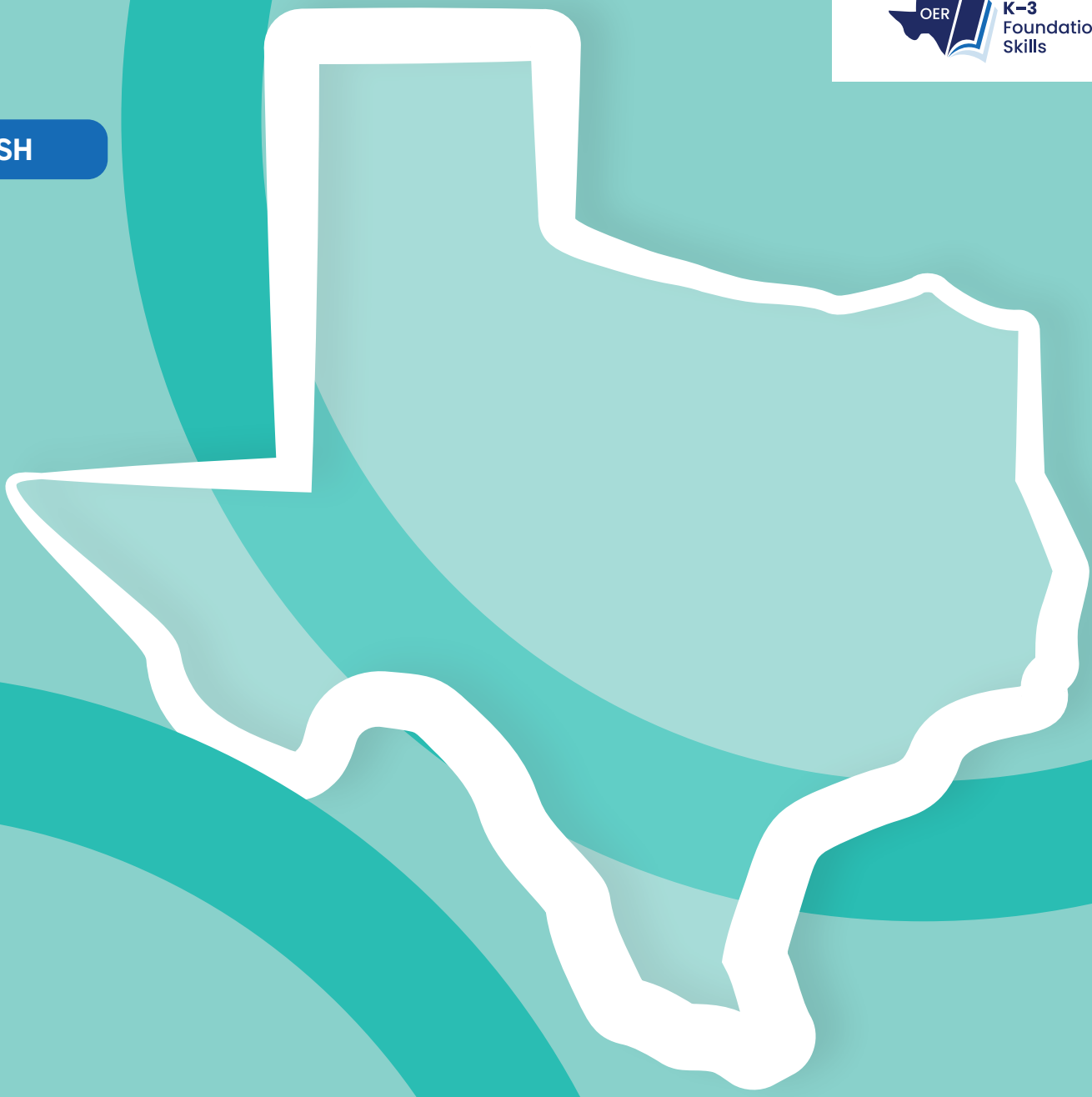
K–3 Foundational Skills

ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 5

Teacher Guide

EDITION 1

Grade 1

Foundational Skills 5

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**.

Contents

Introduction 1

Lesson 1 Spelling Alternatives: Review /p/ › ‘p’ and ‘pp’ 11

Foundational Skills (10 min.)
- Complete the Sentences
- Spellings for /p/

Language (50 min.)
- Root Words
- Plural Nouns
- Introduce Spelling Words

Lesson 2 Tricky Word: Introduce: How 23

Foundational Skills (15 min.)
- Segment and Blend Two-Syllable Words
- Introduce Tricky Word: *How*

Language (25 min.)
- Plural Nouns

Reading (20 min.)
- Introduce the Reader and the Story
- Read “A Letter From Kate”

Lesson 3 Spelling Alternatives: Review /b/ › ‘b’ and ‘bb’ 36

Foundational Skills (20 min.)
- Sound Dictation
- Sister Sounds: /p/ and /b/
- Spellings for /b/

Language (40 min.)
- Root Words
- Statements and Questions

Lesson 4 Spelling Alternatives: Review /k/ › ‘c’, ‘k’, ‘ck’, and ‘cc’ 47

Foundational Skills (35 min.)
- Sound Riddles
- Review Spellings for /k/
- Spelling Tree for /k/

Reading (25 min.)
- Introduce the Story
- Read “In the Cave”

Lesson 5 Spelling Alternatives: Review /k/ › ‘c’, ‘k’, ‘ck’, and ‘cc’ 58

Language (15 min.)
- Spelling Assessment

Foundational Skills (10 min.)
- Spellings for /k/

Language (35 min.)
- Root Words
- Statements and Questions

Lesson 6 Spelling Alternatives: Introduce /ch/ › ‘ch’ and ‘tch’ 66

Foundational Skills (25 min.)
- Sound Riddles
- Introduce Spelling Alternatives for /ch/
- Fill in the Blanks

Reading (20 min.)
- Introduce the Story
- Read “The Coin Shop”

Language (15 min.)
- Introduce Spelling Words

Lesson 7 Spelling Alternatives: Review /g/ › ‘g’ and ‘gg’ 78

Foundational Skills (15 min.)
- Segment and Blend Two-Syllable Words
- Spellings for /g/

Language (20 min.)
- Statements and Questions

Reading (25 min.)
- Review the Story
- Reread “The Coin Shop”

Lesson 8 Spelling Alternatives: Introduce /j/ › ‘j’, ‘g’, and ‘ge’ 89

Foundational Skills (35 min.)
- Tricky Word Review
- Introduce Spelling Alternatives for /j/
- Spelling Tree for /j/

Reading (25 min.)
- Introduce the Story
- Read “You Never Can Tell”

Lesson 9 Tricky Spelling: Introduce ‘g’ › /g/ and /j/ 102

Foundational Skills (30 min.)
- Tricky Spelling ‘g’
- Tricky Spelling Practice

Language (5 min.)
- Review Plurals

Reading (25 min.)
- Introduce the Story
- Read “The Offer”

Lesson 10 Review: Spelling Alternatives for /k/ and/j/ 114

Language (15 min.)
- Spelling Assessment

Foundational Skills (25 min.)
- Spelling Tree Review
- Word Baseball

Reading (20 min.)
- Introduce the Story
- Read “The Campsite”

Lesson 11 Spelling Alternatives: Review /t/ › ‘t’, ‘tt’, and ‘ed’ 124

Foundational Skills (25 min.)
- Tongue Twister for /t/
- Review Spellings for /t/
- Word Sort

Language (35 min.)
- Statements, Questions, and Exclamations
- Introduce Spelling Words

Lesson 12 Spelling Alternatives and Tricky Word: Review /d/ › ‘d’, ‘dd’, and ‘ed’; Introduce: Stagecoach 135

Foundational Skills (35 min.)
- The *–ed* Dance
- Sister Sounds /t/ and /d/
- Spellings for /d/
- Word Sort

Reading (25 min.)
- Introduce the Story
- Read “Sani’s Story”

Lesson 13 Spelling Alternatives: Review /f/ › ‘f’ and ‘ff’ 148

Foundational Skills (25 min.)
- Hear Initial Sounds for /f/
- Spellings for /f/
- Fill in the Blanks

Language (10 min.)
- Statements, Questions, and Exclamations

Reading (25 min.)
- Introduce the Story
- Read “The Visit”

Lesson 14 Spelling Alternatives and Tricky Word: Introduce /v/ › ‘v’ and ‘ve’; Introduce: Picture 160

Foundational Skills (30 min.)
- Minimal Pairs /f/ and /v/
- Spellings for /v/
- Fill in the Blanks
- Introduce Tricky Word: *Picture*

Language (10 min.)
- Statements, Questions, and Exclamations

Reading (20 min.)
- Introduce the Story
- Read “The Hike”

Lesson 15 Writing: Introduce Opinion Writing 173

Language (15 min.)
- Spelling Assessment

Reading (15 min.)
- Review the Story
- Reread “The Hike”

Writing (30 min.)
- Introduction to Opinion Writing

Lesson 16 Writing: Plan and Draft an Opinion Paragraph as a Class 182

Foundational Skills (30 min.)
- I’m Thinking of Something
- Spellings for /r/
- Spelling Tree for /r/
- Count the /r/ Sounds

Writing (20 min.)
- Plan and Draft an Opinion Paragraph as a Class

Language (10 min.)
- Introduce Spelling Words

Lesson 17 Writing: Plan and Draft an Opinion Paragraph Independently 197

Foundational Skills (10 min.)
- Spelling Tree Review

Reading (20 min.)
- Introduce the Story
- Read “The Bone Man”

Writing (30 min.)
- Plan and Draft an Opinion Paragraph Independently

Lesson 18 Writing: Edit an Opinion Paragraph 210

Foundational Skills (10 min.)
- Sound Dictation

Language (15 min.)
- Build Sentences

Writing (35 min.)
- Edit an Opinion Paragraph

Lesson 19 Spelling Alternatives: Review /l/ › 'l' and 'll' 221

Foundational Skills (30 min.)
- Sound Discrimination Game
- Spellings for /l/
- Word Sort

Language (10 min.)
- Build Sentences

Reading (20 min.)
- Introduce the Story
- Read "Two Good Things and One Bad Thing"

Lesson 20 Review: Spelling Assessment; Tricky Words 231

Language (15 min.)
- Spelling Assessment

Foundational Skills (10 min.)
- Tricky Word Review
- Wiggle Cards

Language (10 min.)
- Review Adjectives

Reading (25 min.)
- Review the Story
- Reread "Two Good Things and One Bad Thing"

Lesson 21 Review: Review and Practice 239

Foundational Skills (35 min.)
- Sound Dictation
- Segmenting and Blending Two-Syllable Words
- Practice

Reading (25 min.)
- Introduce the Story
- Read "The Big Dig"

Lesson 22 Unit Assessment: Word Recognition; Grammar 249

Foundational Skills (20 min.)
- Word Recognition Assessment

Language (20 min.)
- Grammar Assessment

Reading (20 min.)
- Introduce the Story
- Read "The Scoop"

Pausing Point (2 days) 257

Teacher Resources 301

Grade 1 | Foundational Skills 5

Introduction

UNIT 5 OVERVIEW

Spelling Alternatives

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

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

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

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

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

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

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

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

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

The Spelling Alternatives Lesson

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

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

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

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

Rules and Patterns Related to Spelling Alternatives

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

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

Formation of Plural Nouns

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

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

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

Root Word Spelling Changes When a Suffix is Added

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

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

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

TRICKY SPELLINGS

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

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

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

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

WARM-UPS

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

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

TRICKY WORDS

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

DECODABLE READER: *KATE'S BOOK*

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

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

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

STORY QUESTIONS ACTIVITY PAGES

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

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

GRAMMAR

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

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

SPELLING

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

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

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

WRITING

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

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

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

Here are some suggestions to create and maintain student portfolios:

- Allow each student to decorate a plain manilla file folder. Keep the folders in a safe spot. Each time students write, file their work in their folder.

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

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

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.

UNIT 5 ASSESSMENT

Formative Assessments and Additional Support

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

- oral reading of decodable stories

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

- written response to story comprehension questions

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

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

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

Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons.

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

Student Performance Assessment

In Lesson 22, you will be prompted to administer a multipart assessment. In the Word Recognition Assessment, students will be asked to look at several words on the designated activity page and then circle the written word that matches the spoken word you say. The target words include the vowel sound/spellings taught in this unit; distractors have been intentionally selected because they represent frequent sound/spelling confusions. Student performance on this assessment is a good indicator of whether students have mastered the new sound/spellings.

Students will also be asked to complete a multipart Grammar Assessment, in which they will be asked to identify the nouns and verbs in a set of sentences; correctly punctuate another set of sentences with a period, question mark, or exclamation point; and expand sentences by adding adjectives and greater detail. Finally, they will be tested on their skill in creating the plural form of a set of nouns, as well as creating the past tense form of verbs using the *–ed* marker.

PAUSING POINT

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

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

TEACHER RESOURCES

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

- Tricky Word Family Letter
- Tricky Word Flash Cards
- Tricky Word Assessment Record: Beginning and End of Unit 5 (optional)
- Tricky Word Assessment List
- Anecdotal Reading Record—Unit 5
- Discussion Questions Observation Record—Unit 5

- Making a Spelling Tree
- Templates: Spelling Tree Leaves and Odd Ducks
- Lesson 5: Spelling Analysis Directions and Analysis of Student Spelling Errors
- Lesson 10: Spelling Analysis Directions and Analysis of Student Spelling Errors
- Lesson 15: Spelling Analysis Directions and Analysis of Student Spelling Errors
- The Writing Process
- "Take a Stand and Tell Why" Planning Template
- "Take a Stand and Tell Why" Drafting Template
- Lesson 20: Spelling Analysis Directions and Analysis of Student Spelling Errors
- Word Recognition Assessment Analysis Directions
- Word Recognition Assessment Class Record
- Grammar Assessment Analysis Directions
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS NEEDED FOR UNIT 5

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

- chart paper (1)
- blank yellow index cards for Tricky Word Wall (2)
- blank index cards (5 per student) (2)
- yellow, green, and brown paper for the Spelling Trees (4)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the online materials.

LESSON

1

SPELLING ALTERNATIVES

Review /p/ › ‘p’ and ‘pp’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Language (Grammar, Spelling)

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

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

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

FORMATIVE ASSESSMENT

Activity Page 1.1	**Inflectional Endings for Root Words** **TEKS 1.2.B.v**
Activity Page 1.2	**Singular and Plural Nouns** **TEKS 1.3.C**

TEKS 1.2.A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter sound correspondences; (v) decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

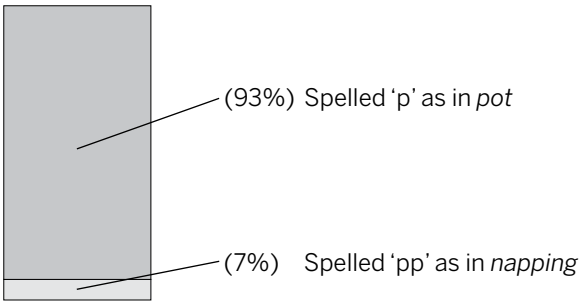
	Grouping	Time	Materials
Foundational Skills			
Complete the Sentences (Phonological Awareness)	Whole Group	5 min.	
Spellings for /p/ (Phonics)	Whole Group	5 min.	❏ Consonant Code Flip Book
Language (Grammar, Spelling)			
Root Words	Whole Group/ Independent	20 min.	❏ Activity Page 1.1
Plural Nouns	Whole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

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /p/



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Language

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

Universal Access

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

Start Lesson

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

Foundational Skills

10M

Primary Focus

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

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

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

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

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Using Foundational Skills

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

ELPS 2.E

Challenge

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

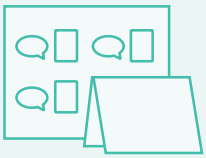
TEKS 1.2.A Demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences.

SPELLINGS FOR /P/ (5 MIN.)

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

Consonant Code Flip Book
1. /p/ > 'p' (*pot*) **page 1**
2. /p/ > 'pp' (*napping*) **page 1**

Code Materials



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

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

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

Lesson 1: Grammar, Spelling

Language

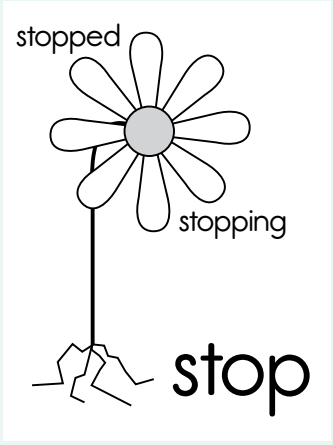
50M

Primary Focus

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

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

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



ROOT WORDS (20 MIN.) TEKS 1.3.C

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

TEKS 1.2.B.v Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.2.B** 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 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

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

Challenge

Have students complete the activity page independently.

Activity Page 1.1



EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

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

ELPS 2.C; ELPS 3.A

Support

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

- Complete the remainder of the activity page as a class, reviewing the pattern as you go along.
- When you work on the words *stamp* and *jump*, be sure to point out that even though each of these words is one syllable with a short vowel, they do not end in a single consonant. Instead, two consonants—'mp'—follow the short vowel sound. The final consonant is, therefore, not doubled.



Activity Page 1.1: Inflectional Endings for Root Words

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

PLURAL NOUNS (15 MIN.)

EMERGENT BILINGUAL STUDENTS



Language

Using Nouns and Noun Phrases

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

ELPS 2.E; ELPS 3.J

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

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

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

- Tell students to say the number and then the plural form of the noun. For example, say *cat* and hold up four fingers. Students should say, "four cats."
- Then write the word *cats* on the board underlining the letter 's'.

Check for Understanding

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

- Repeat with the remaining nouns and numbers.

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

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

Activity Page 1.2



Activity Page 1.2: Singular and Plural Nouns

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

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

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

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

- Have students take out their Dictation Journals. Tell them they will also spell an entire sentence that uses one of the words. Have them practice in their Dictation Journals with the following sentence: *They said the porch door slammed.*
- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

End Lesson

Take-Home Material

SPELLING WORDS

Activity Page 1.3



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

TEKS 1.2.C.i Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Lesson 1: Foundational Skills Remediation

Additional Support

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

Word Sort

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

MORE HELP WITH R-CONTROLLED VOWELS

Chaining

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

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

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

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

LESSON

2

TRICKY WORDS

Introduce: How

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment two-syllable compound words with up to six phonemes. **TEKS 1.2.B.iv**

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

Language (Grammar)

Students will decode words with inflectional endings, including –*s* and –*es*. **TEKS 1.2.B.v**

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

Reading

Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

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

FORMATIVE ASSESSMENT

Activity Page 2.1	**Singular and Plural Nouns** **TEKS 1.2.B.v**
Observation	**Anecdotal Reading Record "A Letter from Kate"** **TEKS 1.2.B.i; TEKS 1.2.D**
Observation	**Discussion Questions "A Letter from Kate"** **TEKS 1.6.G; TEKS 1.7.C**
Activity Page 2.2	**Story Questions "A Letter from Kate"** **TEKS 1.7.C**

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (iv) using knowledge of base words to decode common compound words and contractions; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

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

ADVANCE PREPARATION

Note to Teacher

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

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

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

Foundational Skills

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

Language

Digital Component 2.1

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

Reading

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

Digital Component 2.2

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

- **Universal Access**

- Provide pictures or real objects of items that will be discussed during the Plural Nouns activity.

- Prepare to display and use a map of the United States when previewing the Core Vocabulary in the story.

Start Lesson

Lesson 2: Tricky Word: How

Foundational Skills

15M

Primary Focus

Students will segment two-syllable compound words with up to six phonemes. **TEKS 1.2.B.iv**

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

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

- Say the first word from the box, *weekday*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.

- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, the words *week* and *day* are two separate words that make up the word *weekday*.

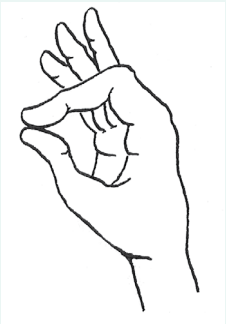
- Repeat the word *weekday*, pausing slightly between the syllables.

- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/w/ /ee/ /k/).

- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/d/ /ae/).

- Say the blended word while making a fist.

- Have students repeat the entire segmenting and blending process after you.



TEKS 1.2.B Demonstrate and apply phonetic knowledge by (iv) using knowledge of base words to decode common compound words and contractions; (vi) identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iv** Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

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

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

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

INTRODUCE TRICKY WORD: HOW (5 MIN.)

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

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

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

Lesson 2: Grammar

Language

25M

Primary Focus

Students will decode words with inflectional endings, including *–s* and *–es*. **TEKS 1.2.B.v**

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

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

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

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Remind students that they can feel buzzy sounds vibrate by placing their fingertips on their voice boxes as they pronounce the words. **ELPS 1.B**

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

Check for Understanding

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

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

Digital Component 2.1

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

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

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

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

Challenge

Have students generate additional words to add to the chart.

Activity Page 2.1



Support

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

Activity Page 2.1: Singular and Plural Nouns

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

Lesson 2: "A Letter from Kate"

Reading

20M

Primary Focus: Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

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

TEKS 1.2.B.i; TEKS 1.6.G; TEKS 1.7.C

INTRODUCE THE READER AND THE STORY (10 MIN.)

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

Reader



Page 1

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response.

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

Preview Spellings

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

Digital Component 2.2

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

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

Support

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

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

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

Vocabulary Chart for "A Letter from Kate"

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

Purpose for Reading

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

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

Whole Group

- Guide students as they explore various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctation in a sentence, and dialogue.
- Read the story as a class, allowing students to take turns reading aloud. Encourage students to read with expression, modeling this for them as necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.



Observation: Anecdotal Reading Record

As you listen to students read "A Letter from Kate," make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.

Wrap-Up

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

Discussion Questions for "A Letter from Kate"

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

Observation: Discussion Questions

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

- Ask students to complete Activity Page 2.2.

Activity Page 2.2: Story Questions

Collect and review Activity Page 2.2 to monitor students' understanding of "A Letter from Kate."

EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing Closely

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

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

Advanced/Advanced High
Encourage students to expand on their own and/or build from other students' responses.

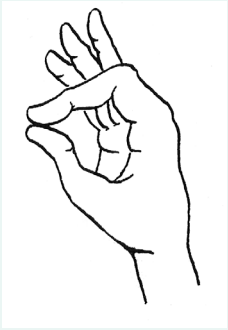
ELPS 4.G

Activity Page 2.2

Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH SEGMENTING AND BLENDING TWO-SYLLABLE WORDS



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

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

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

MORE HELP WITH PLURAL NOUNS

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

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

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

Code Knowledge

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

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

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

LESSON

3

SPELLING ALTERNATIVES

Review /b/ › ‘b’ and ‘bb’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Language (Grammar)

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

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

FORMATIVE ASSESSMENT

Written Response	**Sound Dictation** **TEKS 1.2.B**
Activity Page 3.1	**Root Words and Inflectional Endings *–ed*, *–ing*** **TEKS 1.2.B.v; TEKS 1.3.C**
Activity Page 3.2	**Statements and Questions** **TEKS 1.11.D.ix**

TEKS 1.2.B Demonstrate and apply phonetic knowledge; **TEKS 1.2.A** Demonstrate phonological awareness by (vi) manipulating phonemes within base words; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.11.D.ix** Edit drafts using conventions of standard English, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

LESSON AT A GLANCE

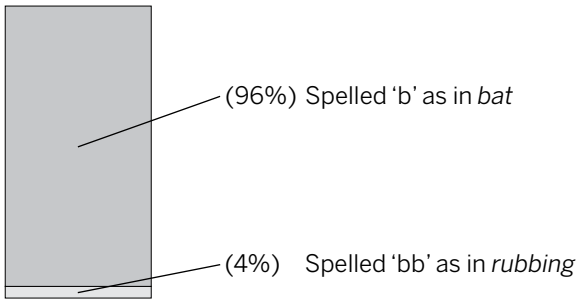
	Grouping	Time	Materials
Foundational Skills			
Sound Dictation (Phonics)	Whole Group	5 min.	❑ pencils ❑ paper
Sister Sounds: /p/ and /b/ (Phonological Awareness)	Whole Group	10 min.	
Spellings for /b/ (Phonics)	Whole Group	5 min.	❑ Consonant Code Flip Book
Language (Grammar)			
Root Words	Whole Group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

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /b/



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Language

Digital Component 3.1

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

Digital Component 3.2

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

Digital Component 3.3

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

Universal Access

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

Start Lesson

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

Foundational Skills

40M

Primary Focus

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

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

SOUND DICTATION (5 MIN.)

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

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

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

Support

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

Challenge

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

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



Written Response: Sound Dictation

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

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

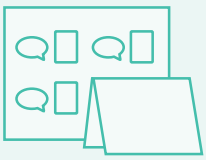
- Tell students that today they are going to review the /b/ sound as in *bat*.
- Have students say the /b/ sound several times.
- Ask students whether /b/ is a vowel sound or a consonant sound. *(It is a consonant sound, made by closing the lips to obstruct the airflow.)*
- Remind students that they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

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

SPELLINGS FOR /B/ (5 MIN.)

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

Code Materials



Consonant Code Flip Book
1. /b/ > 'b' (*bat*) **page 2**
2. /b/ > 'bb' (*rubbing*) **page 2**

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

1. b: *barn*, *rob*
2. bb: *rubbing*, *robber*

Lesson 3: Grammar

Language

20M

Primary Focus

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

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

ROOT WORDS (20 MIN.)

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

Activity Page 3.1



Support

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

Challenge

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

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

Activity Page 3.1: Root Words and Inflectional Endings

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

STATEMENTS AND QUESTIONS (20 MIN.)

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

Digital Component 3.1

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

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

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

Digital Component 3.2

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

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

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

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

Digital Component 3.3

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

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

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

Activity Page 3.2: Statements and Questions

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

End Lesson

Take-Home Material

"A LETTER FROM KATE"

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

Activity Page 3.2

EMERGENT BILINGUAL STUDENTS

Language

Writing

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

Intermediate
Have students read aloud the sentences with a partner with appropriate expression to determine if the sentence is a statement or a question. Then, support students as they write the answer in a sentence.

Advanced/Advanced High
Provide minimal support as students complete the activity page.

ELPS 5.F

Activity Page 3.3

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUND/SPELLINGS

Match Me

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

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

Word Sort

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

LESSON

4

SPELLING ALTERNATIVES

Review /k/ › ‘c’, ‘k’, ‘ck’, and ‘cc’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

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

FORMATIVE ASSESSMENT

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

TEKS 1.2.A.v Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.D** Describe the setting.

LESSON AT A GLANCE

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

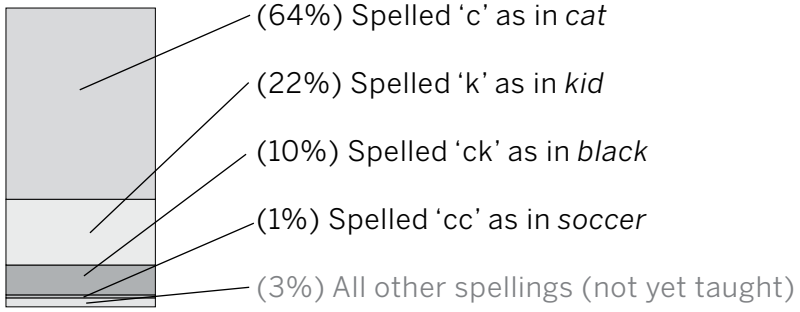
ADVANCE PREPARATION

Note to Teacher

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

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

Spellings for the Sound /k/



Here are some patterns for you to be aware of:

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

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

Foundational Skills

Digital Component 4.1

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

Reading

Digital Component 4.2

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

Universal Access

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

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

Foundational Skills

35M

Primary Focus

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

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

SOUND RIDDLES (5 MIN.)

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

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

REVIEW SPELLINGS FOR /K/ (10 MIN.)

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

Support

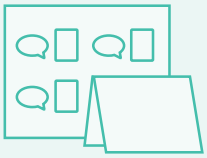
After one student answers, have all students repeat the correct answer aloud. Stress the /k/ sound.

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

Digital Component 4.1

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

Code Materials



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

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

SPELLING TREE FOR /K/ (20 MIN.)

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

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

Challenge

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

Lesson 4: "In the Cave"

Reading

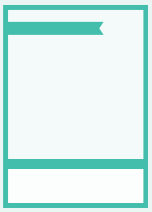
25M

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

INTRODUCE THE STORY (10 MIN.)

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

Reader



Page 2

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.D** Describe the setting.

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

Preview Spellings

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

Digital Component 4.2

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

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

hikes—n., long walks in nature (2)
Example: We went on several hikes in the mountains last summer.

spots—n., locations (2)
Example: One of my favorite spots is the beach.

shimmer—v., to softly sparkle and shine (4)
Example: My rings shimmer in the sun.

expert—n., a person who knows a lot about a subject (6)
Example: I am an expert on swimming.

Sayings and Phrases

"Well, I'll be!"—an expression used to show surprise (4)
Example: "Well, I'll be! I just won $100.00."

Vocabulary Chart for "In the Cave"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		shimmer expert	hikes
Multiple-Meaning Core Vocabulary Words		spots	
Sayings and Phrases	"Well, I'll be!"		

Purpose for Reading

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

READ "IN THE CAVE" (15 MIN.)

Small Group

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

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

Activity Page 4.1



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



Observation: Anecdotal Reading Record

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

Wrap-Up

- Review Activity Page 4.1. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing Closely

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

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

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

ELPS 4.G

Discussion Questions for "In the Cave"

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

Observation: Discussion Questions

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

Activity Page 4.1: Story Questions

Collect and review Activity Page 4.1 to monitor students' understanding of "In the Cave."

End Lesson

Activity Page 4.2

Take-Home Material

WORD SORT

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

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /K/

Push and Say

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

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

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

LESSON

5

SPELLING ALTERNATIVES

Review /k/ › ‘c’, ‘k’, ‘ck’, and ‘cc’

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated one-syllable words containing /er/ > ‘er’, /ar/ > ‘ar’, /or/ > ‘or’, and the Tricky Word *said*. **TEKS 1.2.C.i ; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Foundational Skills

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

Language (Grammar)

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

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

FORMATIVE ASSESSMENT

Activity Page 5.1	**Spelling Assessment** **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**
Observation	**Root Words and Inflectional Endings** *–ed* and *–ing* **TEKS 1.2.B.v**
Activity Page 5.3	**Statements and Questions** **TEKS 1.11.D.ix**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	❑ Activity Page 5.1
Foundational Skills			
Spellings for /k/ (Phonics)	Whole Group	10 min.	❑ Spelling Tree for /k/ ❑ prepared leaves ❑ tape
Language (Grammar)			
Root Words	Whole Group	15 min.	❑ Activity Page 5.2
Statements and Questions	Whole Group/ Independent	20 min.	❑ Statements and Questions (Digital Components) ❑ Activity Page 5.3

ADVANCE PREPARATION

Foundational Skills

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

Language

Digital Component 5.1

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

Universal Access

Digital Component 3.2

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

Start Lesson

Lesson 5: Spelling

Language

15M

Primary Focus: Students will spell dictated one-syllable words containing /er/ > 'er', /ar/ > 'ar', /or/ > 'or', and the Tricky Word *said*.

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

SPELLING ASSESSMENT

TEKS 1.2.C.i

Activity Page 5.1



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

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

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

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 5.1. Say, "I said she must park the car."
- Tell students that you will now show them the correct spelling for each word so that they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it. Students may enjoy correcting their own work in different-colored pencil.

Activity Page 5.1: Spelling Assessment

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

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

Foundational Skills

10M

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

SPELLINGS FOR /k/

- Show students the Spelling Tree for /k/. Remind students that this Spelling Tree will help them keep track of and organize the different spellings for the /k/ sound.

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.

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

Lesson 5: Grammar

Language

35M

Primary Focus

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

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

ROOT WORDS (15 MIN.)

- Remind students that they have been working with root words and the suffixes *–ing* and *–ed*.

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

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

Activity Page 5.2: Root Words and Inflectional Endings

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

STATEMENTS AND QUESTIONS (20 MIN.)

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

EMERGENT BILINGUAL STUDENTS

Language

Using Verbs and Verb Phrases

Beginning
Ask yes/no questions about different verb forms to support students in writing the correct verb form (e.g., "Is *shouting* the past tense form of *shout*?").

Intermediate
Provide sentence starters to help students understand and write verb tenses (e.g., "Adding *–ed* to *shout* means . . .").

Advanced/Advanced High
Have students explain the difference between *shouted* and *shouting*.

ELPS 2.C; ELPS 5.C; ELPS 5.D

Activity Page 5.2



Check for Understanding

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

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

Digital Component 5.1

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

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

- Ask students what a *verb* is. *(a part of speech that shows action)* Ask students what we add to the end of a word to show that the action has happened in the past. *(–ed)*
- Have students come up and underline the verbs in each sentence with a squiggly line. Tell students that the squiggly line shows action. Ask students to say whether the verb is in the present-, past-, or future-tense.

Support

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

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

- Have students turn to Activity Page 5.3.
- On the front of the activity page, have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation mark at the end.
- On the back of the activity page, have students read the sentences and add the correct punctuation marks.

Activity Page 5.3



Activity Page 5.3: Statements and Questions

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

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /K/

Word Collection

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

LESSON

6

SPELLING ALTERNATIVES

Introduce /ch/ › 'ch' and 'tch'

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

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

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

Language (Spelling)

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

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

FORMATIVE ASSESSMENT

Activity Page 6.1	**Fill in the Blanks** **TEKS 1.2.B.ii**
Observation	**Anecdotal Reading Record** "The Coin Shop" (Group 1) **TEKS 1.4**
Observation	**Discussion Questions** "The Coin Shop" **TEKS 1.8.C**

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

LESSON AT A GLANCE

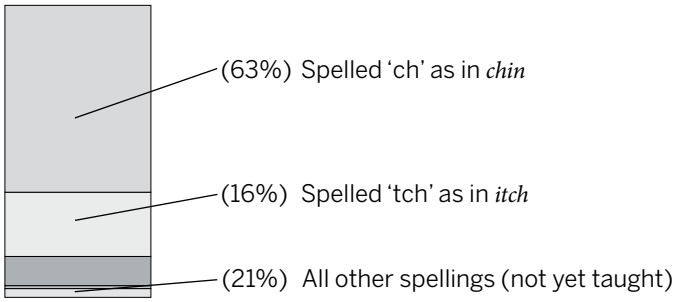
	Grouping	Time	Materials
Foundational Skills			
Sound Riddles (Phonological Awareness)	Whole Group	5 min.	
Introduce Spelling Alternatives for /ch/ (Phonics)	Whole Group	10 min.	❏ Consonant Code Flip Book ❏ Spelling Card for 'tch' > /ch/ (*itch*) ❏ Individual Code Chart ❏ red markers
Fill in the Blanks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

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /ch/



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Reading

Digital Component 6.1

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

Universal Access

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

Start Lesson

Lesson 6: Spelling Alternatives /ch/ > 'ch' and 'tch'

Foundational Skills

25M

Primary Focus

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

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

SOUND RIDDLES (5 MIN.)

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

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Using Foundational Skills

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

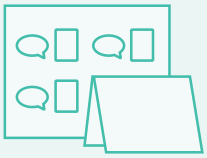
ELPS 1.H; ELPS 2.B; ELPS 2.E

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs.

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

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

Code Materials



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

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

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

Check for Understanding

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

FILL IN THE BLANKS (10 MIN.) TEKS 1.2.B.ii

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

Activity Page 6.1: Fill in the Blanks

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

Lesson 6: "The Coin Shop"

Reading

20M

Primary Focus

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

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

INTRODUCE THE STORY (10 MIN.)

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

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

Activity Page 6.1

Support

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

Reader

Page 8

Preview Spellings TEKS 1.2.B.ii

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

Digital Component 6.1

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

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

Support

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

shop—n., a store (8)
Example: My favorite shop is the small toy store near the bank.

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

Spanish coin—n., money from Spain (8)
Example: My Spanish coin looks a little like our penny.

date—n., numbers showing the year something was made (10)
Example: The date on the old teacup was 1706.

minted—v., made coins by stamping metal (10)
Example: It would be fun to see where our coins were minted.

batch—n., a group of something (10)
Example: Let's make a batch of cookies.

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

fetch—v., to go get something (10)
Example: If I throw a stick, my dog will fetch it.

bucks—n., dollars (12)
Example: I brought ten bucks to the movie for a ticket and popcorn.

Sayings and Phrases

sixteen hundreds—the years ranging from 1600 to 1699, which is about 400 years ago (10)
Example: The sixteen hundreds were a very long time ago.

"That's a shame."—an expression that means "That is too bad." (12)
Example: That's a shame that it's raining during recess.

Vocabulary Chart for "The Coin Shop"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	looking glass Spanish coin minted	batch	fetch
Multiple-Meaning Core Vocabulary Words			bucks shop date
Sayings and Phrases	sixteen hundreds "That's a shame."		

Purpose for Reading

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

READ "THE COIN SHOP" (15 MIN.)

Small Group

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

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

Observation: Anecdotal Reading Record

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

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

Wrap-Up

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

EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing Closely

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

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

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

ELPS 4.G

Discussion Questions for "The Coin Shop"

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

Observation: Discussion Questions

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

Lesson 6: Spelling

Language

15M

Primary Focus

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

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

INTRODUCE SPELLING WORDS

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

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

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 1.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

- Tell students they will also spell an entire sentence that uses one of the words. Have them practice in their Dictation Journals with the following sentence: *How will they catch a fish?*
- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

End Lesson

Take-Home Material

SPELLING WORDS

Activity Page 6.2



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

Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

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

Decodable Words

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

Chains

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

Phrases and Sentences

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

MORE HELP WITH /CH/ › 'TCH' TEKS 1.2.B.iii

Chaining

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

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

- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from one of the charts above. Have students write the entire sentence in their Dictation Journal.

Code Knowledge

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

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

TEKS 1.2.B.iii Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

LESSON

7

SPELLING ALTERNATIVES

Review /g/ › ‘g’ and ‘gg’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment two-syllable words with up to seven phonemes. **TEKS 1.2.A.vii**

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

Language (Grammar)

Students will distinguish between statements and questions in oral sentences; will identify a period as end punctuation for a statement and a question mark as end punctuation for a question; will identify nouns, verbs, and adjectives; and will write capital letters at the beginning of sentences. **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

Reading

Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

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

FORMATIVE ASSESSMENT

Activity Page 7.1	**Statements and Questions** **TEKS 1.11.D.viii; TEKS 1.11.D.ix**
Observation	**Anecdotal Reading Record** “The Coin Shop” **TEKS 1.2.D; TEKS 1.4**
Observation	**Story Questions** “The Coin Shop” **TEKS 1.6.G**

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.11.D** Edit drafts using conventions of standard English, including (viii) capitalization for the beginning of sentences and the pronoun “I”; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.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.

LESSON AT A GLANCE

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

ADVANCE PREPARATION

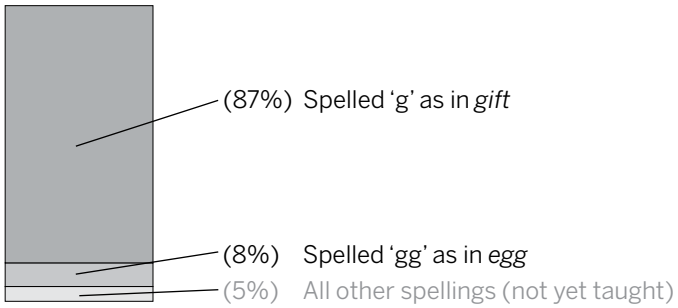
Note to Teacher

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

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

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

Spellings for the Sound */g/*



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Grammar

Digital Component 7.1

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

Start Lesson

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

Foundational Skills

15M

Primary Focus

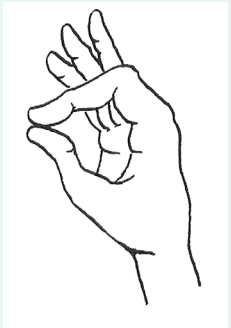
Students will segment two-syllable words with up to seven phonemes.

TEKS 1.2.A.vii

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

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

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



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

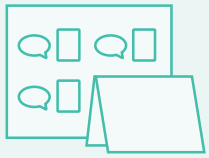
- Continue this process with the remaining words.

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

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

SPELLINGS FOR /g/ (10 MIN.)

Code Materials



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

Consonant Code Flip Book

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

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

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

Lesson 7: Grammar

Language

20M

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

TEKS 1.11.D.viii; TEKS 1.11.D.ix

STATEMENTS AND QUESTIONS

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

Check for Understanding

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

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

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

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

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

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

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

Digital Component 7.1

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

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

Activity Page 7.1: Statements and Questions

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

Support

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

Activity Page 7.1

EMERGENT BILINGUAL STUDENTS

Language

Writing

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

Intermediate
Have students dictate the question and the statement as needed. Then, support students as they write the question and statement.

Advanced/Advanced High
Have students write the question and the statement independently.

ELPS 5.F

Lesson 7: "The Coin Shop"

Reading

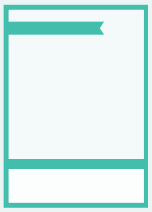
25M

Primary Focus

Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

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

Reader



Page 8

REVIEW THE STORY (5 MIN.)

