each lowercase letter to its uppercase counterpart.

Note: If you do not want to copy the template on card stock, use the activity pages instead and have students connect the letters in alphabetical order with pencil.

Caps Activity Page

- Have students complete Activity Page PP.35.

USE PUNCTUATION MARKS

Make Questions, Exclamations, and Statements

Note: This game is best played in small groups or in centers.

- Write decodable nouns, decodable adjectives, and decodable verbs on cards, one word per card.
- Write the Tricky Words *the, a, no, have, do, was, here, when, where, why, and what* on cards, one word per card.
- Make cards with question marks, exclamation points, and periods.
- Have students create questions, exclamations, and statements with these cards.
- Then have students copy the sentences on paper.

Find Questions, Exclamations, and Statements

Note: This game is best played in small groups or in centers.

- Assign one or more stories to students and have them find questions, exclamations, or statements.
- Have students copy the sentences on a sheet of paper.
- **Variation:** Divide the class up into three groups and have each group find a different kind of sentence in the stories. Have the groups of students write the sentences on chart paper, one chart per group.

Punctuation Activity Page

- Distribute Activity Page PP.36.
- Have students read the sentences and add the appropriate punctuation marks.

Activity Page PP.36



Teacher Resources

Grade 1

Foundational Skills 1

Teacher Guide

Teacher Resources

Placement Planning Sheet—Unit 1	.....
Pseudoword Reading Assessment—Unit 1	.....
One-on-One Story Reading Assessment—Unit 1	.....
Code Knowledge Diagnostic Assessment—Unit 1	.....
Sample Oral Blending and Segmenting Observation Record—Unit 1	.....
Oral Blending and Segmenting Observation Record—Unit 1	.....
Sample Discussion Questions Observation Record—Unit 1	.....
Discussion Questions Observation Record—Unit 1	.....
Sample Anecdotal Reading Record—Unit 1	.....
Anecdotal Reading Record—Unit 1	.....
Additional Support Activity Pages	.....
Activity Book Answer Key	.....
Texas Essential Knowledge and Skills Correlation Chart	.....
English Language Proficiency Standards Correlation Chart	.....

PLACEMENT PLANNING SHEET—UNIT 1

Note: Have students who score 3 or less on the Independent Story Reading Assessment retake the assessment one-on-one with you, reading the story aloud and answering comprehension questions orally.

PSEUDOWORD READING ASSESSMENT—UNIT 1

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thock shup chim quib ling

6. muzz vell tass beff dagg

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on its eggs.

When Gwen went to bed, the hen was still there.

Then the hen was a mom!

CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT—UNIT 1

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck

SAMPLE ORAL BLENDING AND SEGMENTING OBSERVATION RECORD—UNIT 1

Below is an example of a completed Oral Blending and Segmenting Observation Record. A blank copy for you to photocopy and fill in can be found on the next page. Throughout the unit, as you ask students to orally segment words, record each student's performance using the legend below or one that you devise. Be sure to note whether or not the student correctly segmented the word. If the student does not correctly segment the word, record the segmented sounds the student produced next to the word given. At the end of each half of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of sounds and sound combinations that may be problematic for students.

B ✓ Correctly blended (write the word blended)

B ✗ Incorrectly blended (write the word given/the sounds blended)

S ✓ Correctly segmented (write the word segmented)

S ✗ Incorrectly segmented (write the word given/the sounds segmented)

Subtotal = number of correct responses/total responses per student

Student	Lesson 11	Lesson 12	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Subtotal
B. Allen	S ✗ (soap /s//o//b/)	S ✓ (ship)		B ✓ (dress)		S ✓ (creek)	3/4
S. Bishop	B ✓ (flea)		B ✓ (clip)			S ✗ (hand/ /h/ /n/ /d/ /)	2/4
L. Bronson		S ✓ (trim)		S ✓ (socks)	B ✓ (pillow)		3/3
J. Chen	B ✓ (stone)		S ✗ (rust/ /r/ /u/ /s/)	S ✓ (socks)			2/3
T. Ellis	B ✗ (rail/rain)	B ✗ (grip/rip)			S ✗ (chip/ /sh/ /i/ /p/)	S ✓ (stay)	1/4
B. Finn			S ✗ (desk/ /d/ /i/ /s/ /k/)		S ✓ (milk)	B ✓ (green)	2/3
J. Joyce	B ✓ (cup)	B ✓ (lick)		S ✗ (head/ /h/ /d/ /)	S ✓ (tub)		3/4
R. Little	S ✓ (flea)		S ✗ (ten)	S ✓ (sock)	B ✓ (fly)	B ✓ (creek)	3/4
K. Miller		S ✓ (head)				B ✓ (fun)	3/3
M. Moore		B ✓ (broom)			S ✓ (school)		2/2
P. Nuñez		B ✗ (tell/ t/ /l/)	B ✓ (beak)			S ✗ (green//g/ /ee/ /n/)	1/3
G. O'Neill		S ✓ (broom)	S ✓ (cakes)		B ✓ (bright)		3/3
K. Powell	S ✗ (nap / /m/ /a/ /p/)	S ✓ (cup)			B ✗ (pit/pid)		1/3
T. Smith		B ✓ (trim)				S ✓ (looks)	2/2
W. Stein	B ✗ (stone/stoe)		B ✓ (cakes)	B ✓ (head)		S ✓ (soak / /s/ /o/ /)	3/4
P. Zhang		S ✗ (back/ /b/ /a/ /g/)		S ✓ (crab)	B ✓ (soak)		2/3

ORAL BLENDING AND SEGMENTING OBSERVATION RECORD—UNIT 1

B ✓ Correctly blended (write the word blended)

3 * Incorrectly blended (write the word given/the sounds blended)

Subtotal = number of correct responses/total responses per student

S ✓ Correctly segmented

Sx | Incorrectly segmented

卷之三

- S ✓ Correctly segmented
- S ✗ Incorrectly segmented

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 1

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in can be found on the next page. Throughout the unit, as you ask students comprehension questions after reading, record each student's response using the legend below or one that you devise. Be sure to note whether or not the student answered in a complete sentence and whether or not he or she answered the question correctly. Also denote what type of question (literal, inferential or evaluative) the student was answering. At the end of each half of the Unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of questions that may be problematic for certain students.

CS✓ - Answered in a complete sentence

L✓ - Answered a literal question correctly

I✓ - Answered an inferential question correctly

E✓ - Answered an evaluative question correctly

CS✗ - Did not answer in a complete sentence

L✗ - Answered a literal question incorrectly

I✗ - Answered an inferential question incorrectly

E✗ - Answered an evaluative question incorrectly

Student	Lesson 20	Lesson 21	Lesson 22	Lesson 26	Lesson 30	Lesson 31	Subtotal
B. Allen	CS ✓ I ✗				CS ✓ I ✓		CS 2/2 1/2 ✓
S. Bishop	CS ✓ L ✓					CS ✓ E ✓	CS 2/2 2/2 ✓
L. Bronson			CS ✗ S ✗		CS ✓ C ✓		CS 1/2 1/2 ✓
J. Chen	CS ✓ E ✓	CS ✓ I ✓					CS 2/2 2/2 ✓
T. Ellis	CS ✓ L ✓			CS ✓ E ✓			CS 2/2 2/2 ✓
B. Finn	CS ✓ S ✓		CS ✗ E ✓		CS ✓ E ✓		CS 1/2 2/2 ✓
J. Joyce			CS ✓ C ✗		CS ✓ E ✓		CS 2/2 1/2 ✓
R. Little		CS ✓ E ✓			CS ✗ I ✓		CS 1/2 2/2 ✓
K. Miller			CS ✓ I ✗		CS ✓ I ✓		CS 2/2 1/2 ✓
M. Moore	CS ✗ E ✓				CS ✗ L ✓		CS 0/2 2/2 ✓
P. Nuñez		CS ✗ L ✓			CS ✓ I ✓		CS 1/2 2/2 ✓
G. O'Neill			CS ✓ E ✓		CS ✓ L ✓		CS 2/2 2/2 ✓
K. Powell		CS ✓ I ✓			CS ✓ I ✓		CS 2/2 2/2 ✓
T. Smith		CS ✓ L ✓		CS ✓ E ✗			CS 2/2 1/2 ✓
W. Stein		CS ✓ L ✓		CS ✓ L ✓			CS 2/2 2/2 ✓

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 1

- CS✓ - Answered in a complete sentence
- L✓ - Answered a literal question correctly
- I✓ - Answered an inferential question correctly
- E✓ - Answered an evaluative question correctly

- CS* - Did not answer in a complete sentence
- L* - Answered a literal question incorrectly
- I* - Answered an inferential question incorrectly
- E* - Answered an evaluative question incorrectly

SAMPLE ANECDOTAL READING RECORD—UNIT 1

Name: **T. Ellis**

Lesson: 9 (Beth)

Page 2: T. slowly sounded out the consonant clusters in 'camp.' Good pronunciation of the Tricky Words. Page 4: Used the /o/ pronunciation for 'of.' Page 6: Self-corrected his pronunciation of 'of.' More fluent on this page than the other two.

