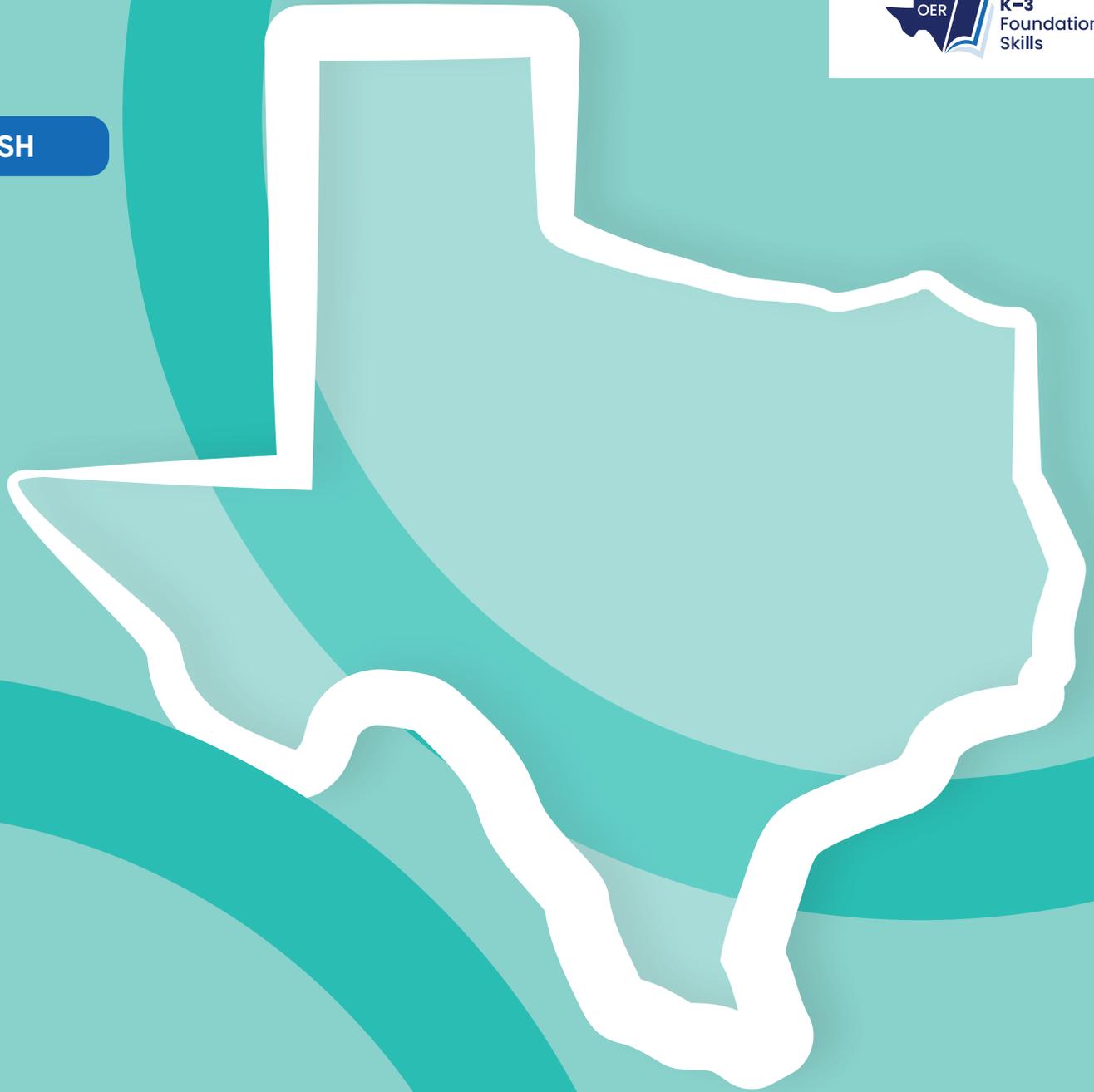


ENGLISH



GRADE 1 FOUNDATIONAL SKILLS UNIT 6

Teacher Guide

EDITION 1

Grade 1

Foundational Skills 6

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: Introduce /s/ › ‘c’ 7

Foundational Skills (20 min.)

- Spellings for /s/
- Spelling Tree for /s/

Writing (25 min.)

- Introduce Personal Narratives

Language (15 min.)

- Introduce Spelling Words

Lesson 2 Tricky Spelling: Introduce ‘c’ › /k/ and /s/ 19

Foundational Skills (25 min.)

- Tricky Spelling ‘c’
- Tricky Spelling Practice

Writing (35 min.)

- Plan a Personal Narrative

Lesson 3 Writing: Draft a Personal Narrative 31

Foundational Skills (30 min.)

- Warm-Up: Speedy Sound Hunt
- Review Tricky Spelling ‘c’
- Using a Dictionary

Writing (30 min.)

- Draft a Personal Narrative

Lesson 4 Writing: Plan and Draft a Personal Narrative 40

Foundational Skills (25 min.)

- Spelling Alternatives for /s/
- Spelling Tree for /s/: Leaf Sort

Writing (35 min.)

- Plan and Draft a Personal Narrative

Lesson 5 Review and Practice: Spelling Assessment 50

Language (15 min.)

- Spelling Assessment

Writing (45 min.)

- Edit and Publish a Personal Narrative

Lesson 6 Tricky Spelling: Review ‘c’ › /k/ and /s/ 58

Foundational Skills (20 min.)

- Tricky Spelling ‘c’
- Spelling Alternatives for /s/

Reading (25 min.)

- Introduce the Reader and Story
- Read “Mister Spencer and the Rabbits”

Language (15 min.)