- Tell students they will reread "The Coin Shop" with a partner.
- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctation in a sentence, and dialogue.
- Briefly review what happened in the story.
- Tell students to complete Activity Page 7.2 after they reread the story with their partner. Encourage students to reread the story to find the answers to the questions and to write on the blanks the page numbers where they find the answers.

Activity Page 7.2



REREAD "THE COIN SHOP" (20 MIN.)

Partner Reading

- Have students reread "The Coin Shop" with a partner.



Observation: Anecdotal Reading Record

As you listen to students read "The Coin Shop," make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.

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.

Wrap-Up

- Review Activity Page 7.2 as a class.

Support

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

Activity Page 7.2: Story Questions

Collect and review Activity Page 7.2 to monitor students' understanding of "The Coin Shop."

End Lesson

Take-Home Material

SPELLING ALTERNATIVES FOR /CH/

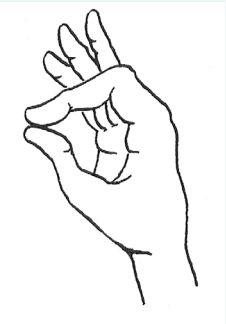
Activity Page 7.3

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

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH SEGMENTING AND BLENDING TWO-SYLLABLE WORDS



- Look at each word in the following box and notice where they are marked with a syllable divider.
- Say the first word from the box, *sunshine*, and ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Point out that this two-syllable word is a compound word (i.e., a word made up of two separate, single-syllable words). In this case, the words *sun* and *shine* are two separate words that make up the word *sunshine*.
- Repeat the word *sunshine*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/s/ /u/ /n/).

- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/sh/ /ie/ /n/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.

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

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

MORE HELP WITH SPELLING ALTERNATIVES FOR /G/

Targeted Dictation

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

- After going through all the words, write them on the board and have students self-correct.

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students most need to practice. Dictate as many words as time allows.

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

LESSON

8

SPELLING ALTERNATIVES

Introduce /j/ › ‘j’, ‘g’, and ‘ge’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Reading

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

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

FORMATIVE ASSESSMENT

Observation	**Anecdotal Reading Record** “You Never Can Tell” **TEKS 1.4**
Observation	**Discussion Questions** “You Never Can Tell” **TEKS 1.7.C**
Activity Page 8.1	**Story Questions** “You Never Can Tell” **TEKS 1.7.C**

TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list; (i) decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

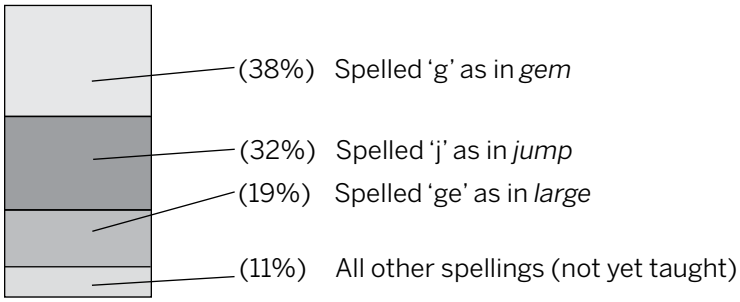
	Grouping	Time	Materials
Foundational Skills			
Tricky Word Review (Phonics)	Whole Group	5 min.	❑ Tricky Word cards
Introduce Spelling Alternatives for /j/ (Phonics)	Whole Group	10 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'ge' > /j/ (*fringe*) and 'g' > /j/ (*gem*) ❑ Individual Code Chart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

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /j/



Here are some patterns for you to be aware of:

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

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

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

Foundational Skills

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

Digital Component 8.1

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

Reading

Digital Component 8.2

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

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

Foundational Skills

35M

Primary Focus

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

TRICKY WORD REVIEW (5 MIN.)

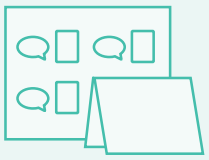
- Have students take out the index cards they made for previously taught Tricky Words and place them on their desk.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for the word.
- Say one of the Tricky Words, and have students hold up the correct word.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

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

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

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

Code Materials



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

TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (vi) identifying and reading at least 100 high-frequency words from a research-based list; (i) decoding words in isolation and in context by applying common letter sound correspondences.

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

EMERGENT BILINGUAL STUDENTS



Foundational Skills

Foundational Literacy Skills

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

ELPS 1.B; ELPS 2.A; ELPS 5.A

Digital Component 8.1

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

SPELLING TREE FOR /J/ (20 MIN.)

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

Challenge

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

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

Lesson 8: "You Never Can Tell"

Reading

25M

Primary Focus

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

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

INTRODUCE THE STORY (10 MIN.)

Reader



Page 14

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

Preview Spellings

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

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

Digital Component 8.2

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

chat—v., to talk in a friendly way (14)
Example: I love to chat with my best friend.

stretched—v., reached out (14)
Example: I stretched my arms to reach the box on the shelf.

rare—adj., unusual (16)
Example: I found a rare jewel.

dime—n., a silver coin worth ten cents (16)
Example: I only had one dime to buy candy.

Vocabulary Chart for "You Never Can Tell"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		stretched rare	chat dime
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

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

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

Partner Reading

Activity Page 8.1



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



Observation: Anecdotal Reading Record

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

Wrap-Up

- Review Activity Page 8.1. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the parts of the story that guided their answers.

Discussion Questions for "You Never Can Tell"

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

Observation: Discussion Questions

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

Activity Page 8.1: Story Questions

Collect and review Activity Page 8.1 to monitor students' understanding of "You Never Can Tell."

EMERGENT BILINGUAL STUDENTS

Reading

Reading Closely

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

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

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

ELPS 4.G; ELPS 4.I

End Lesson

Take-Home Material

"THE COIN SHOP"

Activity Page 8.2



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

Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Follow the procedure outlined in Lesson 6.

Decodable Words TEKS 1.2.B.vi

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

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

Chains

1. age > page > rage > cage > sage > stage > stale
2. barn > barge > charge > large > Marge > merge
3. gorge > forge > form > farm > charm > charge > large

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

Phrases and Sentences

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

MORE HELP WITH SPELLING ALTERNATIVES FOR /J/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /j/ sound.
- Review the spellings for /j/ using the **Individual Code Chart page 6**.
- Write the following headers on the board/chart paper for the sound /j/: 'j', 'g', 'ge'.
- Ask students to tell you words that contain the /j/ sound.
- Write the words under the appropriate header.

  If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *bridge*, briefly explain the 'dge' spelling for /j/.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.

Code Knowledge

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

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

LESSON

9

TRICKY SPELLING

Introduce ‘g’ › /g/ and /j/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write words with the tricky spelling ‘g’ > /g/ and /j/. TEKS 1.2.B.i

Students will read sentences featuring words with the tricky spelling ‘g’ > /g/ and /j/, will use context to determine appropriate pronunciation of words, and will write the words in sorted columns. TEKS 1.2.B.i

Language (Grammar)

Students will identify and spell plural nouns with the inflectional endings ‘s’ > /s/ or /z/ and ‘es’ > /ez/. TEKS 1.2.C.iii

Reading

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

TEKS 1.4; TEKS 1.7.C

FORMATIVE ASSESSMENT

Activity Page 9.1	**Practice Tricky Spelling ‘g’ > /g/ and /j/** TEKS 1.2.B.i
Observation	**Anecdotal Reading Record** “The Offer” TEKS 1.4
Observation	**Discussion Questions** “The Offer” TEKS 1.7.C
Activity Page 9.2	**Story Questions** “The Offer” TEKS 1.7.C

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

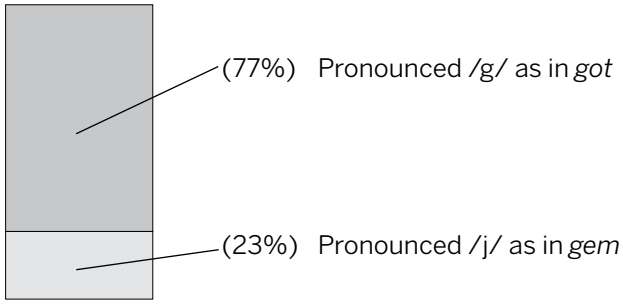
	Grouping	Time	Materials
Foundational Skills			
Tricky Spelling 'g' (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Tricky Spelling 'g' Diagram (Digital Components)
Tricky Spelling Practice (Phonics)	Whole Group	15 min.	❑ Activity Page 9.1
Language (Grammar)			
Review Plurals	Whole Group	5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

ADVANCE PREPARATION

Note to Teacher

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

Tricky Spelling 'g'



Here are some patterns for you to be aware of:

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

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

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

Foundational Skills

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

Digital Component 9.1

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

Reading

Digital Component 9.2

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

Universal Access

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

Start Lesson

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

Foundational Skills

30M

Primary Focus

Students will read and write words with the tricky spelling 'g' > /g/ and /j/. **TEKS 1.2.B.i**

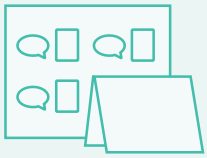
Students will read sentences featuring words with the tricky spelling 'g' > /g/ and /j/, will use context to determine appropriate pronunciation of words, and will write the words in sorted columns. **TEKS 1.2.B.i**

INTRODUCE TRICKY SPELLING 'G' (15 MIN.)

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

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

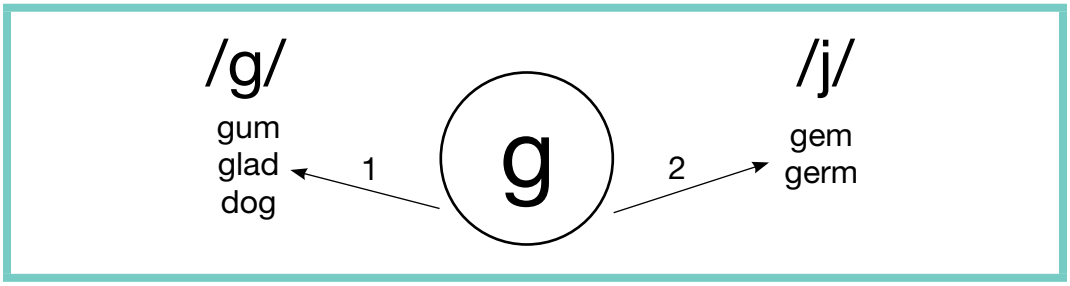
Code Materials



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

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

Digital Component 9.1



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

Support

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

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

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

ELPS 2.E

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

TRICKY SPELLING PRACTICE (15 MIN.)

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

Check for Understanding

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

Activity Page 9.1



EMERGENT BILINGUAL STUDENTS

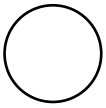
Foundational Skills

Foundational Literacy Skills

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

ELPS 1.B; ELPS 2.A; ELPS 5.A

Q: What is this?



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

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

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

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

Lesson 9: Grammar

Language

5M

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

REVIEW PLURALS

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

Support

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

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

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

Check for Understanding

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

Lesson 9: "The Offer"

Reading

25M

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

TEKS 1.4; TEKS 1.7.C

INTRODUCE THE STORY (10 MIN.)

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

Preview Spellings

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

Reader



Page 20

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

Digital Component 9.2

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

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

granddad—n., another name for a grandfather (20)
Example: I call my dad's father Granddad.

tent—n., a shelter that can be packed up and carried from place to place; it can be put together by using poles, is lightweight, and provides a place for sleeping (21)
Example: We slept in our tent when we went camping.

Sayings and Phrases

gee—interjection (informal), an expression that shows excitement or surprise (21)
Example: "Gee, that's a big book!"

Vocabulary Chart for "The Offer"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			granddad tent
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	gee		

Purpose for Reading

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

Activity Page 9.2



READ "THE OFFER" (15 MIN.)

Small Group

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

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

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

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



Observation: Anecdotal Reading Record

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

Wrap-Up

- Review Activity Page 9.2. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing Closely

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

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

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

ELPS 4.G

Discussion Questions for "The Offer"

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

Observation: Discussion Questions

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

Activity Page 9.2: Story Questions

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

End Lesson

Take-Home Material

PLURAL REVIEW

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

Activity Page 9.3

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY SPELLING 'G'

Race to the Top

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

MORE HELP WITH ORAL READING

Silly Voices

- Make a copy of **Activity Page TR 9.3**, and cut the picture cards apart.
- Provide students with the ***Kate's Book*** **Reader**, and select a story they have already read, such as "The Coin Shop" or "The Offer."
- Have students choose or draw a Silly Voices card to determine the voice they will use for reading aloud.
- Students read aloud independently, with a partner, or to the teacher.
- Partner reading options may include:

  Take turns reading the entire story.

  Have one student be the leader, reading a line at a time for the partner to echo.

  Read chorally, keeping voices together to read the story.

Support

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

LESSON

10

REVIEW

Spelling Alternatives for /k/ and /j/

PRIMARY FOCUS OF LESSON

Language (Spelling)

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

Foundational Skills

Students will review the spellings for the sounds /k/ and /j/. **TEKS 1.2.B.i**

Students will read words with previously taught sound/spellings and will read previously taught Tricky Words. **TEKS 1.2.B.vi**

Students will decode words with initial and final consonant blend closed syllables. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Reading

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

FORMATIVE ASSESSMENT

Activity Page 10.1	**Spelling Assessment** **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**
Observation	**Anecdotal Reading Record** "The Campsite" (Group 1) **TEKS 1.4**
Observation	**Discussion Questions** "The Campsite" **TEKS 1.6.F**
Activity Page 10.2	**Story Questions** "The Campsite" **TEKS 1.6.F**

TEKS 1.2.C Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list;

LESSON AT A GLANCE

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

TEKS 1.2.B Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (vi) identifying and reading at least 100 high-frequency words from a research-based list; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

ADVANCE PREPARATION

Foundational Skills

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

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

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

Reading

Digital Component 10.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 10.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 2 pairs finish early, they can illustrate one of the words or phrases.

Universal Access

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

Start Lesson

Lesson 10: Spelling

Language

15M

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

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

SPELLING ASSESSMENT

Activity Page 10.1



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

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

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 10.1. Say, "How will you fetch the ball?"
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.

TEKS 1.2.C Demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

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

Activity Page 10.1: Spelling Assessment

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

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

Foundational Skills

25M

Primary Focus

Students will review the spellings for the sounds /k/ and /j/. **TEKS 1.2.B.i**

Students will read words with previously taught sound/spellings and will read previously taught Tricky Words. **TEKS 1.2.B.vi**

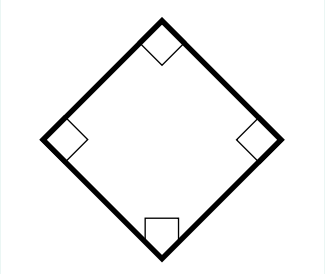
Students will decode words with initial and final consonant blends and closed syllables. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

SPELLING TREE REVIEW (10 MIN.)

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

Support

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



WORD BASEBALL (15 MIN.) TEKS 1.2.B.ii; TEKS 1.2.B.iii

- Divide the class into two teams, having one team at a time come to line up at the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a "turn at bat."

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

- Set a timer for ten minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is important as well, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player then goes to the back of the team's line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate, and mark "1 run" for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

Lesson 10: "The Campsite"

Reading

20M

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

INTRODUCE THE STORY (10 MIN.)

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

Preview Spellings

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

Reader



Page 22

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

Digital Component 10.1

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

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

sleeping bags—n., large, warm bags usually used for sleeping outside (24)
Example: We took our sleeping bags with us on our camping trip.

lanterns—n., lights that are similar to flashlights (24)
Example: The lanterns filled the room with light.

lugged—v., carried heavy things (24)
Example: I lugged the heavy suitcases upstairs.

Vocabulary Chart for "The Campsite"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	sleeping bags lanterns	lugged	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

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

READ "THE CAMPSITE" (10 MIN.)

Small Group

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

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



Observation: Anecdotal Reading Record

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

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

Activity Page 10.2





EMERGENT BILINGUAL STUDENTS

Reading

Writing

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

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

Advanced/Advanced High
Have students write their retelling of the end of the story independently.

ELPS 4.I; ELPS 5.G

Wrap-Up

- Review Activity Page 10.2. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions for "The Campsite"

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



Observation: Discussion Questions

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



Activity Page 10.2: Story Questions

Collect and review Activity Page 10.2 to monitor students' understanding of "The Campsite."

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLINGS FOR /K/ AND /J/

Roll, Flip, Read

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

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

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

LESSON

11

SPELLING ALTERNATIVES

Review /t/ › ‘t’, ‘tt’, and ‘ed’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will isolate the /t/ sound at the beginning and end of oral words. **TEKS 1.2.A.ii; TEKS 1.2.A.vii**

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

Students will sort words by the spelling of /t/, and will double final consonants as needed when adding affixes to root words. **TEKS 1.2.B.v; TEKS 1.3.C**

Language (Grammar, Spelling)

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

Students will spell and write one- and two-syllable words with /j/ > ‘j’, ‘g’, and ‘ge’, and the Tricky Word *your*.

TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

FORMATIVE ASSESSMENT

Activity Page 11.1	**Spellings for /t/** **TEKS 1.2.B.v**
Activity Page 11.2	**Statements, Questions, and Exclamations** **TEKS 1.11.D.viii; TEKS 1.11.D.ix**

TEKS 1.2.A Demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter sound correspondences; (v) decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.3.C** Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) capitalization for the beginning of sentences and the pronoun “I”; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.B.ii** Demonstrate and apply phonetic knowledge by decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

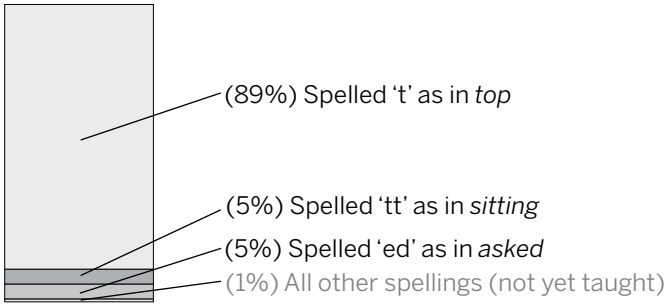
	Grouping	Time	Materials
Foundational Skills			
Tongue Twister for /t/ (Phonological Awareness)	Whole Group	5 min.	
Review Spellings for /t/ (Phonics)	Whole Group	5 min.	❏ Consonant Code Flip Book ❏ Spelling Card 'ed' > /t/ (*asked*) ❏ tape
Word Sort (Phonics)	Whole Group/ Independent	15 min.	❏ Activity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

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /t/



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Language

Digital Component 11.1

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

Digital Component 11.2

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

Start Lesson

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

Foundational Skills

25M

Primary Focus

Students will isolate the /t/ sound at the beginning and end of oral words. **TEKS 1.2.A.ii; TEKS 1.2.A.vii**

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

Students will sort words by the spelling of /t/, and will double final consonants as needed when adding affixes to root words. **TEKS 1.2.B.v; TEKS 1.3.C**

TONGUE TWISTER FOR /T/ (5 MIN.)

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

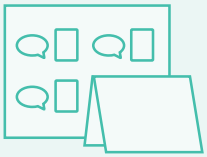
TEKS 1.2.A Demonstrate phonological awareness by: (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant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

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

REVIEW SPELLINGS FOR /T/ (5 MIN.)

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

Code Materials



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

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

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

WORD SORT (15 MIN.)

Activity Page 11.1



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

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



Activity Page 11.1: Spellings for /t/

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

Lesson 11: Spelling, Grammar

Language

35M

Primary Focus

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

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

TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

STATEMENTS, QUESTIONS, AND EXCLAMATIONS (20 MIN.)

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

Digital Component 11.1

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

- Read the sentences, and have students repeat after you.
- Reread the first sentence, and point out that it begins with a capital letter and ends with a period.
- Reread the second sentence, reading with expression so your voice is higher at the end of the sentence. Point out that the sentence begins with a capital letter and ends with a question mark. Explain that this type of sentence is a question because it asks us something. Sentences that are questions end with a question mark as punctuation.

TEKS 1.11.D Edit drafts using conventions of standard English, including: (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.2.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 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns (iv) spelling high-frequency words from a research-based list.

- Ask students to provide examples of statements and questions.
- Tell students that they will now learn about another type of sentence. Say the following sentence aloud with an excited expression: "I love to run!"
- Tell students that sentences with strong emotions, such as excitement, frustration, joy, or fear, end with exclamation points. A sentence with an exclamation point is often read in a louder tone than other types of sentences.
- Write an exclamation point on the board. Tell students that they have already seen this punctuation in the Reader. Now they can use the exclamation point when writing sentences to show strong emotions.
- Read the following sentences aloud, and ask students to decide if a sentence is a statement, question, or exclamation, and if it should end with a period, question mark, or exclamation point.

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

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

Digital Component 11.2

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

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

Activity Page 11.2



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

EMERGENT BILINGUAL STUDENTS



Language

Writing

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

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

Advanced/Advanced High
Provide minimal support as students complete the activity page.

ELPS 5.F



Activity Page 11.2: Statements, Questions, and Exclamations

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

INTRODUCE SPELLING WORDS (15 MIN.)

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

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

- Tell students they will also spell an entire sentence that uses one of the words. Have them practice in their Dictation Journals with the following sentence: *I will fetch your jars.*
- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

End Lesson

Take-Home Material

PRACTICE SPELLING ALTERNATIVES; SPELLING WORDS

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

Activity Pages 11.3, 11.4



Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /T/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /t/ sound.
- Review the spellings for /t/ using the **Individual Code Chart page 7**.
- Write the headers on the board/chart paper for the sound /t/: 't', 'tt', 'ed'.
- Ask students to tell you words that contain the /t/ sound.

- Write the words under the appropriate header.
    - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *turned*, you would want to briefly explain the 'ur' spelling for /er/ and the 'ed' spelling for /d/.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.
- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the Individual Code Chart. Have students write the entire sentence in their Dictation Journal.

MORE HELP WITH STATEMENTS, QUESTIONS, AND EXCLAMATIONS

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

LESSON

12

SPELLING ALTERNATIVES

Review /d/ › ‘d’, ‘dd’, and ‘ed’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

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

Reading

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

FORMATIVE ASSESSMENT

Activity Page 12.1	**Spellings for /d/** **TEKS 1.2.B.v**
Observation	**Anecdotal Reading Record** “Sani’s Story” (Group 2) **TEKS 1.4**
Observation	**Discussion Questions** “Sani’s Story” **TEKS 1.6.F; TEKS 1.6.G**
Activity Page 12.2	**Story Questions** “Sani’s Story” **TEKS 1.6.F; TEKS 1.6.H**

TEKS 1.3.C Identify the meaning of words with the affixes -s, -ed, and -ing; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

LESSON AT A GLANCE

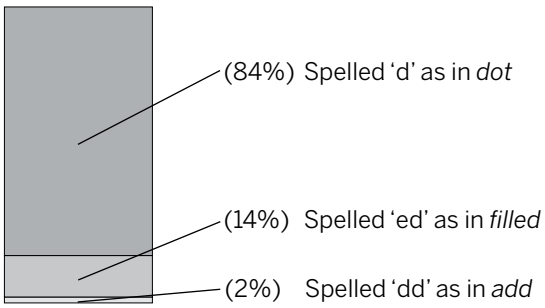
	Grouping	Time	Materials
Foundational Skills			
The *–ed* Dance (Phonological Awareness)	Whole Group	5 min.	
Sister Sounds /t/ and /d/ (Phonological Awareness)	Whole Group	10 min.	
Spellings for /d/ (Phonics)	Whole Group	5 min.	❏ Consonant Code Flip Book
Word Sort (Phonics)	Whole Group	15 min.	❏ Activity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

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /d/



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Reading

Digital Component 12.1

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

Universal Access

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

Start Lesson

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

Foundational Skills

35M

Primary Focus

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

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

THE –ED DANCE (5 MIN.)

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

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

- **Past-tense marker** (wiggle your hips left to right on each beat, one beat on marker)
- **Past-tense marker** (wiggle your hips left to right on each beat, one beat on marker)
- **Spelled 'ed'** (arms up and outstretched, hips still wiggle left to right on each beat)
- **Spelled 'ed'** (arms up and outstretched, hips still wiggle left to right on each beat)

- Repeat with students leading the class.

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

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



EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

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

ELPS 1.B

Support

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

Challenge

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

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

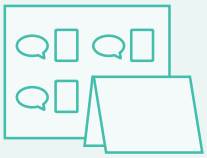
SPELLINGS FOR /D/ (5 MIN.)

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

Consonant Code Flip Book

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

Code Materials



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

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

WORD SORT (15 MIN.)

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

Activity Page 12.1





Activity Page 12.1: Spellings for /d/

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

Lesson 12: "Sani's Story"

Reading

25M

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

INTRODUCE THE STORY (10 MIN.)

Reader



Page 26

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

Preview Spellings

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

Digital Component 12.1

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

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.H** Synthesize information to create new understanding with adult assistance.

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

pine nuts—**n.,** seeds from pine trees that can be eaten (26)
Example: I love juice and pine nuts for snack.

weave—v., to make a cloth by intertwining yarn or threads together (26)
Example: I'm learning how to weave a rug.

spirit—n., the feelings and thoughts inside a person that give them strength, energy, and life. (26)
Example: He has such a caring spirit.

Vocabulary Chart for "Sani's Story"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	spirit	weave	pine nuts
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

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

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

Small Group

Activity Page 12.2



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

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

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

EMERGENT BILINGUAL STUDENTS



Reading

Reading/Viewing Closely

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

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

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

ELPS 4.G; ELPS 4.I



Observation: Anecdotal Reading Record - Group 2

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

Wrap-Up

- Review Activity Page 12.2. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions for "Sani's Story"

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



Observation: Discussion Questions

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



Activity Page 12.2: Story Questions

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

Take-Home Material

PRACTICE SPELLING ALTERNATIVES

Activity Page 12.3



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

Lesson 12: Foundational Skills Remediation

Additional Support

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

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

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

MORE HELP WITH SPELLING ALTERNATIVES FOR /D/

Which One?

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

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

LESSON

13

SPELLING ALTERNATIVES

Review /f/ › ‘f’ and ‘ff’

PRIMARY FOCUS OF LESSON

Foundational Skills

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

Language (Grammar)

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

TEKS 1.11.D.viii; TEKS 1.11.D.ix

Reading

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

TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.8.C

FORMATIVE ASSESSMENT

Activity Page 13.1	**Fill in the Blanks (Spelling Alternatives)** **TEKS 1.2.B.i; TEKS 1.2.B.ii**
Activity Page 13.2	**Statements, Questions, and Exclamations** **TEKS 1.11.D.viii; TEKS 1.11.D.ix**
Observation	**Anecdotal Reading Record** “The Visit” (Group 1) **TEKS 1.4**
Observation	**Discussion Questions** “The Visit” **TEKS 1.6.F**
Activity Page 13.3	**Story Questions** “The Visit” **TEKS 1.6.F; TEKS 1.8.C**

LESSON AT A GLANCE

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

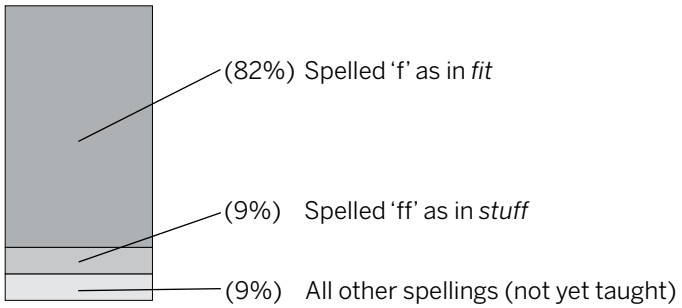
TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (viii) Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I"; (ix) edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.8.C** Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

ADVANCE PREPARATION

Note to Teacher

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

Spellings for the Sound /f/



Here are some patterns for you to be aware of:

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

Foundational Skills

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

Language

Digital Component 13.1

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

Reading

Digital Component 13.2

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

Start Lesson

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

Foundational Skills

25M

Primary Focus

Students will identify the /f/ sound at the beginning of oral words. **TEKS 1.2.A.vii**

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

Students will read words with /f/ > 'f' and 'ff', /ch/ > 'tch', and /j/ > 'g', and will write the words in fill-in-the-blank sentences. **TEKS 1.2.B.i; TEKS 1.2.B.ii**

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

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

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

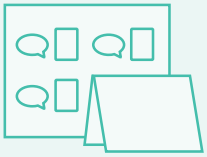
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word that begins with the /f/ sound.

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

SPELLINGS FOR /F/ (5 MIN.)

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

Code Materials



Consonant Code Flip Book
1. /f/ > 'f' (*fit*) **page 9**
2. /f/ > 'ff' (*stuff*) **page 9**

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

1. f: *frog*, *life*
2. ff: *off*, *stuff*

FILL IN THE BLANKS (15 MIN.)

Activity Page 13.1



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

Activity Page 13.1: Fill in the Blanks

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

Support

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

Lesson 13: Grammar

Language

10M

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

STATEMENTS, QUESTIONS, AND EXCLAMATIONS (10 MIN.)

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

Check for Understanding

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

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

Digital Component 13.1

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

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

Activity Page 13.2



- Demonstrate writing a period, a question mark, and an exclamation point on the board. Point out that every sentence, no matter whether it is a statement, a question, or an exclamation, always begins with a capital letter.

1. Did they catch him *(?)*
2. That's cool *(!)*
3. Kate slept in a tent *(.)*

EMERGENT BILINGUAL STUDENTS



Language

Writing

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

Intermediate
Have students dictate the question, the statement, and the exclamation as needed. Support students to write the question, statement, or exclamation.

Advanced/Advanced High
Have students write the question, the statement, and the exclamation independently.

ELPS 5.F

- Have students turn to Activity Page 13.2.
- Tell students to read the sentences and write a period, exclamation point, or question mark at the end.
- For the second part, students should write sentences of their own to match the ending punctuation.



Activity Page 13.2: Statements, Questions, and Exclamations

Collect and review Activity Page 13.2 to monitor students' ability to identify and use statements, questions, and exclamations and use appropriate end punctuation for each.

Lesson 13: "The Visit"

Reading

25M

Primary Focus: Students will read "The Visit" with purpose to understand important details, will complete fill-in-the-blank sentences based on the plot of the story, and will answer literal and inferential questions about key details and various plot elements. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.8.C**

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.8.C** Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.

INTRODUCE THE STORY (10 MIN.)

- Explain that today's story is about what happens after Sani finishes telling his story at the campsite. Remind students that when Kate and everyone arrived at their campsite, there was work to do to set up their camping gear.
- Ask students about the sorts of things Kate and Gad had to do to set up the campsite. *(They had to unpack sleeping bags, tents, lanterns, matches, and food, and they also had to set up tents.)* Tell students that before going to sleep, there are additional things that have to be done when camping.

Reader



Page 32

Preview Spellings

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

Digital Component 13.2

–ed	***–ing***	**Other Two-Syllable Words**	**Tricky Words**
stuffed	tell•ing	vis•it	what
hoist•ed	stand•ing	rabb•its	who
flipped	bett•ing	clatt•er	why
			be•cause

- Also review with students the contractions *can't* and *that's*.

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

Paw-paw—n., another name for *grandfather* (32)
Example: Paw-paw and Grandma are coming to visit.

foxes—n., furry animals about the size of a small dog that usually live in the woods (32)
Example: I saw a pair of red foxes in the woods.

rabbits—n., furry animals with long ears and a short, fluffy tail. (32)
Example: The rabbits ate the lettuce in our garden.

clatter—n., a loud noise that sounds like things banging together (34)
Example: When I dropped the dishes, they made a loud clatter.

scraps—n., little bits and pieces (36)
Example: I fed some scraps to my dog.

Sayings and Phrases

scram—an expression used to tell someone to leave quickly (36)
Example: I told that dog to scram!

Get lost!—an expression used to tell someone to leave quickly (36)
Example: The dog was bothering me, so I told him to get lost!

Vocabulary Chart for "The Visit"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			Paw-paw rabbits foxes
Multiple-Meaning Core Vocabulary Words		clatter scraps	
Sayings and Phrases	scram Get lost!		

Purpose for Reading

- Tell students to read today's story to find out what happens at the campsite after Sani's story.
- Also ask students to try to figure out the meaning of the word *hoisted*. Tell them that if they do not know what a word means, they can use context clues to figure it out. Context clues can be in the sentence, as well as in any pictures. Tell students that you would like them to use context clues to figure out what the word *hoisted* means, and you will discuss their ideas as a class at the end of the story.

READ "THE VISIT" (15 MIN.)

Small Group

Activity Page 13.3



- Have students turn to Activity Page 13.3. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 read in pairs.

Group 1: Have students take turns reading "The Visit" aloud. Then have them complete Activity Page 13.3.



Observation: Anecdotal Reading Record

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

Group 2: Tell students to take turns reading "The Visit" and complete Activity Page 13.3. If they finish early, they can illustrate one of the words or phrases on the board or reread a previous story in the Reader.

Wrap-Up

- Review Activity Page 13.3. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions for "The Visit"

1. **Literal.** Who is the narrator telling the story?
   - » Kate is the narrator telling the story.
2. **Inferential.** The story said that Sani tossed the rope up into a tree and hoisted the food pack up so it was hanging ten feet off the ground. What does the word *hoisted* mean? How do you know?
   - » *Hoisted* means to have lifted something up high. Students may say they figured it out when they read on page 32 that the pack was ten feet off the ground.
3. **Literal.** Why should you keep your food up high at night when camping?
   - » You should keep your food up high to keep it safe from animals.
4. **Inferential.** How do Kate and Doba feel when they hear the clatter in the night? How do you know?
   - » Kate and Doba feel a little scared; Doba hugs Kate close to her, showing that she is trying to protect Kate, and they stay in their tent until they hear Sani.
5. **Literal.** Who does Sani think came to visit the campsite?
   - » Sani thinks it was probably a fox looking for scraps of food to eat.

Support

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



EMERGENT BILINGUAL STUDENTS

Reading

Reading Closely

Beginning
Rephrase questions as yes/no questions (e.g., "Are Kate and Doba feeling happy when they hear the clatter in the night?").

Intermediate
Provide students with sentence starters for answering questions (e.g., "When they hear the clatter in the night, Kate and Doba feel . . .").

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

ELPS 4.G; ELPS 4.I



Observation: Discussion Questions

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



Activity Page 13.3: Story Questions

Collect and review Activity Page 13.3 to monitor students' understanding of "The Visit."

End Lesson

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /F/

Targeted Dictation

- Have students take out a **pencil** and **paper**.
- Explain that you are going to say a number of words that contain the spelling alternatives for /f/: 'f' and 'ff'. Write the spellings on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they heard. For example, for the word *stuff*, four lines would be drawn on the paper: __ __ __ __.
- Once students have drawn one line for each sound in the word, remind them that the sound /f/ can be spelled with two letters.
- Have students write the spellings on their respective lines: s t u ff.
- Finally, ask students to read the word back to you.

- Instruct students to refer to the **Individual Code Chart** if they are having difficulty remembering how to write the spellings.
- After going through all the words, write them on the board and have students self-correct.

Note: It might be useful to have students use a different-colored pencil for self-correction, so you can see which spellings students most need to practice. Dictate as many words as time allows.

1. stuff
2. flag
3. left
4. shelf
5. off
6. safe
7. stiff
8. fresh

MORE HELP WITH STATEMENTS, QUESTIONS, AND EXCLAMATIONS

- Make a copy of **Activity Page TR 13.1** for each student.
- At the top of the activity page, have students trace and copy the exclamation point, the question mark, and the period.
- For the second part, have students write the correct punctuation in the box at the end of each sentence.
- Then, on the back of the activity page have students write one sentence of each type with the appropriate punctuation, a statement, a question, and an exclamation.

LESSON

14

SPELLING ALTERNATIVES AND TRICKY WORD

Introduce /v/ › ‘v’ and ‘ve’; Introduce: Picture

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will distinguish between the /f/ and /v/ sounds in oral word pairs. **TEKS 1.2.A.vii**

- Students will read and write words with /v/ > ‘v’ and ‘ve’. **TEKS 1.2.B.i**
- Students will read and write the Tricky Word *picture*. **TEKS 1.2.B.vi**

Language (Grammar)

Students will find two examples each of statements, questions, and exclamations in *Kate’s Book*. **TEKS 1.11.D.ix**

Reading

Students will read “The Hike” with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions using evidence from in the text. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 14.1	**Fill in the Blanks Spelling Alternatives for /v/** **TEKS 1.2.B.i**
Observation	**Anecdotal Reading Record** “The Hike” (Group 2) **TEKS 1.4**
Observation	**Discussion Questions** “The Hike” **TEKS 1.7.C**
Activity Page 14.2	**Story Questions** “The Hike” **TEKS 1.7.C**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Minimal Pairs /f/ and /v/ (Phonological Awareness)	Whole Group	5 min.	
Spellings for /v/ (Phonics)	Whole Group	5 min.	❏ Consonant Code Flip Book ❏ Spelling Card 've' > /v/ (*twelve*) ❏ Individual Code Chart ❏ red markers
Fill In the Blanks (Phonics)	Independent	15 min.	❏ Activity Page 14.1
Introduce Tricky Word: *Picture* (Word Recognition)	Whole Group	5 min.	❏ yellow index card ❏ tape ❏ one blank index card per student
Language (Grammar)			
Statements, Questions, and Exclamations	Whole Group/ Independent	10 min.	❏ *Kate's Book* ❏ paper ❏ pencils
Reading			
Introduce the Story	Whole Group	10 min.	❏ Preview Spellings Chart (Digital Components) ❏ *Kate's Book* ❏ Activity Page 14.2
Read "The Hike"	Small Group	20 min.	
Take-Home Material			
"The Campsite"			❏ Activity Page 14.3

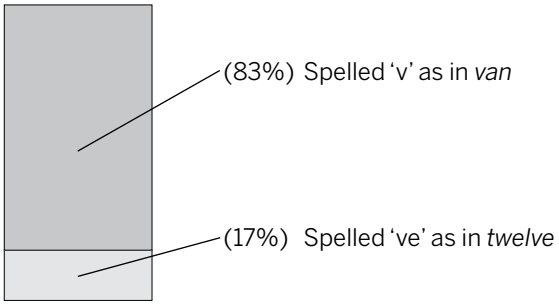
conventions of standard English, including using punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

ADVANCE PREPARATION

Note to Teacher

Today you will introduce the only significant spelling alternative for the /v/ sound. Students should already know the basic code spelling 'v' as in *van*. In this lesson you will review that spelling and introduce the spelling alternative 've' as in *twelve*. The following chart shows how common each spelling is.

Spellings for the Sound /v/



Here are some patterns for you to be aware of:

- '**v**' is used as a spelling for /v/ at the beginning of words and syllables (*vet, vent*); it is seldom found at the end of words (*Kiev, Pavlov*).
- '**ve**' is used at the end of words (*twelve, serve, carves*).
- Many '**ve**' words change to '**v**' when suffixes are added (*carve* > *carving*).

Foundational Skills

- Display the Consonant Code Flip Book within view of all students. You may wish to tab page 10. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.
- Write the Tricky Word *picture* on a yellow index card.

Reading

Digital Component 14.1

- Create the Preview Spellings chart for Introduce the Story on the board/ chart paper, or use the digital version (Digital Component 14.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Lesson 14: Spelling Alternatives for /v/; Tricky Word: *Picture*

Foundational Skills

30M

Primary Focus

Students will distinguish between the /f/ and /v/ sounds in oral word pairs. **TEKS 1.2.A.vii**

Students will read and write words with /v/ > 'v' and 've'. **TEKS 1.2.B.i**

Students will read and write the Tricky Word *picture*. **TEKS 1.2.B.vi**

MINIMAL PAIRS /F/ AND /V/ (5 MIN.)

- Tell students that today they are going to review the /v/ sound as in *van*.
- Have students say the /v/ sound several times, stretching it out.
- Ask students whether /v/ is a vowel sound or a consonant sound. *(It is a consonant sound, made with the teeth and lips touching to obstruct airflow.)*
- Tell students that you are going to say word pairs. The words will be very similar, but one word will begin with the /v/ sound and the other word will begin with the /f/ sound.
- Have students repeat the sounds /f/ and /v/.
- Have students close their eyes and listen as you say the first word pair from the following box
- Ask students which word contains the /v/ sound.
- Have students repeat both words to hear and feel the difference in articulation. Students can touch their voice boxes with their fingers to feel the difference between /f/ and buzzy /v/.
- Work through the remaining pairs.

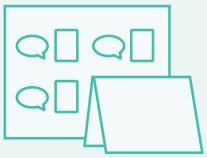
1. van—fan
2. vat—fat
3. vine—fine
4. views—fuse
5. vein—feign
6. vault—fault

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

SPELLINGS FOR /V/ (5 MIN.)