Lesson: 10 (Nat and the Trip to the U.K.)

Page 14: Held the 'r' in 'trip' for an extra beat (still taking an extra effort to decode clusters)
Page 16: Fluent reading until he got to 'lunch.'

Recommendation: Encourage T. to blend words multiple times in order to build automatic decoding with clusters.

Lesson: 11 (Nat's Pets)

Some struggle with alternating 'o' sounds ('from' vs. 'of' vs. 'to'). Successfully self-corrected on 'of.' Page 26: Successful decoding with halting phrasing; improving with clusters; he pronounced 'cast' smoothly.

Page 28: Decoded letter by letter for 'splash,' 'munch,' and 'snacks.' Successfully decoded digraphs.

Page 30: Correctly decoded all of the words with slow, word by word reading.

Recommendation: Encourage T. to read story pages multiple times in order to build fluency and rapid decoding.

Lesson: 12 (The Flag Shop)

Page 32: Rapid decoding until he got to 'One of the'; he may be paying extra attention to underlined words. Letter by letter decoding of 'French' (correctly decoded 'ch').

Page 34: Misread 'of' /o/ /v/ first time but self-corrected when the word showed up again.

ANECDOTAL READING RECORD—UNIT 1

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

Additional Support Activity Pages

Grade 1

Foundational Skills 1

Teacher Guide

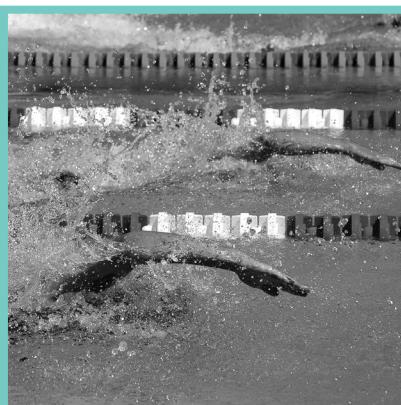
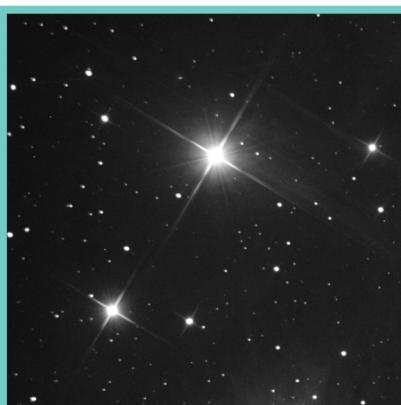
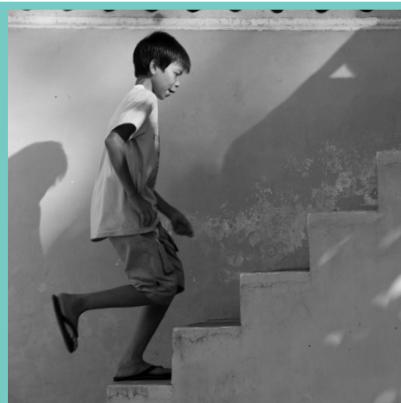
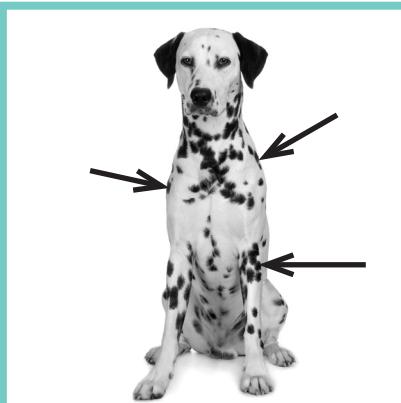
NAME: _____

DATE: _____

TR 1.1

Find My Word

Directions: Have students practice blending by identifying images when objects are said in segmented fashion or practice segmenting by saying the name of images like Silly Monster who breaks words into their individual sounds. The images on this page represent: stick, scarf, smiles, sneeze, spots, stems, stars, and swims.



NAME: _____

DATE: _____

TR 1.2

Tap the Spelling

<

>

t

f

+

+

Directions: Copy one page for each pair of students for Tap the Spelling.

NAME: _____

DATE: _____

TR 1.3

Match the Word with the Picture

pet

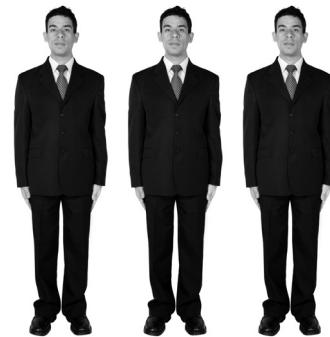
men

fan

van

cup

mop



Directions: Have students match the pictures to the words in the box and write the words on the lines.

NAME: _____

DATE: _____

TR 1.4

Word Cards for Progress Monitoring 1

dot

dim

mad

cot

tag

dog

NAME: _____

DATE: _____

TR 1.5

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation			
Sample: dot				
1. mad	/m/	/a/	/d/	____ (3)
2. tag	/t/	/a/	/g/	____ (3)
3. dim	/d/	/i/	/m/	____ (3)
4. cot	/k/	/o/	/t/	____ (3)
5. dog	/d/	/o/	/g/	____ (3)
Total Correct	____ /15			

/k/ > 'c' (4) ____ /1

/a/ > 'a' (1, 2) ____ /2

/t/ > 't' (2, 4) ____ /2

/m/ > 'm' (1, 3) ____ /2

/o/ > 'o' (4, 5) ____ /2

/d/ > 'd' (1, 3, 5) ____ /3

/g/ > 'g' (2, 5) ____ /2

/i/ > 'i' (3) ____ /1

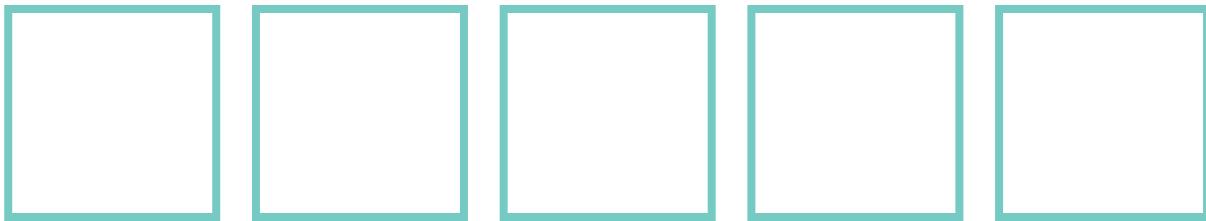
NAME: _____

DATE: _____

TR 1.6

Push and Say Sound Boxes

Directions: Use this page for Push and Say. For a phonological awareness focus, students represent sounds with objects as they blend or segment phonemes.



NAME: _____

DATE: _____

TR 2.1

Tricky Word Trucks

Directions: Have students listen for Tricky Words and place one small object on the bed of the truck with the corresponding Tricky Word.