- Introduce Spelling Words

Lesson 7 Grammar: Introduce Pronouns

68

Foundational Skills (20 min.) <ul style="list-style-type: none">• Warm-Up: Segment and Blend Two-Syllable Words• Spell Multisyllable Words	Language (15 min.) <ul style="list-style-type: none">• Introduce Pronouns	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Picnic by the River”
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Lesson 8 Tricky Spelling: Review ‘g’ › /g/ and /j/

79

Language (15 min.) <ul style="list-style-type: none">• Warm-Up: Build Sentences	Foundational Skills (15 min.) <ul style="list-style-type: none">• Tricky Spelling ‘g’• Spelling Alternatives for /j/	Reading (30 min.) <ul style="list-style-type: none">• Review the Story• Reread “The Picnic by the River”
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Lesson 9 Grammar: Use Adjectives and Prepositions

88

Language (35 min.) <ul style="list-style-type: none">• Warm-Up: Build Phrases with Adjectives• Build Sentences with Prepositions• Nouns and Pronouns	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “Ants”
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Lesson 10 Spelling Alternatives: Introduce /n/ › ‘kn’

100

Language (15 min.) <ul style="list-style-type: none">• Spelling Assessment	Foundational Skills (20 min.) <ul style="list-style-type: none">• Spelling Alternatives for /n/• Spelling Tree for /n/	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Band”
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Lesson 11 Spelling Alternatives: Review /n/ › ‘kn’, ‘n’, ‘nn’ and /s/ › ‘c’, ‘ce’, ‘se’

112

Foundational Skills (20 min.) <ul style="list-style-type: none">• Spellings for /n/ and /s/	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Yard Sale”	Language (15 min.) <ul style="list-style-type: none">• Introduce Spelling Words
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Lesson 12 Grammar: Review Nouns and Pronouns

122

Language (15 min.) <ul style="list-style-type: none">• Review Nouns and Pronouns	Foundational Skills (20 min.) <ul style="list-style-type: none">• Tricky Word Story	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Storm”
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Lesson 13 Grammar: Practice Using Nouns and Pronouns

131

Foundational Skills (15 min.) <ul style="list-style-type: none">• Warm-Up: Segment and Blend Two-Syllable Words	Language (20 min.) <ul style="list-style-type: none">• Review Noun and Pronouns	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “Dark Clouds and Wind”
--	--	--

Lesson 14 Grammar: Review Adjectives and Prepositions 141

Foundational Skills (15 min.) <ul style="list-style-type: none">• Warm-Up: Segment and Blend Two-Syllable Words	Language (20 min.) <ul style="list-style-type: none">• Build Sentences With Adjectives and Prepositions	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “In the Storm Shelter”
--	--	--

Lesson 15 Review and Practice: Spelling Assessment and Plural Nouns 150

Language (15 min.) <ul style="list-style-type: none">• Spelling Assessment	Foundational Skills (20 min.) <ul style="list-style-type: none">• Plural Noun Review	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Visit”
---	---	---

Lesson 16 Spelling Alternatives: Introduce /w/ › ‘w’ and ‘wh’ 160

Foundational Skills (20 min.) <ul style="list-style-type: none">• Spellings for /w/• Spelling Tree for /w/	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Soccer Game”	Language (15 min.) <ul style="list-style-type: none">• Introduce Spelling Words
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Lesson 17 Review and Practice: Tricky Words and Spelling Alternatives 171

Foundational Skills (35 min.) <ul style="list-style-type: none">• Warm-Up: Tricky Word Review• Spelling Alternatives	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “Supper”
--	--

Lesson 18 Spelling Alternatives: Introduce /ng/ › ‘ng’ and ‘n’ 180

Foundational Skills (35 min.) <ul style="list-style-type: none">• Warm-Up: Speedy Sound Hunt• Spellings for /ng/• Spelling Tree for /ng/	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “Grace the Performer”
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Lesson 19 Tricky Spelling: Introduce ‘n’ › /n/ and /ng/ 191

Language (20 min.) <ul style="list-style-type: none">• Warm-Up• Build Phrases with Adjectives• Build Sentences with Adjectives and Prepositions	Foundational Skills (20 min.) <ul style="list-style-type: none">• Tricky Spelling ‘n’• Tricky Spelling Practice	Reading (20 min.) <ul style="list-style-type: none">• Review the Story• Reread “Grace the Performer”
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Lesson 20 Review and Practice: Spelling Assessment and Pronouns 201

Language (35 min.) <ul style="list-style-type: none">• Spelling Assessment• Pronoun Review	Reading (25 min.) <ul style="list-style-type: none">• Introduce the Story• Read “The Frog Jumping Contest”
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Lesson 21 Grammar: Verb Tense and Root Words **212**

Language (35 min.)

- Past, Present, and Future Tense Review
- Root Words and Endings

Reading (25 min.)

- Introduce the Story
- Read “The Spinning Wheel”

Lesson 22 Review and Practice: Pronouns and Vowel Digraphs **220**

Language (15 min.)

- Warm-Up: Pronoun Review

Foundational Skills (20 min.)

- Practice: Vowel Digraphs

Reading (25 min.)

- Introduce the Story
- Read “Buster the Pig”

Lesson 23 Review and Practice: End-of-Unit Review **229**

Foundational Skills (35 min.)

- Warm-Up: Segment and Blend Two-Syllable Words
- Review and Practice

Reading (25 min.)

- Introduce the Story
- Read “Whisper”

Lesson 24 Unit Assessment: Word Recognition **238**

Foundational Skills (35 min.)

- Word Recognition Assessment
- Using a Dictionary

Reading (25 min.)

- Introduce the Story
- Read “The Harvest”

Lesson 25 Unit Assessment: Reading Comprehension **245**

Reading (60 min.)

- Reading Comprehension Assessment
- Wiggle Cards
- Read “The Harvest Marvel”

Pausing Point (3 days) **249**

Teacher Resources **275**

Introduction

SKILLS 6 OVERVIEW

Spelling Alternatives

In this unit you will continue the work you began in the last unit by introducing or reviewing a number of spelling alternatives for consonant sounds.