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

Code Materials



Consonant Code Flip Book	Individual Code Chart
1. /v/ > 'v' (*van*) **page 10**	1. /v/ > 'v' (*van*) **page 7**
2. /v/ > 've' (*twelve*) **page 10**	2. /v/ > 've' (*twelve*) **page 7**

- Turn to **Consonant Code Flip Book page 10**, and review that 'v' is one way to spell the /v/ sound. Read the sample word and discuss the power bar.
- Write 'v' on the board, along with the two sample words listed in the following box.
- Have students turn to **Individual Code Chart page 7** and outline the 'v' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- On **Consonant Code Flip Book page 10**, put the Spelling Card 've' > /v/ (*twelve*) on the appropriate space. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the /v/ sound is sometimes spelled this way.
- Write 've' on the board, along with the two sample words listed in the following box.
- Have students turn to **Individual Code Chart page 7** and outline the 've' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling 've' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder letters to remind them that the two letters stand for a single sound.
- Tell students that they can refer to their Individual Code Chart whenever they are having trouble remembering spelling alternatives for the /v/ sound.

1. v: *van*, *vet*	2. ve: *sleeve*, *carve*

FILL IN THE BLANKS (15 MIN.)

- Have students turn to Activity Page 14.1.
- Explain that the words in the box contain the sound /v/ spelled 'v' or 've'.
- Have the students read the words in the box aloud and underline the target spellings 'v' and 've'. Students should then fill in the blanks in the sentences with the best choice from the box.

Activity Page 14.1: Fill in the Blanks Spelling Alternatives for /v/

Collect and review Activity Page 14.1 to monitor students' understanding of the spelling alternatives for /v/.

INTRODUCE TRICKY WORD: PICTURE (5 MIN.)

- Write the Tricky Word *picture* on the board, and ask students how they would pronounce it by blending. (They might say something like /p/ /i/ /k/ /t/ /ue/ /r/.)

Note: Alternatively, you can ask students how they would spell the word *picture*. They will probably come up with a spelling like *piccher* or *pikcher*. Explain that in this word the sounds /ch/ /er/ are spelled 'ture'.

- Explain that we actually pronounce this word /p/ /i/ /k/ /ch/ /er/ as in, "He took my picture with his new camera."
- Circle the letters 'p', 'i', and 'c' and explain that they are pronounced just as one would expect, as /p/ /i/ /k/.
- Underline 'ture' and explain that this is the tricky part of the word. The letters 't', 'u', 'r', and 'e' stand for the /ch/ /er/ sounds.
- Tell students that when reading *picture*, they have to remember to pronounce the letters 't', 'u', 'r', 'e' as /ch/ /er/.
- Have students copy the word on an index card and underline the tricky part of the word.

Activity Page 14.1

Support

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

Lesson 14: Grammar

Language

10M

Primary Focus: Students will find two examples each of statements, questions, and exclamations in *Kate's Book*. **TEKS 1.11.D.ix**

STATEMENTS, QUESTIONS, AND EXCLAMATIONS (10 MIN.)

- Review with students the three types of sentences they have learned about: statements, questions, and exclamations.
- Ask students to provide you with examples of each of these types of sentences.
- Tell students that they will now hunt through *Kate's Book* to find examples of each of these sentences.
- Tell students that you want them to look back at previously read stories and find two examples of each type of sentence. They should copy these sentences onto a blank piece of paper.
- When students are finished, have them share some of the sentences they picked out and read them to the class.

Check for Understanding

Listen as students provide examples of the three types of sentences (statements, questions, and exclamations), and provide corrective feedback as needed.

Reader



Support

Turn to page 36 in the Reader. Choose a sentence, read it with expression, and ask students which type of sentence it is. Then have students locate the sentence on the page.

Challenge

After students provide an example sentence, have them change it to a different type of sentence. For example, if a student provides an example of a statement, ask the student to change it to a question.

TEKS 1.11.D.ix Edit drafts using conventions of standard English, including using punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

Lesson 14: "The Hike"

Reading

20M

Primary Focus: Students will read "The Hike" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions using evidence from the text. **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (10 MIN.)

- Ask students to look at the table of contents to see which story comes after "The Visit." Ask students what the characters of today's story might do based on the title of the story. Remind students that it was on a hike with Doba that Kate discovered a Spanish coin.

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today's story.
- The special Tricky Word for today's story is *done*. Please have students practice reading and saying the word before reading.

Digital Component 14.1

Other Two-Syllable Words	Consonant Doublings	Tricky Words
morn•ing	cliff	pic•ture
fin•ished	digg•ing	would
bigg•est	popped	done
	runn•ing	

- Review the contraction *let's* with students, reminding them that *let's* is *let* and *us* combined into one word. Use the word *let's* in a sentence.

Previewing Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

Reader



Page 38

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

carve—**v.,** to cut something away (40)
Example: I love to carve a pumpkin on Halloween.

Sayings and Phrases

a bit—**n.,** a short amount of time (38)
Example: I'll be ready in just a bit.

drifted off—was carried away or blown off (42)
Example: The dirt drifted off the carrot I pulled out of the garden.

Support

If necessary, review the word *cliff*, which appeared in the *Gran* Reader in Unit 2. Explain that a cliff is a steep and high surface or an edge of a mountain.

Vocabulary Chart for "The Hike"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			carve
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	a bit drifted off		

Purpose for Reading

- Tell students to read today's story to find out what happens on a hike.

READ "THE HIKE" (10 MIN.)

Small Group

Activity Page 14.2



- Have students turn to Activity Page 14.2. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. Today you should meet with students from Group 2 who previously read with a partner in Lesson 13. Remember that it is important to hear all students read aloud on a regular basis. Group 1 will read in pairs.

Group 1: Tell students to take turns reading "The Hike." Then have them complete Activity Page 14.2.

Group 2: Tell students to take turns reading "The Hike" and complete Activity Page 14.2. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Observation: Anecdotal Reading Record

As you listen to students in Group 2 read "The Hike," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 14.2. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions for "The Hike"

1. **Literal.** What does everyone do in the morning? How do you know?
   - » They all go hiking in the morning.
2. **Literal.** What do Gad and Kate go look for after lunch? Show me where you found the answer.
   - » Gad and Kate go look for rocks after lunch.
3. **Literal.** Why do Gad and Kate take forks with them? How do you know?
   - » Gad and Kate take forks with them because they can use the forks to help dig out rocks.
4. **Literal.** How big was the bone that they pulled out from the cliff? How do you know?
   - » The bone was three feet long.
     Note: You may show students something three feet long, or where three feet is on your body, so they can understand how long the bone is.
5. **Inferential.** Look at the picture on page 43. How do you think Kate and Gad feel about their discovery?
   - » Kate and Gad look excited, happy, and amazed.
6. **Evaluative.** What kind of bone do you think Kate and Gad found? Why?
   - » Answers may vary.

EMERGENT BILINGUAL STUDENTS

Reading

Reading Closely

Beginning
Rephrase questions as yes/no questions (e.g., "Do Kate and Gad look excited about their discovery?").

Intermediate
Provide students with sentence starters for answering questions (e.g., "Kate and Gad feel . . .").

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

ELPS 4.G; ELPS 4.I

Observation: Discussion Questions

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

Activity Page 14.2: Story Questions

Collect and review Activity Page 14.2 to monitor students' understanding of "The Hike."

End Lesson

Take-Home Material

"THE CAMPSITE"

Activity Page 14.3



- Have students take home Activity Page 14.3 to read with a family member.

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Follow the procedure outlined in Lesson 6.

Decodable Words

Note: Remind students that these words* are contractions, or two words that are joined by an apostrophe to create a shorter form. Discuss with students which words formed each contraction and which letters have been replaced by the apostrophe.

1. I've*
2. ourselves
3. serve
4. shelves
5. sleeve
6. solve
7. themselves
8. twelve
9. we've*
10. you've*

Chains

Note: These chains contain some nonsense words.

1. nerve > serve > seeve > sleeve > sleep
2. car > carve > sarve > starve
3. shelf > shelve > shelves > elves

Phrases and Sentences

1. Serve it up.
2. Carve out some time.
3. nerves of steel
4. Solve the problem.
5. sleeveless dress
6. I've got it!
7. At twelve, we will stop for lunch.
8. They saved themselves some time.
9. You've got to see this!
10. In the winter, we need scarves and hats.

Song:

1. "A Very Small Vampire" (from *Alphabet Jam* CD)

MORE HELP WITH SPELLING ALTERNATIVES FOR /V/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the /v/ sound.
- Review the spellings for /v/ using the **Individual Code Chart page 7**.
- Write the headers on the board/chart paper for the sound /v/: 'v', 've'.
- Ask students to tell you words that contain the /v/ sound.
- Write the words under the appropriate header.
    - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *vulture*, you would want to briefly explain the 'ul' spelling for /schwa/ /l/ and the 'ture' for /ch/ /er/.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.

Code Knowledge

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

After today's lesson: If students read 1,000 words in a trade book, on average between 610 and 770 of those words would be completely decodable.

LESSON

15

WRITING

Introduce Opinion Writing

PRIMARY FOCUS OF LESSON

Language (Spelling)

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

Reading

Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

Students will reread "The Hike" in pairs with increased accuracy, appropriate rate, and expression. **TEKS 1.4**

Writing

Students will distinguish between facts and opinions in oral sentences and will identify the sentence that provides the author's opinion in a written paragraph about *The Green Fern Zoo*. **TEKS 1.9.E**

FORMATIVE ASSESSMENT

Activity Page 15.1	**Spelling Assessment** **TEKS 1.2.C.1; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**
Observation	**Anecdotal Reading Record** "The Hike" **TEKS 1.2.D; TEKS 1.4**
Activity Page 15.2	**Parts of an Opinion Paragraph** **TEKS 1.9.E**

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) demonstrate and apply spelling knowledge by spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling 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 1.9.E** Recognize characteristics of persuasive text with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	❑ Activity Page 15.1
Reading			
Review the Story	Whole Group	5 min.	❑ *Kate's Book*
Reread "The Hike"	Partner	10 min.	
Writing			
Introduce Opinion Writing	Whole Group	30 min.	❑ Opinion Paragraph (Digital Components) ❑ green, blue, purple markers or crayons for each student ❑ Activity Page 15.2

ADVANCE PREPARATION

Note to Teacher

In today's writing lesson you will show students an example of a paragraph that states an opinion. You will point out the individual parts of the paragraph.

Reading

- Plan to pair students for rereading the story.

Writing

Digital Component 15.1

- Create an enlarged version of Activity Page 15.2 on chart paper or prepare to use the digital version (Digital Component 15.1). Have a green, blue, and purple marker available to mark up the enlarged version during the lesson.

Start Lesson

Lesson 15: Spelling

Language

15M

Primary Focus: Students will spell dictated one- and two-syllable words with /j/ > 'j', 'g', and 'ge', and the Tricky Word *your*.

TEKS 1.2.C.1; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

SPELLING ASSESSMENT (15 MIN.)

Activity Page 15.1



- Have students turn to Activity Page 15.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list, and read each spelling word one more time.

1. gem
2. magic
3. fringe
4. your
5. charged
6. jumping
7. germ
8. jars

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) demonstrate and apply spelling knowledge by spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 15.1. Say, "I will sell your magic beans."
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Activity Page 15.1: Spelling Assessment

At a later time, use the Lesson 15 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 15: "The Hike"

Reading

15M

Primary Focus: Students will identify the information that different parts of a book provide. **TEKS 1.2.D**

Reader

Page 38

Students will reread "The Hike" in pairs with increased accuracy, appropriate rate, and expression. **TEKS 1.4**

REVIEW THE STORY (5 MIN.)

- Tell students they will reread "The Hike" with a partner.
- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctation in a sentence, and dialogue.
- Briefly review what happened in the story.

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.

REREAD "THE HIKE" (10 MIN.)

Partner Read

- Have students reread "The Hike" with a partner. If students finish early, they may reread previous stories from the Reader.



Observation: Anecdotal Reading Record

As you listen to students read "The Hike," make notes regarding their individual reading ability in the Anecdotal Reading Record. Assess whether students know how to find the cover of the book, back of the book, the table of contents, title, where the story begins, page numbers, and glossary. In the text, have students identify the first and last letters in a word, punctuation in a sentence, and dialogue.

Lesson 15: Opinion Writing

Writing



Primary Focus: Students will distinguish between facts and opinions in oral sentences and will identify the sentence that provides the author's opinion in a written paragraph about *The Green Fern Zoo*. **TEKS 1.9.E**

INTRODUCE OPINION WRITING TEKS 1.9.E

Opinions vs. Facts

- Remind students that they have learned to write different types of text, such as narratives, book reports, and descriptions.
- Tell students that today they will begin to learn about a text type in which they state their opinion about something.
- Explain that an opinion is your personal view or belief (i.e., what you think about something).
- Give an oral example of an opinion: "I think hot summer days are the best!" Not everyone thinks that hot summer days are the best; some people do not like them. So, saying that I think hot summer days are the best is an opinion, not a fact. A fact is something that is true and can be proven.

TEKS 1.9.E Recognize characteristics of persuasive text with adult assistance.

EMERGENT BILINGUAL STUDENTS

Language

Supporting Opinions

Beginning
Provide students with a word bank for supporting their opinion (e.g., *friendly*, *soft*, *fun*, *plays*, *cuddly, quiet*).

Intermediate
Have students use familiar vocabulary and complete sentences to support their opinion.

Advanced/Advanced High
Provide minimal support for open responses and encourage students to use detailed sentences.

ELPS 3.B; ELPS 3.G

- Give an oral example of a fact: "On hot summer days, the temperature outside rises."
- Tell students that you are going to read several sentences and you want them to tell you whether each sentence is an opinion or a fact.
- Read the statements from the following box. Pause after each statement and ask students if it is an opinion or a fact. If students have difficulty with any of the statements, remind them that an opinion is a belief or a personal preference and a fact is something that is known to be true.

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

1. Dogs are animals. *(fact)*
2. Dogs are the smartest animals. *(opinion)*
3. Math is the best subject. *(opinion)*
4. [student's name] goes to [name of school]. *(fact)*
5. The color of grass is green. *(fact)*
6. The prettiest color is purple. *(opinion)*

- Explain that in writing a longer text, such as a paragraph that states an opinion, the writer states an opinion and gives the reader reasons for that opinion. Tell students that when a writer states an opinion, they are taking a stand on a subject and is prepared to explain why.
- Illustrate the above by elaborating on the previous opinion example about hot summer days: "I think hot summer days are the best because I can go swimming!"
- Tell students that in this example you are taking a stand that you love hot summer days. The reason or explanation why you took that stand is that you can go swimming. Point out that you used the linking word *because* to introduce the reason why you love hot summer days.
- Ask students to think of their favorite animal. They should take a stand on their favorite animal using the following sentence starter: *My favorite animal is* _____. Tell them to think of two reasons, or explanations for, why they like that animal.
- Have a few students take turns sharing what their favorite animal is and giving two reasons why. Remind students to use the linking word *because* to introduce the reasons why they like the animal.

Analyze Parts of an Opinion Paragraph

Digital Component 15.1

- Have students turn to Activity Page 15.2 as you display your enlarged version.
- Explain that this is an example of an opinion paragraph. It takes a stand, or states an opinion, and gives reasons for that opinion/stand. Explain that today you are going to pay close attention to the parts of the paragraph and identify why each part is important.
- Have a student read the paragraph aloud.
- Point out that this piece of writing has a title and a body. The body is written in paragraph format with the first line indented.
- Discuss with students the opinion stated in the paragraph (*The Green Fern Zoo* is the best book ever) and the reasons given for that opinion (Vern tells lots of fun facts about the critters, and the snapshots make you feel close to the critters).
- Point out the linking word *because* used in the third sentence. Note that it is used to introduce the reasons that support the opinion in the first sentence.
- Explain that an opinion paragraph has several elements—a title, a starting sentence that states an opinion, one or two sentences that give reasons for that opinion, and an ending sentence.
- Ask students the name of the subject the writer took a stand on in the paragraph. (*"The Best Book Ever"*)
- Read the starting sentence, and explain that this sentence tells the reader what the paragraph is about. It states the writer's opinion that they think the best book ever is *The Green Fern Zoo*.
- Have students underline the starting sentence in green on Activity Page 15.2 and write an "O" next to it in the margin to label it as the author's opinion, as you do so on the enlarged version.
- Point out that when you write about a favorite book, it is a good idea to state briefly what the book is about. This can be done in a sentence that follows the starting sentence, as in this example.
- Read the next sentence, and tell students that this sentence gives a *reason* why the writer likes the book. Have students underline this sentence in blue and write *1* next to it in the margin to show that it is the first reason that supports the opinion, as you do so on the enlarged version.
- Read the next sentence, and tell students that the writer gives another reason why they like the book. Have students underline this sentence in

Activity Page 15.2



Support

You may wish to point out that the word *fantastic* is a three-syllable word. Tell students that the chunking process is the same as with two-syllable words.

purple and write *2* next to it in the margin to show that it is the second reason that supports the opinion, as you do so on the enlarged version.

- Read the last sentence, and explain that this is the ending sentence. It lets the reader know that it is the end of the paragraph.
- Note that in this ending sentence, the writer makes a suggestion to the reader based on their opinion.
- Quickly review with students the parts of the paragraph: a title, an opinion sentence, one or two sentences that give reasons, and an ending sentence.

Note: Save your marked-up enlarged version of "The Best Book Ever" for students to reference in future lessons.



Activity Page 15.2: Parts of an Opinion Paragraph

Collect and review Activity Page 15.2 to monitor students' understanding of the parts of an opinion paragraph.

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Push and Say

- Provide each student with a copy of the Push and Say sound boxes (**Activity Page TR 15.1**) and a set of Push and Say letter cards (**Activity Page TR 15.2**) required for the words selected for building. Have students cut apart the letter cards.
- Say the first word from the following box.
- Students echo the word and then individually work to select the letter cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes.
- Once you see students are ready, ask them to push the cards into the boxes from left to right and say the sound as each letter card is pushed.

Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.

- Clear the board for the next word.

1. rubbed	9. kind
2. box	10. ditch
3. flipped	11. chimp
4. park	12. bits
5. gem	13. attic
6. jump	14. add
7. fringe	15. vest
8. socks	16. twelve

MORE HELP WITH FACT AND OPINION

- Write pairs of fact and opinion statements on the same topic on the **board/chart paper or on sentence strips**. Possible topics may relate to animals, school, weather, games, families, etc.
- Remind students that a fact is something that is true. Also remind them that an opinion is your personal view or belief (i.e., what you think about something).
- Give an oral example of an opinion: "Biographies are the best kind of books to read!"
- Explain that not everyone thinks that biographies are the best kind of books to read; some people do not like them. So, saying that you think biographies are the best kind of books to read is an opinion, not a fact. A fact is something that is true and can be proven.
- Give an oral example of a fact: "A biography is a story about a person's life."
- Tell students that you are going to read several sentences and you want them to tell you whether each sentence is an opinion or a fact.
- Read the statements you prepared in advance. Pause after each statement and ask students if it is an opinion or a fact. If students have difficulty with any of the statements, remind them that an opinion is a belief or a personal preference and a fact is something that is known to be true.

LESSON

16

WRITING

Plan and Draft an Opinion Paragraph as a Class

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify words with an initial /r/ sound based on oral riddle clues.

TEKS 1.2.A.vii

Students will read words with /r/ > 'r' and 'wr'. TEKS 1.2.B.i

Writing

Students will work together as a class to brainstorm ideas about a favorite school or class event, and will plan and draft an opinion paragraph.

TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii

Language (Spelling)

Students will spell and write one- and two-syllable words with /t/ > 't' and 'tt', /d/ > 'd', 'dd', and 'ed', and /f/ > 'ff', and the Tricky Word *was*.

TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

FORMATIVE ASSESSMENT

Activity Page 16.1 — **Spellings for /r/**

TEKS 1.2.B.i

TEKS 1.2.A.vii Demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B.i** Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
I'm Thinking of Something (Phonological Awareness)	Whole Group	5 min.	
Spellings for /r/ (Phonics)	Whole Group	5 min.	❏ Consonant Code Flip Book ❏ Spelling Card for 'wr' > /r/ (*wrist*) ❏ Individual Code Chart ❏ red marker
Spelling Tree for /r/ (Phonics)	Whole Group	10 min.	❏ Spelling Tree for /r/ ❏ prepared leaves ❏ tape ❏ marker
Count the /r/ Sounds (Phonics)	Whole Group	10 min.	❏ Activity Page 16.1
Writing			
Plan and Draft an Opinion Paragraph as a Class	Whole Group	20 min.	❏ Opinion Paragraph (Digital Components) ❏ The Writing Process (Digital Components) ❏ Take a Stand and Tell Why Planning Template (Digital Components) ❏ Take a Stand and Tell Why Drafting Template (Digital Components) ❏ chart paper
Language (Spelling)			
Introduce Spelling Words	Whole Group	10 min.	
Take-Home Material			
Spelling Words			❏ Activity Page 16.2

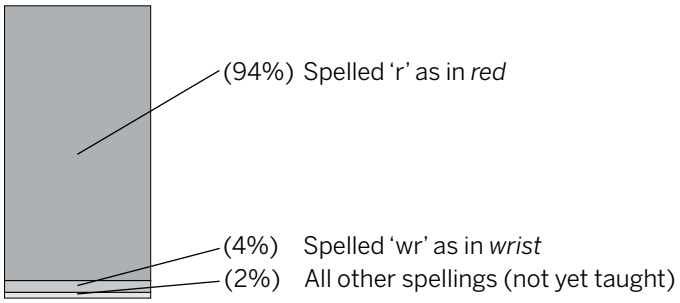
ADVANCE PREPARATION

Note to Teacher

Today you will introduce an important spelling alternative for the */r/* sound. Students should already know the basic code spelling 'r' as in *red* and the spelling alternative 'rr' as in *ferret*. In this lesson you will review those spellings and introduce the spelling alternative 'wr' as in *wrist*.

The following chart shows you which spellings for */r/* are most common in the initial position, before a vowel spelling. When */r/* follows a vowel, it often combines with the vowel to make a vowel dipthong like */er/*, */ar/*, and */or/*. The r-controlled vowel sounds are handled separately. The spelling 'rr' is not included in the chart because it is never used at the beginning of words.

Spellings for the Sound /r/ in Initial Position



Here are some patterns for you to be aware of:

- '**wr**' is used in initial position only.
- '**r**' is used in initial consonant clusters such as *br–*, *cr–*, *dr–*, *fr–*, *gr–*, *pr–*, *spr–*, *tr–*, *shr–*, and *thr–* (*brim*, *crab*, *drip*, *free*, *greed*, *pride*, *spring*, *tree*, *shrink*, *three*).
- '**rr**' always follows a vowel spelling. It follows 'e' in words like *ferry* and 'a' in words like *marry*. This spelling is reviewed in this lesson but not included in the word sort because the focus of this lesson is on spellings for */r/* that are used before a vowel sound.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 18. Also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily accessible.

- Prepare a Spelling Tree for the */r/* sound using the directions and template in Teacher Resources. You will need branches for 'r', 'rr', and 'wr', with the 'r' branch being larger than the other two branches. Create a short odd ducks branch at the top. You should have the tree assembled and ready to be displayed before you begin this lesson
- Write the following words on leaves to add to the */r/* Spelling tree: *rich*, *brim*, *dripp•ing*, *roost•er*, *runn•ing, ferr•et*, *writt•en*, *wrapped*, *wrist*, *wreck*.
- Also have some blank leaves and odd duck cards ready to use in the lesson.

Writing

Digital Component 15.1

- Prepare to display your marked-up, enlarged version of "The Best Story Ever" opinion paragraph from Lesson 15, or prepare to display the digital version (Digital Component 15.1).

Digital Component 16.1

- Create an enlarged version of The Writing Process graphic found in Teacher Resources, or prepare to use the digital version (Digital Component 16.1).
- You may wish to select a school or class event in advance which will serve as the basis for the opinion paragraph. Otherwise, students will brainstorm a list to choose from during the lesson

Digital Component 16.2

- Create an enlarged version of the planning template, or prepare to use the digital version (Digital Component 16.2).

Digital Component 16.3

- Create an enlarged version of the drafting template, or prepare to use the digital version (Digital Component 16.3).

Universal Access

- Gather pictures for the following words when reviewing the */r/* sound for I'm Thinking of Something: *wrist*, *rabbit*, *rain*, *red*, *ring*.

Start Lesson

Lesson 16: Spelling Alternatives /r/ > 'r', 'rr', and 'wr'

Foundational Skills

30M

Primary Focus

Students will identify words with an initial /r/ sound based on oral riddle clues. **TEKS 1.2.A.vii**

Students will read words with /r/ > 'r' and 'wr'. **TEKS 1.2.B.i**

I'M THINKING OF SOMETHING (5 MIN.)

- Tell students that today they are going to review the /r/ sound as in *red*.
- Have students say the /r/ sound several times, stretching it out.
- Ask students whether /r/ is a vowel sound or a consonant sound. *(It is a consonant sound, made with the back of the tongue curled back toward the roof of the mouth to obstruct airflow.)*
- Tell students that you are thinking of a word that begins with the /r/ sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue, and see if anybody can guess the answer.
- If students are stumped, read the second clue.
- Work through the remaining items.

1. I'm thinking of the part of your body that connects your hand to your arm. You can bend this part of your body. *(wrist)*
2. I'm thinking of an animal that has long ears and a fluffy tail. I'm thinking of an animal that likes to eat carrots. *(rabbit)*
3. I'm thinking of something that falls from the clouds and soaks the ground. I'm thinking of something that you might see on a cloudy day. *(rain)*
4. I'm thinking of the color of cherries and some apples. I'm thinking of the color of fire trucks. *(red)*
5. I'm thinking of a type of jewelry that is worn on your finger. I'm thinking of a type of jewelry that is round. *(ring)*

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

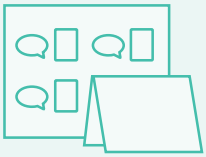
SPELLINGS FOR /R/ (5 MIN.)

- Tell students you will review the spellings for */r/* and introduce a new spelling alternative.

Consonant Code Flip Book	Individual Code Chart
1. */r/* > 'r' (*red*) **page 18**	1. */r/* > 'r' (*red*) **page 7**
2. */r/* > 'rr' (*ferret*) **page 18**	2. */r/* > 'rr' (*ferret*) **page 7**
3. */r/* > 'wr' (*wrist*) **page 18**	3. */r/* > 'wr' (*wrist*) **page 7**

- Turn to **Consonant Code Flip Book page 18**, and review that 'r' is one way to spell the */r/* sound. Read the sample word and discuss the power bar.
- Write 'r' on the board, along with the two sample words listed in the following box: *rock*, *grin*.
- Turn to **Consonant Code Flip Book page 18**, and review that 'rr' is another way to spell the */r/* sound. Read the sample word and discuss the power bar.
- Remind students that the double-letter spelling 'rr' is also sometimes used for the */r/* sound. Write this spelling on the board, along with the sample listed in the following box.
- Point out that the 'rr' is a spelling that comes after a vowel spelling.
- Tell students you will now show them a new spelling for the */r/* sound.
- Show students the Spelling Card 'wr' > */r/* (*wrist*), and place it on the appropriate space on **Consonant Code Flip Book page 18**. Have students read the sample word. Discuss the length of the power bar. Explain that the short power bar means that the */r/* sound is only spelled this way sometimes.
- Write 'wr' on the board, along with the two sample words listed in the following box.
- Have students turn to **Individual Code Chart page 7** and outline the 'wr' spelling in red marker to show that it is a spelling they have learned for a consonant sound.
- Have students trace the spelling on their desks with a pointed finger while saying the sound.
- Tell students that whenever the spelling 'wr' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder letters to remind them that the two letters stand for a single sound.

Code Materials



EMERGENT BILINGUAL STUDENTS

Foundational Skills

Using Foundational Skills

Explain that for Spanish speakers, the letters 'rr' form a "rolled r" sound, as opposed to the */r/* sound in *ferret*. Explain that in English, the letters 'rr' don't make a different sound; it is still the */r/* sound. Have students practice.

ELPS 1.B; ELPS 2.A; ELPS 5.A

- Tell students that they can refer to their Individual Code Chart whenever they are having trouble remembering spelling alternatives for the /r/ sound.

1. r: *rock*, *grin*
2. rr: *ferret*
3. wr: *wren*, *wreck*

SPELLING TREE FOR /R/ (10 MIN.)

- Show students the prepared Spelling Tree. Tell students that this Spelling Tree will help them keep track of and organize the different spellings for the /r/ sound.
- Point to the trunk labeled /r/, and tell students to say the /r/ sound. Tell them that you are going to add leaves to the different branches of this tree. All of the words that you put on the Spelling Tree will have the /r/ sound.
- Point to the branches of the Spelling Tree, and explain that each branch will represent a different spelling for /r/. Review the spellings on the branches, and note that the branches are like the power bars because they show how common a spelling is for a sound. The longest branches show the most common or most frequent spelling.
- Point out that the odd ducks branch is the shortest. Explain that words with unusual spellings are called odd ducks. Odd ducks are Tricky Words, and like Tricky Words, odd ducks are on yellow paper.
- Show students the following leaves, one at a time: *rich*, *ferret*, and *written*. Ask students to read one word at a time. Then ask one student to tell you on which branch you should place this leaf/word; then tape that leaf to the Spelling Tree. Continue until all three of the leaves have been read and placed on the appropriate branches.
- Distribute the remaining leaves to pairs of students, one leaf per pair. Give students one minute to practice reading the word with their partner and to discuss the proper placement of each leaf on the Spelling Tree.
- Call on each pair of students to show their leaf to their classmates. Have them read the word and then direct you where to tape the leaf. Ask for confirmation from the remainder of the class. Continue until all of the words are placed on the Spelling Tree.

- If time permits, ask several students if they can think of any other words with the /r/ sound. Write each of these words on a leaf, and then ask the student who suggested the word to place it on the correct branch. If students came up with any odd ducks, copy those words onto the yellow, duck-shaped cards.
- Explain that you will be using the Spelling Tree as an organizer. Students will have a chance to add more words to the Spelling Tree.

COUNT THE /R/ SOUNDS (10 MIN.)

- Have students turn to Activity Page 16.1.
- Tell students that each sentence contains at least one word that has the /r/ sound. They should read the sentence and circle the 'r' spellings. The number at the end of each sentence tells how many /r/ spellings are in the sentence.
- Complete the activity page as a class.

Activity Page 16.1: Spellings for /r/

Collect and review Activity Page 16.1 to monitor students' understanding of the spelling alternatives for /r/.

Activity Page 16.1



Support

Model the /r/ sound, then read each sentence to students in sections, stopping after the words with the /r/ sound.

Lesson 16: Plan and Draft an Opinion Paragraph

Writing

20M

Primary Focus: Students will work together as a class to brainstorm ideas about a favorite school or class event, and will plan and draft an opinion paragraph.

TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii

PLAN AND DRAFT AN OPINION PARAGRAPH AS A CLASS (20 MIN.)

Review

- Remind students that they have been learning about the elements of an opinion paragraph, or how to take a stand and tell why.



Check for Understanding

Ask students what the difference is between an opinion and a fact.
(An opinion is your belief or personal view about something, and a fact is something that is known to be true.)

Digital Component 15.1

- Direct students' attention to the enlarged version of the opinion paragraph titled "The Best Book Ever" from the previous lesson.
- Prompt students to review the elements of an opinion paragraph from their discussion of "The Best Book Ever," which they read in the previous lesson (title, starting sentence with opinion, providing at least two reasons to support opinion, ending sentence).
- Remind students that in an opinion paragraph the writer states their opinion about something (takes a stand), tells a little about the thing, and gives reasons for that opinion (tells why they took that stand). Point out that the linking word *because* is used to introduce each reason.

Make a Plan

- Tell students that in today's lesson they will work as a group to plan a class opinion paragraph, or to take a stand and tell why.

TEKS 1.11.A Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details.

Digital Component 16.1

- Direct students' attention to The Writing Process graphic you prepared in advance and remind students that the first step in the writing process is planning—thinking about what they will write about.
- Tell students that they will plan an opinion paragraph about a favorite class or school event.
- Have students brainstorm a list of class or school events in which they have participated during this school year. You may wish to record students' ideas on the board/chart paper. (Try to use decodable words whenever possible.)
- Have students vote to select one of the ideas as a favorite class or school event for the class to write an opinion paragraph about, or select one for them in advance.
- Remind students of that event and review what happened during the event, asking students to share specific reasons why they enjoyed it.
- Explain that the class experienced this event as a group, so it would be possible to write an opinion about it as a group, saying what they liked about it. However, an opinion paragraph is usually written from the point of view of a single person instead of a group.
- **Explain that you would like the class to plan an opinion paragraph about the event as a group but use only one person as the writer.** The whole class will help think and talk about the opinion paragraph, but it will be only one student who writes it from their point of view.
- Ask if anyone would like to volunteer to be the writer for the opinion paragraph.

Note: If you think using a student to be the writer might be too confusing, you can volunteer to be the writer.

- Choose a student to be the writer. Explain that the whole class will be planning the opinion paragraph, but it will be an opinion of the event as experienced by this student.

Digital Component 16.2

- Direct students' attention to the planning template you prepared in advance.
- Explain that the class will plan the opinion paragraph orally while you write the opinion and reasons on the template.

- Consult frequently with the student chosen to be the writer. Because it is an opinion piece, the paragraph should reflect the chosen student's opinion of the event. This student should articulate an opinion of the event and two reasons to support their opinion of the event.
- Jot down the student's opinion and reasons on the planning template.
- Next, tell students that the class will work on writing a draft of the opinion paragraph using the ideas they just planned. The planning template will help you and the class complete the draft template together.

Make a Draft

- Point to The Writing Process graphic, and remind students of the three steps in the writing process—plan, draft, edit.
- Tell students that the next step is to write a draft based on the plan.

Digital Component 16.3

- Direct students' attention to the drafting template you prepared in advance.
- Explain that the class will draft the opinion paragraph orally while you write the draft on the template.
- Tell students that the first thing they need to write on the draft is the title or name of the subject.
- Ask students for a title. Explain that a good title lets the reader know what you are writing an opinion about.
- If students have difficulty coming up with a good title, suggest a simple decodable title (e.g., "The Best Class Trip Ever").
- Write the title on the top line of the display draft template under "Name of Subject."
- Tell students that the first sentence of the opinion paragraph should state the writer's opinion or take a stand.
- Have students help you come up with a good starting sentence for the opinion paragraph (e.g., "The best class trip ever was . . .").
- Write the sentence below the title under "Take a Stand" on the draft template.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark. Also, point out that the sentence is indented (i.e., it starts a bit further to the right than the other sentences in the paragraph).

EMERGENT BILINGUAL STUDENTS

Writing

Interacting via Written English

Beginning
Provide students with a word bank for helping to draft reasons to support the opinion (e.g., *fun*, *learned*, *exciting*, *together*).

Intermediate
Have students use familiar vocabulary and complete sentences for helping to draft reasons to support the opinion.

Advanced/Advanced High
Provide minimal support for open responses and encourage students to use detailed sentences.

ELPS 1.A; ELPS 3.G; ELPS 5.B

- Work with students to draft the opinion paragraph with two supporting reasons and an ending sentence, asking students—and especially the writer—to help you transform the ideas the class planned into complete sentences. It might be good to ask the writer to share a reason first and then have other students refine or expand on what the writer said.
- Be sure to use the linking word *because* to introduce each reason. Write the first reason under "Tell Why #1" on the draft template. Write the second reason under "Tell Why #2" on the draft template.
- As you transcribe the oral sentences, remind students that written sentences need to begin with a capital letter and end with a punctuation mark.
- Tell students that the ending sentence should let the reader know that the opinion paragraph is finished. A good ending sentence makes a suggestion to the reader based on their opinion.
- Work with the writer and other students to come up with a good ending sentence for the opinion paragraph. Write the ending sentence on the draft template under "End with a Zinger." Tell students that a *zinger* is a snazzy statement that tries to convince the reader to take the same stand as the author.
- Read the draft to the class, or have a student read it aloud.

Wrap-Up

- Remind students that in today's lesson, they drafted an opinion paragraph about a favorite class/school event, based on the plan they had made earlier.
- Note that the whole class helped [writer's name], who is the writer of the opinion paragraph, to write the draft. Drafting is the second step in the writing process.
- Explain that the draft has a starting sentence that states the writer's opinion, a sentence that describes the topic, two more sentences that give reasons supporting their opinion, and an ending sentence that wraps up the opinion paragraph. The draft is written in paragraph format.
- Tell students that in the next lesson, they will plan their own opinion paragraph discussing their opinion of *Kate's Book*.

Note: Please save today's completed plan and draft templates for future use.

Lesson 16: Spelling Words

Language

10M

Primary Focus: Students will spell and write one- and two-syllable words with /t/ > 't' and 'tt', /d/ > 'd', 'dd', and 'ed', and /f/ > 'ff', and the Tricky Word *was*.

TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

INTRODUCE SPELLING WORDS

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

/t/ > 't'	/t/ > 'tt'	/t/ > 'ed'	/d/ > 'd'	/d/ > 'dd'	/d/ > 'ed'	/f/ > 'ff'	Tricky Word
truck•er	kitt•en	parked	duck	add	planned	off•er	was

- Tell students they will also spell an entire sentence that uses one of the words. Have them practice in their Dictation Journals with the following sentence: *It was a duck, not a kitten.*
- Remind students they will have an assessment at the end of the week, so it is important to practice their spelling words at home.

End Lesson

Take-Home Material

Activity Page 16.2



SPELLING WORDS

- Have students take-home Activity Page 16.2 to practice spelling words with a family member.

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

Lesson 16: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

- Follow the procedure outlined in Lesson 6.

Decodable Words TEKS 1.2.B.vi

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

1. write*
2. wrap
3. wrapper
4. wreck
5. wretched
6. wrist
7. written
8. wrong
9. wrote
10. wrung

Chains

1. write > wrote > tote > tone > lone
2. wish > wing > wring > wrong
3. neck > wreck > wren > wrench

Phrases and Sentences

1. a shipwreck
2. Wrap the gift.
3. wrong time
4. written word
5. hand and wrist
6. Wring it out.
7. Would you like to write a book?
8. That is the wrong number!
9. Did he twist his wrist when he swung the bat?
10. Wring out the mop so it will not drip.

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

Song

1. Rock and Roll (from *Alphabet Jam* CD)

MORE HELP WITH SPELLING ALTERNATIVES FOR /R/

Word Collection

- Tell students that you would like them to help you make a collection of words that have the */r/* sound.
- Review the spellings for */r/* using **Individual Code Chart page 7**.
- Write the headers on the board/chart paper for the sound */r/*: 'r', 'rr', 'wr'.
- Ask students to tell you words that contain the */r/* sound.
- Write the words under the appropriate header.
  - If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *furry*, you would want to briefly explain the 'ur' spelling for */er/* and the 'y' spelling for */ee/*.
- Repeat until you have multiple examples of each spelling pattern.
- Use the word lists under each header to review the spellings and point out which spelling is more common.
- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the Individual Code Chart. Have students write the entire sentence in their Dictation Journal.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 610 and 770 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 610 and 771 of those words would be completely decodable.

LESSON

17

WRITING

Plan and Draft an Opinion Paragraph Independently

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will review the spellings for /j/, /g/, and /k/. **TEKS 1.2.B.i**

Reading

Students will read "The Bone Man" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.6.G**

Writing

Students will use a planning template and a drafting template to draft a letter that states an opinion. **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.C**

- Students will share their writing. **TEKS 1.11.E**

FORMATIVE ASSESSMENT

Observation	**Anecdotal Reading Record** "The Bone Man" (Group 1) **TEKS 1.4**
Observation	**Discussion Questions** "The Bone Man" **TEKS 1.6.F**
Activity Page 17.1	**Story Questions** "The Bone Man" **TEKS 1.6.G**
Activity Page 17.2	**Take a Stand and Tell Why (Plan)** **TEKS 1.11.A**
Activity Page 17.3	**Take a Stand and Tell Why (Draft)** **TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.C**

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters; **TEKS 1.11.E** Publish and share writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Tree Review (Phonics)	Whole Group	10 min.	❏ prepared leaves
Reading			
Introduce the Story	Whole Group	10 min.	❏ Preview Spellings Chart (Digital Components) ❏ *Kate's Book* ❏ Activity Page 17.1
Read "The Bone Man"	Small Group/ Partner	10 min.	
Writing			
Plan and Draft an Opinion Paragraph Independently	Whole Group/ Independent/ Small Group	30 min.	❏ The Writing Process Graphic (Digital Components) ❏ Tricky Words List (Digital Components) ❏ Opinion Paragraph Sentence Started (Digital Components) ❏ Activity Pages 17.2, 17.3 ❏ board/chart paper
Take-Home Material			
Practice Spelling Alternatives			❏ Activity Page 17.4

ADVANCE PREPARATION

Foundational Skills

- Write the following words on spelling leaves: *black*, *skipp•er*, *crawled*, *hugged*, *gar•lic*, *camp•site*, *stack*, *socc•er*, *came*, *kick•ed*, *merge*, *coll•ege*.

Reading

Digital Component 17.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 17.1).
- Plan small groups for the Reading lesson.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some Group 2 pairs finish early, they can illustrate one of the words or phrases.