NAME: _____

DATE: _____

TR 2.2

Word Cards for Progress Monitoring 2

ten	set	van
pen	zip	fed
hop	sap	

NAME: _____

DATE: _____

TR 2.3

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation			
Sample: ten				
1. set	/s/	/e/	/t/	_____ (2)
2. van	/v/	/a/	/n/	_____ (2)
3. pen	/p/	/e/	/n/	_____ (3)
4. zip	/z/	/i/	/p/	_____ (2)
5. fed	/f/	/e/	/d/	_____ (2)
6. hop	/h/	/o/	/p/	_____ (2)
7. sap	/s/	/a/	/p/	_____ (2)
Total Correct	_____ /15			

Note: Student performance with all phonemes should be noted for evaluation; however, only the group /n/ > 'n', /h/ > 'h', /s/ > 's', /f/ > 'f', /v/ > 'v', /z/ > 'z', /p/ > 'p', and /e/ > 'e' is specifically scored for this assessment. Sounds highlighted in gray are not being assessed at this time.

/n/ > 'n' (2, 3) _____ /2

/f/ > 'f' (5) _____ /1

/p/ > 'p' (3, 4, 6, 7) _____ /4

/h/ > 'h' (6) _____ /1

/v/ > 'v' (2) _____ /1

/e/ > 'e' (1, 3, 5) _____ /3

/s/ > 's' (1, 7) _____ /2

/z/ > 'z' (4) _____ /1

NAME: _____

DATE: _____

TR 3.1

Word Cards for Progress Monitoring 3

spin	trots	plan
snug	left	grip
stop	blimp	damp

NAME: _____

DATE: _____

TR 3.2

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation					
Sample: spin						
1. trots	/t/	/r/	/o/	/t/	/s/	____ (4)
2. plan	/p/	/l/	/a/	/n/	-	____ (2)
3. snug	/s/	/n/	/u/	/g/	-	____ (2)
4. left	v	/e/	/f/	/t/	-	____ (2)
5. grip	/g/	/r/	/i/	/p/	-	____ (2)
6. stop	/s/	/t/	/o/	/p/	-	____ (2)
7. blimp	/b/	/l/	/i/	/m/	/p/	____ (4)
8. damp	/d/	/a/	/m/	/p/	-	____ (2)
Total Correct						
	____ /20					

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant clusters are scored for this assessment.

initial r-consonant cluster (1, 5) ____ /4

initial s-consonant cluster (3, 6) ____ /4

initial l-consonant cluster (2, 7) ____ /4

final 's' (1) ____ /2

final nasal (/m/)-consonant cluster (7, 8) ____ /4

final mixed-consonant cluster (4) ____ /2

NAME: _____

DATE: _____

TR 9.1

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Beth

1

I am Beth.

2

I am ten.

I am at camp.

Camp is fun.

Camp is fun.

Once Mom and Dad went on a trip to the camp.

All of us were at the camp.

Dad and I went up on top of a path at the pond.

Mom got a snap shot of us.

This is the snap shot.

This is the snap shot.

Then Mom let us snap some shots.

Dad got a snap shot of Mom.

with a hot dog.

I got a snap shot of a dog

with a hot dog.

NAME: _____

DATE: _____

TR 9.2

Match Maker Word/Picture Cards (Digraph)

Directions: For Match Maker, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



shelf



brush



flash



trash

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Match Maker Word/Picture Cards (Digraph)

Directions: For Match Maker, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



champ



lunch



bench



pinch

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Match Maker Word/Picture Cards (Digraph)

Directions: For Match Maker, copy (card stock is recommended to prevent seeing through and allow for reuse) and cut out, separating word and picture cards.



cloth



throb

NAME: _____

DATE: _____

TR 9.3

Sound-Spellings: Letter Cards (Digraph)

Directions: Copy and cut out these Letter Cards for use with the activity Match Me or the game Race to the Top.

ch

sh

th



NAME: _____

DATE: _____

TR 10.1

Bingo Boards

Board 1

hung	throb	quit
than	mash	bring
thump	shred	chimp

Board 2

quiz	sang	thing
swish	that	chop
shed	bring	flash

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 10.1
CONTINUED
Bingo Boards

Board 3

throb	prong	them
hush	quench	swish
flash	long	pinch

Board 4

pinch	long	quiz
swung	then	crash
thing	shut	thump

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 10.1
CONTINUED
Bingo Boards

Board 5

broth	fresh	that
clang	fling	quit
chimp	mash	sang

Board 6

quench	fling	shed
with	chop	than
hung	clang	fresh

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

NAME: _____

DATE: _____

TR 10.2

Bingo Word Cards



than

that

them

then

quit

quiz

quest

quench

thing

with

broth

throb

thump

chop

chimp

pinch

crunch

champ

shed

shut

mash

hush

flash

shred

crash

fresh

swish

hung

long

sang

strong

bring

fling

prong

swung

clang

Directions: Copy (card stock is recommended to allow for reuse) and cut out the word cards for use with Bingo Boards.

NAME: _____

DATE: _____

TR 10.3

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Nat

1

2

This is Nat.

Nat is a kid I met at camp.

I have lots of snap shots of Nat.

I have lots of snap shots of Nat.

This is a snap shot of Nat with a fish.

Nat and I had lots of fun at camp.

Nat and I had lots of fun at camp.

But then Nat's mom got a job in the U.K.

Nat left,

Nat left,

and I felt sad.

But then Mom set up a trip to the U.K.

Mom and I went on a jet.

Mom and I went on a jet.

Ships are fun,

but jets are the best!

NAME: _____

DATE: _____

10.3

CONTINUED

Fluency: Two Voices

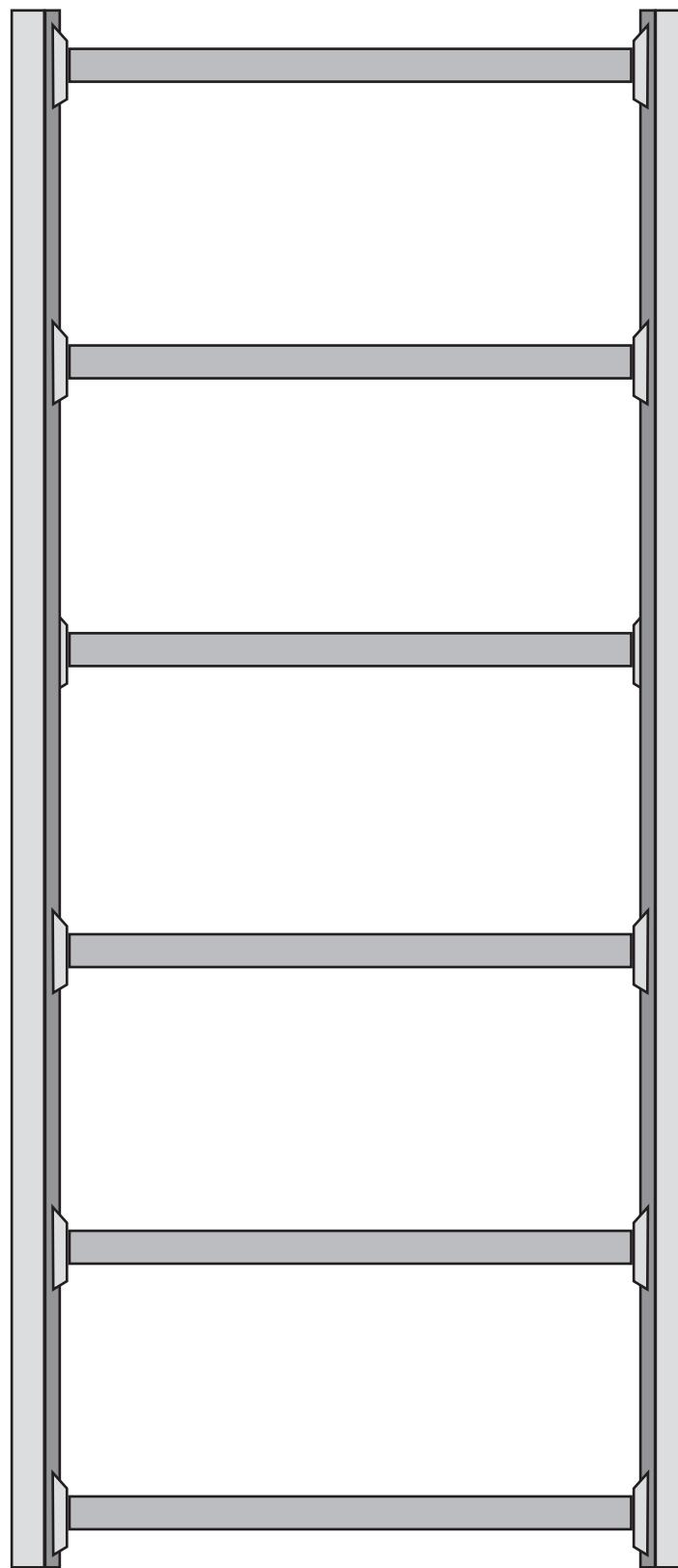
I got <u>to</u> sit next to the wing.	I got <u>to</u> sit next to the wing.
	I had lunch.
Then <u>I</u> had <u>a</u> nap.	
	Mom got this snap shot <u>of</u> the <u>nap</u> .
Nat met us at the <u>end</u> <u>of</u> the ramp.	
<u>I</u> ran <u>up</u> to hug him.	<u>I</u> ran <u>up</u> to hug him.
	Then Nat's mom, Dot, got us <u>a</u> cab.
This <u>is</u> <u>a</u> snap shot <u>of</u> us with the <u>cab</u> man.	
Nat and <u>I</u> had <u>a</u> lot <u>of</u> fun.	Nat and <u>I</u> had <u>a</u> lot <u>of</u> fun
	Then, Mom and <u>I</u> slept in <u>a</u> bed next <u>to</u> Nat's bed.