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

- /s/ spelled 's', 'ss' (review); **'c', 'ce', and 'se' (new)**
- /z/ spelled 'z', 's', 'zz' (review)
- /m/ spelled 'm' and 'mm' (review)
- /n/ spelled 'n', 'nn' (review), and **'kn' (new)**
- /ng/ spelled 'ng' (review) and **'n' (new)**
- /w/ spelled 'w' (review) and **'wh' (new)**

Note that, as was the case in the last unit, several of the spellings covered in this unit are review items. There is actually relatively little new code knowledge taught in this unit.

Note also that the sounds have once again been arranged by place of articulation so that the sister sounds /s/ and /z/ are taught consecutively and the three nasal sounds (/m/, /n/, /ng/) are taught in close succession. This may be helpful because these are the sounds students are most likely to confuse.

In this unit students will also learn that the spelling 'c' stands for /k/ as in *cat* or /s/ as in *cent*, and the spelling 'n' stands for /n/ as in *nap* or /ng/ as in *pink*. Both 'c' and 'n' are tricky spellings because they stand for more than one sound.

Spelling Alternatives Lessons and Tricky Spelling Lessons

Most of the lessons in this unit are devoted to introducing common spelling alternatives for sounds that students already know. Several lessons are tricky spelling lessons in which students will learn to use probability strategies and context clues to self-correct their reading of words that contain the ambiguous spellings 'n', 'c', and 'g'. Decoding and encoding are taught as connected processes. In Spelling Alternative lessons the primary direction is from sound to print, reviewing sounds, and introducing new spellings. In Tricky Spelling lessons the primary direction is from print to sound, reading words, and determining the pronunciation of 'c', 'n', or 'g'.

Warm-Ups

Some Warm-Ups in this unit review grammar concepts; the specific concepts and skills are described in detail in the Grammar section.

In addition, students will continue to orally practice letter-sound correspondences using the Individual Code Chart. Please choose the spellings that students need to practice the most.

Other Warm-Ups provide students the opportunity to review segmenting and blending two-syllable words using the three-step method of blending/segmenting one syllable at a time.

There are a few lessons in this unit that do not have a Warm-Up (e.g., the writing lessons and spelling lessons).

Tricky Words

You will introduce one Tricky Word for this unit: *cow*. Students may be able to read this word on their own when they recognize it looks similar to the previously taught tricky word *how*.

Decodable Reader: *Grace*

The Reader for this unit is called *Grace*, and is about a girl named Grace who lives on a farm in the Midwest. The stories in this Reader take students through Grace's daily life on the farm and in the country.

The stories in this Reader are a bit longer, on average, than the stories in the previous Reader. Many students will be ready for slightly longer stories as they begin to read more fluently. If you have very slow readers, they may not be able to do repeated readings of all the stories. You may wish to have slower readers read only some of the stories in the Reader, allowing them more time to spend on each story. This kind of picking and choosing will work well for this Reader since it is a collection of stories rather than a continuous narrative that carries on through a whole series of stories. Almost all of the stories in the Reader can stand alone. Please note that there is not always a new story in each lesson.

The stories in this Reader are printed in a new font. Up to this point, all student materials have been printed in a font that was selected because it looks a lot like the letters students are being taught to write and that features the single-story 'a' and single-story 'g'. Beginning in this Reader, the font has the double-story 'a' and double-story 'g'. The new font is more like the fonts students will see in most trade books. In addition, the dot marking the division of syllables is removed. Should students need help reading multisyllable words, remind them that each syllable may have several consonant sounds, but it will only have one vowel sound. You may review how to clap the syllables of a word, and the three-step method for reading multisyllable words: they should first sound and blend the spellings in the first syllable, then sound and blend the spellings in the second syllable, and then put them together.

Note that there is no Big Book for this unit. If you feel that you need to demonstrate the stories to students, you can use the images found in the digital components in the program's online materials for this Reader. You should continue to observe student performance, monitoring as many individual students or reading groups as possible. Each story is accompanied by a set of discussion questions in the Teacher Guide. Please discuss these questions with students orally and encourage them to answer in complete sentences.

Story Questions Activity Pages

A Story Questions Activity Page is included for each story in the Reader. Most of these can be done as part of the main lesson.

Grammar

In this unit, grammar concepts and skills are reviewed in many of the Warm-Ups. One such Warm-Up is building phrases with adjectives. In this Warm-Up you will model adding three adjectives to a noun, one at a time, with the goal of creating specific and concrete mental images. For example, you will say the word *ball*, then the phrase *red ball*, then the phrase *round, red ball*, and finally the phrase *big, round, red ball*. Encourage students to create mental images of these phrases.

Students will also practice identifying nouns, verb tenses and expanding sentences by adding prepositions to provide more detail in other Warm-Ups.

The grammar lessons in this unit address nouns and pronouns. You will introduce the pronouns *he*, *she*, *it*, *we*, *they*, *I*, and *you*. Students have been reading these words for many weeks, but at this point they will learn to match pronouns to the nouns to which they refer and vice versa.

Spelling

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

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

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

WRITING

In this unit you will introduce students to personal narratives. Students first explore the writing genre through excerpts of personal narratives. You will then work together with the class to plan and draft a class personal narrative of a shared class experience, such as a recent class field trip or school assembly.

A three-stage writing process is used in these lessons. First students plan, then they draft, and then they edit. You will be asked to draw attention to these steps as students work on these and subsequent kinds of writing. You are encouraged to have students publish their work using digital resources, as those resources are available.

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 6 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 key skills throughout this unit. You will be prompted to collect activity pages to monitor student progress in reading and writing the spelling alternatives for /s/, /n/, /w/, and /ng/, and the tricky spellings 'c', 'n', and 'g'. You will also collect activity pages on which students are asked to apply the grammar and writing skills taught in this unit. Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons.