Writing

- Prepare to display the completed draft about the best school or class event from Lesson 16.

Digital Component 16.1

- Prepare to display the enlarged version of The Writing Process graphic you prepared for Lesson 16, or prepare to use the digital version (Digital Component 16.1).

Digital Component 17.2

- Create an enlarged version of the chart with the Tricky Words taught so far, or prepare to use the digital version (Digital Component 17.2).

Digital Component 17.3

- Create an enlarged version of the list of sentence starters, or prepare to use the digital version (Digital Component 17.3).
- Plan small groups for the Writing lesson. Group 1 will be writing independently, and Group 2 will write with your support.

Start Lesson

Lesson 17: Review Spelling for /j/, /g/, and /k/

Foundational Skills

10M

Primary Focus: Students will review the spellings for /j/, /g/, and /k/.

TEKS 1.2.B.i

SPELLING TREE REVIEW (10 MIN.)

- Remind students that they have recently reviewed spellings for /k/. Point to the Spelling Tree for /k/ and review the four spellings, reading some of the leaves on each branch.
- Point to the Spelling Tree for /j/. Remind students that 'g' is a tricky spelling. Ask students to tell you the two different sounds for the 'g' spelling. (*/j/ and /g/*) Remind students that 'g' is often pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Show students the prepared leaves. Ask students to read the words aloud and use them in a sentence. Ask students to tape the leaves to the appropriate Spelling Tree, either /k/ or /j/. (Please note that *hugged* and *garlic* are included as distractors and should not be placed on the Spelling Tree for /j/!)

Lesson 17: "The Bone Man"

Reading

20M

Primary Focus: Students will read "The Bone Man" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.A; TEKS 1.6.F; TEKS 1.6.G**

Reader



Page 46

INTRODUCE THE STORY (10 MIN.)

- Ask students to summarize what happened in the last story. Ask students to describe the bone Kate and Gad found. Ask students to read the title of the story, "The Bone Man." Tell them that in today's story, Kate and Gad visit a man who is an expert on bones, a paleontologist.

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS 1.6.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

Preview Spellings

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

Digital Component 17.1

'ge' > /j/	Other Two-Syllable Words	Tricky Words
coll•ege	west•ern	pic•ture
charge	jeep•ers	to•day
	ex•tinct	
	rap•tor	

- Have students look at **page 50** in their Readers. Ask students what they notice about some of the words in the sentence . . . *he is big!* Discuss how when the letters of a word slant like this, they are said to be in italics. The slanting letters tell us to read with expression, which means we read in an excited way. Demonstrate reading this sentence for students.

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

college—n., a school where a person can take classes and earn a degree; college comes after high school (46)
Example: My brother goes to college.

tests—n., a set of questions or experiments used to find out about something (48)
Example: The doctor did several tests when I had my annual check-up.

raptor—n., short for velociraptor, a meat-eating dinosaur that walked on two legs. Large birds like hawks and eagles are also called raptors, because they hunt for their prey. (48)
Example: The raptor was considered to be one of the smartest dinosaurs.

sweet—adj., awesome (48)
Example: Sweet! I get to go to the amusement park!

Sayings and Phrases

". . . looked at me like I was from Mars"—looked at someone like they were saying something ridiculous (48)
Example: He didn't understand what I was saying and he looked at me like I was from Mars.

jeepers—interjection, something a person may say when they are excited or surprised (50)
Example: Jeepers! That roller coaster is fast!

all wiped out—all gone; something happened to make something disappear (50)
Example: My mom said the cookies were all wiped out.

Vocabulary Chart for "The Bone Man"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	raptor		college
Multiple-Meaning Core Vocabulary Words		tests	sweet
Sayings and Phrases	". . . looked at me like I was from Mars" jeepers all wiped out		

Purpose for Reading

- Tell students to read today's story to find out what the bone man has to say about Kate and Gad's discovery. Remind students that the bone man in this story is a paleontologist.
- Also ask students to try to figure out the meaning of the word *extinct*. Tell students that if they do not know what a word means, they can use context clues to try and figure it out. Context clues can be things said in sentences that help you figure out what the word means. Tell students that you would like them to use context clues to figure out what the word *extinct* means, and you will discuss their ideas as a class at the end of the story.

READ "THE BONE MAN" (10 MIN.)

Small Group

Activity Page 17.1



- Have students turn to Activity Page 17.1. Tell students to complete this activity page when they finish reading the story.
- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while students in Group 2 should read in pairs.

Group 1: Listen as students take turns reading "The Bone Man" aloud. Work with students to complete Activity Page 17.1.

Observation: Anecdotal Reading Record

As you listen to students in Group 1 read "The Bone Man," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Tell students to take turns reading "The Bone Man" and complete Activity Page 17.1. If they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

Wrap-Up

- Review Activity Page 17.1. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions for "The Bone Man"

1. **Literal.** Who is the narrator telling the story?
   - » Kate is the narrator telling the story.
2. **Inferential.** Sani told Kate that she was in charge of the bone. What does this mean? What did Kate do?
   - » Sani meant that Kate was responsible for holding the bone and keeping it safe. Kate did this by holding it on her lap.
3. **Literal.** What does it mean that Ron Fitch is an expert on bones?
   - » It means that Ron Fitch has studied and knows a lot of things about bones.
4. **Inferential.** What did the bone man do when he saw Kate and Gad's bone?
   - » The bone man grinned when he saw Kate and Gad's bone.

   Why do you think he did so?
   - » The bone man grinned because he was excited to see a bone that he thought might be from a raptor.
5. **Evaluative.** Why do you think Gad looked at Kate like she was from Mars?
   - » Gad couldn't believe that Kate didn't know about the raptor, which he thinks is the coolest reptile of all time.
6. **Evaluative.** The bone man said the raptor is extinct. What do you think the word *extinct* means? How do you know?
   - » Extinct means that something was once living, but no longer exists. Students should share that they read "They were all wiped out . . ." and "All that's left of them today are bones," to support their answer.

EMERGENT BILINGUAL STUDENTS

Language

Selecting Language Resources

Beginning
Provide students with an oral word bank (e.g., *not living*, *no more*, *will never again be living*).

Intermediate
Have students speak a complete sentence (e.g., "*Extinct* means no longer existing.").

Advanced/Advanced High
Have students speak a detailed sentence (e.g., "*Extinct* means something that was living at one time is no longer alive and will never exist again.").

ELPS 3.D

Observation: Discussion Questions

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

Activity Page 17.1: Story Questions

Collect and review Activity Page 17.1 to monitor students' understanding of "The Bone Man."

Lesson 17: Plan and Draft an Opinion Paragraph

Writing

30M

Primary Focus:

Students will use a planning template and a drafting template to draft a letter that states an opinion. **TEKS 1.11.A; TEKS 1.11.B.i; TEKS 1.11.B.ii; TEKS 1.12.C**

Students will share their writing. **TEKS 1.11.E**

PLAN AND DRAFT AN OPINION PARAGRAPH INDEPENDENTLY (30 MIN.)

Review

Digital Component 16.1

- Point to The Writing Process graphic, and remind students that first they planned an opinion paragraph about a favorite class trip, and then they helped draft the paragraph in complete sentences using the template.
- Ask students what an opinion paragraph is. Have a few of them quickly share what the class opinion paragraph was about.
- Explain to students that in today's lesson they will plan and draft another opinion paragraph on their own, this time writing a letter to Kate telling their opinion of her book.

Make a Plan

- Have students turn to Activity Page 17.2.

Activity Page 17.2



TEKS 1.11.A Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.11.B** Develop drafts in oral, pictorial, or written form by (i) organizing with structure; (ii) developing an idea with specific and relevant details; **TEKS 1.12.C** Dictate or compose correspondence such as thank you notes or letters; **TEKS 1.11.E** Publish and share writing.

- Explain that the first thing students need to do is to state their opinion or take a stand on *Kate's Book*. This will be the first sentence of their opinion paragraph.
- Ask students to share their thoughts on *Kate's Book* with a partner. Offer the following questions as suggestions for helping students discuss the text:
  - Did you enjoy the book?
  - Which part(s) did you like most?
  - If you did not enjoy the book, which parts did you enjoy least?
- Write some or all of the ideas on the board; one student's idea may help another student develop their own ideas.
- When you feel like most students have taken a stand on *Kate's Book*, give students sentence starters for how to state their opinions and take their stands, such as "I liked/did not like *Kate's Book*" or "*Kate's Book* is fantastic and could be the best book ever!"
- Have students use Activity Page 17.2 to come up with two reasons that support their opinion of *Kate's Book*. Encourage students to use the word *because* to introduce each reason.
- Have students work in pairs. Tell students to take turns sharing what their favorite part of *Kate's Book* is, giving several reasons why. Remind students to use the linking word *because* to introduce the reasons why they liked or did not like her book.
- Quickly summarize what students have done so far: They have finished the first step in writing their own opinion paragraph—planning. To do this, they stated their opinion or took a stand and brainstormed several reasons to support their opinion.
- Tell students that next they will write a draft of their opinion paragraphs. Drafting is the second step of the writing process.

Make a Draft TEKS 1.12.C

- Have students turn to Activity Page 17.3.
- Explain to students that they need to transform the ideas that they brainstormed on the planning template into sentences to write on the drafting template.
- Tell students that this drafting template looks a little different than the one they used for the class opinion paragraph about the best school or class event ever, because this one is set up to help them write a letter to Kate explaining their opinion of her book.

Support

Provide oral sentence starters for stating the reasons students like or dislike *Kate's Book* (e.g., "I liked the _____ part the most because . . ." or "I liked the _____ part the least because . . .").

Activity Page 17.3



TEKS 1.12.C Dictate or compose correspondence such as thank you notes or letters.

- Note that letters always begin with "Dear . . ." *Dear* is a Tricky Word that is pronounced /d/ /ee/ /r/, just like the forest animal. The /ee/ sound in *dear* is spelled 'ea'.
- Remind students that the first line of a paragraph is always indented. Show students proper indentation for letters relative to the margin.
- Students should use their planning template on Activity Page 17.2 to help them write the letter to Kate, as the drafting template on Activity Page 17.3 only provides guidelines for writing a friendly letter. Review the following:
  - The starting sentence of their opinion paragraph should state their opinion or take their stand.
  - The second sentence should briefly describe *Kate's Book*. The next sentences should give two reasons to support their opinion.
  - They should use the linking word *because* to introduce each reason.
  - The last sentence of the opinion paragraph is the ending sentence, which lets the reader know that the paragraph is finished. It might make a suggestion to the reader based on their opinion.
- Last, students should end the letter by writing a closing and signing their names. (You might choose a decodable closing such as *Cheers*, *Your fan*, etc., or teach students the closing *Sincerely* as a Tricky Word.)
- Direct students' attention to the chart of Tricky Words you prepared in advance. Tell students they can reference this chart as they write if they want to include some of these words in their paragraphs.

Digital Component 17.2

1. a	9. word	17. two	25. why	33. be	41. because
2. I	10. are	18. who	26. what	34. me	42. could
3. no	11. were	19. the	27. which	35. they	43. should
4. so	12. have	20. said	28. here	36. their	44. would
5. of	13. one	21. says	29. there	37. my	45. down
6. all	14. once	22. was	30. he	38. by	46. today
7. some	15. to	23. when	31. she	39. you	47. tomorrow
8. from	16. do	24. where	32. we	40. your	48. yesterday

- Also direct students' attention to the list of sentence starters you prepared in advance. Note that students can use these to help them write their paragraph.

Digital Component 17.3

Use These to Get Started

- The best book ever is . . .
- I like/do not like . . .
- This book is fun because . . .
- This book is fantastic because . . .
- Kate describes . . .
- You will like the art in this book because . . .

Small Group Work

- Divide students into small groups to draft their paragraphs.

Group 1: Ask students who are able to do so to complete the draft on their own. If students finish quickly, have them sit in pairs and read their opinion paragraphs to each other. You can also have them draw a picture to accompany their opinion paragraph or copy the draft to a clean sheet of paper.

Group 2: Have students who need more support drafting their opinion paragraph form a group. Have students write their starting sentence, and have some of them share it with the group. Students should then write a brief description of *Kate's Book*. Instruct students to work on their reasons next, reminding them to use the linking word *because* to introduce each one. Work one-on-one if necessary. Have students check in with you before they write their ending sentence. While students are wrapping up, check in on Group 1.

- Congratulate students on having completed their drafts.
- Pointing to The Writing Process graphic, explain that they have finished the first two steps of the writing process—planning and drafting. Tell students the next step in the writing process is editing.
- Remind students that editing is what you do when you try to make a draft better.
- Tell students that you will select one student from the class to be the author of the day in the next class. The author of the day will share their draft with the class. The class will say what they like about it and also offer some suggestions for how the author might make it even better. The whole class will work on editing the student's draft. **TEKS 1.11.E**

EMERGENT BILINGUAL STUDENTS

Writing

Writing

Beginning
Have students dictate their sentences to an adult.

Intermediate
Have students dictate their sentences as needed.

Advanced/Advanced High
Have students write their sentences independently. **ELPS 5.G**

TEKS 1.11.E Publish and share writing.

- Tell students to add a star next to the title of their draft if they are interested in being the author of the day and having a chance to share their opinion paragraph and gather suggestions.
- Collect the drafts.

Activity Page 17.2: Take a Stand and Tell Why (Planning Template)

Collect and review Activity Page 17.2 to evaluate students' planning of their opinion paragraphs.

Activity Page 17.3: Take a Stand and Tell Why (Drafting Template)

Collect and review Activity Page 17.3 to evaluate students' ability to transfer information from their planning template into a draft with complete sentences in an appropriate manner for their opinion paragraphs.

End Lesson

Take-Home Material

PRACTICE SPELLING ALTERNATIVES

Activity Page 17.4



- Have students take home Activity Page 17.4 to practice spelling alternatives with a family member.

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES

Match Maker

- Make a copy of **Activity Page TR 17.1** for each pair of students.
- Turn all the cards face down. Students will alternate taking turns turning over two cards.
- Students must match the word to its picture. If the student turns over a picture card and its matching word card, and correctly reads the word, the student keeps the pair of cards. If the student does not turn over a picture card and its matching word card, or if the student does not say the word correctly, the student puts them back face down and it is the next player's turn.
- The first student to find the most matches wins.

LESSON

18

WRITING

Edit an Opinion Paragraph

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will use sound-spelling patterns to write spellings for the following sounds: /ch/, /j/, /n/, /k/, /s/, /g/, /z/, and /m/. **TEKS 1.2.C.i; TEKS 1.2.C.iii**

Language (Grammar)

Students will build simple, declarative oral sentences in response to prompts, will use adjectives and prepositions, and will write two complete sentences of at least five words. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

Writing

Students will use an editing checklist and the conventions of standard English to edit a classmate's opinion paragraph, and will make suggestions for revision by asking the author questions. **TEKS 1.11.C; TEKS 1.11.D.v, viii–x**

FORMATIVE ASSESSMENT

Written Response	**Sound Dictation** **TEKS 1.2.C.iii**
Written Response	**Sentence Building** **TEKS 1.11.D.iv; TEKS 1.11.D.v, viii–x**

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (iii) spelling words using sound-spelling patterns; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (iv) adjectives, including articles; (vi) prepositions; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (v) adverbs that convey time; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Dictation (Phonics)	Whole Group	10 min.	❑ pencils ❑ paper
Language (Grammar)			
Build Sentences	Whole Group	15 min.	❑ Starter Sentences (Digital Components) ❑ pencils ❑ paper
Writing			
Edit an Opinion Paragraph	Whole Group/ Partner	35 min.	❑ The Writing Process Graphic (Digital Components) ❑ board/chart paper ❑ Activity Page 18.1
Take-Home Material			
"The Visit"			❑ Activity Page 18.2

ADVANCE PREPARATION

Language

Digital Component 18.1

- Write the two sentence starters on the board from the end of the "Building Sentences" activity, or prepare to use the digital version (Digital Component 18.1.).

Writing

- Select a student to be the author of the day from among students who volunteered for the task when they placed a star next to the title of their draft. The ideal draft will be one that is good but capable of improvement and, specifically, could be improved in one or more of the areas listed on the editing checklist (Activity Page 18.1). Before the lesson begins, please let that student know that they have been chosen to be the author of the day.
- Copy the selected student's draft—including any errors—onto chart paper, skipping every other line to leave room for editing. You may wish to number the sentences using a different color ink. This will make it easier to refer to specific parts of the paragraph.

Digital Component 16.1

- Prepare to display the enlarged version of The Writing Process graphic you created for Lesson 16, or prepare to use the digital version (Digital Component 16.1).

Lesson 18: Review Consonant Sounds

Foundational Skills

10M

Primary Focus: Students will use sound-spelling patterns to write spellings for the following sounds: /ch/, /j/, /n/, /k/, /s/, /g/, /z/, and /m/. **TEKS 1.2.C.i; TEKS 1.2.C.iii**

SOUND DICTATION

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

1.	/ch/ (2 spellings)	'ch', 'tch'	5.	/s/ (2 spellings)	's', 'ss'
2.	/j/ (3 spellings)	'j', 'g', 'ge'	6.	/g/ (2 spellings)	'g', 'gg'
3.	/n/ (2 spellings)	'n', 'nn'	7.	/z/ (3 spellings)	'z', 's', 'zz'
4.	/k/ (4 spellings)	'c', 'k', 'cc', 'ck'	8.	/m/ (2 spellings)	'm', 'mm'

Written Response: Sound Dictation

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

- After students complete the Sound Dictation activity, explain that you are going to dictate some multisyllabic words for them to spell. Provide words with closed, r-controlled, and open syllables that use the sound spellings in the box above, such as *nagging, fringe, turkey, artist, amaze,* and *human.* Remind students that closed syllables have a short vowel sound and end with a consonant, as in *kit•ten.* Tell them that vowels in r-controlled syllables are influenced by the consonant *r* as in *far•mer,* and open syllables end in a vowel and make the long vowel sound as in *ba•by.*

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (iii) spelling words using sound-spelling patterns.

Lesson 18: Grammar

Language

15M

Primary Focus: Students will build simple, declarative oral sentences in response to prompts, will use adjectives and prepositions, and will write two complete sentences of at least five words. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

BUILD SENTENCES

- Remind students that they have been learning about different types of sentences (statements, questions, and exclamations). Tell students that they will now practice building sentences, meaning they will practice making their sentences longer and more interesting.
- Say the sentence, "Doba cooks."
- Have students repeat the sentence.
- Tell students you will build this sentence by saying what Doba cooks. Ask students, "What does Doba cook?"
- Say a sentence to include what Doba cooks (e.g., "Doba cooks corn."). Have students repeat the sentence.
- Ask students, "What adjective can we use to describe what type of corn Doba cooks?" Build on the sentence with an adjective describing the type of corn Doba cooks (e.g., "Doba cooks fresh corn."). Have students repeat the sentence.
- Ask students, "Where does Doba cook the fresh corn?" Tell them you can build a sentence by describing where an action takes place. Repeat the sentence by adding a prepositional phrase (e.g., "Doba cooks fresh corn in the kitchen.").
- Tell students that you started with a two-word sentence, "Doba cooks." You then added to the sentence by describing what Doba cooks (corn), an adjective to describe the corn (*fresh*), and where she cooks fresh corn (in the kitchen). The sentence "Doba cooks fresh corn in the kitchen," is much easier to imagine because of these details.
- Repeat this procedure with the following sentence starters, orally adding words like adjectives and prepositions to the sentence.

TEKS 1.11.D Edit drafts using conventions of standard English, including: (iv) adjectives, including articles; (vi) prepositions.

Note: Do not write these sentences on the board. They are meant to be used orally in this exercise. Encourage students to add words that are decodable.

1. Tim and Jane dance.
2. Dad runs.

- On the board, write this sentence: *Allen flips*.
- Have students read the sentence, and ask them what Allen flips.
- Write the new sentence on the board (e.g., *Allen flips a coin.*).
- Have students read the sentence, and ask them where he flips the coin.
- Write the new sentence on the board (e.g., *Allen flips a coin in the air.*).
- Ask students to tell you what kind of coin Allen flips (e.g., *Allen flips a silver coin in the air.*).
- Repeat this procedure with the following sentence starters. (Decodable additions have been provided.)

1. Ginger finished (the math problem in her class).
2. Sam made (a gift for his mom).

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

Digital Component 18.1

1. Kate found
2. Jack skipped

- Have students take out pencils and paper.
- Have them write two complete sentences, each at least five words long, about any topic (e.g., what they did last weekend or plan to do the next weekend), or use the sentence starters on display.
- Have students share their sentences. Point out when students use prepositions, adjectives, or any additional details.



EMERGENT BILINGUAL STUDENTS

Language

Modifying to Add Details

Beginning
Help students write sentences using familiar prepositional phrases (e.g., *at home*, *in my yard*, *at the park*).

Intermediate
Have students use more detailed prepositional phrases to write sentences (e.g., *at home with my family and friends*).

Advanced/Advanced High
Provide minimal support for open responses and encourage students to write detailed sentences.

ELPS 5.E

Written Response: Sentence Building

Collect and review students' sentence papers to monitor student progress in writing more detailed sentences using adjectives and prepositional phrases.

Lesson 18: Edit an Opinion Paragraph

Writing

35M

Primary Focus: Students will use an editing checklist and the conventions of standard English to edit a classmate's opinion paragraph, and will make suggestions for revision by asking the author questions. **TEKS 1.11.C; TEKS 1.11.D.v, viii–x**

EDIT AN OPINION PARAGRAPH

TEKS 1.11.D.v, viii–x

Review

- Remind students that in the previous lesson they first planned and then drafted their opinion paragraph. They planned and then wrote the draft in paragraph format on the letter template.

Digital Component 16.1

- Pointing to The Writing Process graphic, explain that today they will work on the third step in writing—editing. Explain that editing is what we do when we try to make a draft better. Even professional writers do not write perfectly on the first try. They edit and rework their writing to make it better.
- Remind students that you asked them to volunteer if they wanted to be the author of the day. Explain that you chose one student's draft and that you copied it on a piece of chart paper. The class will tell the author what they like about the draft and provide a few friendly suggestions.

Presenting the Student's Draft

- Display the student's draft.
- Identify the author of the day, and invite the student to present their opinion piece by reading it aloud.

TEKS 1.11.C Revise drafts by adding details in pictures or words; **TEKS 1.11.D** Edit drafts using conventions of standard English, including: (v) adverbs that convey time; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

- Ask the class to give the author a round of applause: "Let's hear it for our author!"
- Explain that you would like students to begin by telling the author something they liked about their opinion paragraph. Model this for the class first by telling the author something you liked about it.
- Invite other students to say something they liked about the opinion paragraph. Write down these positive comments on the board or on a separate piece of chart paper.

Edit the Student's Draft

Activity Page 18.1



- Have students turn to Activity Page 18.1, and explain to students that this is their editing checklist. It has some questions addressed to the author. The questions are things the author might want to think about to make their opinion letter even better.
- Point out that this editing checklist is similar to the ones they have used during previous writing projects. This editing checklist is specific to writing a letter.
- Pick a student to read the first question.
- Ask the class if the draft on display has a date. If so, have students make a checkmark next to that question on their editing checklist.
- Work through the remaining questions, and discuss whether the item can be checked—or whether improvements need to be made or could be made.
- Remind students that the pronoun *I* is always capitalized. and that the correct pronouns are used and make sense in their writing (*she, he, him, her, they, them*).
- Explain that adverbs of time can help students indicate the time when something happened. Some adverbs of time include *always, never, often, usually,* and *sometimes.* Encourage students to use adverbs that convey time in their writing.
- Model making any changes to the draft that the class and author agree would be changes for the better.
- Use the following editing conventions when correcting the draft. Explicitly review these conventions, explaining that this is how professional writers edit their work. Explain that they will use these same conventions when they edit their own work.

Note: Review these conventions orally only, because not all of the words are decodable.

1. Cross out punctuation mistakes, and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a caret (^) where a word or punctuation mark needs to be inserted.
4. Write the word or punctuation mark above the caret.
5. Correct spelling mistakes if students notice or question them. You should accept phonemically plausible spellings for spellings that students have not yet learned.

- If you think you have time before you have to move on to copying the draft, you can go beyond the questions that are listed on the editing checklist. For example, you can ask students if there are places where the author of the day could add details.
- You can also ask students if they have any other suggestions that would improve the author's writing. Explain to students that they should make suggestions by asking the author questions.
- Model this by using a formula like this: "Could we make the author's writing even better if we . . . ?" Using this formula, or similar phrasing, will make it clear that the author is being given suggestions for consideration rather than mandatory tasks.
- If changes are suggested, check with the author to see if they like the idea. Then make the changes on the chart paper. At this stage, two or three suggestions are probably enough.

Copy the Draft

- When you have finished editing the draft, explain that authors often want to share their writing with other people.
- Ask students, "Do you think it would be easy or difficult for someone other than the author to read this draft? Why?"
- Explain that to share the edited draft, it would have to be copied onto a clean piece of paper, incorporating all of the changes made on the draft.
- Close the discussion by thanking the author of the day once again and thanking the class for helping the author with editing their work.
- Summarize by saying that students have now gone through the three steps in the writing process. They planned their opinion paragraph by brainstorming

ideas. They drafted their paragraph by writing the information from the plan onto a template in paragraph format. Finally, they edited a draft by going through an editing checklist and making changes to the draft to make it better.

- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

Note: It is strongly recommended that you allow time later in the day or during subsequent lessons or the Pausing Point for students to use the editing checklist (Activity Page 18.1) to edit, revise, and then publish their own letters to Kate.

End Lesson

Take-Home Material

"THE VISIT"

- Have students take home Activity Page 18.2 to practice reading with a family member.

Activity Page 18.2



Lesson 18: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUND/SPELLINGS

Match Me

- Gather **Large Letter Cards** corresponding any sound/spellings for which students need practice.
- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should write the corresponding spelling on **paper**.
- If a spelling is provided, students should write the corresponding sound aloud when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.

MORE HELP WITH BUILDING SENTENCES

Write About It

- Gather a variety of **images** that may prompt students to write detailed, complete sentences.
- On the board/chart paper, write this sentence: *Jade catches*.
- Have students read the sentence, and ask them what Jade catches.
- Write the new sentence on the board/chart paper (e.g., *Jade catches the ball.*).
- Have students read the sentence, and ask them where she catches the ball.
- Write the new sentence on the board/chart paper (e.g., *Jade catches the ball on the field.*).
- Ask students to tell you what kind of ball Jade catches (e.g., Jade catches the football on the field.).
- Have students take out **pencils** and **paper**.
- Have them write at least two complete sentences, each at least five words long, about two or more of the images you gathered in advance.

LESSON

19

SPELLING ALTERNATIVES

Review /l/ > 'l' and 'll'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words spelled with /l/ > 'l' and /l/ > 'll'. **TEKS 1.2.B.i**

Language (Grammar)

Students will expand short, oral declarative sentences using common prepositions. **TEKS 1.11.C; TEKS 1.11.D.vi**

Reading

Students will read "Two Good Things and One Bad Thing" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Activity Page 19.1	**Sort Words with /l/ > 'l' or 'll'** **TEKS 1.2.B.i**
Observation	**Anecdotal Reading Record** "Two Good Things and One Bad Thing" **TEKS 1.4**
Observation	**Discussion Questions** "Two Good Things and One Bad Thing" **TEKS 1.6.G**

TEKS 1.2.B.i Demonstrate and apply phonetic knowledge by decoding words in isolation and in context by applying common letter sound correspondences; **TEKS 1.11.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.D.vi** Edit drafts using conventions of standard English, including prepositions; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

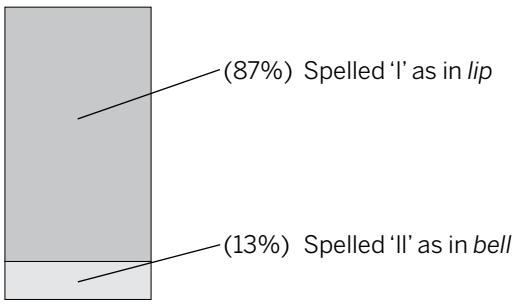
	Grouping	Time	Materials
Foundational Skills			
Sound Discrimination Game (Phonological Awareness)	Whole Group	10 min.	
Spellings for /l/ (Phonics)	Whole Group	5 min.	❏ Consonant Code Flip Book
Word Sort (Phonics)	Whole Group/ Independent	15 min.	❏ Activity Page 19.1
Language (Grammar)			
Build Sentences		10 min.	
Reading			
Introduce the Story	Whole Group	10 min.	❏ Preview Spellings Chart (Digital Components) ❏ *Kate's Book*
Read "Two Good Things and One Bad Thing"	Partner	10 min.	

ADVANCE PREPARATION

Note to Teacher

Today you will review the two important spellings for the /l/ sound: the basic code spelling 'l' as in *lip*, and the spelling alternative 'll' as in *bell*. The following chart shows how common each spelling is. Note that these numbers do not include /ə/ + /l/ spellings in words like *people* and *pupil*. These are addressed later in the sequence and consist primarily of a vowel spelling and a single 'l'.

Spellings for the Sound /l/



Here are some patterns for you to be aware of:

- '**l**' is almost always used at the beginning of a word (*lip, long, load*) and also in initial clusters such as *bl–*, *cl–*, *fl–*, *gl–*, *pl–*, *sl–*, and *spl–* (*blimp, clip, flop, glide, play, sleep, split*).
- '**l**' is found at the end of words, after vowel sounds other than the five "short" vowel sounds (*boil, wheel, tail, curl*), or as part of a final consonant cluster such as *–ld*, *–lf, –lm*, *–ln*, *–lp*, *–lt*, *–lch*, *–lsh*, or *–lth* (*cold, elf, elm, kiln, help, colt, belch, Welsh, wealth*).
- '**l**' is used with the separated digraph spellings (*pale, file, hole)*.
- '**ll**' is primarily used at the end of a word or syllable, usually after one of the "short" vowel sounds (*bill, sell, fall, doll, ill*). A few exceptions include words like *llama* and *Lloyd*.
- There is no doubling pattern with /l/, as single 'l' is not often found after short vowel sounds. Words that end with /l/ tend to keep the spelling they had in the root word (*cool* > *cooler*; *sell* > *selling*).

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 19.

Reading

Digital Component 19.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 19.1).
- You may wish to tab page 19.
- Write some of the words or phrases from Additional Support in previous lessons on the board. If some pairs finish early, they can illustrate one of the words or phrases.

Universal Access

- Provide pictures for the words *lawn, loop, roots, ranch, lamp*, and *lakes*. Use motions to demonstrate the words *write, rubbed, looked* to support the Sound Discrimination Game.

Start Lesson

Lesson 19: Spelling Alternatives /l/ > 'l' and 'll'

Foundational Skills

30M

Primary Focus: Students will read words spelled with /l/ > 'l' and /l/ > 'll'.

TEKS 1.2.B.i

SOUND DISCRIMINATION GAME (10 MIN.)

- Tell students that today they are going to review the /l/ sound as in *lip*.
- Have students say the /l/ sound several times, stretching it out.
- Ask students whether /l/ is a vowel sound or a consonant sound. *(It is a consonant sound, made with the tongue touching the roof of the mouth to obstruct airflow.)*
- Write /l/ on the board with the number *1* beside it. Tell students that when you say the /l/ sound, you want them to raise one finger.
- Write */r/* on the board with the number *2* beside it. Tell students that when you say the */r/* sound, you want them to raise two fingers.
- Practice this several times.
- Tell students that you will be reading some words that begin with either the /l/ sound or the */r/* sound. They should raise one finger for words with the /l/ sound, and two fingers for words with the */r/* sound.

Support

As a variation of this exercise, have students raise a hand when they hear the /l/ sound.

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

1.	write	(/r/)	*(2)*	6.	roots	(/r/)	*(2)*
2.	lawn	(/l/)	*(1)*	7.	looked	(/l/)	*(1)*
3.	loop	(/l/)	*(1)*	8.	ranch	(/r/)	*(2)*
4.	wrong	(/r/)	*(2)*	9.	lamp	(/l/)	*(1)*
5.	rubbed	(/r/)	*(2)*	10.	lakes	(/l/)	*(1)*

SPELLINGS FOR /L/ (5 MIN.)

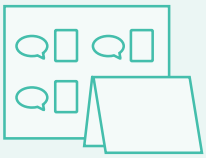
- Tell students you will now review the spellings for /l/.
- Turn to **Consonant Code Flip Book page 19.** Point to the 'l' card, read the sample word, and discuss the length of the power bar. Write the two sample words for 'l' from the following box on the board.
- Remind students that the double-letter spelling 'll' is also sometimes used.
- Show students the Spelling Card for 'll'. Read the sample word, and discuss the length of the power bar. Attach the Spelling Card to the page. Write the two sample words for 'll' from the following box on the board.

1. l: *large*, *solve*
2. ll: *still*, *well*

WORD SORT (15 MIN.)

- Have students turn to Activity Page 19.1.
- Explain that the words in the box contain the sound /l/ spelled 'l' or 'll'.
- Have students read the words aloud, by encouraging them to blend the sound of each letter to make the word, and then use each word in a sentence.
- As a class, underline the target spellings 'l' and 'll' in the words in the box. Then have students sort the words according to these spellings, placing each word in the appropriate column.
- When students have finished sorting the words, ask them if they see any patterns. (They may have noticed that 'l' is used at the beginning of words and 'll' is at the end of words.)

Code Materials





EMERGENT BILINGUAL STUDENTS

Foundational Skills

Using Foundational Skills

For students whose primary language is Spanish, explain that although in Spanish the letters 'll' stand for the /y/ sound, in English 'll' stands for the /l/ sound. This is the same sound that the spelling 'l' stands for, rather than a different sound as in Spanish. Have students practice.

ELPS 1.B; ELPS 2.A

Activity Page 19.1



Support

Work with individuals or a small group to support students in sorting the /l/ words. Highlight with two different colors for each of the spellings, as needed.

Challenge

Have students write sentences with the words.

Activity Page 19.1: Sort Words with /l/ › 'l' or 'll'

Collect and review Activity Page 19.1 to monitor students' understanding of the spelling alternatives for /l/.

Lesson 19: Grammar

Language

10M

Primary Focus: Students will expand short, oral declarative sentences using common prepositions. **TEKS 1.11.C; TEKS 1.11.D.vi**

BUILDING SENTENCES

Note: Words like *in, out, at*, etc., are called prepositions. Students do not need to identify these words as prepositions, but rather that they are useful in building longer sentences.

- Remind students that they have practiced building sentences. One way to build a sentence is to add describing words or adjectives. Another way is to tell where something is taking place, using phrases like *in the kitchen, out in the school yard,* etc.
- Tell students that you will say a short sentence to them. It is a complete sentence, but you want students to add onto it to make it a longer sentence of at least five words.
- Orally build these sentences together as a class. Ask probing questions such as "What?", "What kind?", "Where?", etc., as needed.

1. Gad digs.
2. Sani drives.
3. Kate scratches.
4. Doba draws.

TEKS 1.11.C Revise drafts by adding details in pictures or words; **TEKS 1.11.D.vi** Edit drafts using conventions of standard English, including prepositions.

Lesson 19: "Two Good Things and One Bad Thing"

Reading

20M

Primary Focus: Students will read "Two Good Things and One Bad Thing" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (10 MIN.)

- Ask students to turn to the table of contents and tell you which story is after "The Bone Man." *("Two Good Things and One Bad Thing")* Tell students that Kate finds out two good things and one bad thing in this story. Ask, "What did Kate and Gad talk to Ron Fitch about in the last story?" *(the bone they found)*

Preview Spellings

- Please preview the following spellings and Tricky Words before reading today's story.
- The special Tricky Words for today's story are *stayed, belongs,* and *sorry*. Please have students read and practice saying the words before reading the story.

Digital Component 19.1

/r/ > 'wr'	/v/ > 've'	/ch/ > 'tch'	Tricky Words
wrist wrong	I've solved your•selves	Fitch scratch•ing	two why be•cause stayed be•longs sorr•y

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

thrilled—adj., excited (52)
Example: I was thrilled to get a new bike!

Reader



Page 52

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 "Two Good Things and One Bad Thing"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			thrilled
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to read today's story to find out what the two good things and one bad thing are.

READ "TWO GOOD THINGS AND ONE BAD THING" (10 MIN.)

Partner Reading

- Have students read the story with a partner.



Observation: Anecdotal Reading Record

As you listen to students read "Two Good Things and One Bad Thing," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

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

Discussion Questions for "Two Good Things and One Bad Thing"

1. **Inferential.** Why did Ron Fitch speak with Doba?
   - » In the last story, Kate and Gad took the bone to Ron Fitch to find out what kind of bone they had found. Ron Fitch called with the test results.
2. **Literal.** What kind of bone did they find?
   - » They found a raptor bone.
3. **Inferential.** Why can't Gad and Kate keep the bone?
   - » Gad and Kate can't keep the bone because there is a law that says you can't dig up bones and keep them for yourself.
4. **Literal.** What is the last good thing?
   - » Kate and Gad get to name the bone.
5. **Evaluative.** What name do you think Kate and Gad will choose for the bone?
   - » Answers may vary.



Observation: Discussion Questions

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

End Lesson

Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /L/

Spelling Practice

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



EMERGENT BILINGUAL STUDENTS

Reading

Reading/Viewing Closely

Beginning
Rephrase questions into yes/no questions (e.g., "Can Gad and Kate keep the bone?").

Intermediate
Provide students with sentence frames for answering the questions (e.g., "Gad and Kate can/can't keep the bone because . . .").

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

ELPS 4.G; ELPS 4.I

1. lunge
2. spilled
3. last
4. well
5. still
6. mule
7. bell
8. lost
9. file
10. filled
11. flash
12. land

MORE HELP WITH BUILDING SENTENCES

Build Sentences

- Tell students that you will say a short sentence to them. It is a complete sentence, but you want students to add onto it to make it a longer sentence of at least five words.
- Orally build these sentences together. Ask probing questions such as "What?", "What kind?", "Where?", etc., as needed.

1. Kate writes.
2. Shawn plays.
3. Tess sings.
4. Sage holds.

LESSON

20

REVIEW AND PRACTICE

Spelling Assessment; Tricky Words

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated one- and two-syllable words with /t/ > 't' and 'tt'; /d/ > 'd', 'dd', and 'ed'; and /f/ > 'ff' and the Tricky Word *was*.

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv; TEKS 1.11.D.x

Foundational Skills

Students will review and read previously taught Tricky Words. **TEKS 1.2.B.vi**

Language (Grammar)

Students will generate adjectives for nouns found in *Kate's Book*. **TEKS 1.11.D.iv**

Reading

Students will reread "Two Good Things and One Bad Thing" with increased accuracy, appropriate rate, and expression, and will write short answers to written questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 20.1	**Spelling Assessment** **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**
Observation	**Anecdotal Reading Record** "Two Good Things and One Bad Thing" **TEKS 1.4**
Activity Page 20.2	**Story Questions** "Two Good Things and One Bad Thing" **TEKS 1.7.C**

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.11.D.x** Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.11.D.iv** Edit drafts using conventions of standard English, including adjectives, including articles; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	❏ Activity Page 20.1
Foundational Skills			
Tricky Word Review (Word Recognition)	Whole Group	5 min.	❏ Tricky Word cards
Wiggle Cards (Phonics)	Whole Group	5 min.	❏ Wiggle Cards
Language (Grammar)			
Review Adjectives	Whole Group	10 min.	
Reading			
Review the Story	Whole Group	5 min.	❏ *Kate's Book* ❏ Activity Page 20.2
Reread "Two Good Things and One Bad Thing"	Partner	20 min.	
Take-Home Material			
"The Hike"			❏ Activity Page 20.3

ADVANCE PREPARATION

Foundational Skills

- Gather Wiggle Cards to use for a quick break. You may use Wiggle Cards from previous units, as well as the ones provided for this lesson. Write the following decodable sentences on cards or sentence strips large enough for students to be able to easily read them.

1. Switch on a lamp.
2. Be in charge.
3. Scratch your hand.
4. Stretch your arm.
5. Pinch your nose.
6. Smell a batch of sweets.
7. Plunge into a pool.
8. Lunge and stretch.

Reading

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

Start Lesson

Lesson 20: Spelling

Language

15M

Primary Focus: Students will spell dictated one- and two-syllable words with /t/ > 't' and 'tt'; /d/ > 'd', 'dd', and 'ed'; and /f/ > 'ff', and the Tricky Word *was*.

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv; TEKS 1.11.D.x

SPELLING ASSESSMENT

- Have students turn to Activity Page 20.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

Activity Page 20.1



TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list; **TEKS 1.11.D.x** Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

1. trucker
2. planned
3. add
4. was
5. kitten
6. duck
7. parked
8. offer

- After all the words have been called out, tell students you will now dictate a sentence that uses a spelling word. They will write the entire sentence on the back of Activity Page 20.1. Say, "It was parked in the lot."
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.



Activity Page 20.1: Spelling Assessment

At a later time, use the Lesson 20 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 20: Tricky Word Review

Foundational Skills



Primary Focus: Students will review and read previously taught Tricky Words.

TEKS 1.2.B.vi

TRICKY WORD PRACTICE (5 MIN.)