NAME: _____

DATE: _____

TR 10.4

Race to the Top Game Board



Directions: Copy this page for the game Race to the Top.

NAME: _____

DATE: _____

TR 10.5

Race to the Top Word/Picture Cards (Digraph)

Directions: Word/Picture Cards are provided for use with Race to the Top. Copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.



hang



king



lung



sing

NAME: _____

DATE: _____

TR 10.5

CONTINUED

Race to the Top Word/Picture Cards (Digraph)

Directions: Word/Picture Cards are provided for use with Race to the Top. Copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.



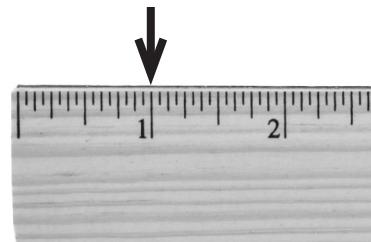
chat



chin



chop



inch

NAME: _____

DATE: _____

TR 10.5

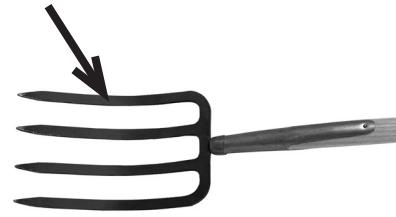
CONTINUED

Race to the Top Word/Picture Cards (Digraph)

Directions: Word/Picture Cards are provided for use with Race to the Top. Copy (card stock is recommended to allow for reuse) and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.



fang



prong



sting



swing

NAME: _____

DATE: _____

TR 10.6

Tricky Words: Tricky Word Cards

Directions: Copy (card stock is recommended to allow for reuse) and cut out Tricky Word cards for use with Sorts, Bingo, Race to the Top, and Matchmaker. For Matchmaker darker colored card stock is recommended to prevent seeing through.



a

all

are

do

from

have

some

I

is

no

of

once

one

said

says

NAME: _____

DATE: _____

TR 10.7

Word Cards for Progress Monitoring 4

wish	thin	shift
them	pong	flung
rash	with	quiz
chop	lunch	

NAME: _____

DATE: _____

TR 10.8

Record Sheet for Progress Monitoring 4

Word	Student Pronunciation				
Sample: wish					
1. thin	/th/	/i/	/n/	-	_____(1)
2. shift	/sh/	/i/	/f/	/t/	_____(1)
3. them	/th/	/e/	/m/	-	_____(1)
4. pong	/p/	/o/	/ng/	-	_____(1)
5. flung	/f/	/l/	/u/	/ng/	_____(1)
6. rash	/r/	/a/	/sh/	-	_____(1)
7. with	/w/	/i/	/th/	-	_____(1)
8. quiz	/qu/	/i/	/z/	-	_____(1)
9. chop	/ch/	/o/	/p/	-	_____(1)
10. lunch	/l/	/u/	/n/	/ch/	_____(1)
Total Correct					
	_____ /10				

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant digraphs are scored for this assessment.

/ch/ > 'ch' (9, 10) ____ /2

/th/ > 'th' (1, 7) ____ /2

/qu/ > 'qu' (8) ____ /1

/sh/ > 'sh' (2, 6) ____ /2

/th/ > 'th' (3) ____ /1

/ng/ > 'ng' (4, 5) ____ /2

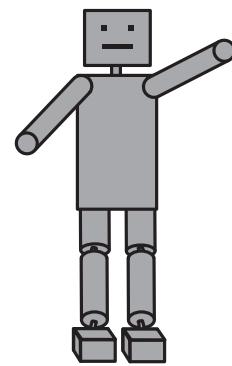
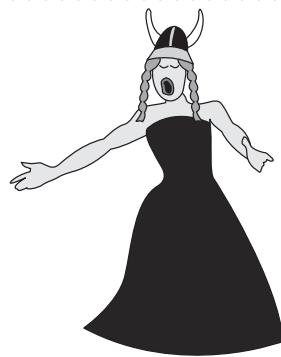
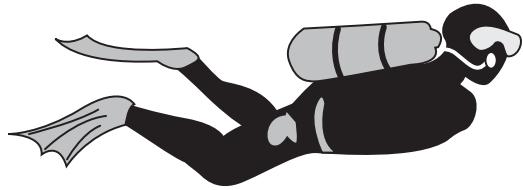
NAME: _____

DATE: _____

TR 11.1

Fluency: Silly Voices Cards

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



NAME: _____

DATE: _____

TR 11.1

Sound-Spellings: Letter Cards (Double Letter)

Directions: Directions: Copy and cut out these letter cards for use with the activity Match Me or the game Race to the Top.



nn

rr

mm

NAME: _____

DATE: _____

TR 11.2

Word Sort

Directions: Have students cut apart the header bar and word cards, then read and sort the word cards, placing them under the correct spelling header.

‘c’

‘k’

‘ck’

cut

buck

kiss

peck

can

deck

kit

skit

cab

tack

pluck

cat

king

Kim

quack



NAME: _____
DATE: _____

12.1

Activity Page

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, the words that contain the /k/ sound spelled 'k' under the /k/ > 'k' header, and the words that contain the /k/ sound spelled 'ck' under the /k/ > 'ck' header.

cat	king
kit	sock
Jack	cot

cost
pick
kid

/k/ > 'c'

/k/ > 'k'

/k/ > 'ck'

NAME: _____

DATE: _____

TR 13.1

When

Where

Why

What

Who

Which

1.

did the dog

rip?

2.

is Dot?

3.

man had a kilt

on?

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

NAME: _____

DATE: _____

TR 13.1
CONTINUED

4. _____ did the man in the
black hat stand?

5. _____ was Bud at the
vet?

6. _____ was Beth sad?

NAME: _____

DATE: _____

TR 13.2

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Which Is the Best?

1

This is a snap shot Mom got.

2

All of us had to run up a bunch of steps to get to this spot.

Nat and I ran up fast.

Nat and I ran up fast.

The moms had to huff and puff to get to the top.

This next snap shot is one that I got.

It is Nat with a bunch of big rocks.

Nat had Mom and Dot lift him up.

Then Nat said,

“Beth, get a snap shot of this! I am the rock on top! Get it?”

“Beth, get a snap shot of this! I am the rock on top! Get it?”

So which snap shot is the best?

NAME: _____

DATE: _____

TR 14.1

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

The Bus

1

Dot led us to a bus stop.

2

At the bus stop there was a thrush.

Nat held up his hand.

The thrush was all set to land on his hand, but then Dot said,

“Nat, stop that!”

“Nat, stop that!”

Nat let his hand drop.

At the bus stop, Nat said, “Beth, this is the best bus!”

I said, “Why? Is it fast?”

“No,” Nat said, “it is not that fast.”

“Then why is it the best?”

Just then, Nat said, “There it is!”