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

Careful attention to this information, collected on a daily basis, will enable 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

The first end-of-unit assessment, in Lesson 24, assesses students' ability to read individual words that contain the spellings taught in this unit. This is a Word Recognition Assessment that allows you to assess students all at once. Students who score lower than 8 out of 10 probably need more practice with the spellings covered in this unit. You are encouraged to analyze students' responses, noting which spellings still seem to be difficult for particular students or groups of students. Based on this information, group students and plan exercises that you will use to remediate.

The second assessment, in Lesson 25, is also administered to the whole class at once but is more holistic. This is a Story Comprehension Assessment that assesses students' ability to read a story similar to the ones in the Reader and answer comprehension questions in a fixed period of time. If students take an inordinately long time to read the story or have difficulty answering the questions in the time allotted, you should meet individually with students and listen to them read the story a second time. For more details, see Lesson 25.

The purpose of both assessments is to help you determine which students are doing well with the program and which students need more practice reading words with particular spellings or connected text.

SMALL GROUP WORK

In this unit, explicit instructions on how to integrate small group work is provided. Small group work is signaled by a star in a dark circle. Exercises for two groups are suggested, assuming that Group 1 consists of students who need more support and Group 2 of students who can work independently. Of course, you may subdivide your class further. Small group work is suggested for either story reading time or activity page work. You will have the choice to (1) have both groups work on the same skill with the independent group working on their own while the other group receives guidance from you or (2) reteach/reinforce a skill that you feel needs to be practiced more with Group 1. For reteaching/reinforcing skills please reuse material from relevant lessons and consult the Unit 6 Pausing Point for additional exercises and activity pages. Please keep in mind that you do not have to use the small group configuration every time that it is suggested and that you can adapt other lessons so they contain small group work.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 6 skills can be found in the Pausing Point section included after the last lesson. It is strongly recommended that you pause for 3 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.

TEACHER RESOURCES

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

- Anecdotal Reading Record
- Discussion Questions Observation Record
- Spelling Alternatives Observation Records for /s/, /w/, and /n/
- Tricky Word Family Letter, Flash Cards, and optional assessment
- Spelling Analysis Directions and Analysis of Student Errors for spelling assessments
- The Writing Process Graphic
- Editing Checklist
- Word Recognition Assessment Record Sheet and Analysis Directions
- Reading Comprehension Assessment Record Sheet and Analysis Directions
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 6

Some additional materials are needed for specific lessons of Unit 6. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used.

- yellow, green, brown paper and tape for the Spelling Trees (1)
- chart paper (2)
- unruled white index cards (3)
- red markers, one per student (1)
- two sticky notes of two different colors per student (5)
- Digital Components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the online materials.

SPELLING ALTERNATIVES

Introduce /s/ > 'c'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the spellings /s/ > 's' and 'ss' and will learn the sound/

✚ spelling /s/ > 'c'. **TEKS 1.2.B.ii; TEKS 1.2.C.iii**

✚ Students will read words with /s/ > 's', 'ss', and 'c'. **TEKS 1.2.B.ii**

Writing

Students will read the personal narrative "In the Cave" and will fill out a story map

✚ describing different elements of the story. **TEKS 1.9.C; TEKS 1.12.A**

Language (Spelling)

Students will spell two-syllable words that feature /m/ > 'mm', /t/ > 'tt', /d/ > 'dd',

✚ /p/ > 'pp', and the Tricky Word *their*. **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

Observation

Spelling Alternatives /s/ > 's', 'ss', 'c'

✚ **TEKS 1.2.C.iii**

Activity Page 1.2

Elements of Personal Narratives

✚ **TEKS 1.9.C**

✚ **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.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.9.C** Discuss elements of drama such as characters and setting; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry; **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; (iv) spelling high-frequency words from a research-based list.

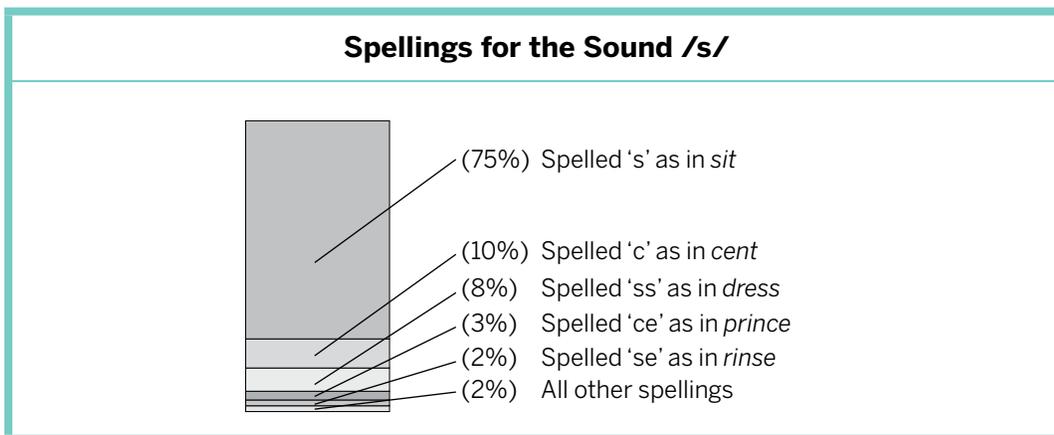
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spellings for /s/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card for /s/ > 'c' (<i>cinch</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Spelling Tree for /s/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Tree for /s/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> marker <input type="checkbox"/> scissors <input type="checkbox"/> tape
Writing			
Introduce Personal Narratives	Whole Group	25 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Writing Process Chart (Digital Components) <input type="checkbox"/> Activity Page 1.2 (Digital Components) <input type="checkbox"/> Activity Pages 1.1, 1.2
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 1.3
Take-Home Material			
Spelling Words			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 1.3

ADVANCE PREPARATION

Note to Teacher

Today and in the following lessons you will talk about three spellings for the /s/ sound, one of the trickiest consonant sounds to spell. Students should already know the basic code spelling 's' as in *sit* and the spelling 'ss' as in *dress*. In today's lesson you will review these spellings and introduce the spelling alternative 'c' as in *cent*. In following lessons you will introduce the spelling alternatives 'se' as in *rinse* and 'ce' as in *prince*. The chart shows how common each spelling is.