- Have students take out the index cards they made for previously taught Tricky Words and place them on their desks.
- Explain that you will say one of the Tricky Words and that you want students to hold up the card for the word.
- Say one of the Tricky Words, and have students hold up the correct word. Have one student say a phrase or sentence that contains the Tricky Word.

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.

- Repeat with as many words as you deem necessary.
- Have students keep the index cards for later use.

WIGGLE CARDS (5 MIN.)

- Choose a number of Wiggle Cards. Show them to students, and have them act out the action.

Lesson 20: Grammar

Language

10M

Primary Focus: Students will generate adjectives for nouns found in *Kate's Book*.

TEKS 1.11.D.iv

REVIEW ADJECTIVES

- Remind students that in Unit 4, they learned about and used describing words or adjectives in their writing. Explain that by using adjectives when you talk and write, you can provide a vivid, interesting description of things for other people.
- Remind students that they practiced coming up with adjectives by thinking about their five senses, describing how things look, smell, taste, sound, and feel.
- Tell students that you will give them nouns from *Kate's Book* and they will provide you with adjectives to describe them. Students should also explain why they choose that adjective. For example, a student may say that Gad is nice because he shared his hot dog with Kate.
- Give students the following nouns orally from *Kate's Book: Doba, Kate, Gad, Sani, raptor, the Southwest, cave, coin*.

EMERGENT BILINGUAL STUDENTS

Language

Using Nouns and Noun Phrases

Beginning
Provide a word bank of familiar, decodable adjectives (e.g., *nice*, *fun*, *big, cool*, *loud*).

Intermediate
Encourage students to speak with less familiar adjectives (e.g., *foul, grand, eldest*).

Advanced/Advanced High
Encourage students to speak with more challenging adjectives and multiple adjectives for the same noun.

ELPS 3.D

TEKS 1.11.D.iv Edit drafts using conventions of standard English, including adjectives, including articles.

Reader



Page 52

Activity Page 20.2



EMERGENT BILINGUAL STUDENTS



Reading

Writing

Beginning
Have students dictate their short answers to an adult.

Intermediate
Have students dictate their short answers as needed.

Advanced/Advanced High
Have students write their short answers independently.
ELPS 5.G

Lesson 20: "Two Good Things and One Bad Thing"

Reading

25M

Primary Focus: Students will reread "Two Good Things and One Bad Thing" with increased accuracy, appropriate rate, and expression, and will write short answers to written questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

REVIEW THE STORY (5 MIN.)

- Tell students they will reread "Two Good Things and One Bad Thing" with a partner.
- Briefly review what happened in the story.

REREAD "TWO GOOD THINGS AND ONE BAD THING" (20 MIN.)

Partner Reading

- Have students reread "Two Good Things and One Bad Thing" with a partner.
- Then have them complete Activity Page 20.2. Encourage students to reread the story to find the answers to the questions and to write the page numbers where they find the answers.



Observation: Anecdotal Reading Record

As you listen to students read "Two Good Things and One Bad Thing," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 20.2 as a class.

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

Activity Page 20.2: Story Questions

Collect and review Activity Page 20.2 to monitor students' understanding of "Two Good Things and One Bad Thing."

End Lesson

Take-Home Material

"THE HIKE"

- Have students take home Activity Page 20.3 to practice reading with a family member.

Activity Page 20.3



Lesson 20: Foundational Skills Remediation

Additional Support

MORE HELP WITH TRICKY WORDS

Race to the Top

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

MORE HELP WITH ADJECTIVES

- Have students turn to a chapter in ***Kate's Book***. You may wish to select the chapter, so all students use the same one, or have students select one on their own.
- Have students reread the chapter looking for nouns. Have them make a list of nouns on **paper**.
- Then, pair students to exchange noun lists and come up with adjectives to describe the nouns listed by their partner.
- When students have finished, have them share their noun/adjective lists.

LESSON

21

REVIEW

Review and Practice

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will write spellings for the following sounds: /ch/, /m/, /j/, /n/, /k/, /s/, /g/, and /z/. **TEKS 1.2.C.iii**

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

Students will read and write two-syllable words composed of the inflected endings *–ing* and *–ed*, r-controlled vowels, /ch/ > 'tch', and /j/ > 'g'. **TEKS 1.2.B.iii; TEKS 1.2.B.v**

Reading

Students will read "The Big Dig" with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Written Response	**Sound Dictation** **TEKS 1.2.C.iii**
Activity Page 21.1	**Fill In the Blanks: Sound/Spellings Review** **TEKS 1.2.B.iii; TEKS 1.2.B.v**
Observation	**Anecdotal Reading Record** "The Big Dig" **TEKS 1.4**
Observation	**Discussion Questions** "The Big Dig" **TEKS 1.7.C**
Activity Page 21.2	**Story Questions** "The Big Dig" **TEKS 1.7.C**

TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (v) decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Sound Dictation (Phonics)	Whole Group	10 min.	❏ pencils ❏ paper
Segment and Blend Two-Syllable Words (Phonological Awareness and Phonics)	Whole Group	5 min.	
Practice (Phonics)	Independent	20 min.	❏ Activity Page 21.1
Reading			
Introduce the Story	Whole Group	10 min.	❏ Preview Spellings Chart (Digital Components) ❏ *Kate's Book* ❏ Activity Page 21.2
Read "The Big Dig"	Partner	15 min.	
Take-Home Material			
Practice Spelling Alternatives			❏ Activity Page 21.3

ADVANCE PREPARATION

Reading

Digital Component 21.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 21.1).
- Plan student pairs for the Reading lesson.

Universal Access

- Provide pictures for the words *garden, attic, goldfish, mopping, darkness,* and *sweeter* to support students during Segment and Blend Two-Syllable Words.

Start Lesson

Lesson 21: Review

Foundational Skills

35M

Primary Focus

Students will write spellings for the following sounds: /ch/, /m/, /j/, /n/, /k/, /s/, /g/, and /z/. **TEKS 1.2.C.iii**

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

Students will read and write two-syllable words composed of the inflected endings *–ing* and *–ed*, r-controlled vowels, /ch/ > 'tch', and /j/ > 'g'. **TEKS 1.2.B.iii; TEKS 1.2.B.v**

SOUND DICTATION (10 MIN.)

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

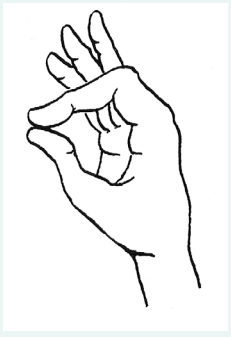
TEKS 1.2.C.iii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.2.A** Demonstrate phonological awareness by: (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends; **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by: (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (v) decoding words with inflectional endings including -ed, -s, and -es.

1.	/ch/ (2 spellings)	'ch', 'tch'
2.	/m/ (2 spellings)	'm', 'mm'
3.	/j/ (3 spellings)	'j', 'g', 'ge'
4.	/n/ (2 spellings)	'n', 'nn'
5.	/k/ (4 spellings)	'c', 'k', 'cc', 'ck'
6.	/s/ (2 spellings)	's', 'ss'
7.	/g/ (2 spellings)	'g', 'gg'
8.	/z/ (3 spellings)	'z', 's', 'zz'

Written Response: Sound Dictation

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

SEGMENT AND BLEND TWO-SYLLABLE WORDS (5 MIN.)



- Say the first word from the following box, *garden*. Ask students to tell you how many syllables there are. Remind students that every syllable has a vowel sound; clap the number of syllables, if necessary.
- Repeat the word *garden*, pausing slightly between the syllables.
- Now say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap (/g/ /ar/).
- Say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/d/ /e/ /n/).
- Say the blended word while making a fist.
- Have students repeat the entire segmenting and blending process after you.
- Continue this process with the remaining words. Point out whether the word is a compound word, a root word with a suffix, or a word where the individual syllables cannot stand alone as separate words.
- You may also have students provide you with two-syllable words to segment and blend. If the words are decodable, write them on the board.

1.	gar•den	(2+3)	/g/ /ar/ • /d/ /e/ /n/
2.	att•ic	(2+2)	/a/ /t/ • /i/ /k/
3.	gold•fish	(4+3)	/g/ /oe/ /l/ /d/ • /f/ /i/ /sh/
4.	mopp•ing	(3+2)	/m/ /o/ /p/ • /i/ /ng/
5.	*dark•ness	(3+3)	/d/ /ar/ /k/ • /n/ /e/ /s/
6.	*sweet•er	(4+1)	/s/ /w/ /ee/ /t/ • /er/

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

PRACTICE (20 MIN.)

- Have students turn to Activity Page 21.1.
- Tell students that each sentence on this activity page has a blank with two word choices. They should read the sentences and choose the word that makes the most sense.
- Complete the first few sentences as a class. If students seem ready, have them complete the activity page on their own or with a partner.

Activity Page 21.1: Fill in the Blanks Sound/Spellings Review

Collect and review Activity Page 21.1 to monitor students' understanding of the sound spellings used.

Activity Page 21.1



Support

Read some of the sentences with expression, using both words to help students identify the correct word to write in the blank. As students gain understanding, have them try to complete some of the statements independently.

Lesson 21: "The Big Dig"

Reading

25M

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

TEKS 1.4; TEKS 1.7.C

INTRODUCE THE STORY (10 MIN.)

Reader



Page 56

- Ask students to tell you the two good things and one bad thing Doba told Kate in the last story. Review that they learned the bone is from a raptor and that Kate and Gad get to name it. The bad thing is that Gad and Kate cannot keep the bone because it is against the law. Ask students, "Based on the title, what do you think is going to happen in today's story?"

Previewing the Spellings

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

Digital Component 21.1

/r/ > 'wr'	/v/ > 've'	/j/ > 'ge'	Other Two-Syllable Words	Tricky Words
wrap	we've	large	digg•ing	no
	I've	charge	help•ers	once
			fin•ished	

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words, as necessary.

expose—v., to reveal or uncover something (56)
Example: I lifted the rock to expose the big bug.

site—n., a place (56)
Example: This is the site where we will camp.

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

plaster—n., a wet material that hardens when it dries and can protect things, such as bones (56)
Example: When I broke my arm, I got a cast made of plaster.

lab—n., a place where science experiments and research take place (56)
Example: My dad works in a lab.

picks—n., tools with very sharp ends that can break away at rocks (58)
Example: We used picks on our dinosaur hunt.

Vocabulary Chart for "The Big Dig"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		expose site plaster	
Multiple-Meaning Core Vocabulary Words	lab	picks	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today's story to find out how the big dig goes at the site where Kate and Gad discovered a raptor bone. When they are finished, they should complete Activity Page 21.2. Encourage students to look back at the story to find their answers.

READ "THE BIG DIG" (15 MIN.)

Partner Reading

- Have students read "The Big Dig" with a partner. Then have them complete Activity Page 21.2.

Activity Page 21.2





Observation: Anecdotal Reading Record

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

Wrap-Up

- Review Activity Page 21.2. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When answering a question, ask students to cite the part of the story that guided their answer.

Discussion Questions for "The Big Dig"

1. **Literal.** Who is the narrator telling the story?
   - » Kate is the narrator telling the story.
2. **Inferential.** Why were the helpers scraping the side of the cliff?
   - » The helpers were scraping the side of the cliff in order to dig out more raptor bones.
3. **Literal.** What steps will the bone man and his helpers take to get the raptor bones out from the cliff?
   - » The bone man and his helpers will cut the cliff into large blocks of rocks, wrap the blocks in plaster, lift the blocks with a crane to place on a truck, and then drive the blocks to the bone man's lab.
4. **Evaluative.** The bone man says it will take a long time to finish all of their work. Why do you think it might take such a long time?
   - » Answers may vary.
5. **Literal.** What did Kate decide to name the raptor?
   - » She decided to name it Gad.

Observation: Discussion Questions

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

Activity Page 21.2: Story Questions

Collect and review Activity Page 21.2 to monitor students' understanding of "The Big Dig."

EMERGENT BILINGUAL STUDENTS

Reading

Reading Closely

Beginning
Rephrase questions as yes/no questions (e.g., "Will it take a long time for the bone man and others to finish all of their work?").

Intermediate
Provide students with sentence starters for answering questions (e.g., "It will take the bone man and others a long time to finish all of their work because . . .").

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

ELPS 4.G; ELPS 4.I

End Lesson

Take-Home Material

PRACTICE SPELLING ALTERNATIVES

- Have students take home Activity Page 21.3 to practice with a family member.

Activity Page 21.3

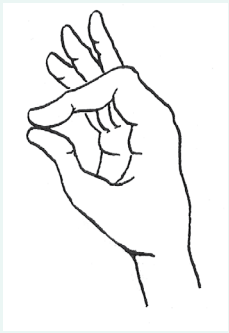


Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

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



1. troop•er (4+1) /t/ /r/ /oo/ /p/ • /er/
2. att•ic (2+2) /a/ /t/ • /i/ /k/
3. west•ern (4+2) /w/ /e/ /s/ /t/ • /er/ /n/
4. sun•shine (3+3) /s/ /u/ /n/ • /sh/ /ie/ /n/
5. *grant•ed (5+2) /g/ /r/ /a/ /n/ /t/ • /e/ /d/
6. *feel•ings (3+3) /f/ /ee/ /l/ • /i/ /ng/ /z/

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

LESSON

22

UNIT ASSESSMENT

Word Recognition; Grammar

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will hear one- and two-syllable words that feature previously taught sound/spellings, and choose the corresponding written word.

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

Language (Grammar)

Students will identify common and proper nouns in written sentences, will write end punctuation for written sentences, will expand printed sentences by adding prepositional phrases and adjectives, will add the inflectional ending *–s* or *–es* to the end of plural nouns, and will add the inflectional endings *–ed* and *–ing* to root words, doubling the final consonant when necessary.

TEKS 1.11.D.iii; TEKS 1.11.D.iv; TEKS 1.11.D.vi; TEKS 1.11.D.ix

Reading

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

TEKS 1.4; TEKS 1.7.C

FORMATIVE ASSESSMENT

Activity Page 22.1	**Word Recognition Assessment** **TEKS 1.2.B.ii; TEKS 1.2.B.iii**
Activity Page 22.2	**Grammar Assessment** **TEKS 1.11.D.iii; TEKS 1.11.D.iv; TEKS 1.11.D.vi; TEKS 1.11.D.ix**
Observation	**Anecdotal Reading Record** "The Scoop" **TEKS 1.4**
Observation	**Discussion Questions** "The Scoop" **TEKS 1.7.C**
Activity Page 22.3	**Story Questions** "The Scoop" **TEKS 1.7.C**

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

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Recognition Assessment (Phonics)	Whole Group	20 min.	❏ Activity Page 22.1
Language (Grammar)			
Grammar Assessment	Whole Group	20 min.	❏ Activity Page 22.2
Reading			
Introduce the Story	Whole Group	10 min.	❏ Preview Spellings Chart (Digital Components) ❏ *Kate's Book* ❏ Activity Page 22.3
Read "The Scoop"	Partner	10 min.	

TEKS 1.11.D Edit drafts using conventions of standard English, including (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (vi) prepositions; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

ADVANCE PREPARATION

Note to Teacher

Today you will administer the Unit 5 assessments. The first assessment is a Word Recognition Assessment that targets the sound/spelling correspondences taught in Unit 5. The second part is a Grammar Assessment. Please note that if students appear too tired or unable to concentrate after the first assessment, you may choose to read "The Scoop" as a class for the remainder of the lesson, and complete the Grammar Assessment the next day.

Refer to the Word Recognition Analysis Directions and Class Record and the Grammar Assessment Analysis Directions, found in Teacher Resources. If a student makes more than one error for any single sound/spelling on the Word Recognition Assessment, their mastery of this spelling should be called into question.

Reading

Digital Component 22.1

- Create the Preview Spellings chart for Introduce the Story on the board/chart paper, or use the digital version (Digital Component 22.1).

Start Lesson

Lesson 22: Word Recognition Assessment

Foundational Skills

20M

Primary Focus: Students will hear one- and two-syllable words that feature previously taught sound/spellings, and choose the corresponding written word. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

WORD RECOGNITION ASSESSMENT (20 MIN.)

Administration

- Have students turn to Activity Page 22.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in the row and circle it.
- Say to students, "Find the first row of words. Listen carefully to this word: *switch*. I will say the word again: *switch*. Now find the word that you heard and circle it." You may repeat the word up to three times.

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

Activity Page 22.1



Support

Some students may find it helpful to use an index card or blank piece of paper to track each row so they can better focus on the choices in each row.

- Proceed with the rest of the words listed below, repeating each word at least twice, but not more than three times.

1. switch	6. digit	11. carve
2. catch	7. plunge	12. twelve
3. stretch	8. challenge	13. write
4. gem	9. large	14. wrap
5. ginger	10. solve	15. wrist

Scoring and Analysis

- Collect the activity pages. Use the Word Recognition Assessment Analysis Directions and Class Record in Teacher Resources to record and analyze student responses.
- If you have students who score below 12 out of 15 on this assessment, they may need more practice to master the sound/spelling correspondences taught in this unit. Refer to the Pausing Point for remedial material.

Lesson 22: Grammar Assessment

Language

20M

Primary Focus: Students will identify common and proper nouns in written sentences, will write end punctuation for written sentences, will expand printed sentences by adding prepositional phrases and adjectives, will add the inflectional ending *–s* or *–es* to the end of plural nouns, and will add the inflectional endings *–ed* and *–ing* to root words, doubling the final consonant when necessary. **TEKS 1.11.D.iii; TEKS 1.11.D.iv; TEKS 1.11.D.vi; TEKS 1.11.D.ix**

GRAMMAR ASSESSMENT

Administration

Activity Page 22.2



- Have students turn to Activity Page 22.2. Tell students that in the first part, they are to read the sentence, circle the nouns, and underline the verbs with a squiggly line.
- In the second part, students are to write a question mark, period, or exclamation point, depending on the type of sentence.

TEKS 1.11.D Edit drafts using conventions of standard English, including (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (vi) prepositions; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences.

- In the third part, students should expand each sentence. Remind students that they can build sentences by including an adjective to describe the noun in each sentence and by telling where something takes place. Students should write their expanded sentence on the handwriting guidelines.
- In the last part, students are to provide the plural form of each noun. They will also write the past-tense and *–ing* form of each verb.

Scoring and Analysis

- Collect the activity pages. Use the Grammar Assessment Analysis Directions and Class Record in Teacher Resources to analyze student responses.
- If you have students who miss more than one item in a particular part, they may need more practice to master the grammar skills taught in this unit. Refer to the Pausing Point for remedial material.

Lesson 22: "The Scoop"

Reading

20M

Primary Focus: Students will read "The Scoop" with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal and inferential questions about key details in the text.

TEKS 1.4; TEKS 1.7.C

INTRODUCE THE STORY (10 MIN.)

- Tell students that today's title is "The Scoop." Share with students that if a news reporter says they have a "scoop," that means they are the first to have the details about a news story.

Preview Spellings

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

Digital Component 22.1

'g' > /j/	Other Two-Syllable	Tricky Words
charg•ing	start•ed	what's
Rog•er	un•der	where

Reader



Page 62

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

Preview Core Vocabulary

- Please preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

charging—v., approaching quickly (62)
Example: The dog came charging toward us.

shoot—v., to take a video or picture of something (62)
Example: Point the camera and shoot.

mike—n., short for *microphone* (64)
Example: I got to use the mike when I sang.

Sayings and Phrases

get a close-up—to take video or a picture very close to someone/something (68)
Example: I took a close-up of my mom.

Vocabulary Chart for "The Scoop"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			mike
Multiple-Meaning Core Vocabulary Words		charging shoot	
Sayings and Phrases	get a close-up		

Activity Page 22.3



Purpose for Reading

- Tell students to read today's story to find out what happens when someone gets "a scoop." Also, encourage students to use context clues to figure out what *muttered* means. When they are finished, they should complete Activity Page 22.3.

READ "THE SCOOP" (10 MIN.)

Partner Reading

- Have students read "The Scoop" with a partner. Then have them complete Activity Page 22.3.

Observation: Anecdotal Reading Record

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

Wrap-Up

- Review Activity Page 22.3. Use the following questions to guide discussion about the story. Remember to encourage students to answer in complete sentences. When students answer a question, ask them to cite the part of the story that guided their answer.

Discussion Questions for "The Scoop"

1. **Literal.** What was the "big scoop"?
   - » The "big scoop" was that Kate and Gad discovered a raptor bone.
2. **Inferential.** What does the word *muttered* mean? How do you know?
   - » *Muttered* means to have said something in a nervous, quiet way. Students should share that Gad was scared and he jumped back from the mike, so they knew he was feeling a little shy and overwhelmed with the interview.
3. **Literal.** What other questions did the man ask Kate and Gad?
   - » He asked them if they knew it was a bone when they saw it, what they used to dig it out, and if he could get a close-up of them holding forks.

Observation: Discussion Questions

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

EMERGENT BILINGUAL STUDENTS

Language

Selecting Language Resources

Beginning
Rephrase questions as yes/no questions (e.g., "Does *muttered* mean to have said something in a clear, confident way?").

Intermediate
Provide students with sentence starters for answering questions (e.g., "I know that *muttered* means _____ because . . .").

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

ELPS 3.B; ELPS 4.I

Activity Page 22.3: Story Questions

Collect and review Activity Page 22.3 to monitor students' understanding of "The Scoop."

End Lesson

Pausing Point

This is the end of Unit 5. You should pause here and spend additional time (two days) reviewing the material taught in Unit 5 as needed. Students can do any combination of the exercises listed here, in any order, but it is suggested that you continue the Warm-Up exercises. The exercises are listed here as unit objectives. Exercises that were part of the Additional Support lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions.

You may find that different students need practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

Recognize and Isolate Sounds Taught in Unit 5

Segment and Blend Two-Syllable Words	Additional Support Lessons 1, 7, 20
How Many Sounds?	Page 260
Match Me	Additional Support Lesson 3, 18

More Help with Similar Sounds

Sister Sounds	Additional Support Lesson 12; Page 260
Find Words with the Same Initial Sounds	Page 260
Consonant Blends	Page 261
Minimal Pairs	Page 262
Sound Sorts	Page 263

More Help with Spelling Alternatives

Sound/Spelling Review with Code Flip Books	Page 263
Slap the Spelling	Page 263
Highlight Spellings	Page 264
Spelling Bingo	Page 264
Board Sort	Page 265
Handwriting with Consonant Spellings	Page 266
Word Sort	Page 266
Spelling Tree	Page 267

Teacher Chaining	Page 267
Teacher Chaining with Two-Syllable Words	Page 268
Word Sort	Page 268
Word Collection	Page 269
Guess My Word	Page 269
Choose the Right Word	Page 270
Match the Words	Page 271
Word Recognition	Page 271
Yes or No?	Page 272
Match Maker	Page 272; Additional Support Lesson 17
Handwriting with Words	Page 272
Which Word is Right?	Page 272
Word Box	Page 273
Label the Picture	Page 273
Fill in the Blanks	Page 273
Chaining Dictation	Page 273
Targeted Dictation	Page 274
Dictation with Words	Page 275
Spelling Alternatives for /p/	Additional Support Lesson 1
Spelling Alternatives for /b/	Additional Support Lesson 3
Spelling Alternatives for /k/	Additional Support Lesson 4, 5, 10
Spelling Alternative /ch/ > 'tch'	Additional Support Lesson 6
Spelling Alternatives for /g/	Additional Support Lesson 7
Spelling Alternatives for /j/	Additional Support Lesson 8, 10
Spelling Alternatives for /t/	Additional Support Lesson 11
Spelling Alternatives for /d/	Additional Support Lesson 12
Spelling Alternatives for /f/	Additional Support Lesson 13
Spelling Alternatives for /v/	Additional Support Lesson 14

Spelling Alternatives for /r/	Additional Support Lesson 16
Spelling Alternatives for /l/	Additional Support Lesson 19

More Help with Tricky Spellings

Tricky Spelling 'g'	Additional Support Lesson 9; Page 276
Tricky Spelling 'ed'	Page 276
Tricky Spelling Practice	Page 277

More Help with Statements, Questions, and Exclamations

Write Statements, Questions, and Exclamations	Page 277
Sentence Pasting	Page 277
Add End Punctuation	Additional Support Lesson 11, 13

More Help with Sentences

Identify Parts of Speech in Sentences	Page 277
Mixed-Up Sentences	Page 277
Sentence Strips	Page 278
Dictation with Sentences	Page 278
Build Sentences	Additional Support Lesson 19

More Help with Tricky Words

Tricky Word Practice	Page 278
Tricky Word Match Maker	Page 279
Race to the Top	Additional Support Lesson 20

More Help with Reading

Wiggle Cards	Page 280
Read Decodable Stories	Page 280
Take-Home Stories	Page 281
Answer Story Questions in Writing	Page 281
Silly Voices	Additional Support Lesson 9

Activity Page PP.1



RECOGNIZE AND ISOLATE SOUNDS TAUGHT IN UNIT 5

How Many Sounds?

- Have students complete Activity Page PP.1 (both sides).

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

MORE HELP WITH SIMILAR SOUNDS

Sister Sounds

- See Lesson 3 for /p/ and /b/ and Lesson 12 for /t/ and /d/.
- Create your own word pairs to contrast the sister sounds /k/—/g/, /ch/—/j/, and /f/—/v/.

Find Words with the Same Initial Sounds

- Prepare the pictures for this exercise, enlarging them if possible, and cut them out.
- Choose the pictures that start with /k/ and /g/. (See following table.)
- Mix up the pictures, and tell students that some of the things in the pictures begin with the sound /k/ and some of them begin with the sister sound /g/.
- Show the first picture, and ask a student to name it.
- Repeat the name, emphasizing the initial sound. Have the class do the same.
- Once all of the pictures have been identified, show two pictures at a time, and ask students to name them.
- Ask students whether the words begin with the same sound or different sounds.
- Have students identify the initial sound in each word and sort them into two piles—one for pictures with /k/ and one for pictures with /g/.
- Repeat with the pictures for /l/ and /r/, and /t/ and /d/.

/k/:	/g/:
1. cake	1. gloves
2. cat	2. girl
3. car	3. grass
4. kite	4. grapes
5. candle	5. guitar
6. key	6. goat

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

/l/:	/r/:
1. lamb	1. raccoon
2. lips	2. racket
3. ladder	3. raven
4. ladybug	4. reindeer
5. lantern/lamp	5. ring
6. leaf	6. rocket

/t/:	/d/:
1. table	1. dog
2. two	2. doll
3. toes	3. door
4. tiger	4. doughnut
5. toaster	5. dress
6. teeth	6. deer

- Find pictures for the sister sounds /p/—/b/, /ch/—/j/, and /f/—/v/, and repeat the procedure.

Consonant Blends

- Use this routine when teaching one-syllable spoken words with consonant blends.
- Say the word *blast.* Follow the routine above to blend and segment the word. Point out that the first two sounds, /b/ and /l/, blend together to make 'bl'. Have students say 'bl' and notice how it feels on their tongues. Repeat with /s/ and /t/ at the end of the word.
- Say the following words: *skate, stand.* Have students identify the blends and whether they are at the beginning or end of the words. Then have them blend and segment the words. **TEKS 1.2.A.v; TEKS 1.2.A.vii**

Minimal Pairs

- See Lesson 14 for /f/ and /v/.
- Use the following minimal pairs for the following sound pairs /p/—/b/, /k/—/g/, /ch/—/j/, /t/—/d/, and /l/—/r/.

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.

Minimal Pairs for /p/ and /b/:

1. pat—bat
2. puck—buck
3. pack—back
4. pair—bear
5. pang—bang
6. park—bark
7. path—bath
8. peach—beach
9. peek—beak
10. pig—big

Minimal Pairs for /k/ and /g/:

1. cap—gap
2. came—game
3. card—guard
4. cash—gash
5. cave—gave
6. class—glass
7. coal—goal
8. coat—goat
9. cold—gold
10. curl—girl

Minimal Pairs for /ch/ and /j/:

1. chain—Jane
2. chest—jest
3. chill—Jill
4. chunk—junk
5. chug—jug

Minimal Pairs for /t/ and /d/:

1. tip—dip
2. tale—dale
3. tame—dame
4. tart—dart
5. teal—deal
6. tear—dear
7. tell—dell
8. tense—dense
9. tent—dent
10. time—dime

Minimal Pairs for /l/ and /r/:

1. lake—rake
2. lack—rack
3. lamp—ramp
4. late—rate
5. law—raw
6. lead—read
7. leak—reek
8. leap—reap
9. led—red
10. light—right

Sound Sorts

- Gather a number of objects or pictures of objects that contain either of two target sounds (e.g., /p/—/b/, /k/—/g/, /ch/—/j/, /t/—/d/, /f/—/v/, /l/—/r/).
- Label two boxes with the target sounds (e.g., /p/ and /b/).
- Ask students to say the name of each object or picture, and ask them if it contains the /p/ sound or /b/ sound.
- Have students place the objects or pictures in the appropriate boxes.

MORE HELP WITH SPELLING ALTERNATIVES

Sound/Spelling Review with Code Flip Books

- There are many ways to use the Code Flip Books for review. Here are some ideas:

- Say a sound and ask students to show you the spelling(s) for the sound.
- Ask students to show you the spelling alternatives for a sound, (e.g., for the sound /r/).
- Ask students to show you the spellings that can stand for more than one sound. *('g,' 'ed,' 'oo')* Ask them what these spellings are called. *(tricky spellings)*
- Ask students to show you the most common or least common spelling for a sound.
- Ask students to show you all of the double-letter spellings they have learned.

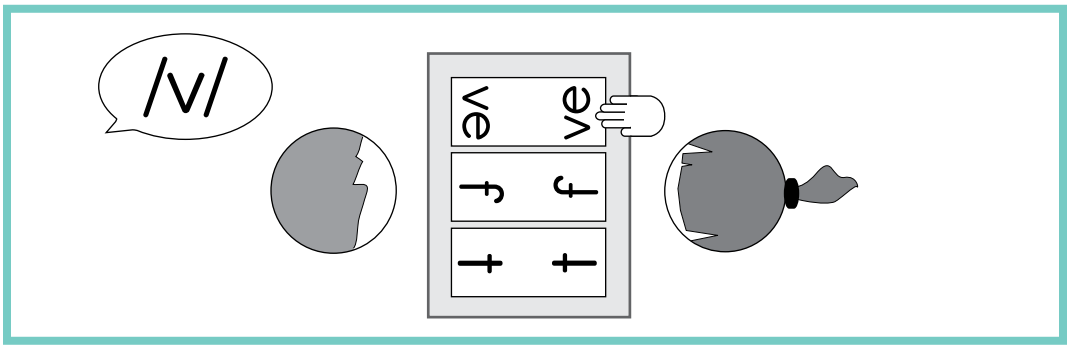
Slap the Spelling

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

- Cut out a long, rectangular slip of paper and write 've' on each end. The letters should face away from each other. (See illustration on next page.) Repeat for 'f' and 't'.

- Affix the cards in a row on the floor, or other surface, between two students who are facing each other.
- Explain that you will say a number of sounds and that you want students to whack the correct spelling as fast as possible.

Note: You can play this game for all sounds and spellings taught/reviewed in this unit. Choose sounds/spellings that are similar, for example, /t/ and /d/, /f/ and /v/, /r/ and /l/, and /ch/ and /j/.



Highlight Spellings

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

- Write a number of decodable words that contain the spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the new spellings.

Spelling Bingo

Note: Use locally approved free Bingo card generators.

- Make Bingo cards with the spellings taught/reviewed in Unit 5 and other spellings that have been taught so far.
- Write the same spellings on paper slips, and put them in a box.
- Give each student a Bingo card and playing pieces.
- Explain that you will pull spellings from the box and that you want students to put a playing piece on top of that spelling if it is on their Bingo card.
- Explain that when all spellings are covered on a card, students should say, "Bingo!"

Spellings Taught/Reviewed in Unit 5:

1. /p/—'p' and 'pp'
2. /b/—'b' and 'bb'
3. /k/—'c', 'k', 'cc', 'ck'
4. /g/—'g' and 'gg'
5. /ch/—'ch' and 'tch'
6. /j/—'j', 'g', 'ge'
7. /t/—'t', 'tt', 'ed'
8. /d/—'d', 'dd', 'ed'
9. /f/—'f' and 'ff'
10. /v/—'v' and 've'
11. /r/—'r', 'rr', 'wr'
12. /l/—'l' and 'll'

Board Sort

Note: If possible, use an overhead projector to model the sort.

- Select words with the sound /ch/ from the box below. Write the words on the board.
- Have students read the words out loud and, as a group, underline the spellings for the /ch/ sound, 'ch' and 'tch'.
- Pass out pencils and paper.
- Have students draw a table with two columns on their paper and label the columns with 'ch' and 'tch'.
- Ask students to sort the words based on which spelling is used for the /ch/ sound, 'ch' or 'tch'.
- Repeat with decodable words for 'r' and 'wr', and 'v' and 've'.
- **Modification:** To make this an exercise that can be used in centers, write the words on slips of paper, and let students paste them into the columns on their paper.

Words with 'ch' or 'tch':

1. branch
2. arch
3. chapter
4. checkers
5. crunch
6. sandwich
7. catcher
8. batch
9. pitcher
10. itching
11. scratching
12. switch

Words with 'r' or 'wr':

1. brave
2. brick
3. draw
4. rage
5. rubbed
6. rust
7. wreck
8. written
9. wrong
10. wrote
11. wrist
12. wrap

Words with 'v' and 've':

1. clever ('v')
2. harvest ('v')
3. liver ('v')
4. living ('v')
5. visit ('v')
6. shiver ('v')
7. carve ('ve')
8. nerve ('ve')
9. serve ('ve')
10. solve ('ve')
11. starve ('ve')
12. twelve ('ve')

Activity Pages PP.2, PP.3



Handwriting Activity Pages with Consonant Spellings

- Have students complete Activity Pages PP.2 and PP.3.

Word Sort

Note: Both variations can be done for any of the sounds/spellings taught or reviewed in this unit.

Variation 1

- Write a number of decodable words that contain either of two target spellings (e.g., 'v' and 've') on cards.
- Label two boxes with the target spellings (e.g., 'v' and 've').
- Have students read the words on the word cards, and ask them if they contain the spelling 'v' or the spelling 've'.
- Have students place the cards in the appropriate boxes.

Variation 2

- Write a number of decodable words with the three spellings for /r/ on word cards, one word per card. You can also use white boards.

- Distribute the cards/white boards.
- Explain that you want students to form groups: one group for words with /r/ spelled 'r', one group for /r/ spelled 'rr', and one group for /r/ spelled 'wr'.

Spelling Tree

Note: At the end of this unit, students will know a number of spellings for the sounds /p/, /b/, /k/, /g/, /ch/, /j/, /t/, /d/, /f/, /v/, /r/, and /l/. See the following box for a summary of the spellings.

- Work with students to make an additional Spelling Tree for any one of the sounds reviewed in Unit 5.
- Work with students to cut leaves out of green paper.
- Write decodable words with the spellings on the blank leaves.
- Have students hang the words on the proper branch, sorting them by spelling.
- Keep the Spelling Tree up for a few weeks, and allow students to add additional word-leaves to it from time to time.

Spelling Alternatives Taught/Reviewed in Unit 5:

1. /p/—'p' and 'pp'
2. /b/—'b' and 'bb'
3. /k/—'c', 'k', 'cc', 'ck'
4. /g/—'g' and 'gg'
5. /ch/—'ch' and 'tch'
6. /j/—'j', 'g', 'ge'
7. /t/—'t', 'tt', 'ed'
8. /d/—'d', 'dd', 'ed'
9. /f/—'f' and 'ff'
10. /v/—'v' and 've'
11. /r/—'r', 'rr', 'wr'
12. /l/—'l' and 'll'

Teacher Chaining

- Write *hip* on the board.
- Ask a student to read the word.
- Remove 'p' and add 'tch' to create *hitch*.
- As you make this change, say to students, "If that is *hip*, what is this?"
- Ask students what change you made to the word hip to get the word *hitch*. Ask them whether you changed the first, middle, or last sound/spelling.
- Continue this process with the remaining words.

- When you come to the end of the first chain, erase the board and begin the next chain.

1. hip > hitch > hatch > hutch > hug
2. bat > batch > patch > pitch > ditch
3. ate > ape > age > page > cage
4. bar > barge > large > lard
5. gem > gems > germs > terms
6. wreck > wren > wrench > bench

Teacher Chaining with Two-Syllable Words

- Write *kitch•en* on the board, inserting a dot divider in the middle of the word at the location shown.
- Ask a student to read the word.
- Tell the class that you are going to change either the first syllable or the second syllable to make a new word.
- Remove *kitch* and add *hidd* to make *hidd•en*. (Do not erase the dot divider.)
- As you make this change, say to students, "If that is *kitchen*, what is this?"
- Continue this process with the remaining words.

1. kitch•en > hidd•en > writt•en > rott•en > rott•ing > runn•ing
2. swimm•ing > dress•ing > batt•ing > batt•er > farm•er > pitch•er > pitch•ing
3. mag•ic > trag•ic > pan•ic > pan•ther
4. switch•es > ditch•es > itch•es > hitch•es

Word Sort

- Set up the pocket chart so it has headers for one of the following sets of spellings: 't', 'tt', and 'ed'; 'd', 'dd', and 'ed'; 'c', 'k', 'cc', and 'ck'; 'g' and 'gg'; 'f' and 'ff'; 'v' and 've'; 'p' and 'pp'; 'b' and 'bb'; 'l' and 'll'; 'r', 'rr', and 'wr'; 'ch' and 'tch'; or 'j', 'g', and 'ge'. There should be a header for each spelling in the chosen set.
- Write a number of decodable words containing the spellings in the set you chose on index cards.
- Ask students to sort the words by placing them on the pocket chart under the proper headers.

- **Modification:** Set up two or more identical pocket charts, divide the class into groups, and have the groups do the word sort as a race.

Word Collection

Note: This exercise can be done for any of the sound/spellings taught or reviewed in this unit.

- Tell students that you would like them to help you make a collection of words that have the /p/ sound.
- Ask students to tell you the spellings for the /p/ sound that they remember.
- Write 'p' and 'pp' as headers on the board.
- Ask students to tell you words that contain the /p/ sound.
- Write the words on the board, placing them under a proper header.
- Repeat until you have multiple examples of both spelling patterns ('p' and 'pp').
- Once multiple examples are on the board, use the chart on the board to review the spellings, point out which spelling is more common, identify spelling patterns, etc.
- If students give you words that are not decodable, add them to the list and point out the tricky parts of the word. For example, if a student says the word *purse*, you would want to briefly explain the 'ur' spelling for /er/ and the 'se' spelling for /s/.

Guess My Word

- Set up the pocket chart, or lay the cards on the table.
- Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'u', 'o', 'ar', 'er'.
- Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm', 'n', 't', 've', 's', 'p', 'b', 'g', 'ge', 'l', 'wr', 'tch', 'ng'.
- Think of a decodable word that you can build using the spellings shown, but do not tell the class your word.
- Tell students how many sounds are in your word.
- Invite students to guess the word by asking whether or not it contains specific sounds and/or spellings.
- If students identify a spelling that is in the word, move that spelling to the middle of the pocket chart.

Pocket Chart Setup



- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

Possible Words:

1. batch	8. nag	15. merge
2. botch	9. bag	16. serve
3. match	10. gem	17. starve
4. wretch	11. germ	18. wrist
5. get	12. large	19. wring
6. got	13. barge	20. wrap
7. garb	14. Marge	21. wren

Choose the Right Word

- Write the words *large*, *kitchen*, *write*, and *wrap* on the board, and have students read them.
- Tell students that you are going to ask them some questions. They can find the answers on the board.
- Ask students, "Which word means the same thing as big?"
- Have students find the answer (*large*) on the board and then copy it onto a sheet of paper or whiteboard.
- Continue this process with the remaining sets of questions.

1a. Which word means the same thing as *big*? (*large*)

1b. Which word describes a room that has a fridge and a stove? (*kitchen*)

1c. Which word describes something that you can do with a pen or a pencil? (*write*)

1d. Which word describes what you do with a gift before you give it to someone? (*wrap*)

2a. Which word means the opposite of *right*? (*wrong*)

2b. Which word describes what chicks do when they are born? (*hatch*)

2c. Which word tells how old you are? (*age*)

2d. Which word is the number that comes after eleven? (*twelve*)

3a. Which word describes the thing in which birds or hamsters are kept? (*cage*)

3b. Which word describes the red stuff that you can put on french fries? (*ketchup*)

3c. Which word describes a part of a shirt? (*sleeve*)

3d. Which word is another word for *very big*? (*huge*)

Match the Words

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

- Have students turn to Activity Pages PP.4 and PP.5.
- Have students cut out the word cards from Activity Page PP.4.
- Have students read the words on the word cards and match them to the words on Activity Page PP.5 by placing the word cards on top of the matching words.

Word Recognition

- Have students turn to Activity Page PP.6.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the activity page: your word and another word.
- Tell students to circle each word that you say.
- **Extension:** Have students copy the circled words on the lines.