It was a big red bus with a top deck!

It was a big red bus with a top deck!

NAME: _____

DATE: _____

TR 15.1

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

The Man in the Kilt

1

Once Nat and I met a man in a kilt.

I said, “Why is that man in a dress?”

“A quilt?” I said.

“What is a kilt?” I said.

“The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“So the kilt tells us his past?” I said.

“**Yes,**” said Mom. “It is a bit of his past.”

2

Once Nat and I met a man in a kilt.

Nat said, “That is not a dress. It is a kilt.”

“No,” Nat said. “A kilt.”

Mom said,

“The kilt tells us that the man is a Scot. The cloth on the kilt tells us where the man is from.”

“**Yes,**” said Mom. “It is a bit of his past.”

Mom got this snap shot of us with the man in the kilt!

NAME: _____ DATE: _____

3.1 Activity Page

Directions: Have the student trace and copy the letters and words. The student should say the sounds while writing the letters.

ch sh

ch ch ch

chip

sh sh sh

shop

Skills 1

17

NAME: _____ DATE: _____

3.2 Activity Page

is two to
are from do

1. Mom and Dad _____ mad.

2. Max _____ six.

3. Dad had _____ cats.

Skills 1

19

NAME: _____ DATE: _____

4.1 Assessment

1.	met	man	mat	bat
2.	zip	zap	sip	vat
3.	cut	cot	got	gut
4.	pet	vet	vat	fat
5.	rot	rob	rod	red
6.	fox	fix	fax	fan
7.	spill	grab	stop	spit
8.	clip	drip	drop	drum
9.	cabs	dogs	crabs	crust
10.	flint	flag	print	flap

Skills X

23

11.	mess	mass	miss	muss
12.	kong	king	kin	ken
13.	wack	wax	wick	wicks
14.	ships	chops	chips	chaps
15.	chin	shin	shun	sin
16.	that	fin	this	thin
17.	chin	jill	chill	spill
18.	quest	chest	quill	best
19.	bus	buzz	boss	buff
20.	ebb	edd	odd	bibb

24

TITLE HERE

NAME: _____
DATE: _____

4.1 Assessment
CONTINUED

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no

Skills X

25

NAME: _____
DATE: _____

5.2 Assessment

1. Gwen had a:

dog
 cat
 hen

2. The hen was:

wet
 red
 mad

3. Gwen kept the hen in a:

box
 pen
 pet

Skills X

39

4. The hen sat on:

a bed
 a mat
 its eggs

5. When Gwen went to bed, the hen:

sat and sat
 had a snack
 went with Gwen

6. The hen sat and sat and was a:

kid
 dad
 mom

40

Skills 1

NAME: _____
DATE: _____

5.5 Assessment

Letter Name Test

1. a	w	<input checked="" type="radio"/> e
2. t	<input checked="" type="radio"/> y	u
<input checked="" type="radio"/> o	p	s
4. f	g	<input checked="" type="radio"/> h
<input checked="" type="radio"/> k	l	z
6. c	v	<input checked="" type="radio"/> b
7. d	<input checked="" type="radio"/> x	j
8. n	i	<input checked="" type="radio"/> m
<input checked="" type="radio"/> u	r	q
10. l	y	<input checked="" type="radio"/> g

Letter names correct ____ / 10

Skills X

45

NAME: _____
DATE: _____

8.5 Activity Page

is two to
are from do

4. Mom went to bed.

5. Just do it!

6. That gift is from dad.

86

Skills 1

NAME: _____
DATE: _____

9.1 Activity Page

Directions: Have the student say the sounds while writing the letters.

t h

th

thin

bath

that

this

87

Skills 1

them thumb
thin the



thumb



them

88

Foundational Skills 1

NAME: _____
DATE: _____

9.2 Activity Page

Beth

1. Who went on top of a path at the pond?

Dad and Beth

went up on

top of a path

at the pond.

Directions: Have the student read the story and answer the questions.

Skills 1

89

2. Who got some snap shots?

Mom, Dad,
and Beth got
snap shots.

3. Did Beth get a snap shot of a cat?

No, Beth got a
snap shot of

90

Skills 1

NAME: _____ DATE: _____

9.2

Activity Page
CONTINUED

a dog with a
hot dog.

4. Dad got a snap shot of . . .

- a fish.
- Mom.
- Beth.

91

Skills 1

NAME: _____
DATE: _____

10.2

Activity Page

Nat and the Trip to the U.K.

1. Beth and Nat met . . .

- in the U.K.
- at camp.
- on a bus.

2. Who got a lot of snap shots of Nat?

- Beth
- kids at camp
- Nat's mom

Directions: Have the student reread the story and answer the questions.

Skills 1

97

3. Mom and Beth went to the U.K. on

- a bus.
- a ship.
- a jet.

4. Who met Mom and Beth at the end of the ramp?

Nat met Mom
and Beth at
the end of
the ramp.

Skills 1

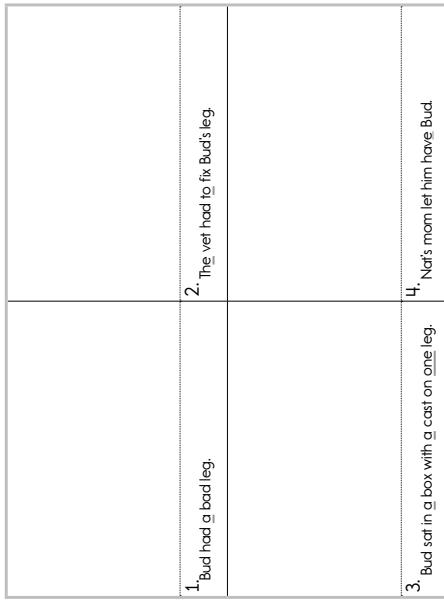
98

NAME: _____
DATE: _____

11.2

Activity Page

Directions: Have the student paste the sentences from Activity Page 22.1 onto this activity page in the correct order. Then have the student illustrate each sentence.



Skills 1

103

NAME: _____
DATE: _____

12.1

Activity Page

Directions: Have the student read the words in the box and underline all of the spellings for /k/. Then have the student write the words that contain the /k/ sound spelled 'c' under the /k/ > 'c' header, and the words that contain the /k/ sound spelled 'k' under the /k/ > 'ck' header.



/k/ > 'c':
/k/ > 'ck':

cat
kit

king
sock

cost
kid

109

NAME: _____
DATE: _____

12.2

Activity Page

The Flag Shop

1. The U.K. flag has ...

- a red dot.
- a black box.
- a red cross.

2. Who went to the shop?

Mom, Beth, Nat,
and his mom
went to the shop.

Directions: Have the student reread the story and answer the questions.

Skills 1

111

NAME: _____
DATE: _____

13.1

Activity Page

3. Who is in the snap shot of the U.K. flag?

Nat and his
mom are in
the snap shot
of the U.K. flag.

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark nouns.

4. egg doll Nat boss brick
5. Beth flag mat dog shell
6. cat stiff yell plum Bud

Skills 1

NAME: _____
DATE: _____

14.2

Activity Page

Directions: Have the student paste the sentences from Activity Page 291 onto this activity page in the correct order. Then have the student illustrate each sentence.

1. Nat, Dot, Beth, and Beth's mom all went to the bus stop.
2. A thrush was all set to land on Nat's hand.
3. Nat said that this is the best bus.
4. It was a big red bus with a top deck.

Skills 1

123

15.1

Activity Page

NAME: _____
DATE: _____

Directions: Have the student copy the word onto the left side of the paper, fold it in half, and then write the word from memory on the right side of the paper.

1. a
2. I
3. of
4. from
5. where

Skills 1

127

6. one
7. why
8. what
9. are
10. said

128

Skills 1

15.2

Activity Page

The Man in the Black Hat

1. What is the job of the man in the black hat?

His job is to
stand there as
still as a rock
and not grin.

Directions: Have the student reread the story and answer the questions.

Skills 1

129

2. Did Beth get the man to grin?

Beth did a split,
sang a song,
and did a jig,
but still the man
did not grin.

130

Skills 1

4. Who did Nat get to grin?

Nat's trick got
Beth, Beth's
mom, and Dot
to grin.