Note that the 'c' and 'ce' spelling alternatives for /s/ may be confusing for students, particularly in words with separated digraphs, such as *nice* and *place*. The most important take-away for students is that they understand that 'c' and 'ce' are spelling alternatives are grouped for the /s/ sound. In word sorts, these spelling alternatives go in one column to place the emphasis on the 'c' standing for the /s/ sound, rather than specifying that students distinguish between the 'c' and 'ce' spellings for /s/.

Here are some patterns for you to be aware of:

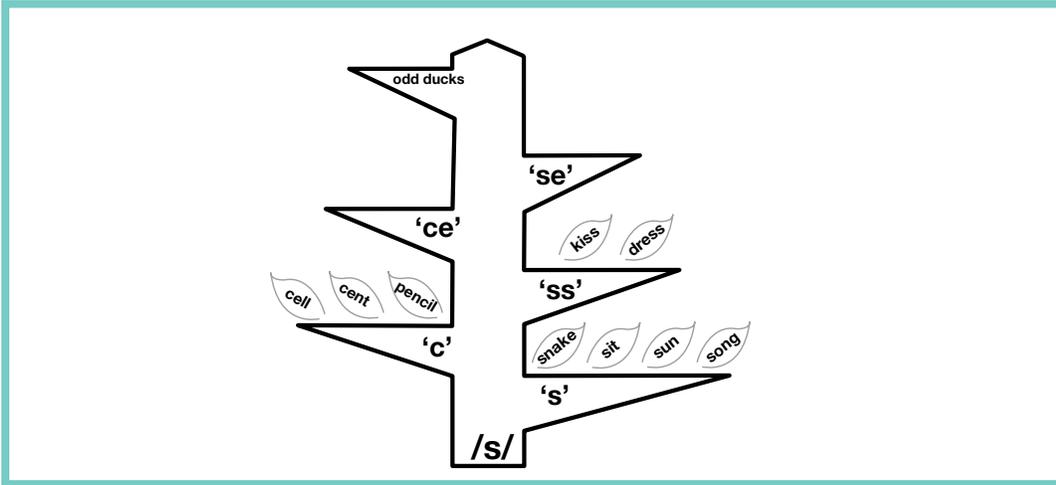
- **'s'** is used to spell /s/ in the initial consonant clusters *sk-*, *sl-*, *sm-*, *sn-*, *sp-*, *spl-*, *spr-*, *st-*, *str-*, *sw-* *sq-* (*skip*, *slip*, *smile*, *snip*, *spin*, *splash*, *spread*, *steep*, *straw*, *swine*, *squint*) and final clusters *-sk*, *-sp*, *-st* (*desk*, *wasp*, *best*).
- **'s'** is used at the end of words to mark a plural (*cats*, *hips*) or a verb form (*it fits*, *she skates*).
- **'c'** is used at the beginning of words that start with *ce-*, *ci-*, *cy-* (*cent*, *cinnamon*, *Cyprus*), but **'s'** can be used before those letters as well (*sent*, *sip*, *syrup*).

- 'ss', 'ce', and 'se' are used to spell final /s/ that is not a plural marker or a verb form (*dress, prince, house*). These spellings are never used at the beginning of a word.
- 'ss' is typically used after a "short" vowel sound (*fuss, miss, confess*).
- 'ce' and 'se' are typically used after other vowel sounds (*force, choice, horse*) and in consonant clusters (*prince, rinse*).

Foundational Skills

- Prepare to display the Consonant Code Flip Book for /s/ within view of all students. You may wish to tab page 11. Also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.
- Prepare the Spelling Alternatives Observation Record provided in Teacher Resources. Over the course of the unit, be sure to ask each student to decode words with each of the sound spellings taught.
- Over the course of this unit, you will be asked to make and display four Spelling Tree wall displays. Templates to assist you in making a Spelling Tree are provided in Teacher Resources. You should have the Spelling Tree assembled and ready to be displayed before you begin the lesson, but do not attach any leaves prior to the lesson.
- Make the trunk of the Spelling Tree out of brown construction paper or draw the trunk on white chart paper. The branches should vary in length and correlate with the power bar on the Spelling Cards. For example, the 's' spelling is the most common spelling for the /s/ sound, so its branch is the longest on the /s/ Tree. The shortest branch on the tree is on the top for odd ducks. Odd ducks are words having the /s/ sound spelled in a way that is not explicitly taught in the unit.
- The /s/ Spelling Tree should have six branches forking off from the central trunk. Use five of the branches for the more common spellings ('s', 'ss', 'c', 'se', and 'ce'), and one branch for odd ducks.
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /s/ words on the leaves (*snake, sit, sun, song, kiss, dress, cell, cent, pencil*).
- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /s/ sound that doesn't fall into one of the spelling patterns students will learn in this unit, such as 'sc' in *scnt*.

- A completed Spelling Tree is shown here:



Writing

> Digital Component 1.1

- Prepare to display an enlarged version of The Writing Process graphic (Digital Component 1.1), or use the digital version.

> Digital Component 1.2

- Prepare to display an enlarged version of Activity Page 1.2 (Digital Component 1.2), or use the digital version.
- Gather the Unit 5 Reader, *Kate's Book*, and tab the story "In the Cave" on page 2. You will be reading this story aloud as students follow along on an activity page.

Universal Access

- Bring in pictures or items to depict words listed on the Spelling Tree (e.g., *sun*, *snake*, *song*, *dress*, *cell*, *cent*, *pencil*). Give thought in advance to any words that can be demonstrated with actions (e.g., *sit*, *kiss*).