Activity Pages PP.4–PP.6



1. page	6. gem
2. patch	7. kitten
3. twelve	8. merge
4. write	9. nerve
5. barge	10. wrong

Activity Pages PP.7–PP.10



Yes or No?

- Have students complete Activity Page PP.7.

Match Maker

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

- Write decodable words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, the student keeps the cards.
- Let the game continue until all matches have been found.

Handwriting with Words

- Have students complete Activity Pages PP.8 and PP.9.

Which Word Is Right?

Note: If you are uncomfortable exposing students to words spelled incorrectly, you can choose not to use this activity page.

- Have students turn to Activity Page PP.10.
- Explain that in each box there are three words; only one of these words is the word you will say.
- Say the words below, and have students circle the words that you say for each box.

1. starve	5. match
2. large	6. switch
3. wrist	7. wrong
4. cage	8. solve

Word Box

- Have students complete Activity Page PP.11.

Label the Picture

- Have students complete Activity Page PP.12.

Fill in the Blanks

- Have students turn to Activity Page PP.13.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the activity page, but each one is missing one word.
- Tell students to fill in the blanks as you read the sentences.
- When you read the missing word, hold up one finger for each sound in the word. Then ask students to write the word sound by sound.

1. He plunged into the pool.	5. Germs can make you sick.
2. We can solve the problem.	6. Will you write me a letter?
3. The dog fetched the stick.	7. What is on the next page?
4. The beeping sound got on my nerves.	8. Who is the best pitcher?

Chaining Dictation

- Have students take out a pencil and a piece of paper.
- Tell students that you are going to say a number of words.
- Explain that each new word will be very similar to the previous word, but one sound will be different.
- Tell students to write each word that you say.
- As you move from one word to the next, use the chaining phrase, "If that is *bag*, show me *batch*."
- For each word that you say, hold up one finger for each sound.

Activity Pages PP.11–PP.13



- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *bag*, students should draw three lines: __ __ __.
- Once students have drawn one line for each sound in the word, ask them to write the word's spellings on their respective lines: b a g.
- Finally, ask students to read the word back to you.
- Write the words on the board, and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the spellings.

1. bag > batch > catch > match > hatch
2. cage > rage > page > sage > stage
3. hem > gem > germ > term > perm
4. song > wrong > wring > wrung

Targeted Dictation

- Have students take out pencil and paper. Choose a set of words from the following boxes to dictate.
- Explain that you are going to say ten words that will follow a certain pattern. The first word will be a root word; the second word will be the same word with the ending *–ed* added. The consonant spelling at the end of the root word will be doubled in the word with the ending *–ed*.
- Tell students to write each word that you say.
- Ask students to read the words back to you.
- Write the words on the board and have students self-correct.
- Instruct students to refer to their Individual Code Charts if they are having difficulty remembering how to write the vowel spellings.

Words with 'p' and 'pp':

1. tip—tipped
2. flip—flipped
3. trip—tripped
4. pop—popped
5. drop—dropped

Words with ‘b’ and ‘bb’:

1. nab—nabbed
2. grab—grabbed
3. rob—robbed
4. rub—rubbed
5. sob—sobbed

Words with ‘t’ and ‘tt’:

1. spot—spotted
2. pet—petted
3. dot—dotted
4. bat—batted
5. rot—rotted

Words with ‘d’ and ‘dd’:

1. nod—nodded
2. shred—shredded
3. skid—skidded
4. pad—padded

Words with ‘g’ and ‘gg’:

1. wag—wagged
2. tug—tugged
3. hug—hugged
4. shrug—shrugged
5. plug—plugged

Dictation with Words

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of words. These words will contain the spelling alternatives for /ch/, /j/, /v/, and /r/ taught in this unit.
- Write the spellings ‘tch’, ‘g’, ‘ge’, ‘ve’, and ‘wr’ on the board.
- Tell students to write each word that you say.
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds and then draw a line on their paper for each sound that they hear. For example, for the word *large*, three lines would be drawn on the paper: __ __ __ .
- Once students have drawn one line for each sound, remind them that the sound /ar/ is spelled with two letters.

- Have students write the spellings on their respective lines: l ar ge.
- Finally, ask students to read the word back to you.
- Write the words on the board, and have students self-correct.
- Instruct students to refer to the Individual Code Chart if they are having difficulty remembering how to write the vowel spellings.

Note: We do not expect you to dictate all of these words. Please make a selection based on students' needs.

1. large	13. twelve	25. legend
2. write	14. serve	26. pitch
3. age	15. you've	27. patch
4. page	16. stretched	28. matches
5. huge	17. solve	29. shelves
6. wrong	18. magic	30. scratch
7. wrote	19. match	31. germs
8. kitchen	20. ourselves	32. fetch
9. largest	21. we've	33. I've
10. charge	22. wrapped	34. wrist
11. catch	23. carved	35. rage
12. stage	24. lunging	36. wreck

MORE HELP WITH TRICKY SPELLINGS

Tricky Spelling 'g'

Activity Pages PP.14–PP.15



- Have students turn to Activity Page PP.14.
- Provide each student with two different-colored pencils or highlighters.
- Have students read the words in the boxes and shade the boxes in one color if the word in the box contains the sound /g/ as in *got* and in another color if the word in the box contains the sound /j/ as in *gem*.

Tricky Spelling 'ed'

- Have students turn to Activity Page PP.15.
- Provide each student with two different-colored pencils or highlighters.

- Have students read the words in the boxes and shade the boxes in one color if the word contains the sound /t/ as in *asked* and in another color if the word contains the sound /d/ as in *filled*.

Tricky Spelling Practice

Note: See Lesson 9.

- Have students complete Activity Page PP.16 for the tricky spelling 'g'.

Activity Page PP.16



MORE HELP WITH STATEMENTS, QUESTIONS, AND EXCLAMATIONS

Write Statements, Questions, and Exclamations

- On Activity Page PP.17, have students write two statements, two questions, and two exclamations based on the illustration.

Activity Page PP.17



Sentence Pasting

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

- Write a number of decodable statements and questions on paper and cut them into individual words. Keep the period or question mark on the same slip with the final word in each sentence.
- Have students form the sentences and paste them on paper.

MORE HELP WITH SENTENCES

Identify Parts of Speech in Sentences

- Have students turn to Activity Page PP.18.
- Tell them to copy each sentence, then circle the noun and draw a squiggly line under the verb.

Activity Page PP.18



Mixed-Up Sentences

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

- On slips of paper, write a number of decodable nouns, verbs, adjectives, question words, prepositions, and articles that can be combined to make statements and questions. Also, make slips of paper with periods and question marks.
- Have students construct statements and questions with these words and punctuation marks.
- **Extension**: Have students copy the complete sentences on paper.

Sentence Strips

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

- Choose sentences from *Kate's Book* that can be illustrated, and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask your students to count the words and then draw a line on their paper for each word that they hear, leaving a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask students to read the sentence back to you.
- Write the sentences on the board, and have students self-correct.

1. The dog scratched his neck.
2. We had dinner in the kitchen.
3. My sister likes to act on stage.
4. Can you solve this math problem?
5. I wrote a long letter to my mom.
6. This dress has short sleeves.
7. The car ended up in the ditch.
8. Can you switch the TV off?
9. Where is the ketchup?
10. The ship wrecked in the storm.
11. A stitch in time saves nine.
12. Wring out your wet socks!

MORE HELP WITH TRICKY WORDS

Tricky Word Practice

Activity Page PP.19



- Have students turn to Activity Page PP.19.
- Write *how* on the board and have students read it.
- Have students copy *how* onto the left side of their sheet of paper next to 1. They should say the name of each letter as they copy the word.
- Erase the word from the board.

- Have students fold their paper along the dotted line and position it so the word they copied is facedown on the desk.
- Have students write *how* from memory next to 1. They should say the name of each letter as they write the word.
- Tell students to unfold their paper and compare the word they just wrote with the word they copied earlier.
- Have students correct the word if they misspelled it.
- Repeat these steps with some or all of the remaining Tricky Words. Choose the words that students need to practice the most.

Some Tricky Words Taught So Far

1. how
2. picture
3. could
4. would
5. should
6. down
7. yesterday
8. today
9. tomorrow
10. their
11. my
12. by
13. here
14. there
15. was
16. who

Tricky Word Match Maker

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

- Write six to twelve Tricky Words on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, the student keeps the cards.
- Let the game continue until all matches have been found.

MORE HELP WITH READING

Wiggle Cards

- Write the following sentences on large cards. Show students a Wiggle Card, have them read it, and let them perform the action.
- Use the Wiggle Cards between activities and to fill odd moments in the day.

1. Scratch your nose.
2. Bend your wrists.
3. Stretch your arms.
4. Tug on your sleeve.
5. Cringe.
6. Pinch your nose.
7. Stand rigid.
8. Jump twelve times.

Read Decodable Stories TEKS 1.2.D

- Have students read stories from their Readers, including the stories listed under the section "Pausing Point (Stories for Assessment and Enrichment)."

Discussion Questions for "We Are TV Stars"

1. How do find the page number for the story?
   - » Look at the table of contents.
2. **Literal.** Who did Kate and Gad see on TV?
   - » Kate and Gad saw themselves being interviewed on TV.
3. **Inferential.** Why might Gad have jumped back from the mike?
   - » Answers may vary, but might include that he was scared.
4. **Evaluative.** Why might people be interested in a news story about Kate and Gad finding raptor bones?
   - » Answers may vary.

Discussion Questions for "Doba's Book"

1. How do we hold the book?
   - » Right side up
2. **Inferential.** Why would Kate say that it became less fun to smile and wave a fork six times?
   - » Answers may vary, but may include that the more you do something the less exciting it becomes.
3. **Literal.** Why does Doba say the long book felt short to her?
   - » Doba said that she liked the book so much that it felt short.

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide.

Discussion Questions for "The Book Shop"

1. How do we know the title of the book?
    - » We look at the title page.

2. **Inferential.** Describe Simon Chee.
    - » Simon Chee is the man who wrote one of Doba's favorite books. He has a big smile and is nice to Kate and Doba.

3. **Inferential.** Why might Kate have decided to write her own book?
    - » Answers may vary, but may include that she has been inspired by visiting Simon Chee.

4. **Literal.** What do Kate and Doba shake on?
    - » Kate and Doba shake to show that they agree to make a book together.

Discussion Questions for "We Make a Book"

1. What is the purpose of the illustrations?
    - » Possible response: to show what the characters look like

2. **Literal.** How do Doba and Gad help Kate write the book?
    - » Doba helps Kate pick out good words, and Gad fixes Kate's spelling mistakes.

3. **Literal.** Who publishes Kate's book?
    - » A friend of Kate's dad decides to publish Kate's book.

4. **Evaluative.** What did you say to Kate in your letter to her about her book?
    - » Answers may vary.

Take-Home Stories

- Have students take Activity Pages PP.20–PP.27 home to practice reading with a family member.

Activity Pages PP.20–PP.27

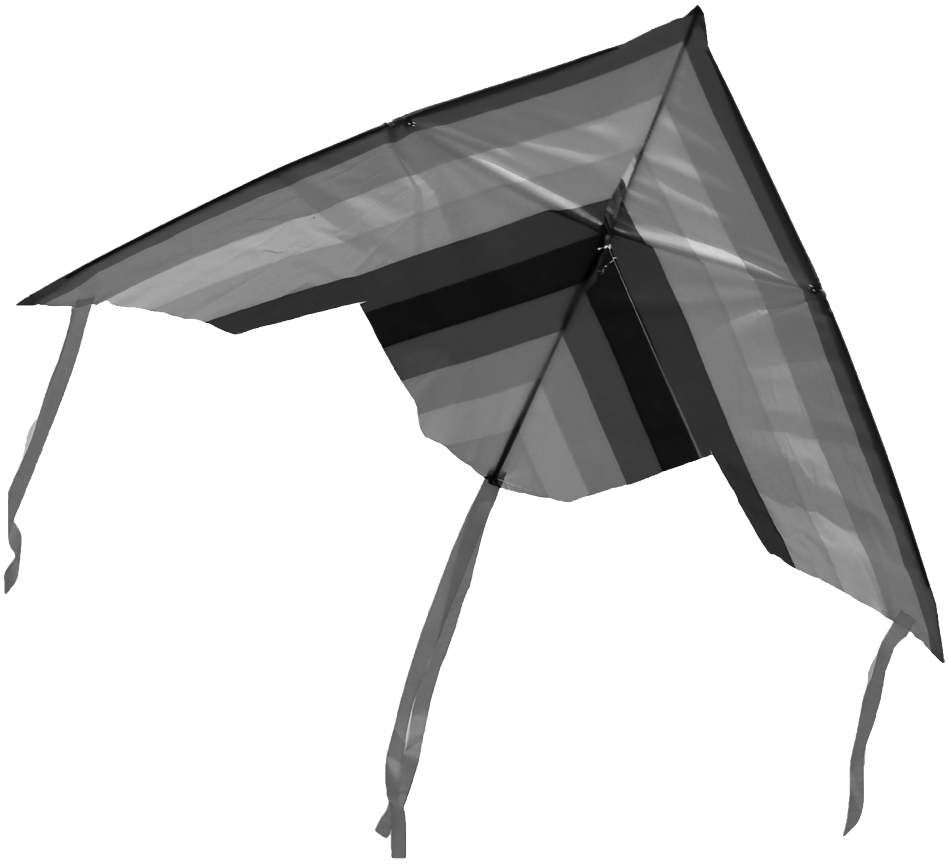


Answer Story Questions in Writing

- Have students complete the activity pages as follows:
    - "We Are TV Stars" – Activity Page PP.24
    - "Doba's Book" – Activity Page PP.25
    - "The Book Shop" – Activity Page PP.26
    - "We Make a Book" – Activity Page PP.27



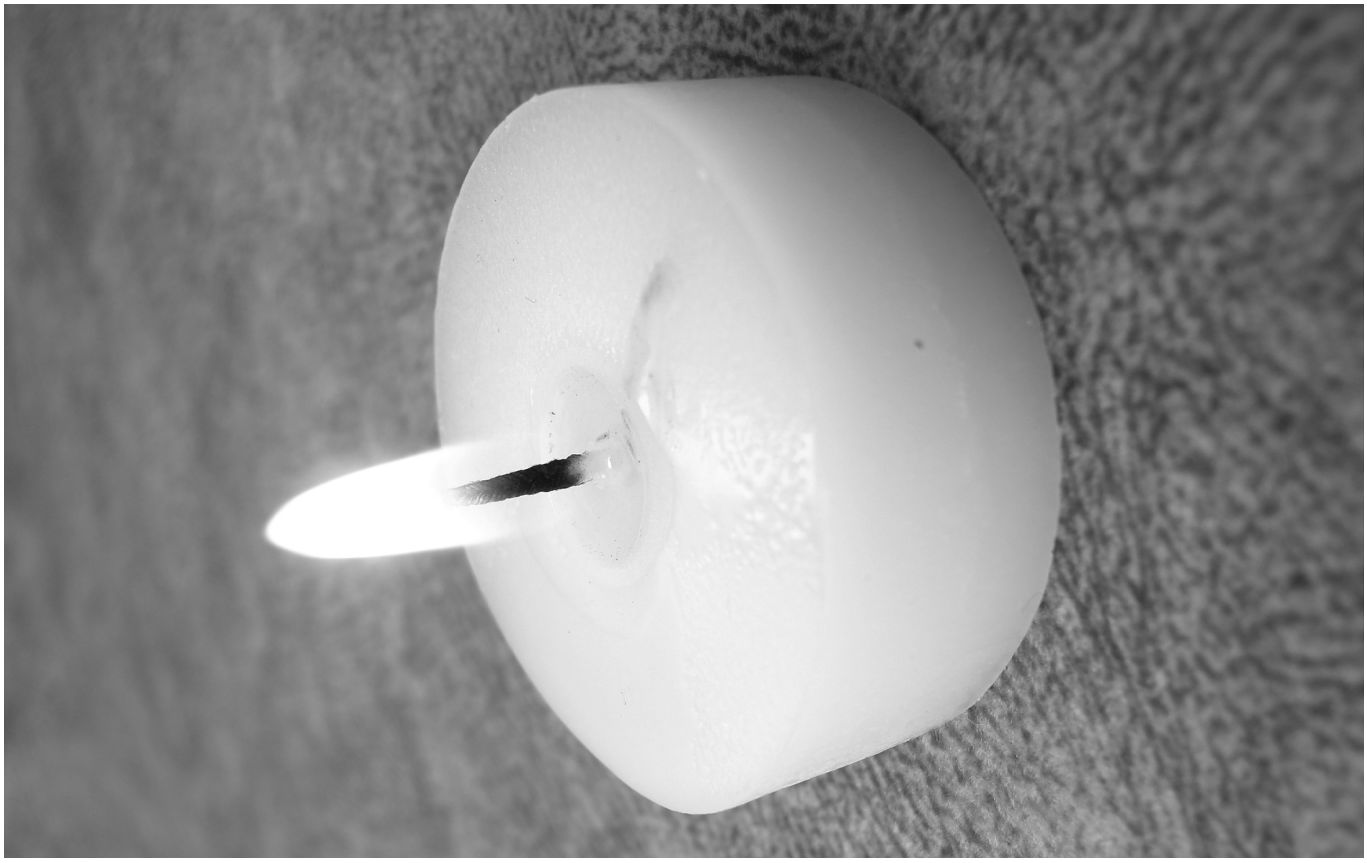


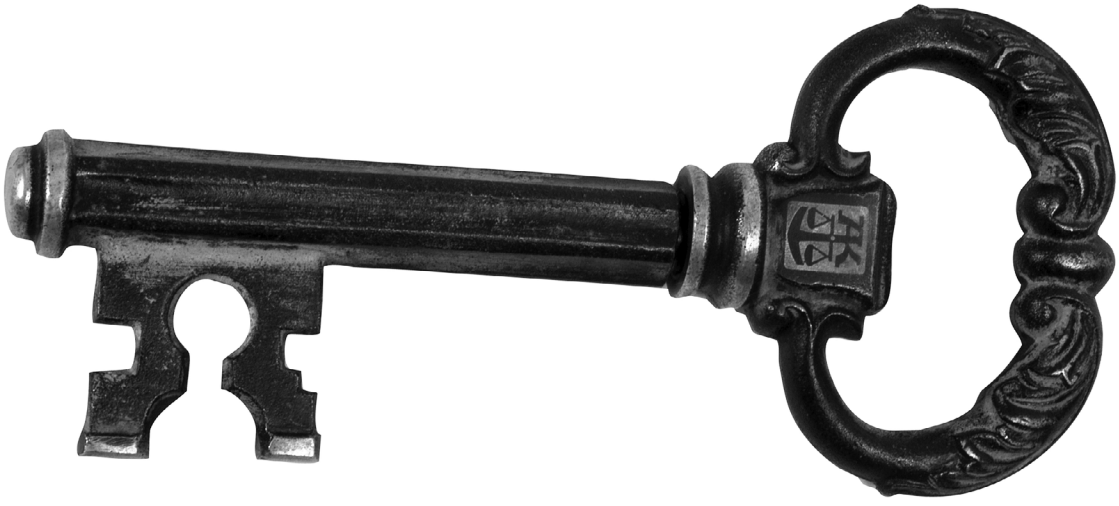




Finding Words with Similar Initial Sounds

Pausing Point









Finding Words with Similar Initial Sounds

Pausing Point





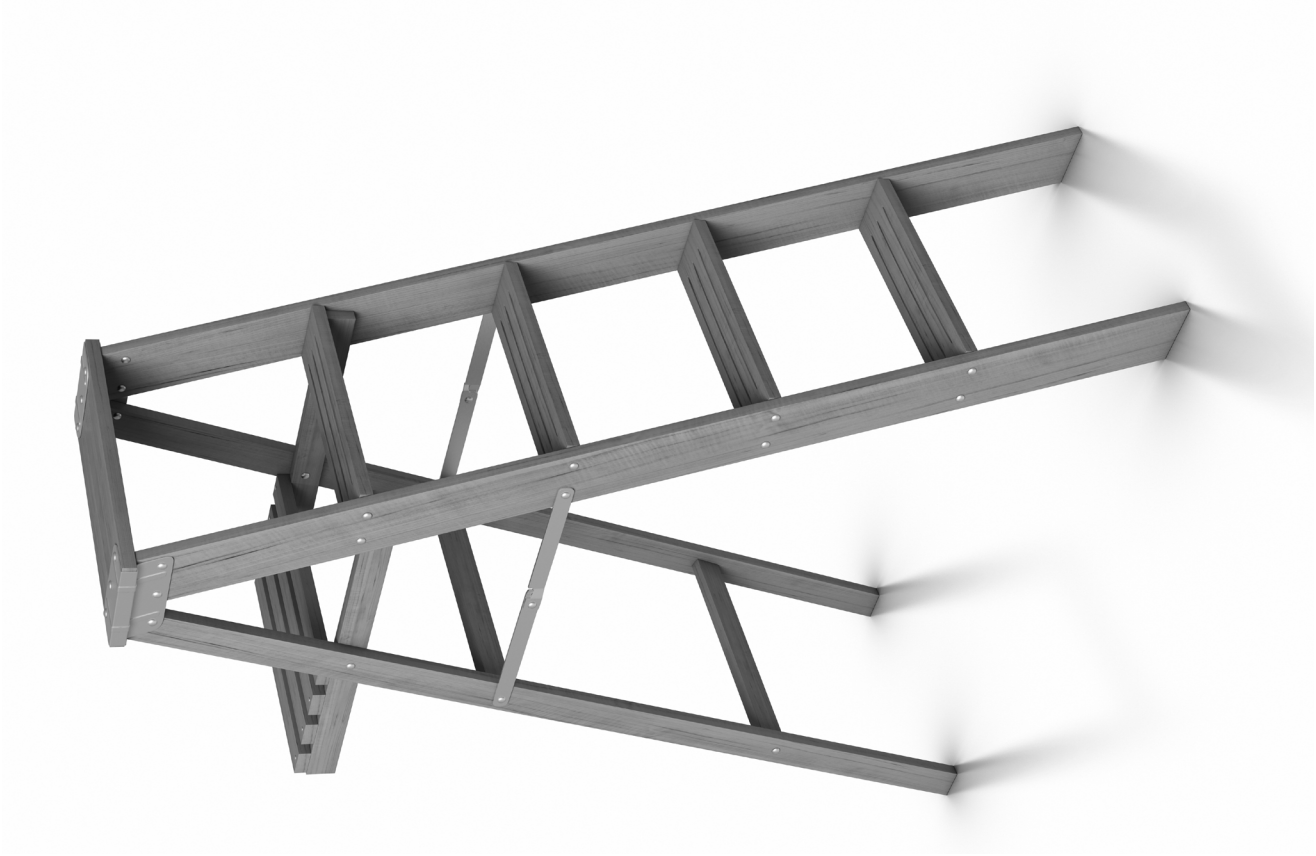
Finding Words with Similar Initial Sounds







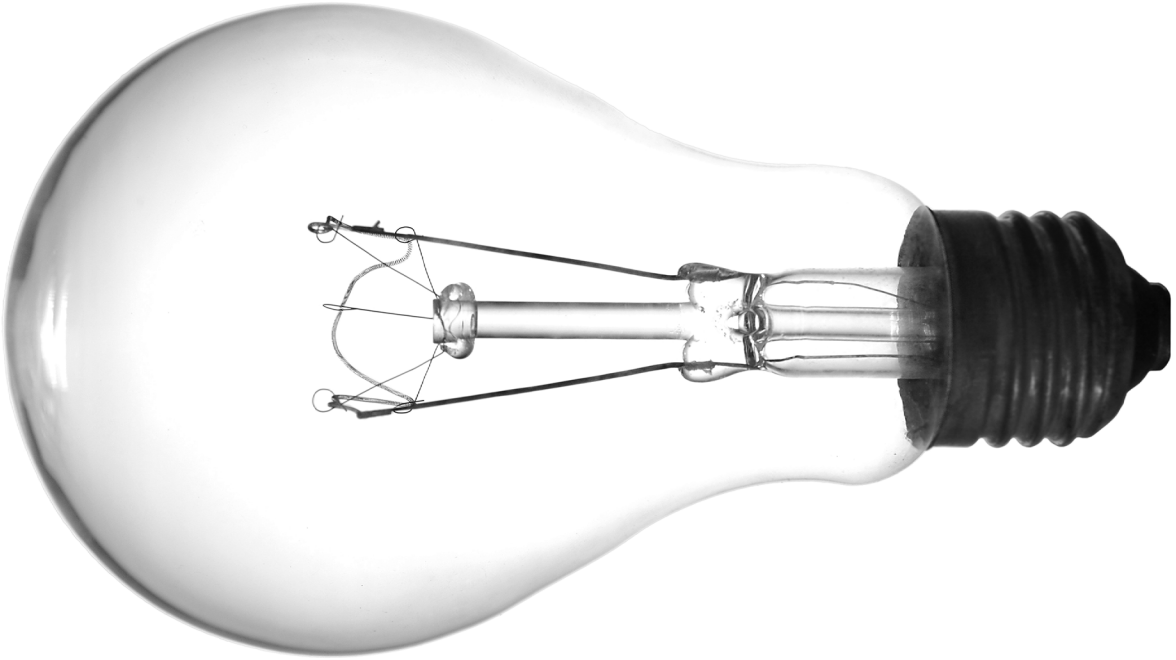


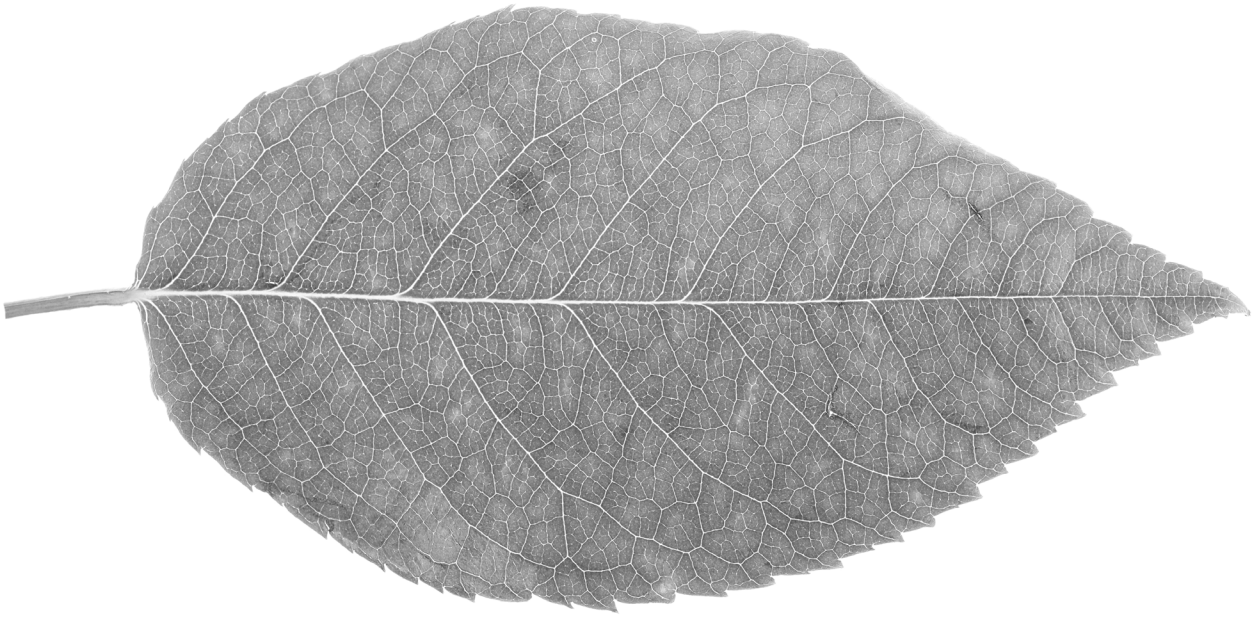




Finding Words with Similar Initial Sounds

Pausing Point









Finding Words with Similar Initial Sounds

Pausing Point

Finding Words with Similar Initial Sounds

Foundational Skills 5

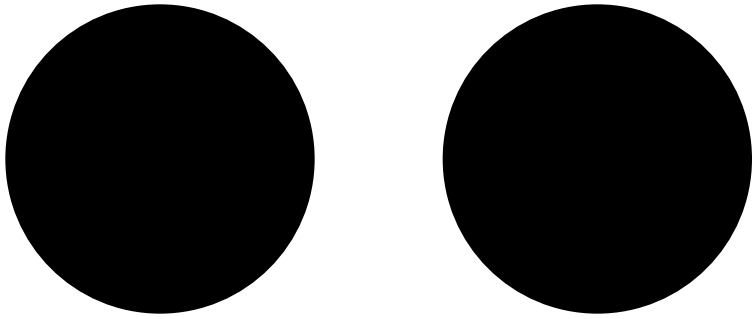




Finding Words with Similar Initial Sounds

Pausing Point





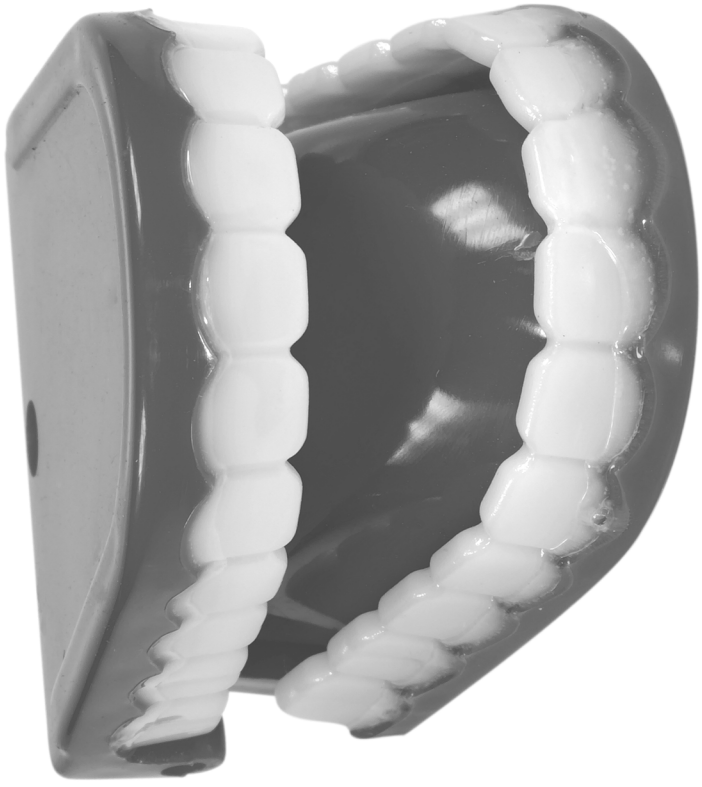


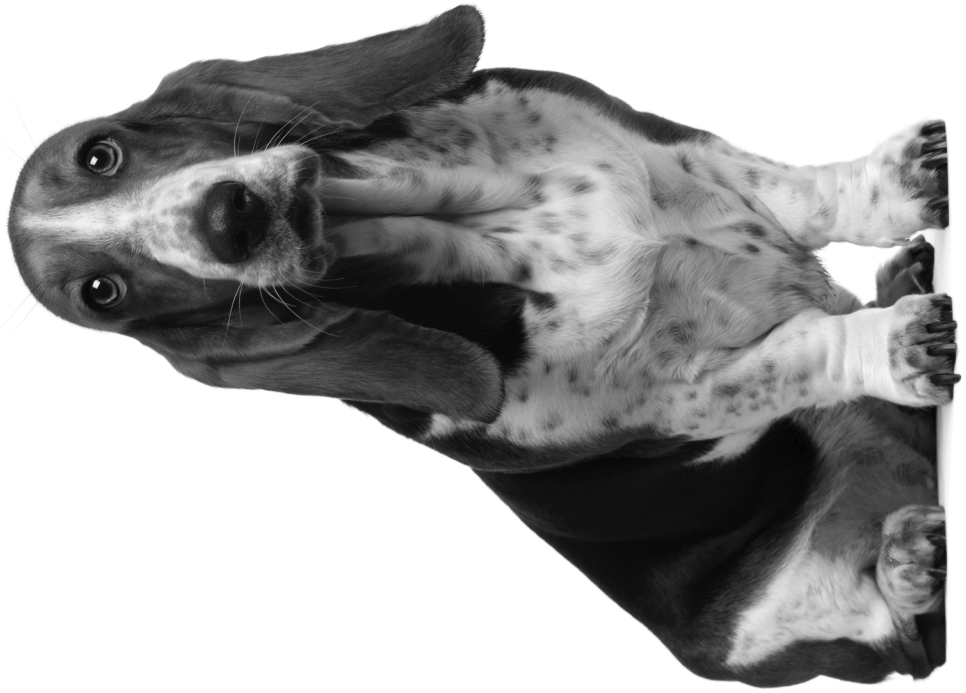


Finding Words with Similar Initial Sounds

Pausing Point



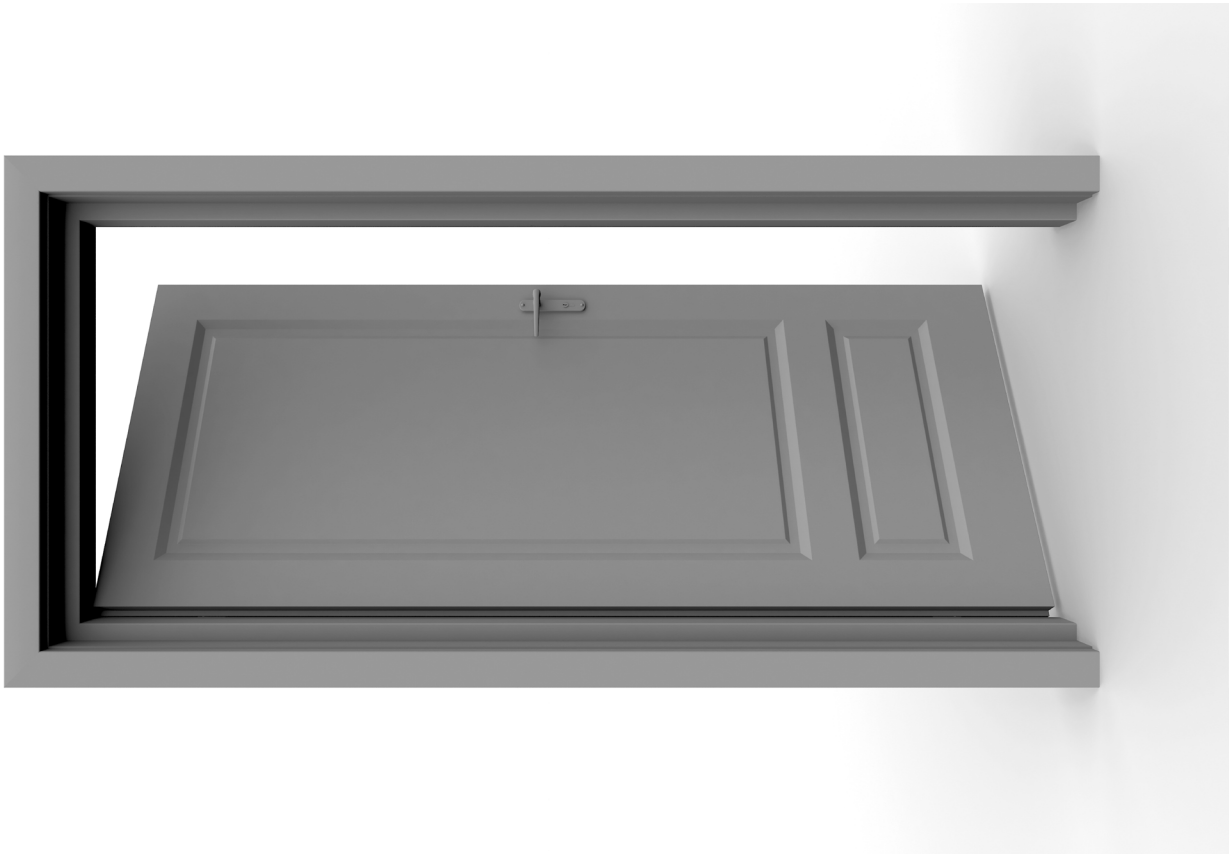






Finding Words with Similar Initial Sounds

Pausing Point









Finding Words with Similar Initial Sounds

Pausing Point

Teacher Resources

Grade 1	Foundational Skills 5

Teacher Guide

Teacher Resources

Tricky Word Family Letter
Tricky Word Flash Cards
Tricky Word Assessment Record: Beginning and End of Unit 5 (optional)
Tricky Word Assessment List
Anecdotal Reading Record—Unit 5
Discussion Questions Observation Record—Unit 5
Making a Spelling Tree
Template: Spelling Tree Leaves
Template: Spelling Tree Odd Ducks
Lesson 5: Spelling Analysis Directions
Lesson 5: Analysis of Student Errors
Lesson 10: Spelling Analysis Directions
Lesson 10: Analysis of Student Errors
Lesson 15: Spelling Analysis Directions
Lesson 15: Analysis of Student Errors
The Writing Process
"Take a Stand and Tell Why" Planning Template
"Take a Stand and Tell Why" Drafting Template
Lesson 20: Spelling Analysis Directions
Lesson 20: Analysis of Student Errors
Word Recognition Assessment Analysis Directions
Word Recognition Assessment Class Record
Grammar Assessment Analysis Directions
Additional Support Activity Pages
Activity Book Answer Key
Appendix: Using Chunking to Decode Multisyllable Words
Texas Essential Knowledge and Skills Correlation Chart
English Language Proficiency Standards Correlation Chart

TRICKY WORD FAMILY LETTER

Dear Family Member,

In this unit, your student will continue to learn new Tricky Words. Tricky Words are words that do not follow the rules for encoding that your student has learned, so they simply must learn and remember how to read and spell them. The tricky parts of each word are underlined. Your student will be taught to read the following new words as Tricky Words: *how* (Lesson 2), *stagecoach* (Lesson 12), and *picture* (Lesson 14). You are being provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other Tricky Words on the flash cards successfully at the beginning of this unit, as they were taught in earlier units.

Please have your student cut out the flash cards. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have them read them to you as quickly as possible several times each week.

he	down
my	the
because	why
she	they
who	once

to	we
are	you
could	two
were	one
be	do

a	no
some	your
have	I
says	which
their	so

where	should
of	there
me	to
by	all
was	when



from	word
said	what
would	here
today	yesterday
tomorrow	Sunday



Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
how	stagecoach
picture	

TRICKY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 5 (OPTIONAL)

Name _____

This is an optional assessment of previously taught Tricky Words. At the beginning and end of Unit 5, show the student the Tricky Word list that follows this record.

Ask the student to read each word on the page from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Tricky Word	Beginning of Unit 5 Assessment: Date _____	End of Unit 5 Assessment: Date _____
1. he		
2. down		
3. my		
4. the		
5. because		
6. why		
7. she		
8. they		
9. who		
10. once		
11. to		
12. we		
13. are		
14. you		
15. could		
16. two		
17. were		

18. one		
19. be		
20. do		
21. a		
22. no		
23. some		
24. your		
25. have		
26. I		
27. says		
28. which		
29. their		
30. so		
31. where		
32. should		
33. of		
34. there		
35. me		
36. to		
37. by		
38. all		
39. was		
40. when		
41. from		
42. word		
43. said		
44. what		
45. would		
46. here		
47. today		

48. yesterday		
49. tomorrow		
50. Sunday		
51. Monday		
52. Tuesday		
53. Wednesday		
54. Thursday		
55. Friday		
56. Saturday		
57. how		
58. stagecoach		
59. picture		
Subtotal	**__ /59**	**__ /59**

TRICKY WORD ASSESSMENT LIST

1.	he	2.	down	3.	my
4.	the	5.	because	6.	why
7.	she	8.	they	9.	who
10.	once	11.	to	12.	we
13.	are	14.	you	15.	could
16.	two	17.	were	18.	one
19.	be	20.	do	21.	a
22.	no	23.	some	24.	your
25.	have	26.	I	27.	says

28. which	29. their	30. so
31. where	32. should	33. of
34. there	35. me	36. to
37. by	38. all	39. was
40. when	41. from	42. word
43. said	44. what	45. would
46. here	47. today	48. yesterday
49. tomorrow	50. Sunday	51. Monday
52. Tuesday	53. Wednesday	54. Thursday

55. Friday 56. Saturday 57. how

58. stagecoach 59. picture

ANECDOTAL READING RECORD—UNIT 5

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 5

CS✓ - Answered in a complete sentence
L✓ - Answered a literal question correctly
I✓ - Answered an inferential question correctly
E✓ - Answered an evaluative question correctly

CS× - Did not answer in a complete sentence
L× - Answered a literal question incorrectly
I× - Answered an inferential question incorrectly
E× - Answered an evaluative question incorrectly

Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal

MAKING A SPELLING TREE

Over the course of this unit, you will be asked to make and display a total of three Spelling Trees on the walls of your classroom: one each for /k/, /j/, and /r/. If wall space for display is limited, you may decide to use a chart tablet to create all of your Spelling Trees during the year. It is suggested that you dedicate the chart pad to Spelling Trees only so you and students may use the pad as a reference to quickly flip through and locate a particular Spelling Tree. Draw only one Spelling Tree per page.