132

Skills 1

NAME: _____ DATE: _____ 15.2 Activity Page CONTINUED

3. What did Nat do to get the man to grin?

Nat did a trick
and fell on his
back.

NAME: _____ DATE: _____ 131 Activity Page

crack an egg sit on grass
bring a stick two bricks

Directions: Have the student write each phrase under its matching picture.



two bricks



bring a stick

151

NAME: _____
DATE: _____

PP.10

Activity Page

dress	tub	soft
pond		ring

Directions: Have the student read the words and phrases. Then have the student write the matching word for each phrase on the line.

1. ring the bell
2. black dress
3. soft chick
4. frogs in pond
5. fill the tub

Skills 1

153

NAME: _____
DATE: _____

PP.11

Activity Page

two	glass	word
here		smell

1. milk in glass
2. two quilts
3. bad smell
4. spell the word
5. sit here

Skills 1

155

NAME: _____
DATE: _____

PP.13

Activity Page

fish	<u>Why</u>	<u>There</u>
<u>Who</u>	kilt	hill

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

1. Jack and Jill went up the hill.
2. There is no one here.
3. Nat has a cat and fish.

Skills 1

159

fish	<u>Why</u>	<u>There</u>
<u>Who</u>	kilt	hill

4. Beth and Nat met a man in a kilt.
5. Why did Dot's map rip?
6. Who has a pet?

160

Skills 1

NAME: _____ DATE: _____ PP.14 Activity Page

pig	fish	from
licks	sand	cracks

Directions: Have the student read the words and sentences. Then have the student write the matching words for each sentence on the line.

1. The crab runs on the sand.
2. The cat runs from the dog.
3. The chick cracks the egg.

Skills 1

161

pig	fish	from
licks	sand	cracks

4. Do fish swim in the pond?
5. The pig digs in the mud.
6. The dog licks Mom's hand.

Skills 1

162

NAME: _____ DATE: _____ PP.16 Activity Page

When	Where	Why
What	Who	Which

Directions: Have the student read the question words and questions. Then have the student write the matching question word for each question on the line.

1. What did the dog rip?
2. Who is Dot?
3. Which man had a kilt on?

Skills 1

165

When	Where	Why
What	Who	Which

4. Where did the man in the black hat stand?
5. When was Bud at the vet?
6. Why was Beth sad?

Skills 1

166

NAME: _____ DATE: _____ PP.17 Activity Page

Some Once All
says Where from

1. I got a gift from
Dad.

2. All chicks are soft.

3. Once there was a
strong king.

Directions: Have the student read the Tricky Words and sentences. Then have the student write the matching Tricky Word for each sentence on the line.

Skills 1

167

Some Once All
says Where from

4. Where did Tom fling the
rock?

5. Josh says that one
plus one is two.

6. Some kids have pets.

168

Skills 1

NAME: _____ DATE: _____ PP.22 Activity Page

In the Cab

1. Nat, Dot, Beth, and Beth's mom got
in a cab to King's to . . .

- sit with the king.
- get lunch.
- have a chat.

2. Did Beth get to sit with the king?

Beth did not
get to sit with
the king.

Skills 1

177

3. King's has the best . . .

- squid and chips.
- plush beds.
- fish and chips.

4. squid map Dot brush pills

5. Nat fish Beth lunch Dot

6. chips sit cab posh with

Directions: In line 4, have the student mark the nouns that name a thing; in line 5, have the student mark the nouns that name a person; in line 6, have the student mark the nouns.

178

Skills 1

NAME: _____ DATE: _____

PP.23 Activity Page

The Trip Back

1. Was Beth glad when the trip had to end?

Beth was sad
when the trip
had to end.

Directions: Have the student reread the story and answer the questions.

Skills 1

179

2. Who got on the jet?

Mom and
Beth got on
the jet.

Skills 1

180

NAME: _____ DATE: _____

PP.23 Activity Page

CONTINUED

3. What did Beth get back in the U.S.?

Beth got a
map of the
U.K. and
hung it up.

Skills 1

181

4. What did Beth send Nat?

Beth sent the
best snap
shots from the
trip to Nat.

Skills 1

182

NAME: _____
DATE: _____

PP.25 Activity Page

Directions: Have the student paste the sentences from Activity Page PP.26 onto this activity page in the correct order. Then have the student illustrate each sentence.

Skills 1

185

1. A dog bit Dot's map.	2. The dog ran off with the map.
3. Nat ran and got the map back.	4. Nat said that the map got a big rip.

NAME: _____
DATE: _____

PP.27 Activity Page

PP.27 Activity Page

Directions: Have the student paste the sentences from Activity Page PP.28 onto this activity page in the correct order. Then have the student illustrate each sentence.

Skills 1

189

1. There were two punts at the dock.	2. All of them got in the punt.
3. The man said that the punt can tip.	4. Nat and Beth sat still in the punt and did not get wet.

NAME: _____
DATE: _____

PP.28 Activity Page

Directions: Have the student reread the stories from the Reader Snap Shot's and find nouns that name persons or things. Have the student copy the nouns that name a person under the picture of the girl and the nouns that name a thing under the picture of the brush.

Skills 1

191



Beth jet

Beth's mom camp

Beth's dad bus

Nat kilt

Dot punt

NAME: _____
DATE: _____

PP.29 Activity Page

PP.29 Activity Page

Skills 1

193

brush	pal	plum	kid
clock	nest	Bob	man

brush

pal

brush

Bob

clock

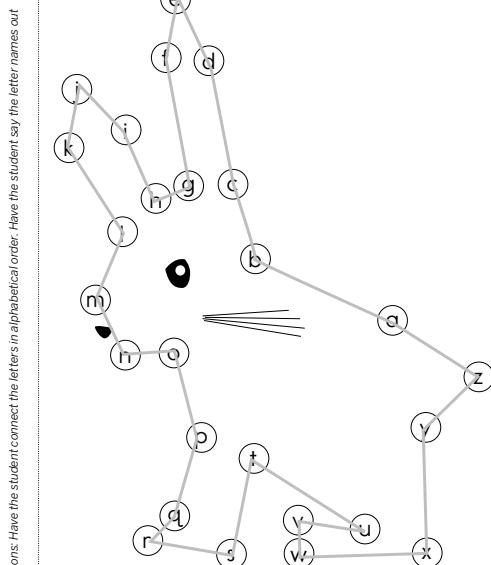
kid

nest

man

plum

NAME: _____ DATE: _____ PP.31 Activity Page



Skills 1

197

NAME: _____ DATE: _____ PP.33 Activity Page

F	L	A	E
I	K	B	G
J	D	H	C

Directions: Have the student copy the uppercase letters next to the matching lowercase letters.

a	A	e	E	i	I
b	B	f	F	j	J
c	C	g	G	k	K
d	D	h	H	l	L

Skills 1

201

Z	T	Q	U	R
S	V	W	P	Y
N	X	M	O	

m m r R w W
 n N s S x X
 o O t T y Y
 p P u U z Z
 q Q v V

Skills 1

202

NAME: _____ DATE: _____ PP.34 Activity Page

?

.

Directions: Have the student read the sentences and add a period or question mark at the end of each sentence.

- Where can I get a snack?
- Dogs and cats are pets.
- I have a big quilt on the bed.
- Who can spell this word?
- The dog can do a lot of tricks.
- When did Jeff get his drum?

Skills 1

203

Appendix A: Overview of the Skills Strand

THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, he or she will not be able to achieve reading comprehension, no matter how much oral language he or she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension. If the sentences the person is attempting to read are sentences he or she could not understand if they were read aloud to him or her, then there is not much hope that he or she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudoword reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ($D > 0$) and you also have some language comprehension ability ($C > 0$), you will probably also have some reading comprehension ability ($R > 0$). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability ($D = 0$)? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ($C = 0$)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ($D > 0$) but not language comprehension ability ($C = 0$). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ($D > 0$), but they would have scored a zero on any measure of language comprehension ($C = 0$). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ($D = 0$). However, by virtue of his great learning,

he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ($C > 0$). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills ($D > 0$), but you would be lacking language comprehension ($C = 0$). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension

abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

This program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that *both strands are crucial for reading comprehension in later grades*. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the "fourth-grade slump," and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension

ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

TWO MISCONCEPTIONS ABOUT READING AND WRITING

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger

and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system

KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- The program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- The program rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- The program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- The program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- The program includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with sounds and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’. It says /m/.” As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.
- The program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like –ick and initial clusters like st– are not taught as units but as combinations.
- The program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.