Lesson 1: Spelling Alternatives for /s/

Foundational Skills



Primary Focus

Students will review the spellings /s/ > 's' and 'ss' and will learn the sound/spelling

✦ /s/ > 'c': **TEKS 1.2.B.ii; TEKS 1.2.C.iii**

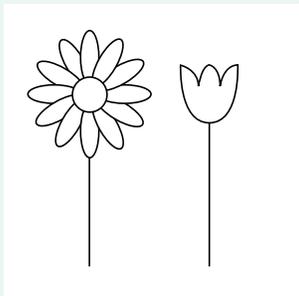
✦ Students will read words with /s/ > 's', 'ss', and 'c': **TEKS 1.2.B.ii**

Code Materials



Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /s/ sound.



SPELLINGS FOR /S/ (10 MIN.)

- Tell students that you will review the basic code spelling for /s/ and introduce a new spelling alternative.
- Turn to the **Consonant Code Flip Book page 11**.
- Review with students the Spelling Cards for /s/ > 's' and 'ss', reading the sample words and discussing the power bars.
- Write 's' on the board/chart paper, along with the sample words: *sun*, *sit*.
- Follow the same procedure for 'ss', with sample words: *dress*, *kiss*.
- Have students turn to **Individual Code Chart page 8**.
- Have them locate and trace in red the outline of the card and the code information for /s/ > 's' with a finger. Follow the same procedure for /s/ > 'ss'.
- Tell students they will now learn another spelling for the /s/ sound.
- Write 'c' on the board/chart paper, along with the sample words: *cinch*, *cell*. You may want to discuss the words *cell* and distinguish it from the homophone *sell*.
- Show students the Spelling Card for /s/ > 'c' (*cinch*). Discuss the power bar and have students read the example word. Attach the Spelling Card to the appropriate place.
- You may want to point out that the 'c' spelling can stand for two different sounds: /k/ and /s/. (Students will practice this tricky spelling in later lessons.)
- Have students outline the 'c' spelling in red marker in their Individual Code Charts. The spellings can be found on the following pages in the Consonant Code Flip Book and in students' Individual Code Charts.

✦ **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.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Consonant Code Flip Book	Individual Code Chart
1. /s/ > 'c' (<i>cinch</i>) page 11	1. /s/ > 's' (<i>sun</i>) page 8

- Have students trace the spelling 'c' on their desks with a finger while saying the sound.
- Tell students that whenever the spelling 'c' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.



Check for Understanding

Write the words *cent*, *call*, *cell*, *cat*, *pencil*, *cook*, *cinch* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /s/ sound.

SPELLING TREE FOR /S/ (10 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /s/ sound.
- Point to the trunk labeled /s/.
- Point to the 's', 'ss', 'c', and odd ducks branches. Explain that the 's' branch is the longest and on the bottom, the 'c' branch is the second longest, and the 'ss' branch is the third longest. Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



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Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 1.E; ELPS 2.E;

ELPS 4.C



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /s/ > 's', 'ss', and 'c' in the Spelling Alternatives Observation Record for /s/.

Lesson 1: Introduce Personal Narratives

Writing



Primary Focus: Students will read the personal narrative “In the Cave” and will fill out a story map describing different elements of the story. **TEKS 1.9.C; TEKS 1.12.A**

INTRODUCE PERSONAL NARRATIVES (25 MIN.)

➤ Digital Component 1.1

- Point to The Writing Process graphic you prepared in advance. Remind students of previous writing experiences.
- Tell students that you will begin another series of writing lessons today. Today they will begin familiarizing themselves with another genre of writing—the personal narrative.
- Explain that a narrative is a story and a personal narrative is a story that describes something personal, or something that really happened to you.
- Tell students that in the next few lessons they will learn to write a personal narrative.
- Remind students that they read a personal narrative in *Kate’s Book*. Kate wrote about adventures that happened to her and Doba over the summer. *Kate’s Book* is a personal narrative because it is a story that Kate wrote about something that happened to her.
- Have students turn to Activity Page 1.1. Tell them that this is an example of a personal narrative from *Kate’s Book*. It is a personal narrative because it was written by Kate about something that happened to her.
- Read the narrative aloud from the Unit 5 Reader (page 2), while students follow along using Activity Page 1.1.

Activity Page 1.1



➤ **TEKS 1.9.C** Discuss elements of drama such as characters and setting; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

Elements of Personal Narratives

- Explain that a personal narrative is different from a fictional story because it is not a made-up story, but it contains many of the same elements as a fictional story.
- It has a title; it has a setting—the event described took place in a particular place and at a certain time; it has characters who do things (one of whom is the author, or narrator, who is sharing the experience); and it has a plot, with a beginning, middle, and end.
- Explain that good stories answer these 5 “W” questions:

1. **Who?** This question asks about the characters in the story.
2. **What?** This question asks about the plot of the story: the beginning, middle, and end.
3. **Where?** This question asks about where the story takes place, which is part of the setting.
4. **When?** This question asks about the time of the story, which is also part of the setting (e.g., early morning, winter, last year).
5. **Why?** This question gives the reason for the character’s actions: Why did the main character do whatever it was that they did? (Note that not all stories address *Why?* questions.)

- Tell students that these are good questions to ask themselves as they are thinking about writing a personal narrative or other story.

➤ Digital Component 1.2

- Display a version of Activity Page 1.2.
- Tell students that this is similar to the activity page they used when discussing fiction and planning fictional stories. Explain that they are going to use this activity page to analyze the personal narrative from *Kate’s Book*, “In the Cave.”
- Work with students to fill in the blanks on Activity Page 1.2 so students have organized the story elements of “In the Cave.”
- When discussing characters, be sure to point out that one of the main characters in a personal narrative is always the narrator. Explain that the narrator is the person who tells the story. The narrator is the “I” character in the personal narrative.

Support

Ensure that students are referring back to the text as they look for each story element.

Challenge

Ask individual students to explain how Kate’s personal narrative answers the five ‘W’ questions.

Activity Page 1.2





Activity Page 1.2: Elements of Personal Narratives

Collect Activity Page 1.2 to monitor students' understanding of the story elements in the personal narrative "In the Cave."