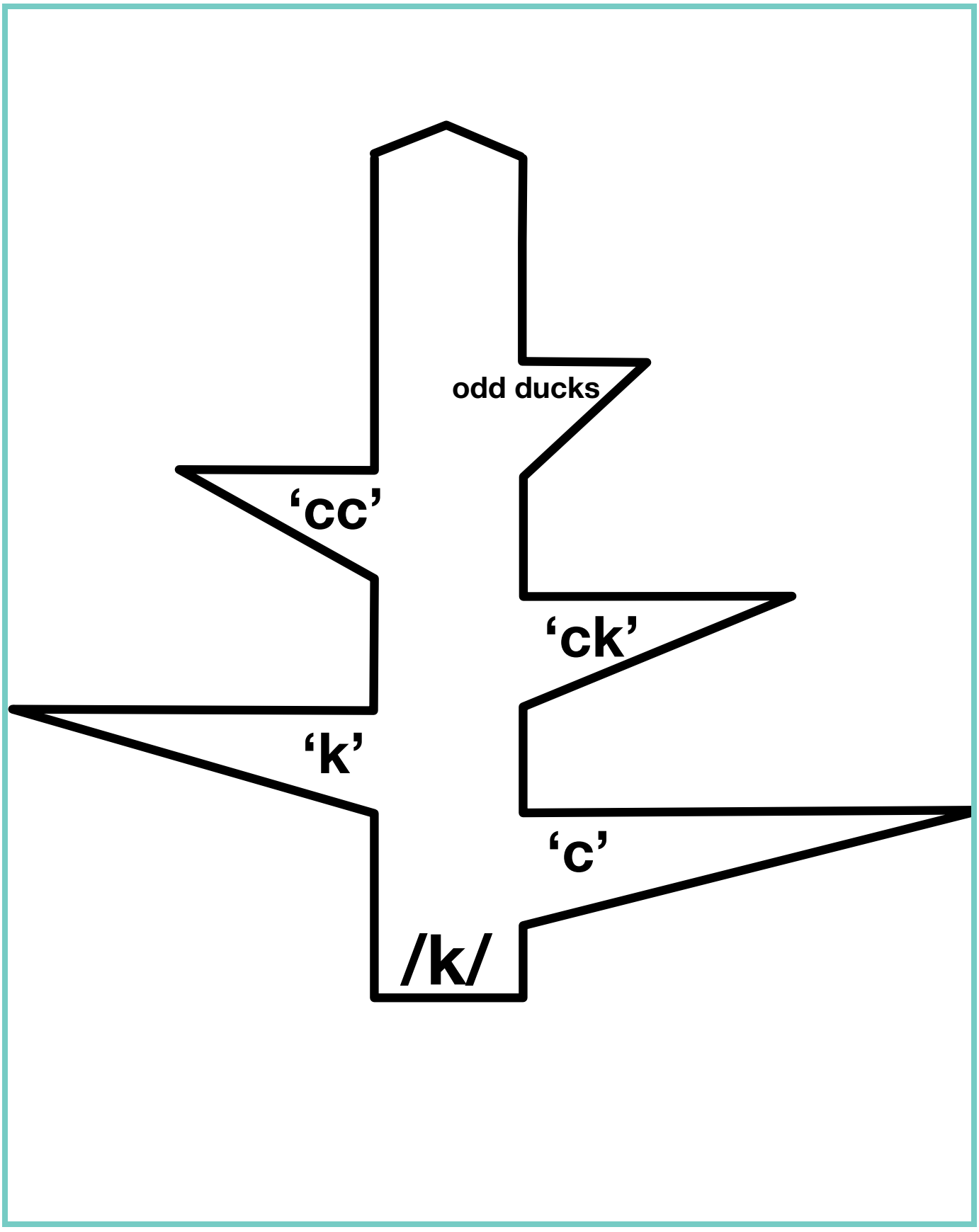
If wall display space permits, please make each Spelling Tree at least 24 inches x 18 inches, preferably a good deal larger, making the trunk out of brown construction paper; otherwise, draw the trunk on chart paper. For Lesson 4, label the trunk /k/.

For Lesson 4, make or draw five branches that will fork off from the central trunk. The branches should vary in their length and correlate with the power bars for the various spellings on the Spelling Cards and the Consonant Code Flip Book. The branches should diminish in size from the bottom of the Spelling Tree up to the top. The largest, bottom branch should be labeled 'c'; this is the most frequent spelling for /k/. The next, slightly smaller branch should be labeled 'k' as this is the second most frequent spelling of /k/. The next two branches should be approximately equal size, labeled 'ck' and 'cc', respectively. The top branch (and shortest) is for "odd ducks." The odd ducks branch is a place for you to include words that have the /k/ sound spelled in a way that is not explicitly taught in this unit. In effect, the odd ducks are the exceptions to the spellings students have learned. Use the illustration that follows to guide you in labeling and assembling the Spelling Tree.

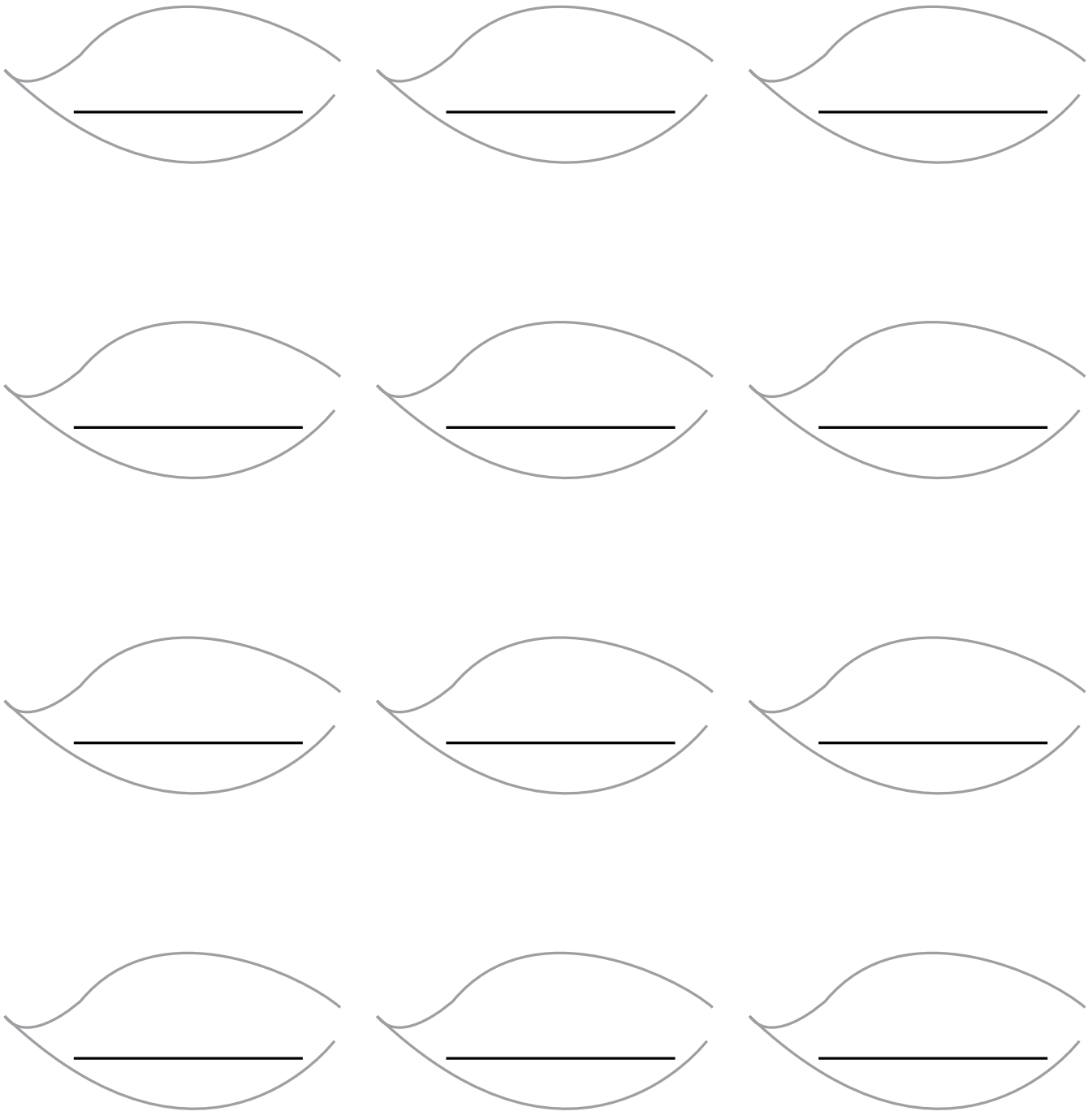
Make multiple copies of the leaf template provided. The leaves should be big enough to write words on them, small enough that you can fit at least twenty-five or thirty words on the Spelling Tree, but not so small that the words are unreadable when mounted on the wall. The leaves are for words that contain one of the spelling patterns.

For Lesson 4, write these /k/ words on the leaves: *car, cone, class, fact, cab•in, pic•nic, att•ic, kite, fork, skin, book, back, truck, brick, quack, hicc•up, socc•er*. Also have some extra blank leaves available for use during the lesson. Do not place the leaves on the Spelling Tree prior to the lesson; you will do this with students. Have additional blank leaves as well.

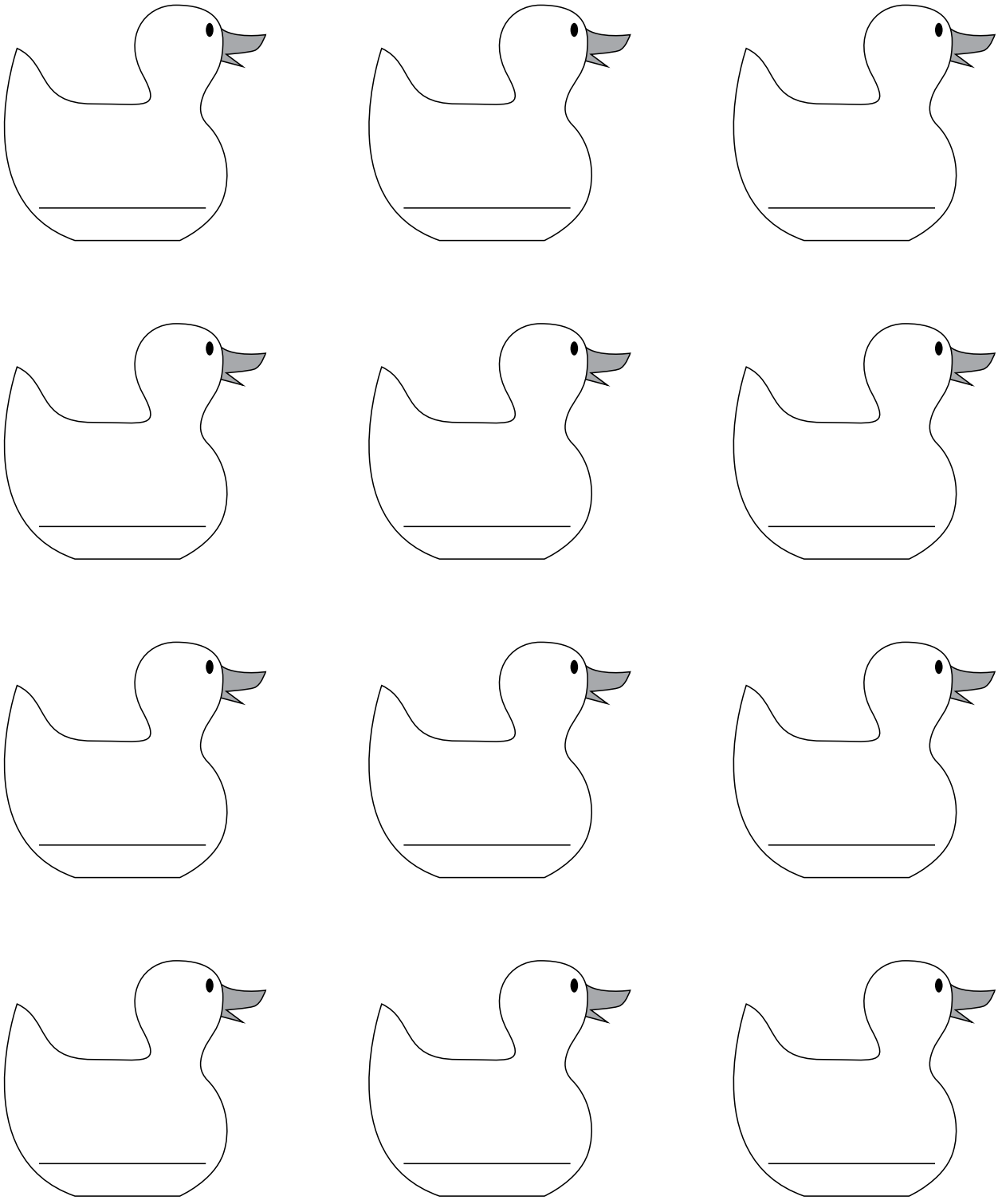
Make multiple copies of the odd duck template onto yellow paper. These duck-shaped cards are for odd ducks (i.e., words that have the /k/ sound but do not fall into any of the spelling patterns that students have been taught). You do not need to write any words in advance on the odd duck templates; just have these available during the lesson should students offer any odd duck spellings for the /k/ sound.


odd ducks
‘cc’
‘ck’
‘k’
‘c’
/k/

TEMPLATE: SPELLING TREE LEAVES



TEMPLATE: SPELLING TREE ODD DUCKS



LESSON 5: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the r-controlled vowel sounds in these words.

Column 1

What an error in this column means: These words contain the spelling 'or' for the /or/ sound. Students may be having difficulty hearing the /or/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point for additional exercises and targeted lessons. Sound discrimination exercises targeting /or/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 2

What an error in this column means: These words contain the spelling 'ar' for the /ar/ sound. Students may be having difficulty hearing the /ar/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point for additional exercises and targeted lessons. Sound discrimination exercises targeting /ar/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 3

What an error in this column means: These words contain the spelling 'er' for the /er/ sound. Students may be having difficulty hearing the /er/ sound or remembering the spelling.

What you should do: Refer to the Unit 4 Pausing Point for additional exercises and targeted lessons. Sound discrimination exercises targeting /er/ and the other r-controlled vowel sounds may be a particularly helpful remediation.

Column 4

What an error in this column means: The word *said* is a Tricky Word from Unit 2. Tricky Words do not follow the rules for encoding that students have learned thus far. For now, students should memorize how to spell this Tricky Word.

What you should do: Work with students to recognize that in the word *said* the 'ai' work together to stand for the */e/* sound. Additional practice reading and writing Tricky Words can be found in the Pausing Points or in previous lessons.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the consonant digraph in the word *porch*. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points.

LESSON 5: ANALYSIS OF STUDENT ERRORS

Student	Column 1: **'or' > /or/** *horn, short, porch*	Column 2: **'ar' > /ar/** *park, barns*	Column 3: **'er' > /er/** *verb, herd*	Column 4: **Tricky Word:** *said*	Column 5: **Notes**

LESSON 10: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the consonant digraphs in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In these words, the sound /ch/ is spelled with the consonant digraph 'ch'. Students who have difficulty encoding this consonant digraph may struggle with the concept that two letters can work together to represent one sound.

What you should do: Refer to the Unit 5 Pausing Point for additional exercises and targeted lessons.

Column 2

What an error in this column means: In these words, the sound /ch/ is spelled with the consonant trigraph 'tch'. Students may be using the 'ch' spelling and might need practice determining when to use the basic code spelling and when to use the spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: In these words, the sound /sh/ is spelled with the consonant digraph 'sh'. Students who have difficulty encoding this consonant digraph may struggle with the concept that two letters can work together to represent one sound.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons.

Column 4

What an error in this column means: The word *how* is a Tricky Word taught in Lesson 1 of this unit. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *how*, the 'ow' work together to stand for the /ou/ sound, just like another Tricky Word they have learned, *down*. For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the medial vowel sounds in words such as *marsh* and *shine*. Please also consider the influence of students' home language on encoding. Analyze any patterns, and provide targeted remediation using previous Pausing Points.

LESSON 10: ANALYSIS OF STUDENT ERRORS

Student	Column 1: **'ch' > /ch/** *chips, much*	Column 2: **'tch' > /ch/** *catch, fetch*	Column 3: **'sh' > /sh/** *marsh, shine, flash*	Column 4: **Tricky Word:** *how*	Column 5: **Notes**

LESSON 15: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the spelling alternatives for the /j/ sound in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In these words, the sound /j/ is spelled with the basic code spelling 'j'.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons to cement students' knowledge of the basic code.

Column 2

What an error in this column means: In these words, the sound /j/ is spelled with the spelling alternative 'g'. Students may be using the 'j' spelling and might need practice with this spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 3

What an error in this column means: In these words, the sound /j/ is spelled with the spelling alternative 'ge'. Students may be using the 'j' or 'g' spelling and might need practice with this spelling alternative.

What you should do: Refer to the Unit 5 Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 4

What an error in this column means: The word *your* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *your*, the letters 'our' work together to stand for the /or/ sound. For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Points.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the r-controlled vowel sounds in words such as *germ, jars,* and *charged*. Please also consider the influence of students' home language on encoding. Analyze any patterns, and provide targeted remediation using previous Pausing Points and lessons.

LESSON 15: ANALYSIS OF STUDENT ERRORS

Student	Column 1: **'j' > /j/** *jumping, jars*	Column 2: **'g' > /j/** *germ, gem, magic*	Column 3: **'ge' > /j/** *charged, fringe*	Column 4: **Tricky Word:** *your*	Column 5: **Notes**

THE WRITING PROCESS



PLAN



DRAFT



EDIT

Take a Stand and Tell Why (Plann·ing Tem·plate)

Name of Sub·ject:	
Take a Stand:	
Des·cribe It:	
Tell Why #1:	
Tell Why #2:	
End with a Zing·er:	

Take a Stand and Tell Why (Draft·ing Tem·plate)

Name of Sub·ject:

Take a Stand:

Des·cribe It:

Tell Why #1:

Tell Why #2:

End with a Zing·er:

LESSON 20: SPELLING ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words on today's spelling assessment are grouped on the analysis chart according to spelling patterns. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses are provided that focus on errors in encoding the spelling alternatives for the /t/, /d/, and /f/ sounds in these words. You should take note of any difficulty students have in encoding other features of the words, such as medial vowels and consonant clusters.

Column 1

What an error in this column means: In this word, the sound /t/ is spelled with the basic code spelling 't'. Students may be having difficulty hearing the /t/ sound or remembering the spelling.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons. Sound discrimination exercises targeting /t/ and /d/ may be a particularly helpful remediation.

Column 2

What an error in this column means: In this word, the sound /t/ is spelled with the spelling alternative 'tt'. Students may be using the 't' spelling and might need practice with this spelling alternative.

What you should do: Refer to the previous lessons, including Additional Support, for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 3

What an error in this column means: In this word, the sound /t/ is spelled with the spelling alternative 'ed'. Students may not have realized that this word is in the past tense.

What you should do: Refer to the Unit 4 Pausing Point previous lessons for exercises targeted to encoding the past-tense marker.

Column 4

What an error in this column means: In this word, the sound /d/ is spelled with the basic code spelling ‘d’. Students may be having difficulty hearing the /d/ sound or remembering the spelling.

What you should do: Refer to previous lessons, including Additional Support, for additional exercises and targeted lessons. Sound discrimination exercises targeting /t/ and /d/ may be a particularly helpful remediation.

Column 5

What an error in this column means: In this word, the sound /d/ is spelled with the spelling alternative ‘dd’. Students may be using the ‘d’ spelling and might need practice with this spelling alternative.

What you should do: Refer to previous lessons, including Additional Support, for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 6

What an error in this column means: In this word, the sound /d/ is spelled with the spelling alternative ‘ed’. Students may not have realized that this word is in the past tense.

What you should do: Refer to the Unit 4 Pausing Point and previous lessons, including Additional Support, for exercises targeted to encoding the past-tense marker.

Column 7

What an error in this column means: In this word, the sound /f/ is spelled with the spelling alternative ‘ff’. Students may be using the ‘f’ spelling and might need practice with this spelling alternative.

What you should do: Refer to previous lessons, including Additional Support, for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to spelling patterns.

Column 8

What an error in this column means: The word is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: Remind students that in the word *was*, the 'a' spelling represents the /u/ sound and the 's' represents buzzy /z/. For now, students should memorize how to spell Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Points and previous lessons, including Additional Support.

Column 9

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty encoding the medial vowel sounds in words such as *parked*. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points.

LESSON 20: ANALYSIS OF STUDENT ERRORS

Student	Column 1: **'t' > /t/** *trucker*	Column 2: **'tt' > /t/** *kitten*	Column 3: **'ed' > /t/** *parked*	Column 4: **'d' > /d/** *duck*	Column 5: **'dd' > /d/** *add*	Column 6: **'ed' > /d/** *planned*	Column 7: **'ff' > /f/** *off*	Column 8: **Tricky Word:** *was*	Column 9: **Notes**

WORD RECOGNITION ASSESSMENT ANALYSIS DIRECTIONS

Directions

Write students' names in the column provided. The words for the Word Reading Recognition Assessment are grouped on the Word Recognition Assessment Class Record according to the featured sound/spelling correspondence. Place an X in the column of any word that the student did not correctly identify. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student, and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points and the Pausing Point for this unit to address errors with today's spelling words.

Column 1

What an error in this column means: The spelling 'tch' for the /ch/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 2

What an error in this column means: The spelling 'g' for the /j/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 3

What an error in this column means: The spelling 'ge' for the /j/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 4

What an error in this column means: The spelling ‘ve’ for the /v/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 5

What an error in this column means: The spelling ‘wr’ for the /r/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point or previous lessons, including Additional Support, for additional activities that provide students with practice sorting words according to spelling patterns.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with encoding certain vowel sounds. Please also consider the influence of students’ home language on encoding. Analyze any patterns and provide targeted remediation using previous Pausing Points or previous lessons, including Additional Support.

WORD RECOGNITION ASSESSMENT CLASS RECORD

Student	Column 1: **'tch' > /ch/** *switch* *catch* *stretch*	Column 2: **'g' > /j/** *gem* *ginger* *digit*	Column 3: **'ge' > /j/** *plunge* *challenge* *large*	Column 4: **'ve' > /v/** *solve* *carve* *twelve*	Column 5: **'wr' > /r/** *write* *wrap* *wrist*	Column 6: Notes

GRAMMAR ASSESSMENT ANALYSIS DIRECTIONS

Each grammar section contains five questions. If students scored at least 4 out of 5, they have a good understanding of the grammar skills covered. If they scored 3 out of 5, you may ask a student to explain what they were thinking when they wrote their answer to see if it was a careless mistake or a genuine misunderstanding. For students scoring 2 or less, note that these students may need more explicit instruction on the particular grammar skill. There will be opportunities for further practice and remediation of these grammar skills in Units 6 and 7.

Additional Support Activity Pages

Grade 1	Foundational Skills 5

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Word Cards

Directions: Copy the word cards. Cut them apart.

happ•en	map
pants	slipp•ing
plan	cape
mopp•ing	dropped
steps	clapp•ing

NAME: _____

DATE: _____

TR 3.1

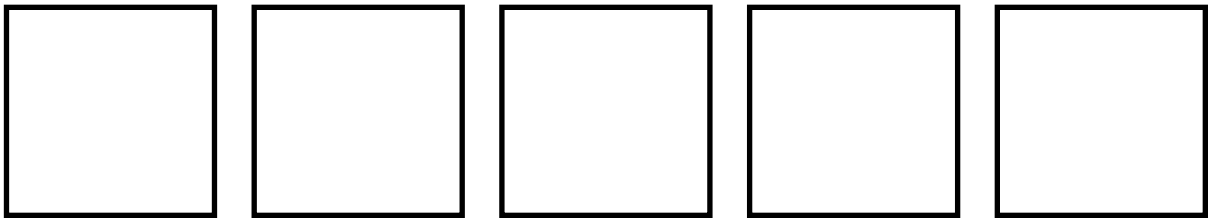
Word Cards

Directions: Copy the word cards. Cut them apart.

rob•in	sobbed
ban•dit	crab
rubb•ing	cab•in
fibbed	book•shelf
dabs	webbed

Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.



TR 4.2

Push and Say Letter Cards

Directions: Copy and cut out the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	d	d
e	f	g	g	h	i
j	k	k	l	m	m
n	n	o	p	p	r
s	s	t	t	u	v
w	x	y	z	z	ch
sh	th	ck	bb	ge	tch
gg	ve	dd	ed	tt	pp

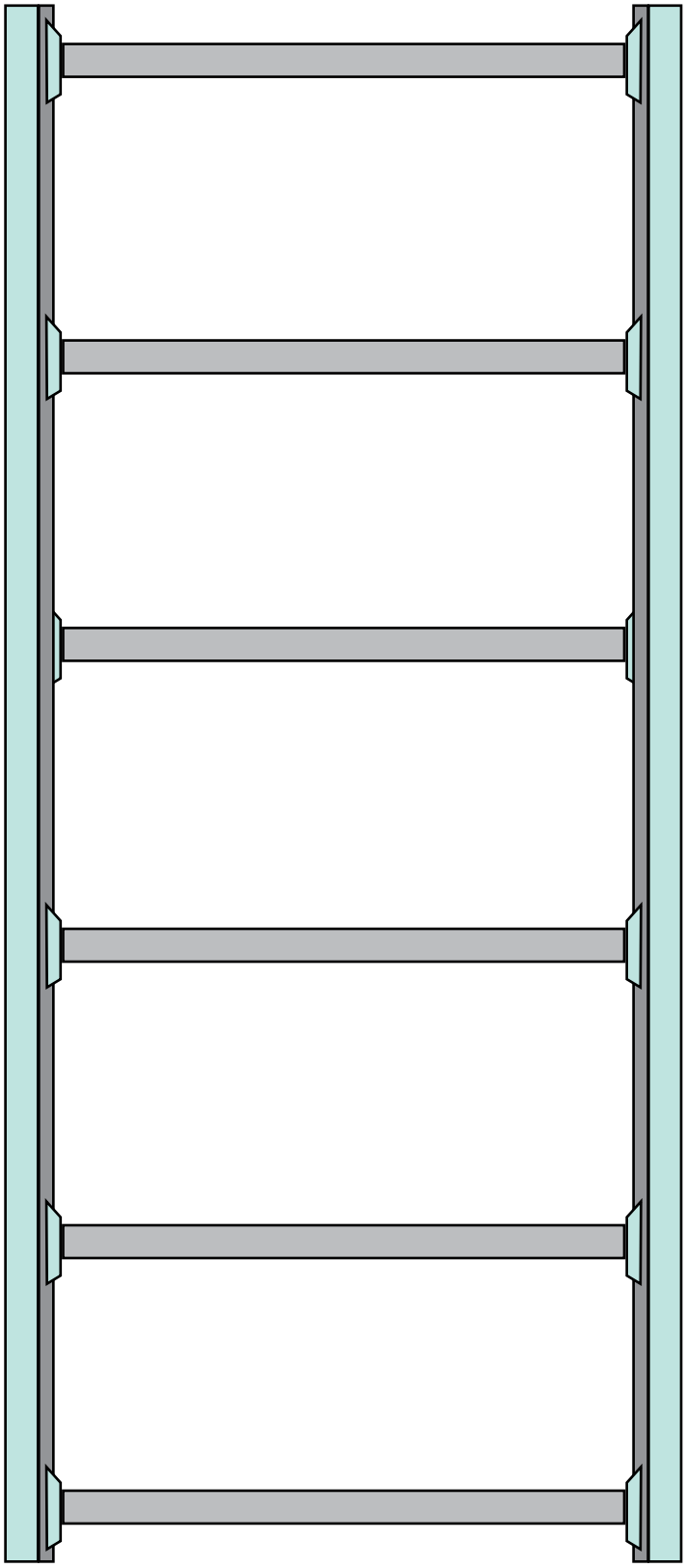
NAME: _____

DATE: _____

TR 9.1

Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 9.2

Race to the Top Word Cards

Directions: Copy the word cards. Cut them apart.

gem	germs
mag•ic	larg•est
trag•ic	gin•ger
in•gest	charg•es

NAME: _____

DATE: _____

Race to the Top Word Cards

Directions: Copy the word cards. Cut them apart.

ground	gusts
game	gift
bags	giv•ing
mag•net	depth

NAME: _____

DATE: _____

TR 9.2
CONTINUED

Race to the Top Word Cards



dis•gust	glimm•er
frogs	got
gave	

Directions: Copy the word cards. Cut them apart.

NAME: _____

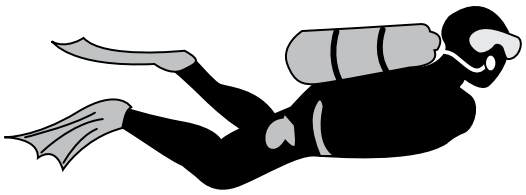
DATE: _____

TR 9.3

Silly Voices Cards

Directions: Print and cut apart the character cards to pull out of a bag when rereading stories with silly voices.

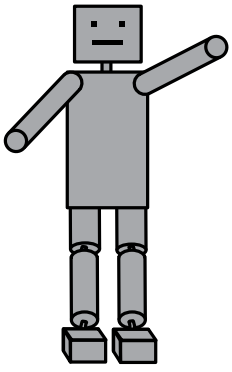




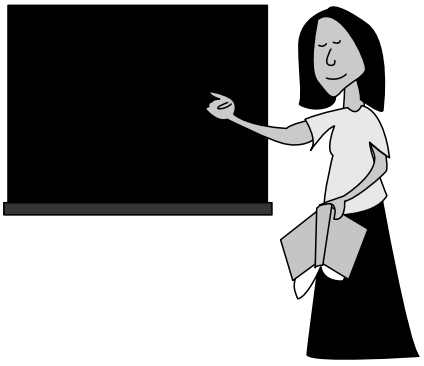












NAME: _____

DATE: _____

TR 10.1

Roll, Flip, Read Word Cards

Directions: Copy one template for each student. Cut apart the cards and write words on the back of each card.

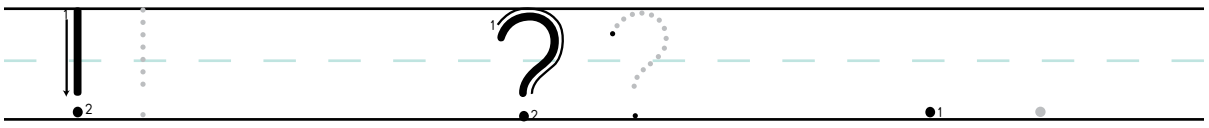
1	2
3	4
5	6
7	8
9	10

NAME: _____

DATE: _____

TR 11.1

Statements, Questions, and Exclamations



Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.

1. Who is Sa·ni _____

2. He has a truck _____

3. The room is huge _____

4. Camp•ing is fun _____

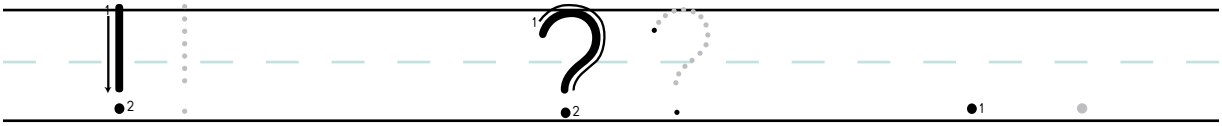
5. What did you bring _____

NAME: _____

DATE: _____

TR 13.1

Statements, Questions, and Exclamations



Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.

1. Mom said it was nice _____

2. When did she get home _____

3. Why is it dark _____

4. I saw it and said, "Wow _____"

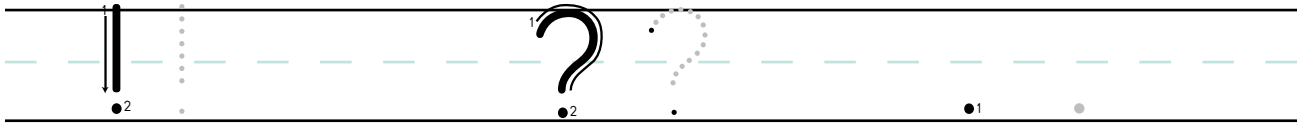
5. The lake has fish _____

NAME: _____

DATE: _____

TR 13.1
CONTINUED

Statements, Questions, and Exclamations



Directions: Have students practice writing question marks, exclamation points, and periods on the handwriting line provided. Then use the ending punctuation to complete each sentence.

6. Can the jeep drive fast _____

7. That is so cool _____

8. I could be wrong _____

9. He got a book off the shelf _____

10. Where did Mom take it _____

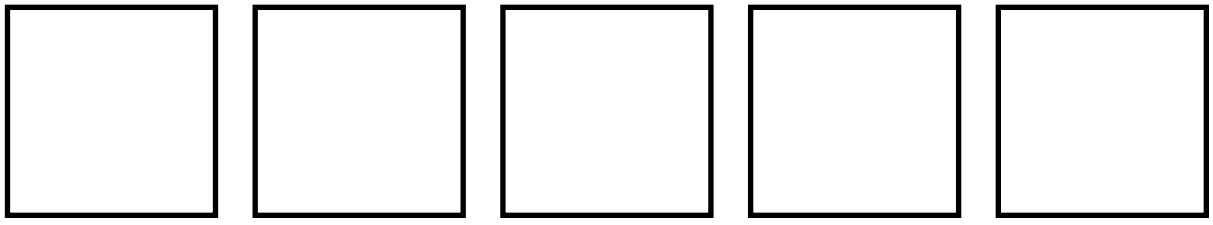
NAME: _____

DATE: _____

TR 15.1
CONTINUED

Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.



NAME: _____

DATE: _____

TR 15.2

Push and Say Letter Cards

Directions: Copy and cut apart the letter cards for use with Push and Say. Consonants potentially used more than once when building words are provided twice.

a	b	b	c	d	d
e	f	g	g	h	i
j	k	k	l	m	m
n	n	o	p	p	r
s	s	t	t	u	v
w	x	y	z	z	ch
sh	th	ck	bb	ge	tch
gg	ve	dd	ed	tt	pp

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



stage



magic



carve



nerve

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



shelves



sleeve

12



twelve

wrapped

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



wreck



wrench



wrist



write

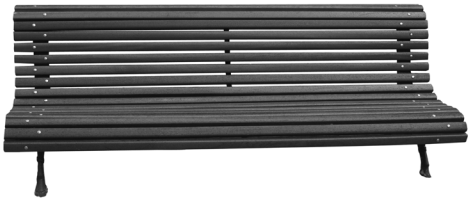
NAME: _____

DATE: _____

TR 17.1
CONTINUED

Match Maker Word and Picture Cards

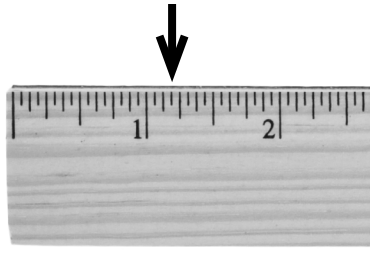
Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



bench



chop



inch



lunch

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



jeep



jet



jug



jump

NAME: _____

DATE: _____

TR 17.1
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



van



vase



vest



vet

NAME: _____

DATE: _____

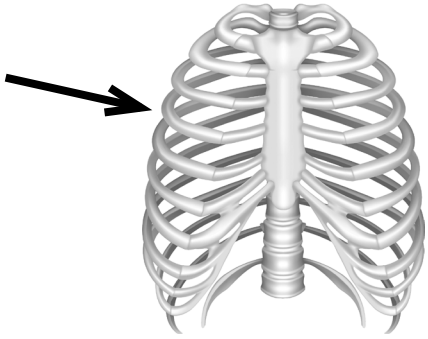
TR 17.1
CONTINUED

Match Maker Word and Picture Cards

Directions: These Word/Picture Cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut apart word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut apart, separating word and picture cards.



raft



rib



ring



rope

ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.2 Activity Page

fan	shark	chick	star	car
dog	horns	ship	spoon	hand

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

1. car 
2. horns 
3. stars 
4. dog 
5. sharks 

Skills 5 3

fan	shark	chick	star	car
dog	horns	ship	spoon	hand

Directions: Have students write each word from the box next to its matching picture. Students should write the words as plural nouns if the picture shows more than one thing.

6. hands 
7. chicks 
8. fans 
9. spoon 
10. ship 

4 Skills 5

NAME: _____
DATE: _____

2.1 Activity Page

Directions: Have students look at each picture and label it using the plural or singular form.


dishes


pig


benches


fish


ducks


brushes

Skills 5 7

Directions: Have students look at each picture and label it using the plural or singular form.


desk


foxes


glasses


couches


swing


boxes

8 Skills 5

NAME: _____
DATE: _____

2.2 Activity Page

A Letter from Kate

Directions: Have students reread the story and answer the questions.

1. Who is Do·ba?

Doba is Kate's mom's mom.

She is an artist.

Page 1

2. Where did Kate spend her summ·er?

Kate spent her summer out in the Southwest with her Doba.

Page 1

3. How old was Kate last summ·er?
   - ○ Kate was five.
   - ✓ Kate was nine.
   - ○ Kate was ten.

Page 1

4. Kate said that . . .
   - ✓ Do·ba made the art.
   - ○ Kate made the art.
   - ○ Kate's mom made the art.

Page 1

NAME: _____
DATE: _____

3.1 Activity Page

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–ed* Word	*–ing* Word
nap	napped	napp·ing
scrub	scrubbed	scrubbing
stub	stubbed	stubbing
chip	chipped	chipping
rob	robbed	robbing
grab	grabbed	grabbing
sob	sobbed	sobbing
stop	stopped	stopping
pump	pumped	pumping
camp	camped	camping

NAME: _____
DATE: _____

3.2 Activity Page

Directions: Have students trace and copy the punctuation marks. Then have students copy the sentences on the lines, adding the correct ending punctuation.

?

1. The rabb·it ran in·to its hole

The rabbit ran into its hole.

2. Where did your dad park his car

Where did your dad park his car?

Directions: Have students copy the first two sentences on the lines, adding correct ending punctuation. For the sentences below, have students fill in the correct punctuation mark.

3. I add·ed pepp·er to the dish

I added pepper to the dish.

4. Who add·ed pepp·er to the dish

Who added pepper to the dish?

5. Jen scrubbed the tub [.] ? or .
6. What happ·ened [?] ? or .
7. Who has a cab·in out west [?] ? or .
8. Kate went to vis·it her Do·ba [.] ? or .
9. Kate made a book [.] ? or .
10. Who made the art in Kate's book [?] ? or .

NAME: _____
DATE: _____

3.3 Take Home

Dear Family Member,

Below is the first story your student has read from a new Reader, *Kate's Book*. Please note that the tricky parts in Tricky Words are underlined in gray, and multisyllable words are divided between syllables with a dot. This dot serves as a cue to assist students in chunking syllables and will be omitted in later units. Some of the words have been omitted in the version below. Please have your student fill in the blanks using the words from the word box.

After filling in the blanks, ask if your student has any ideas about what fun things Kate may have done with Doba over the summer.

like	art·ist	sad	Nez
summ·er	bor·ing	book	art

A Lett·er from Kate

I'm Kate Nez , and this is my book!

This book tells what I did last summer when I was nine. My mom and dad took me to vis·it with my Do·ba. Do·ba is my mom's mom. She is an artist, and she has a cab·in out in the Southwest.

At the start of my time with Do·ba, I was sad. It seemed like it would be a boring summ·er. But in the end I had a lot of fun.

like	art·ist	sad	Nez
summ·er	bor·ing	book	art

I made this book to tell you all the fun stuff I did last summ·er. When I fin·ished it, Do·ba made the art. You have the book we made in your hands.
I hope you like it!

Kate Nez

NAME: _____
DATE: _____

4.1 Activity Page

In the Cave

1. What is the land Kate sees out Southwest like?
   - ○ It is green.
   - ○ It has lots of trees.
   - ✓ It has hills and red rocks.

Page 2

2. What was it that Kate and Do·ba found in the cave?
   - ✓ Do·ba and Kate found a coin.
   - ○ Do·ba and Kate found a critt·er.
   - ○ Do·ba and Kate found a rock.

Page 4

Directions: Have students reread the story and answer the questions.

3. What could the coin be made of?

The coin could be made of silver.

Page 6

4. What did Do·ba tell Kate they should do with the coin?

Doba said they should take the coin to an expert.

Page 6

NAME: _____
DATE: _____

4.2 Take Home

Sort the words by their spell·ings for /k/.

cat king truck class black attic car fact skin like book quack

/k/ → 'c'

cat class

/k/ → 'k'

king black attic car fact skin like book quack

/k/ → 'ck'

black truck quack

NAME: _____
DATE: _____

5.2 Activity Page

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–ed* Word	*–ing* Word
dab	dabbed	dabb·ing
sip	sipped	sipping
ram	rammed	ramming
shout	shouted	shouting
pound	pounded	pounding
look	looked	looking
duck	ducked	ducking
dash	dashed	dashing
pop	popped	popping
mash	mashed	mashing
trip	tripped	tripping
lick	licked	licking

NAME: _____
DATE: _____

5.3 Activity Page

Directions: Have students copy the sentences on the lines, adding capital letters at the beginning and the correct punctuation marks at the end.