- The program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- The program does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- The program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- The program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings in Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- The program avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- The program teaches lowercase letters first and introduces the uppercase letters later.

THE BASIC AND ADVANCED CODE

This program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a_e’ > /ae/, ‘o_e’ > /oe/.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound

and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, and 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the Basic and Advanced Code.

As each spelling alternative is taught, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

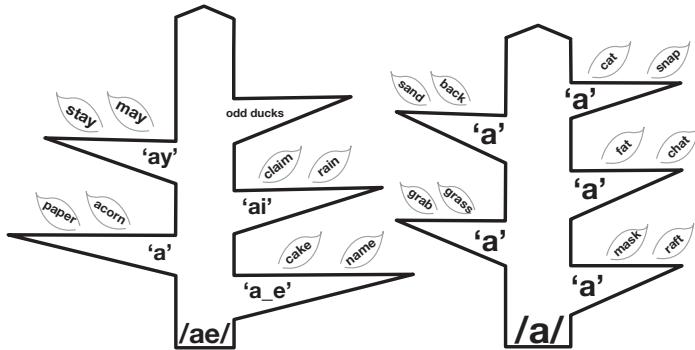
The long power bar on the card below indicates that the 'a' spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/:

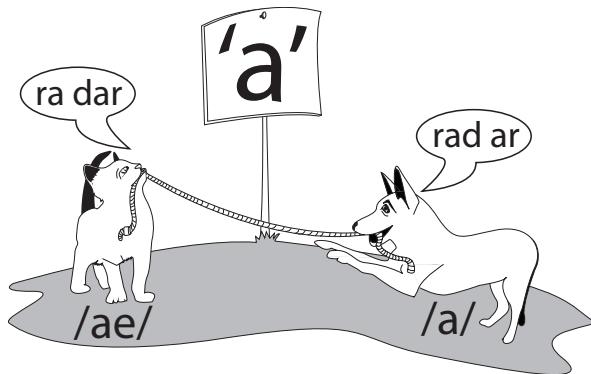


Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. Whereas Skills instruction in Kindergarten focuses almost entirely on the Basic Code, much instructional time in Grades 1 and 2 is devoted to teaching **Spelling Alternatives**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (cat), /ae/ (paper), /o/ (father) or /ə/ (about). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way.



Tricky spellings present a challenge when students are asked to read unfamiliar words, since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some **tricky spellings** are taught in Grade 1, with many more taught in Grade 2.

Basic and Advanced Code: Consonants

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/b/	'b'	'bb'	bat, ebb
/ch/	'ch'	'tch', 't'	chop, watch, future
/d/	'd'	'dd', 'ed'	mad, rudder, played
/f/	'f'	'ff', 'ph', 'gh'	fox, stuff, phone, rough
/g/	'g'	'gg', 'gu', 'gh', 'gue'	get, egg, guess, ghost, vague
/h/	'h'	'wh'	hat, who
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	jump, giant, judge, judging, barge, education
/k/	'c', 'k'	'ck', 'cc', 'ch'	cat, kit, rock, raccoon, school
/l/	'l'	'll'	lip, bell
/m/	'm'	'mm', 'mn', 'mb'	mat, hammer, hymn, lamb
/n/	'n'	'nn', 'kn', 'gn'	net, runner, knot, gnat
/ng/	'ng'	'n'	thing, think
/p/	'p'	'pp'	pit, pepper
/qu/	'qu'		quit
/r/	'r'	'rr', 'wr', 'rh'	red, squirrel, wrong, rhombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	sit, dress, city, science, whistle, prince, rinse
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	ship, assure, sure, chef, session, tension, Martian, Grecian
/t/	't'	'tt', 'ed', 'bt'	top, mitt, walked, doubt
/th/	'th'		thin
/th/	'th'	'the'	them, bathe
/v/	'v'	've'	vet, valve
/w/	'w'	'wh'	wet, when
/x/	'x'		tax
/y/	'y'		yes
/z/	'z'	'zz'	zip, buzz
/zh/	(none)	'ge', 'j', 's'	garage, Jacques, treasure

Basic and Advanced Code: Vowels

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/a/	'a'		cat
/ae/	'a_e'	'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh'	date, baby, rain, tray, vein, prey, eight, steak, straight
/ar/	'ar'		arm
/aw/	'aw'	'au', 'ough', 'augh', 'al'	paw, pause, ought, naughty, wall
/e/	'e'	'ea', 'ai', 'ay', 'a', 'ie'	bed, head, said, says, many, friend
/ee/	'ee'	'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei'	bee, me, meat, bunny, scene, key, chief, variation, receive
/er/	'er'	'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our'	her, fir, fur, work, dollar, earth, hurry, courage
/i/	'i'	'y', 'ui', 'i_e'	sit, gym, build, give
/ie/	'i_e'	'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy'	fine, find, high, pie, my, style, bye, guy
/o/	'o'	'a', 'wa'	hot, lava, water
/oe/	'o_e'	'o', 'oe', 'ow', 'oa'	rope, no, toe, snow, boat
/oi/	'oi'	'oy'	oil, boy
/oo/	'oo'	'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe'	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/oo/	'oo'	'u', 'oul'	wood, put, could
/ou/	'ou'	'ow', 'ough'	out, now, bough
/or/	'or'	'ore', 'our', 'oor', 'oar', 'ar'	for, bore, four, door, soar, award
/u/	'u'	'o', 'ou', 'o_e', 'e'	but, among, touch, come, the
/ue/	'u_e'	'u', 'ue', 'ew'	cute, pupil, hue, few
/ə/	'a'	'e'	about, debate
/ə/ + /l/	'al'	'le', 'el', 'ul', 'il'	animal, apple, travel, awful, pencil

THE TRICKY WORD LESSON

A final lesson type is the Tricky Word Lesson. The term *Tricky Word* is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e’, as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the ‘ai’ in *said*). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me*, are taught as Tricky Words early on because it is hard to write stories without them.

However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

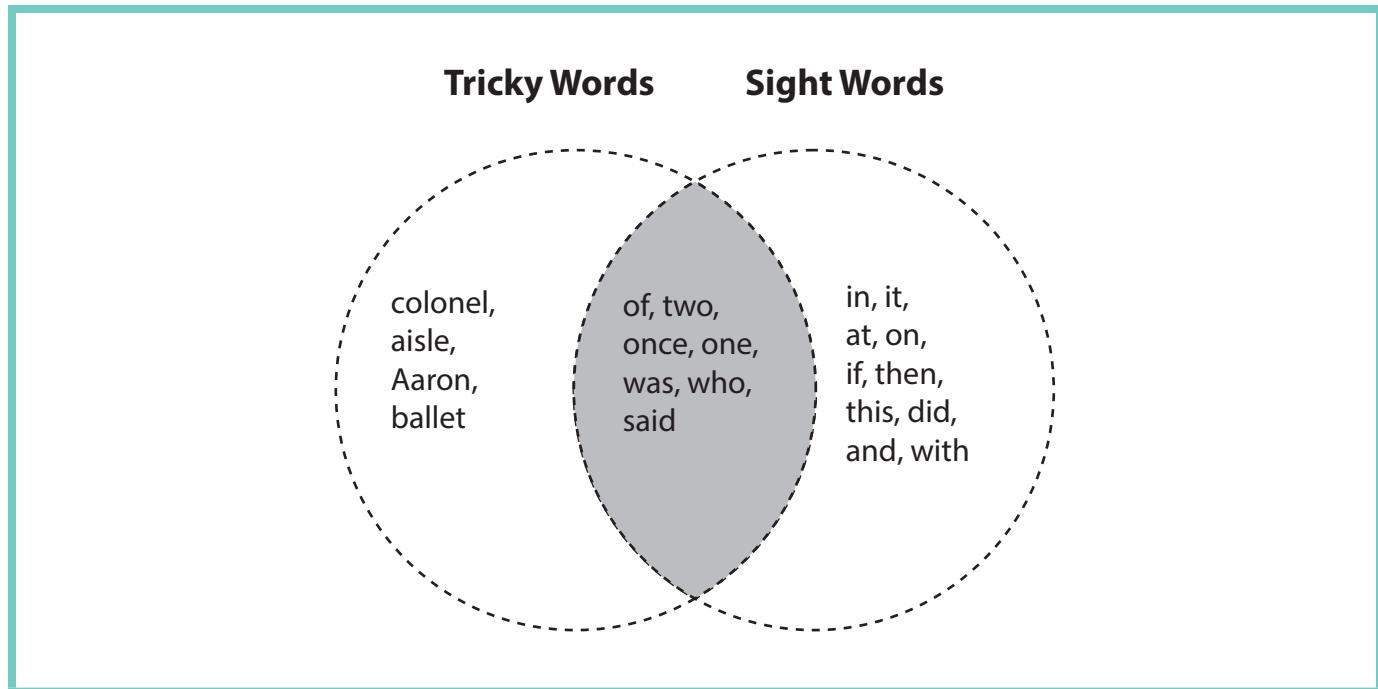
SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we distinguish between *Tricky Words* and *sight words*. We define these terms as follows:

- A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A *sight word* is a high-frequency word that we want students to see many, many times and learn to read quickly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See “The Tricky Word Lesson” previously.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded

out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in materials for this program—but you probably do not need to give these words special attention and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term *sight word* in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

This program does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that this is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's "Instant Word" list. Fry's list is divided into groups of 100. For purposes of illustration, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

By the end of Unit 3, four of Fry's Instant Words are 100% decodable: *at, did, got, it*.

By the end of Unit 4, 16 Instant Words are 100% decodable: *can, an, and, not, in, on, man, him, had, if, its, get, end, men, set, sit*.

By the end of Unit 10 in Kindergarten, 129 high frequency words (41 Tricky Words, plus 88 decodable words) from the Fry Instant Word List have been taught. Using the Dolch Sight Word List as criteria, by the end of Unit 10, 116 high frequency words (42 Tricky Words, plus 74 decodable words) from the Dolch List have been taught. Many of these Tricky Words are practiced and reviewed in Grade 1 Units 1 and 2.

CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term “digraph,” or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a white board, chart paper, an overhead projector, a document camera or the projection system of your choice. A projection system works especially well for activity pages, since it allows the teacher to model the task exactly as the students will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or an interactive whiteboard. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to “catch up” by skipping ahead to Lesson 14. If you do, students will be lacking important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

SMALL GROUP WORK

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. Since all students need to learn that /t/ is spelled ‘t’, it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons, as well as the Additional Support activities at the end of each lesson, that will guide you in how to differentiate instruction for your students, while still using the whole class approach described in the Basic Code Lessons.

However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small group; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that *you can pause at any point in the program*. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

GROUPING AND PULL-OUT INSTRUCTION

The Grade 1 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 1 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 6–10 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an “across grade” approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 1 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to Grade 1 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of remediation can be moved to the appropriate group, while students who are making progress can advance.

Appendix B: Grade 1 Scope and Sequence

Unit 1

- comprehensive assessment of reading skills
- review of reading and writing CVC, CCVC, CVCC, CVCVCC words
- the Tricky Words *a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, do, who, two, the, said, says, was, when, where, why, what, which, here, there*
- oral blending and segmenting of sounds
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form

Unit 2

- Basic Code spellings for the long vowel sounds (/ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e')
- the Tricky Words *he, she, we, be, me, they, their, my, by, no, so, some, you, your*
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification

Unit 3

- Basic Code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/
- read two-syllable words
- the Tricky Words *should, would, because, could, down*
- reading decodable stories
- answering questions about stories in written form

- weekly spelling words and assessment
- the writing process: fictional narratives

Unit 4

- Basic Code spellings for the r-controlled vowel sounds (/er/, /ar/, /or/)
- past-tense endings
- read two-syllable words
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form
- the Tricky Words *today, yesterday, tomorrow*
- weekly spelling words and assessment
- the writing process: descriptive writing

Unit 5

- common spelling alternatives for consonant sounds (e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/)
- weekly spelling words and assessment
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification
- word sorts
- the Tricky Words *how, picture, coach*
- the writing process: opinion piece

Unit 6

- common spelling alternatives for consonant sounds (e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /wh/)
- weekly spelling words and assessment
- dictation with phrases
- chaining exercises

- word sorts for tricky spellings
- reading decodable stories
- answering questions about stories in written form
- the writing process: instructional writing

Unit 7

- spelling alternatives for long vowel sounds (e.g., 'ai' and 'ay' for /ae/, 'o' and 'oe' for /oe/)
- chaining exercises
- weekly spelling words and assessment
- word sorts
- read three-syllable words
- reading decodable stories
- answering questions about stories in written form
- the writing process: personal narratives

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	p.18; p.19; p. 22; p. 34; p. 37; p. 42; p. 50; p. 53
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	p. 19; p. 22; p. 23; p. 34; p. 37; p. 50; p. 53; p. 102; p. 106; p. 118; p. 121; p. 135; p. 139; p. 151; p. 155; p. 176; p. 179; p. 188; p. 191
TEKS 1.2.A.vi	manipulating phonemes within base words	p. 102, p. 106, p. 118, p. 121, p. 135, p. 139, p. 151, p. 155, p. 165
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	p. 19; p. 22; p. 23; p. 34; p. 37; p. 50; p. 53; p. 102; p. 106; p.135; p. 144; p. 176; p. 179; p. 188. p. 191
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	p. 19; p. 22; p. 28; p. 34; p. 37; p. 118; p. 121; p. 135; p. 139; p. 144; p. 151; p. 155; p. 165, p. 168
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	p. 50; p. 53; p. 68; p. 102; p. 106; p. 118; p. 121; p. 135; p. 139; p. 144; p. 151; p. 155; p. 215
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	p. 19; p. 22; p. 50; p. 53
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	p. 34; p. 37; p. 50; p. 53; p. 102; p. 106; p. 110; p. 118; p. 121; p. 125; p. 135; p. 139; p. 151; p. 155; p. 165; p. 168; p. 176; p. 179; p. 188; p. 191

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
TEKS 1.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs	p. 118; p. 121
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	p. 34; p. 37; p. 176; p. 179
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	p. 188; p. 191
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	p. 102; p. 106; p. 111; p. 118; p. 125
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	p. 231
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	p. 19; p. 22; p. 26; p. 50; p. 53
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	p. 50; p. 53; p. 102; p. 106
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 19; p. 22; p. 24; p. 26; p. 34; p. 37
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	p. 76; p. 80; p. 81; p. 88; p. 89; p. 96; p. 102; p. 106; p. 111; p. 118; p. 125; p. 135; p. 136; p. 144; p. 151; p. 152; p. 161; p. 165; p. 171; p. 176; p. 183; p. 188; p. 192
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	p. 102; p. 106; p. 111; p. 112; p. 118; p. 125
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance	
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 102; p. 106; p. 111; p. 118; p. 125; p. 126; p. 135; p. 136; p. 144; p. 151; p. 152; p. 161; p. 165; p. 171; p. 176; p. 183; p. 188; p. 192
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	
TEKS 1.7.C	use text evidence to support an appropriate response	
TEKS 1.7.D	retell texts in ways that maintain meaning	
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
TEKS 1.9.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	p. 165; p. 171
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	
TEKS 1.10.E	listen to and experience first- and third-person texts	p. 102; p. 106; p. 111
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	
(B) in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	revise drafts by adding details in pictures or words	
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	p. 34; p. 37; p. 50; p. 53; p. 135; p. 139; p. 151; p. 155; p. 176; p. 179; p. 181
TEKS 1.11.D.iv	adjectives, including articles	
TEKS 1.11.D.v	adverbs that convey time	
TEKS 1.11.D.vi	prepositions	
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 1

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	p. 184
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 113; p. 126; p. 162; p. 174; p. 185; p. 194; p. 196
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 1		Correlation—Teacher's Guide
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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