Lesson 1: Spelling

Language



Primary Focus: Students will spell two-syllable words that feature /m/ > 'mm', /t/ > 'tt', /d/ > 'dd', /p/ > 'pp', and the Tricky Word *their*.

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

INTRODUCE SPELLING WORDS (15 MIN.)

Activity Page 1.3



- Have students turn to Activity Page 1.3.
- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words for this week will use the spellings that they learned in the last unit.
- Write the following headers on the board in columns: /m/ > 'mm', /t/ > 'tt', /d/ > 'dd', /p/ > 'pp', and Tricky Word.
- Read and write each spelling word, underlining and reviewing the alternative spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:

/m/ > 'mm'	/t/ > 'tt'	/d/ > 'dd'	/p/ > 'pp'	Tricky Word
swimming	rotten	hidden	popping	their
	batter	shredded		
		nodded		

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) 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.

- 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: *Their acorns are hidden in the tree.*

End Lesson

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 1.3, and remind them to practice the spelling words throughout the week with a family member.

Activity Page 1.3



Lesson 1: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Can you crawl like a crab?
2. Make a funny face.
3. I see the mice!
4. Sit in the center.
5. Get me a pencil.
6. Run in place.

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Highlight the Spelling

- Write the words from the box on **index cards** or a piece of **paper** for each student.
- Ask students to read the words and use a **highlighter** to highlight the letters of each new spelling.

1. cent
2. cell
3. face
4. rice
5. nice
6. pencil
7. center
8. place
9. space
10. price

Push and Say

- Make a copy of the Push and Say Sound Boxes (**Activity Page TR 1.1**) and a set of Push and Say Letter Cards (**Activity Page TR 1.2**) for each student. Cut apart the letter cards.
- Say the first word from the box.

Support

Provide students with only the letter cards they will need for this activity: c, f, k, l, m, n, p, r, s, ss, t, w, i, o, a, e, a_e, i_e.

- | | |
|----------|-----------|
| 1. cent | 8. race |
| 2. face | 9. rice |
| 3. mice | 10. twice |
| 4. nice | 11. space |
| 5. place | 12. price |
| 6. kiss | 13. spot |
| 7. mess | 14. fast |

- Have 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 him or her 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.
- 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 610 and 771 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 619 and 773 of those words would be completely decodable.

TRICKY SPELLING

Introduce 'c' > /k/ and /s/

PRIMARY FOCUS OF LESSON**Foundational Skills**

Students will read words with 'c' > /k/ and /s/ and will sort words based on the sound for 'c'. **TEKS 1.2.B.i; TEKS 1.2.C.iii**

Writing

Students will answer five questions about an event that happened to everyone in the class to plan a class personal narrative. **TEKS 1.1.C; TEKS 1.11.A; TEKS 1.12.A**

FORMATIVE ASSESSMENT

Activity Page 2.1

Tricky Spelling 'c' > /k/ and /s/
TEKS 1.2.C.iii

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 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

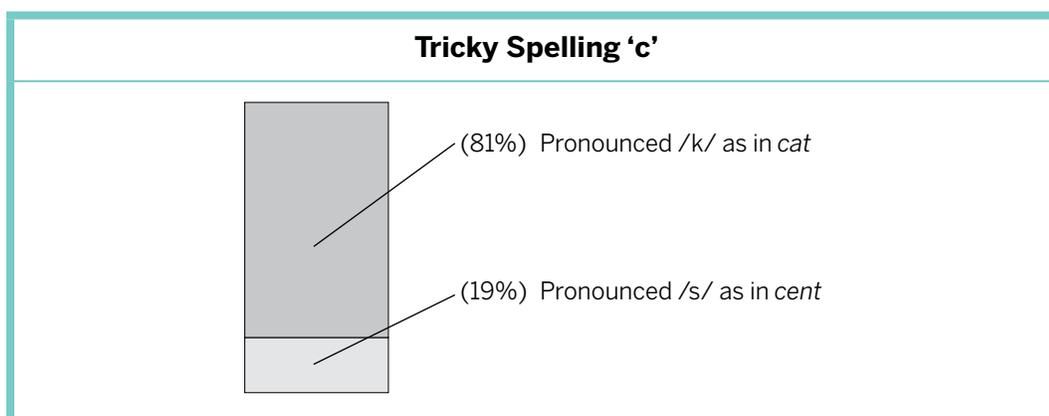
LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Spelling 'c' (Phonics)	Whole Group	10 min.	☐ Tricky Spelling 'c' diagram (Digital Components)
Tricky Spelling Practice (Phonics)	Whole Group	15 min.	☐ Activity Page 2.1
Writing			
Plan a Personal Narrative	Whole Group	35 min.	<ul style="list-style-type: none"> ☐ Writing Process Chart (Digital Components) ☐ Activity Page 1.2 (Digital Components) ☐ Tell a Tale That Happened to You (Digital Components) ☐ chart paper
Take-Home Material			
Plan a Personal Narrative			☐ Activity Page 2.2

ADVANCE PREPARATION

Note to Teacher

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



- Here are some patterns for you to be aware of:
 - 'c' is likely to be pronounced /s/ when followed by 'e', 'i', or 'y' (*cent*, *city*, *cypress*).
 - 'c' is likely to be pronounced /k/ when followed by 'a', 'o', or 'u' (*cat*, *cot*, *cut*), when part of a consonant cluster (*clip*, *crop*, *scatter*, *fact*), or when at the end of a word or syllable (*picnic*, *mimic*).
 - In 'cc' words, the first 'c' is often pronounced /k/ and the second one /s/ (*accent*, *accept*) but not always (*accord*, *raccoon*).

Foundational Skills

➤ Digital Component 2.1

- Prepare to display an enlarged version of the Tricky Spelling 'c' diagram on the board/chart paper, or use the digital version (Digital Component 2.1) to use for Tricky Spelling 'c'.