1. jim likes to splash in the pool in the summ·er

Jim likes to splash in the pool in the summer.

2. which book do you like best

Which book do you like best?

3. would you like one scoop or two scoops

Would you like one scoop or two scoops?

Add . or ? on the lines.

1. The jogg·er ran up the hill .
2. How late did he get home ?
3. My sis·ter hugged me for a long time .
4. Where are my slipp·ers ?
5. When did you take a hike in the for·est ?

NAME: _____

DATE: _____

6.1 Activity Page

ki**tch**·en	chips	scra**tch**
chin	**wh**ich	ca**tch**

Directions: Have students complete the sentences with the words from the box.

1. Which book is it?
2. Dan cooks food in the kitchen.
3. Do not scratch the bug bite!
4. I bumped my chin.
5. She likes chips for a snack.
6. Can you catch this?

NAME: _____

DATE: _____

7.1 Activity Page

Directions: Have students copy the sentences on the lines using correct punctuation.

1. do·ba drove us to the coin shop

Doba drove us to the coin shop.

2. are there a lot of coins in that cave

Are there a lot of coins in that cave?

3. sa·ni said that he could sell the coin

Sani said that he could sell the coin.

Directions: Have students write a question and a statement about the picture on the lines below.



NAME: _____

DATE: _____

7.2 Activity Page

The Coin Shop

Directions: Have students reread the story and answer the questions.

1. What is the coin that Kate found made of?
   - ○ The coin is made of copp·er.
   - ✓ The coin is made of sil·ver.
   - ○ The coin is made of steel.

Page 8

2. What sort of coin is it?
   - ○ It is a Du**tch** coin.
   - ○ It is a Brit·ish coin.
   - ✓ It is a Span·ish coin.

Page 8

3. Sa·ni said the coin was mint·ed . . .
   - ✓ in the six·teen hun·dreds.
   - ○ in the nine·teen hun·dreds.
   - ○ last summ·er.

Page 10

4. Should Kate keep or sell the coin? Why?

Answers may vary.

Directions: In the box, have students illustrate a part from the story and write a caption below.

Answers may vary.

NAME: _____

DATE: _____

8.1 Activity Page

You Never Can Tell

Directions: Have students reread the story and choose the correct answer.

1. Do·ba said Kate had to sell the coin.
   - ○ yes
   - ✓ no

2. Kate did sell the coin.
   - ○ yes
   - ✓ no

3. Kate and Do·ba think that a Na·va·jo girl could have hidd·en the coin in the cave.
   - ✓ yes
   - ○ no

4. Things that are rare cost a lot.
   - ✓ yes
   - ○ no

5. Is Kate glad that she found the coin? Why or why not?

Answers may vary.

Directions: In the box, have students illustrate a part of the story and write a caption below.

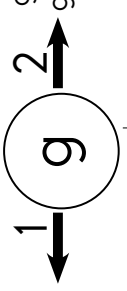
Answers may vary.

NAME: _____
DATE: _____

9.1 Activity Page

Sound out the words with the lines under them. Is the 'g' sounded /g/ as in *got* or /j/ as in *gem*? Print the words where they fit.

gum glad dog



gem germ

	/g/ as in *got*	/j/ as in *gem*
1. A cat is large**r** than a rat.		~~ginger~~
2. We have two arms and two legs.	legs	
3. Can germs make you sick?		germs
4. I'd rather ride my bike than jog.	jog	
5. There are plants in the garden.	garden	

Skills 5

41

NAME: _____
DATE: _____

9.2 Activity Page

The Offer

Directions: Have students read the story and answer the questions.

1. What was Sa·ni's off·er?
   - ○ His off·er was to take the coin.
   - ✓ His off·er was to take Do·ba and Kate camp·ing.
   - ○ His off·er was to make dinn·er.

Page 20

2. To Kate, camp·ing sounds like . . .
   - ✓ fun.
   - ○ it would be bor·ing.
   - ○ a hard time.

Page 21

Skills 5

43

3. What will Kate, Do·ba, Sa·ni, and Gad do on their camp·ing trip?

They will hike, look at rocks, cook lunch and dinner outside, look at the stars, and sleep in a tent.

Page 21

4. Will Kate sleep in a bed or sleep in a tent?

Kate will sleep in a tent.

Page 21

44

Skills 5

NAME: _____
DATE: _____

9.3 Take Home

Dear Family Member,

Your student has been learning about how to form plural nouns. In class, we have been listening to the sound that 's' makes at the end of a word. For *books*, for example, the 's' makes a /s/ sound, whereas the word *dogs* has the buzzy /z/ sound. Below are a number of words your student should change to the plural form. Ask your student to listen for either the /s/ or /z/ sound at the end. Have students place their fingers on their voice boxes so they can feel the difference between /s/ and /z/. Remind your student that when a word ends in 'sh', 'ch', 's', and 'x', we add 'es' to change it to the plural form.

one book	five books
one splash	three splashes
one ma**tch**	nine matches
one fox	ten foxes
one dog	five dogs
one chimp	two chimps
one dish	nine dishes
one box	three boxes
one buck	ten bucks
one spoon	two spoons

Skills 5

45

NAME: _____

DATE: _____

10.2 Activity Page

The Campsite

Directions: Have students read the story and answer the questions.

1. Sa·ni picked Kate and Do·ba up in his . . .
   - ○ car.
   - ○ cab.
   - ✓ truck.

   Page 22
2. The land is good for . . .
   - ✓ camp·ing.
   - ○ farm·ing.
   - ○ swimm·ing.

   Page 22
3. What did Kate un·pack at the camp·site?
   - ✓ She un·packed sleep·ing bags and tents.
   - ○ She un·packed tents and games.
   - ○ She un·packed sleeping bags and games.

   Page 24

Directions: Have students retell the end of the story or copy their favorite sentences from the end of the story.



Answers may vary.

NAME: _____

DATE: _____

11.1 Activity Page

Sort the words by their spellings for /t/.

time	un·til	sit	truck
cut	baked	bitt·er	cut·ing
parked	sitt·ing	ripped	hoped

/t/ → 't'	/t/ → 'tt'	/t/ → 'ed'
time	sitting	parked
cut	bitter	baked
until	cutting	ripped
sit		hoped
truck		

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–er* Word	*–est* Word
wet	wett·er	wett·est
hot	hotter	hottest
short	shorter	shortest
fit	fitter	fittest
round	rounder	roundest

NAME: _____

DATE: _____

11.2 Activity Page

Directions: Have students first read each sentence to determine which ending punctuation should be added in the box. Then have students rewrite the sentence to include correct punctuation and capitalization.

! ?

1. do·ba, what is that [?]

Doba, what is that?

2. that sounds like fun [!]

That sounds like fun!

3. what sort of coin is it [?]

What sort of coin is it?

4. it is a Span·ish coin [.]

It is a Spanish coin.

5. when was the coin made [?]

When was the coin made?

6. the coin is from the six·teen hun·dreds [.]

The coin is from the sixteen hundreds.

7. "Yippee [!]" I shout·ed.

"Yippee!" I shouted.

8. I am rich [!]

I am rich!

NAME: _____

DATE: _____

12.1 Activity Page

Sort the words by their spellings for /d/.

down trimmed odd | could shred hide | duck shredding said | add wedding planned

/d/ → 'd'	/d/ → 'dd'	/d/ → 'ed'
down	odd	trimmed
could	shredding	planned
shred	add	
hide	wedding	
duck		
said		

Can you see the spell·ing patt·ern? Fill in the chart.

Root Word	*–er* Word	*–est* Word
mad	madd·er	madd·est
sad	sadder	saddest
hard	harder	hardest
red	redder	reddest
loud	louder	loudest

NAME: _____
DATE: _____

12.2 Activity Page

Sa·ni's Story

Directions: Have students reread the story and answer the questions.

1. What did Sa·ni do af·ter dinn·er?
   - ○ Sa·ni went to bed af·ter dinn·er.
   - ☑ Sa·ni shared a tale af·ter dinn·er.
   - ○ Sa·ni went home af·ter dinn·er.

Page 26

2. Who is Spi·der Wo·man?
   - ○ Spi·der Wo·man is a wo·man who bakes.
   - ○ Spi·der Wo·man is a wo·man who climbs.
   - ☑ Spi·der Wo·man is a wo·man who helps.

Page 26

3. How did the boy get to the top of Spi·der Rock?
   - ○ The boy walked up the rocks.
   - ○ The boy used a ladder.
   - ☑ The boy used a silk rope.

Page 30

4. How did the boy get the silk rope?

The silk rope fell from the top of Spider Rock.

Page 30

5. Why was Sa·ni glad that Kate and Gad liked the stor·y?

Sa·ni said the Na·va·jo like to tell stories about the Spi·der Wo·man.

Page 31

NAME: _____
DATE: _____

13.1 Activity Page

muff·ins	**g**in·**g**er	af·ter	sta**g**e
off	le**g**·end	traff·ic	ma**tch**·es

1. Will you munch on ginger snaps af·ter dinn·er?
2. We were late be·cause of traffic.
3. James made muffins to share with his pals.
4. I can go to·day after class.

muff·ins	**g**in·**g**er	af·ter	sta**g**e
off	le**g**·end	traff·ic	ma**tch**·es

5. The man sang on the stage.
6. I must get off the bus!
7. Do·ba shared a legend with us.
7. Do you need matches for the fire?

NAME: _____
DATE: _____

13.2 Activity Page

Directions: Have students read the sentences to determine which punctuation to add to the first five items. Students should then create their own questions, exclamations, and statements.

1. The kitt·en sleeps .
2. I can't sleep because my bug bites itch .
3. Will the chicks hatch soon ?
4. Do not yell .
5. Roger can cook .
6. Answers may vary. ?
7. Answers may vary. !
8. Answers may vary. .

NAME: _____
DATE: _____

13.3 Activity Page

The Visit

Fill in the ____ with words from the box.

tree	pots and pans	~~pack~~
tents	lan·tern	

1. They stuffed the food in·to a large pack.
2. They kept the food pack up in a tree.
3. They all went to sleep in their tents .
4. The loud clatt·er of pots and pans woke them up.

5. To see in the dark, they used a lantern .
6. Why did Sa·ni hoist the food up in the tree?

Because foxes and raccoons would like to snack on it.

Page 32

7. Draw one of the parts of "The Vis·it."

NAME: _____
DATE: _____

14.1 Activity Page

Directions: Have students complete the sentences with the words from the box.

verbs	van	serve	riv·er
twelve	vote	nev·er	vet

1. Run and jump are verbs.
2. When I was twelve, I went to camp.
3. She will serve you a big snack.
4. We took the dog to the vet.

verbs	van	serve	riv·er
twelve	vote	nev·er	vet

Directions: Have students complete the sentences with the words from the box.

5. I went swimm·ing in the river.

6. You never can tell!

7. Will you vote for me?

8. Can we drive to the park in the van?

NAME: _____
DATE: _____

14.2 Activity Page

The Hike

Directions: Have students reread the story and answer the questions.

1. When did Gad and Kate dig up the bone?
   - ○ Gad and Kate dug up the bone in the morn·ing.
   - ✓ Gad and Kate dug up the bone af·ter lunch.
   - ○ Gad and Kate dug up the bone af·ter dinn·er.

Page 38

2. What did Gad and Kate use to dig out the bone?
   - ✓ Gad and Kate used forks.
   - ○ Gad and Kate used spoons.
   - ○ Gad and Kate used hamm·ers.

Page 40

3. How long was the bone?
   - ○ The bone was one foot long.
   - ○ The bone was two feet long.
   - ✓ The bone was three feet long.

Page 42

4. Who needs to look at the bone to tell Gad and Kate the sort of bone it is?

An expert needs to look at the bone to tell Gad and Kate the sort of bone it is.

Page 44

NAME: _____
DATE: _____

16.1 Activity Page

Directions: Have students read the sentence and circle the spellings that stand for the /r/ sound. At the end of each sentence is the amount of times the /r/ sound occurs.

The box had red wrapp·ing on it. (2)

red wrapping

1. I like to vis·it the rep·tile room. (2)

reptile room

2. They wrapped my cast in the wrong fab·ric. (3)

wrapped wrong fabric

3. I got a ride up the ramp. (2)

ride ramp

4. My name is written in the book. (1)

written

5. I took a long trip with my pal Rex. (2)

trip Rex

6. We hiked on the red rocks. (2)

red rocks

7. I am not wrong! (1)

wrong

8. Do not wreck the room! (2)

wreck room

NAME: _____
DATE: _____

17.1 Activity Page

The Bone Man

Directions: Have students reread the story and answer the questions.

1. Who is Ron Fitch?
   - ○ Ron Fitch is a pal of Do·ba's.
   - ○ Ron Fitch is an ex·pert on coins.
   - ✓ Ron Fitch is an ex·pert on bones.

Page 46

2. What did Gad tell Kate a rap·tor is?
   - ○ The rap·tor is the cool·est in·sect of all time.
   - ✓ The rap·tor is the cool·est rep·tile of all time.
   - ○ The rap·tor is the cool·est dog of all time.

Page 48

3. Which word is the noun in "the cool·est rep·tile"?

reptile

4. Why is it so cool that Kate and Gad found a rap·tor bone?

It is so cool because a raptor is extinct and there are not a lot of bones left.

Page 50

5. What should Kate and Gad do with the rap·tor bone?

Answers may vary.

NAME: _____
DATE: _____

19.1 Activity Page

Sort the words by their spell·ings for /l/.

long	like	lar**ge**
sol**ve**	all	smell
look	slee**ve**	well
still	la**tch**	skill

/l/ → 'l'	/l/ → 'll'
long	still
solve	all
look	smell
like	well
sleeve	skill
latch	
large	

NAME: _____
DATE: _____

20.2 Activity Page

Two Good Things and One Bad Thing

Directions: Have students reread the story and answer the questions.

1. What sort of bone did Gad and Kate dig up?

Gad and Kate dug up a raptor bone.

Page 52

2. Why can't Gad and Kate keep the bone?

Gad and Kate can't keep the bone because there is a law that says they can't keep it.

Page 54

3. What will Ron Fitch do next?

Ron Fitch will keep the bone and dig up the rest of the bones.

Page 54

4. What name would you pick for the rap·tor? Why?

Answers may vary.

NAME: _____
DATE: _____

21.1 Activity Page

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

1. We _____ (hoist·ed, plant·ed) the food up the tree.
   hoisted

2. I flipped off my _____ (lett·er, lan·tern) and went to sleep.
   lantern

3. She was _____ (scra**tch**·ing, stuff·ing) a lar**ge** bug bite.
   scratching

4. Sa·ni made Do·ba and Kate an _____ (clatt·er, off·er) to take them camping.
   offer

Directions: Have students read each sentence and the two word choices provided for the blank. Tell students to pick the best choice for each sentence and write it in the blank.

5. Sa·ni had _____ (ma**tch**·es, ma**g**·ic) for the fire.
   matches

NAME: _____
DATE: _____

21.2 Activity Page

The Big Dig

Directions: Have students reread the story and answer the questions.

1. In or·der to get the bones out, the digg·ers have to . . .
   - ○ blast a hole in·to the cliff.
   - ○ get bigg·er tools soon.
   - ✓ cut the cliff up in·to large blocks of rock.

Page 56

2. How will the plas·ter keep the bones safe?

The plaster will keep the bones safe by keeping them from cracking.

Page 56

3. What tools will they use at the lab to get the bones out of the blocks?

They use brushes and sharp picks to get the bones out of the blocks.

Page 58

4. What did Kate name the rap·tor?

Kate named it Gad.

Page 60

NAME: _____
DATE: _____

22.1 Assessment

1.	(switch)	swap	swim	swish
2.	cash	(catch)	cans	caps
3.	(stretch)	such	straps	stitch
4.	hem	germ	(gem)	chin
5.	(gin·ger)	gen·der	gin·seng	grates
6.	ditch	(dig·it)	date	digs
7.	(plunge)	lunge	pluck	plug
8.	shall·ot	chipp·er	(chall·enge)	champ

9.	lunge	(large)	lake	lunch
10.	sops	(solve)	sipped	sol·vent
11.	(carve)	cave	calves	can't
12.	twin	dwell	teen	(twelve)
13.	ride	(write)	rip	ripe
14.	(wrap)	rant	lap	rag
15.	wring	rig	(wrist)	ramp

NAME: _____

DATE: _____

22.2 Assessment

Directions: In Part I, have students circle the noun(s) and underline the verb with a squiggly line. In Part II, have students write a question mark, exclamation point, or a period to complete the sentence. In Part III, have students add an adjective and/or a location in order to expand the sentences. In Part IV, students should write the plural form of each noun and also the past tense and –ing form of each verb.

Part I:

(Max) digs.

1. (Kate) swims.
2. (Frogs) hop.
3. The (dog) barks.
4. (Jane) ate a (hot dog)
5. Those (chil·dren) run fast.

Part II:

Why is it cold [?]

1. Do you like to shoot bas·kets [?]
2. I can **wr**ite my name [.]
3. Can your dog fe**tch** sticks [?]
4. When is dinn·er [?]
5. C**atch** it [!]

Part III:

1. My sis·ter runs.

Answers may vary.

2. Gran bakes.

Answers may vary.

3. **G**in·**g**er helps.

Answers may vary.

4. The dogs dig.

Answers may vary.

5. Max sings.

Answers may vary.

NAME: _____

DATE: _____

22.2 Assessment CONTINUED

Part IV:

One paw, five paws

1. One box, three boxes
2. One **wr**ist, five wrists
3. One **g**em, nine gems
4. One sti**tch**, ten stitches
5. One kiss, three kisses

Root word	*–ed*	*–ing*
jump	jumped	jumping
rub	rubbed	rubbing
pop	popped	popping
hunt	hunted	hunting
nap	napped	napping

NAME: _____

DATE: _____

22.3 Activity Page

The Scoop

1. What did the TV man ask Gad and Kate?
   - ○ Can we see the bone?
   - ○ Can we shoot the rocks?
   - ✓ Can we shoot some film of you?

Page 62

2. How did Gad feel when the T.V. man spoke to him?

Gad felt scared when the TV man spoke to him because he jumped back a bit and muttered.

Page 66

Directions: Have students reread the story and answer the questions.

3. The man got a close-up of . . .
   - ○ the rap·tor in the side of the cliff.
   - ✓ Gad and Kate with their forks.
   - ○ Ron Fitch, the bone man.

Page 68

4. What did the TV man ask Kate?

The TV man asked Kate if she could tell it was a bone when she saw it.

Page 68

NAME: _____
DATE: _____

PP.1 Activity Page

Directions: Have students circle the sounds in each word. Then have students count the sounds in the word and write the number in the box. Have students then write the word on the line following the box.

1.	gem	3	gem
2.	shelves	5	shelves
3.	pitch·er	4	pitcher
4.	wrecks	4	wrecks
5.	bulge	4	bulge
6.	carve	3	carve
7.	merge	3	merge
8.	wrapp·er	4	wrapper

9.	sleeves	5	sleeves
10.	filled	4	filled
11.	scatt·er	5	scatter
12.	itch	2	itch
13.	serve	3	serve
14.	larg·er	4	larger
15.	germs	4	germs
16.	blubb·er	5	blubber

NAME: _____
DATE: _____

PP.6 Activity Page

Mark the words that are said and **wr**ite them on the lines.

1.	age	page	page
2.	pitch	patch	patch
3.	twelve	elves	twelve
4.	write	wrote	write
5.	barge	large	barge
6.	gem	jam	gem
7.	kitch·en	kitt·en	kitten
8.	Marge	merge	merge
9.	nerve	nev·er	nerve
10.	wring	wrong	wrong

NAME: _____
DATE: _____

PP.7 Activity Page

Yes or no? **Wr**ite *yes* or *no* on the lines.

1. Is ke**tch**·up a game? — no
2. Is twel**ve** lar**g**·er than nine? — yes
3. Is your **wr**ist part of your leg? — no
4. Do you sleep in the ki**tch**·en? — no
5. Do hors·es have hoo**ve**s? — yes
6. Do cats ha**tch** out of eggs? — no
7. Is a **g**erm lar**g**·er than a bug? — no
8. Can a bird ca**tch** a bug? — yes

NAME: _____
DATE: _____

PP.10 Activity Page

Mark the words that are said.

1 **starve** starv starf	2 larg **large** larch
3 rist rrist **wr**ist	4 **cage** cag ca**tch**
5 mach ma**tch** mash	6 swich swi**tch** swig
7 rong rrong **wr**ong	8 solf solv **solve**

NAME: _____
DATE: _____

PP.11 Activity Page

In the box are six words. **Wr**ite them on the correct lines.

ma**tch**·es	car**ve**	ke**tch**·up
gems	hoo**ve**s	ma**g**·ic


hooves


ketchup


gems


matches


magic


carve

NAME: _____
DATE: _____

PP.12 Activity Page

Write the words on the correct lines.

1. mag·ic



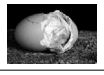
magic

2. ki**tch**·en



kitchen

3. ha**tch**



hatch

4. lar**ge**



large

5. twel**ve**



twelve

NAME: _____
DATE: _____

PP.13 Activity Page

Fill in the _____.

1. He plunged in·to the pool.
2. We can solve the prob·lem.
3. The dog fetched the stick.
4. The beep·ing sound got on my nerves.
5. Germs can make you sick.
6. Will you write me a lett·er?
7. What is on the next page?
8. Who is the best pitcher?

NAME: _____
DATE: _____

PP.16 Activity Page

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.

gum glad dog — g — gem germ

	/g/ as in *got*	/j/ as in *gem*
1. The film had a trag·ic ending. It was so sad!		tragic
2. An ant is a bug.	bug	
3. Mom made a batch of gin·ger snaps.		ginger
4. We have a gas stove in our kitch·en.	gas	
5. Who is your best pal? Rog·er is.		Roger
6. She sent me a get-well card.	get-well	

Sound out the words with the lines un·der them. Is the 'g' sound·ed /g/ as in *got* or /j/ as in *gem*? Write the words in the correct space.

gum glad dog — g — gem germ

	/g/ as in *got*	/j/ as in *gem*
1. A stone that costs a lot is a gem.		gem
2. She gasped when she saw the snake.	gasped	
3. My arms are short·er than my legs.	legs	
4. Scrub your hands to get rid of germs.		germs
5. A lot of plants are green.	green	
6. You can·not bend wood. It is rig·id.		rigid

NAME: _____
DATE: _____

PP.18 Activity Page

Directions: Have students copy the sentences and circle the noun and draw a squiggly line under the verb in each copied sentence.

1. My **wr**ist bends.
   My wrist bends.
2. The art·ist car**ve**s.
   The artist carves.
3. The dogs fe**tch**.
   The dogs fetch.
4. Its hoo**ve**s clop.
   Its hooves clop.
5. His skin i**tch**·es.
   His skin itches.

6. Mar**ge** sings.

Marge sings.

7. Men char**ge**.

Men charge.

8. Her slee**ve** rips.

Her sleeve rips.

9. The man stre**tch**·es.

The man stretches.

10. Mom **wr**ites.

Mom writes.

NAME: _____
DATE: _____

PP.24 Activity Page

We Are TV Stars

1. Where were Kate and Gad when they saw them·sel**ve**s on TV?

The kids were in Doba's cabin when they saw themselves on TV.

Page 70

2. What did the TV man ask Kate?
   - ○ Where did you spot the coin?
   - ✓ What's your name?
   - ○ Where is your Do·ba?

Page 72

Directions: Have students reread the story and answer the questions.

3. What did the TV man ask Gad?

The TV man asked Gad where they spotted the bone.

Page 7

4. Have you ev·er seen your·self or a pal on TV?

Answers may vary.

NAME: _____
DATE: _____

PP.25 Activity Page

Do·ba's Book

1. What sort of book did Do·ba have?
   - ○ She had a pic·ture book.
   - ○ She had a com·ic book.
   - ✓ She had a west·ern.

Page 76

2. How did Do·ba feel when she got to the end of the book?

Doba felt sad when she got to the end of the book.

Page 77

Directions: Have students reread the story and answer the questions.

3. Why did Do·ba take her book to the book shop?

Doba took her book to the book shop because the man who wrote it was at the book shop. She wanted to meet him.

Page 74

Directions: In the box, have students illustrate a part of the story and write a caption below.

NAME: _____
DATE: _____

PP.26 Activity Page

The Book Shop

1. Who is Si·mon Chee?
   - ✓ Si·mon Chee **wr**ites Na·va·jo books.
   - ○ Si·mon Chee is Do·ba's pal.
   - ○ Si·mon Chee is a bone man.

Page 78

2. What did Kate ask Mis·ter Chee?

Kate asked Mister Chee how hard it was to write his book.

Page 79

Directions: Have students reread the story and answer the questions.

3. What sort of book would Kate like to make?

Kate would like to make a bones and coins sort of book.

Page 80

4. Who will make the pic·tures for Kate's book?
   - ○ Kate will make the pic·tures.
   - ○ Si·mon will make the pic·tures.
   - ✓ Do·ba will make the pic·tures.

Page 80

NAME: _____
DATE: _____

PP.27 Activity Page

We Make a Book

1. Who helped Kate with her spell·ing?

Gad helped Kate with her spelling because he is the best speller in his class.

Page 82

2. Who made the art for the book?

Doba made the art for the book because she is an artist.

Page 84

Directions: Have students reread the story and answer the questions.

3. Use the lines to **wr**ite a lett·er to Kate.

Answers may vary.

Appendix: Using Chunking to Decode Multisyllable Words

TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv

Mastering the various letter-sound correspondences taught in this program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllable; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic 'E' Syllables (V-C–E)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stam·pede*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad · mit *nap · kin* *trum · pet*

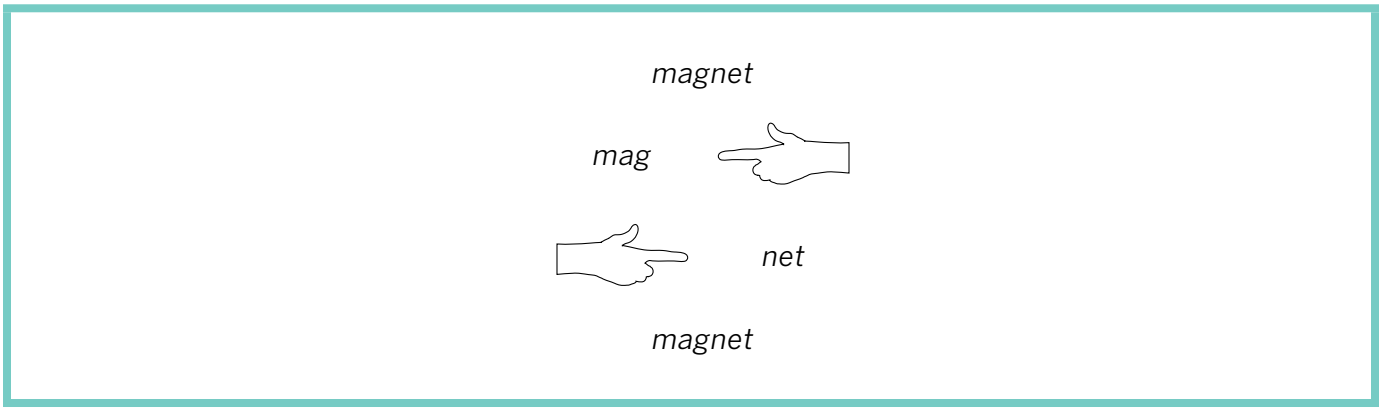
- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is one because the double-letter spellings have been taught as single spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic *muff · in* *happ · en*

- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster *con · tract* *pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

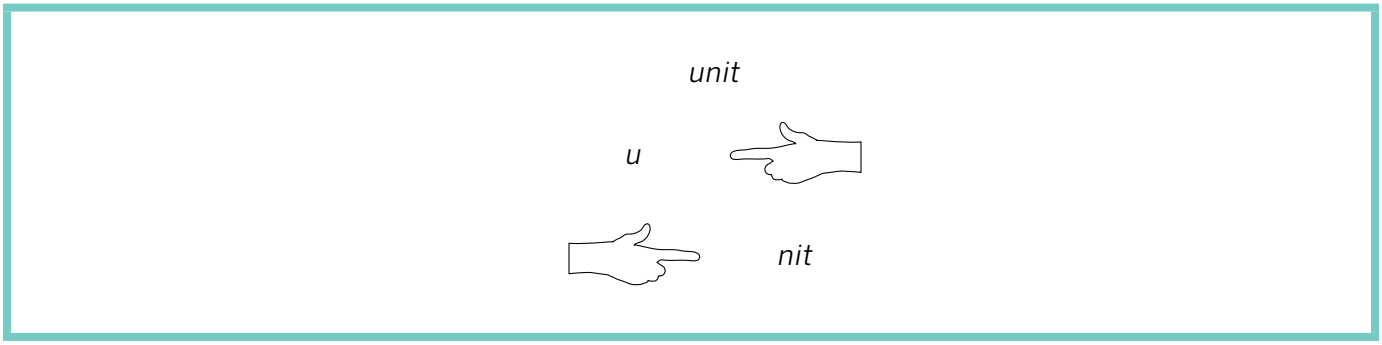
tar · get *for · get* *es · cape* *ig · loo* *scoun · drel* *char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

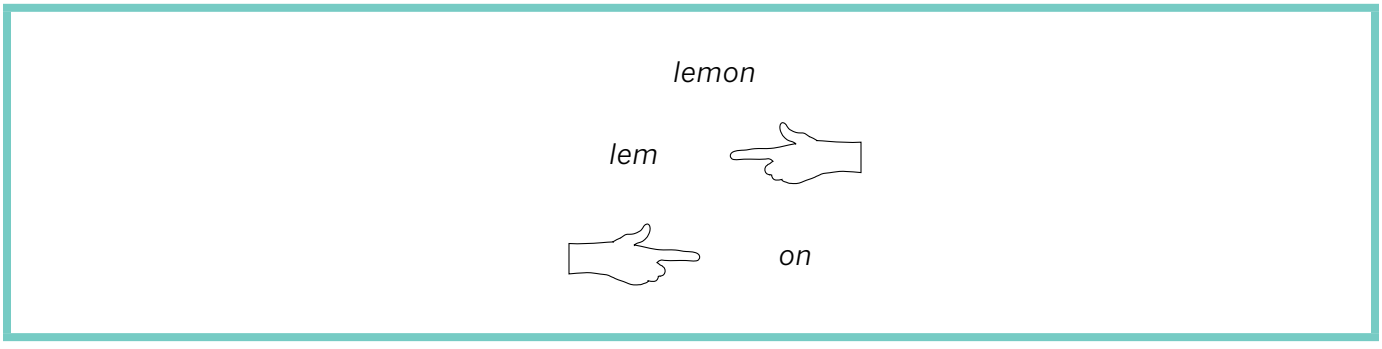
pu · pil *vi · rus* *mo · ment*



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

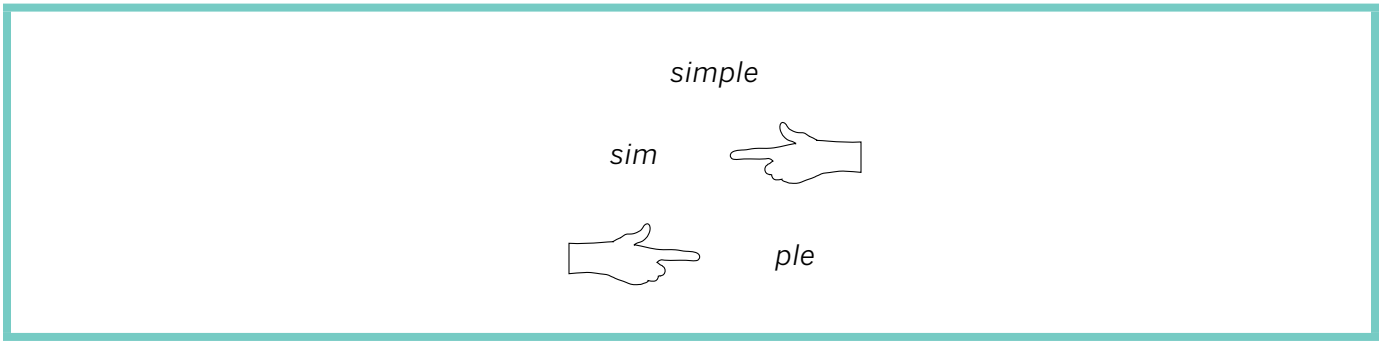
cam · el *mel · on* *pun · ish*



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

ban · gle *twin · kle* *sta · ble* *cra · dle* *tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout *de · pos · it* *med · al* *e · vil* *nick · el* *lo · tion*

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre · tend *non · sense* *tri · cycle* *re · peat* *self · ish* *sad · ness* *help · less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.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	p. 11, p. 14, p. 124, p. 127
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	p. 47, p. 51, p. 239, p. 241, p. 261
TEKS 1.2.A.vi	manipulating phonemes within base words	p. 36, p. 39
TEKS 1.2.A.vii	segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	p. 36, p. 39, p. 66, p. 69, p. 78, p. 81, p. 124, p. 127, p. 148, p. 151, p. 160, p. 163, p. 182, p. 186, p. 239, p. 241, p. 261
(B) demonstrate and apply phonetic knowledge by: p. 36, p. 39		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter sound correspondences	p. 11, p. 14, p. 16, p. 23, p. 30, p. 47, p. 51, p. 66, p. 75, p. 78, p. 81, p. 89, p. 93, p. 102, p. 105, p. 114, p. 118, p. 124, p. 127, p. 130, p. 148, p. 151, p. 160, p. 163, p. 182, p. 186, p. 197, p. 200, p. 221, p. 224
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	p. 11, p. 16, p. 58, p. 61, p. 62, U5: p. 66, p. 69, p. 70, p. 71, p. 72, p. 75, p. 114, p. 118, p. 124, p. 130, p. 148, p. 151, p. 249, p. 251
TEKS 1.2.B.iii	decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables	p. 58, p. 61, p. 62, p. 66, p. 75, p. 77, p. 114, p. 118, p. 239, p. 241, p. 249, p. 251
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	p. 23, p. 26
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	p. 11, p. 16, p. 23, p. 28, p. 36, p. 42, p. 58, p. 62, p. 124, p. 127, p. 135, p. 138, p. 239, p. 241

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	p. 23, p. 26, p. 89, p. 93, p. 96, p. 100, p. 114, p. 118, p. 160, p. 163, p. 182, p. 194, p. 195, p. 231, p. 234
(C) demonstrate and apply spelling knowledge by:		
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and rcontrolled syllables	p. 11, p. 16, p. 20, p. 58, p. 60, p. 66, p. 75, p. 114, p. 117, p. 124, p 130, p. 173, p. 175, p. 182, p. 194, p. 210, p. 213, p. 231, p. 233, p. 260, p. 389
TEKS 1.2.C.ii	spelling words with initial consonant digraphs	p. 11, p. 16, p. 58, p. 60, p. 66, p. 75, p. 114, p. 117, p. 124, p. 130, p. 173, p. 175, p. 182, p. 194, p. 231, p. 233, p. 260, p. 389
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	p. 11, p. 16, p. 58, p. 60, p. 66, p. 75, p. 102, p. 108, p. 114, p. 117, p. 124, p. 130, p. 173, p. 175, p. 182, p. 194, p. 210, p. 213, p. 231, p. 233, p. 239, p. 241, p. 260, p. 389
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	p. 11, p. 16, p. 23, p. 26, p. 58, p. 60, p. 66, p. 75, p. 114, p. 117, p. 124, p 130, p. 173, p. 175, p. 182, p. 194, p. 231, p. 233, p. 260, p. 389
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	p. 23, p. 30, p. 78, p. 85, p. 173, p. 176, p. 280
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clafify word meanings.	
TEKS 1.3.C	identify the meaning of words with the affixes -s, -ed, and -ing	p. 11, p. 16, p. 23, p. 28, p. 36, p. 42, p. 124, p. 127, p. 135, p. 138
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	p. 47, p. 53, p. 66, p. 71, p. 78, p. 85, p. 89, p. 96, p. 102, p. 109, p. 114, p. 119, p. 135, p. 142, p. 148, p. 154, p. 160, p. 167, p. 173, p. 176, p. 197, p. 200, p. 221, p. 227, p. 231, p. 236, p. 239, p. 244, p. 249, p. 253
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time	
(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:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	p. 148, p. 154, p. 197, p. 200
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS 1.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	
TEKS 1.6.D	create mental images to deepen understanding with adult assistance	
TEKS 1.6.E	make connections to personal experiences, ideas in other texts, and society with adult assistance	
TEKS 1.6.F	make inferences and use evidence to support understanding with adult assistance	p. 114, p. 119, p. 135, p. 142, p. 148, p. 154, p. 197, p. 200
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 23, p. 30, p. 47, p. 53, p. 78, p. 85, p. 197, p. 200, p. 221, p. 227
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	p. 135, p. 142
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.7.C	use text evidence to support an appropriate response	p. 23, p. 30, p. 47, p. 53, p. 89, p. 96, p. 102, p. 109, p. 160, p. 167, p. 231, p. 236, p. 239, p. 244, p. 249, p. 253
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 114, p. 119
TEKS 1.7.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS 1.7.F	respond using newly acquired vocabulary as appropriate	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS 1.8.A	discuss topics and determine theme using text evidence with adult assistance	
TEKS 1.8.B	describe the main character(s) and the reason(s) for their actions	
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	p. 66, p. 71, p. 149, p. 154
TEKS 1.8.D	describe the setting	p. 47, p. 53
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	
(D) recognize characteristics and structures of informational text, including:		
TEKS 1.9.D.i	the central idea and supporting evidence with adult assistance	
TEKS 1.9.D.ii	features and simple graphics to locate or gain information	
TEKS 1.9.D.iii	organizational patterns such as chronological order and description with adult assistance	
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	p. 173, p. 177
TEKS 1.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS 1.10.A	discuss the author's purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author's purpose	
TEKS 1.10.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	listen to and experience first- and thirdperson texts	
TEKS 1.10.E	listen to and experience first- and thirdperson texts	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses thewriting 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	p. 182, p. 190, p. 197, p. 204
(B) develop drafts in oral, pictorial, or written form by:		
TEKS 1.11.B.i	organizing with structure	p. 182, p. 190, p. 197, p. 204
TEKS 1.11.B.ii	developing an idea with specific and relevant details	p. 182, p. 190, p. 197, p. 204
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	p. 210, p. 216, p. 221, p. 226
(D) edit drafts using standard English conventions, including:		
TEKS 1.11.D	edit drafts using standard English conventions	
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	p. 58, p. 62
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	p. 249, p. 252
TEKS 1.11.D.iv	adjectives, including articles	p. 210, p. 214, p. 231, p. 235, p. 249, p. 252
TEKS 1.11.D.v	adverbs that convey time	p. 210, p. 216
TEKS 1.11.D.vi	prepositions	p. 210, p. 214, p. 221, p. 226, p. 249, p. 252

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun "I"	p. 58, p. 62, p. 78, p. 83, p. 124, p. 130, p. 148, p. 153, p. 210, p. 216
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	p. 36, p. 42, p. 58, p. 62, p. 78, p. 83, p. 124, p. 130, p. 148, p. 153, p. 160, p. 166, p. 210, p. 216, p. 249, p. 252
TEKS 1.11.D.x	correct spelling of words with grade appropriate orthographic patterns and rules and high-frequency words with adult assistance	p. 210, p. 216, p. 231, p. 233
TEKS 1.11.E	publish and share writing	p. 197, p. 204, p. 207
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 1.12.A	dictate or compose literary texts, including personal narratives and poetry	
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	p. 197, p. 204, p. 205
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 192
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	p. 28, p. 94, p. 107, p. 139, p. 187, p. 225
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	p. 69
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	p. 94, p. 107, p. 187, p. 225
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	p. 69
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	p. 17, p. 63
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 14, p. 18, p. 69, p. 106
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(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	p. 17
ELPS 3.B	expand and internalize initial English vocabulary by learning and using highfrequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	p. 178, p. 255
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	p. 203, p. 235
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and contentbased vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	p. 178, p. 192
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	p. 18
(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	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 33, p. 56, p. 74, p. 99, p. 112, p. 144, p. 157, p. 169, p. 229, p. 246
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 1

Foundational Skills 5		Correlation—Teacher's Guide
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	p. 99, U5, p. 121, p. 144, p. 157, p. 169, p. 229, p. 246, p. 255
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(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	p. 94, p. 107, p. 187
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	p. 192
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	p. 63
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	p. 63
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	p. 215
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 45, p. 84, p. 132, p. 154
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 121, p. 207, p. 236

ISBN 979-8-89072-926-2

© 2024. Texas Education Agency. Portions of this work are adapted, with permission, from originals created by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org).

This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike

4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of the Texas Education Agency, as well as prior works by Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) and is made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

https://creativecommons.org/licenses/by-nc-sa/4.0/

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

This work is based on prior works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution- NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Printed in the USA