Writing

➤ Digital Component 1.1

- If you have not done so already, prepare to display an enlarged version of The Writing Process graphic (Digital Component 1.1), or use the digital version.

➤ Digital Component 1.2

- Prepare to display the enlarged version of Activity Page 1.2 (Digital Component 1.2), or use the digital version.

➤ Digital Component 2.2

- Prepare to display an enlarged version of the Tell a Tale That Happened to You planning chart on the board/chart paper, or use the digital version (Digital Component 2.2) to use while planning a class personal narrative.
- Give some thought in advance to an experience or event in which all students have participated as a class to use as the basis for a class personal narrative.

Universal Access

- Bring in pictures or realia of: *cat*, *cop*, *cup*, *cent*, *pencil*, and *cell* to use when demonstrating how to pronounce the tricky spelling 'c'.

Lesson 2: Tricky Spelling 'c'

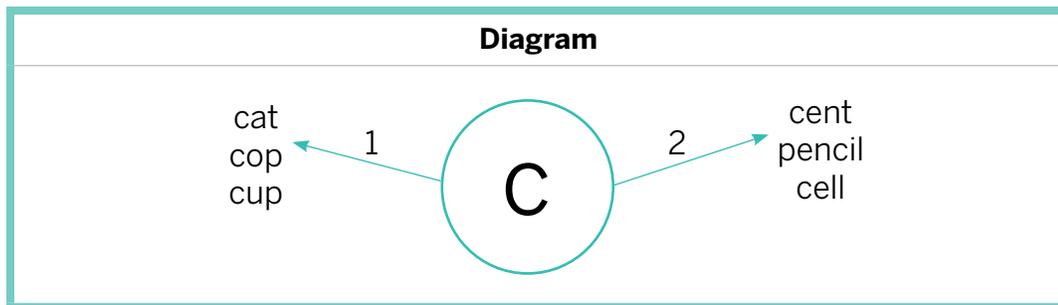
Foundational Skills

25M

Primary Focus: Students will read words with 'c' > /k/ and /s/ and will sort words based on the sound for 'c'. **TEKS 1.2.B.i; TEKS 1.2.C.iii**

TRICKY SPELLING 'C' (10 MIN.)

- To illustrate the tricky spelling and show the possible pronunciations, display the tricky spelling 'c' diagram you prepared in advance.

➤ Digital Component 2.1

- Refer to the words *cat*, *cop*, and *cup* on the left side of the board and read them aloud.
- Point out that the spelling 'c' is pronounced /k/ in these words.
- Refer to the words *cent*, *pencil*, and *cell* on the right side of the board and read them aloud.
- Point out that in these words, the spelling 'c' is pronounced /s/ rather than /k/.
- Ask students how this could cause them problems when they are reading.
- Explain that 'c' is a tricky spelling. The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling, students may need to try it both ways.
- To illustrate this, refer to the circled letter 'c' on the board between the two sets of words.
- Point to the arrow from 'c' to the /k/ words. Explain that /k/ is the most likely pronouncing option and therefore the one they should try first.



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Foundational Skills**Foundational Literacy Skills**

After writing each word on the diagram, show students images or objects to depict the items (*cat*, *cop*, *cup*, *cent*, *pencil*, *cell*). Have students repeat each word after you. Students working independently can act out vocabulary to reuse it in a meaningful way.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

Support

Point out that when 'c' is followed by 'e', 'i', or 'y', it is pronounced /s/.

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.

Support

The pronunciation of 'c' is reliably indicated by the letter following it. For some students this might be an easier way of determining the pronunciation of 'c', however, teach students the self-correcting strategy described in this exercise.

Activity Page 2.1



Support

Refer students to the diagram at the top of the activity page. Have them point to each step as they determine which pronunciation is correct.

Challenge

Have students write one or two silly sentences using some of the 'c' words from the activity page. Ask students to share their sentences with a partner.

- Point to the second arrow from 'c' to the /s/ words. Explain that /s/ is a less likely option and that they should try it if the first option does not sound right.
- Leave the diagram on display so students can refer to it as they work on the next exercise.



Check for Understanding

Write the word *rice* on the board. Use the diagram to figure out the pronunciation. Try the word with the /k/ sound first (*rike*). Have students use **Thumbs-Up/Thumbs-Down** to show you if they think this is the correct pronunciation. Then, say the word with the /s/ sound (*rice*). Have students use Thumbs-Up/Thumbs-Down to show if they think this is the correct pronunciation. Discuss the correct answer.

TRICKY SPELLING PRACTICE (15 MIN.)

Note: Use “think aloud” strategies, where you describe your thought processes (as a fluent adult reader) aloud for the benefit of students. You might also talk about context clues and how to use them to supplement decoding skills.

- Distribute Activity Page 2.1.
- Explain that the underlined spellings are examples of the tricky spelling 'c'. They stand for either /k/ as in *cat* or /s/ as in *cent*.
- Tell students that when they encounter the spelling 'c' in a printed word they do not already know, they should try pronouncing it /k/ as in *cat*. If that does not sound right, or does not make sense in context, they should try pronouncing it /s/ as in *cent*.
- Read the first sentence on the activity page and pronounce the tricky spelling 'c' > /k/: “She is a good /d/ /a/ /n/ /k/ /er/.”
- Ask students if that sounds right (i.e., is it a word they recognize).
- Explain that, since /d/ /a/ /n/ /k/ /er/ sounds wrong, students need to try it the other way.
- Read the sentence again, pronouncing the tricky spelling 'c' > /s/: “She is a good /d/ /a/ /n/ /s/ /er/.”

- Ask students if that sounds right.
- Have students copy the word *dancer* under the heading “/s/ as in *cent*.”
- Work through the remaining sentences, calling on students to read the sentences aloud. Have them try the tricky spelling both ways, and choose the pronunciation that sounds right and/or makes sense.
- At the end of the exercise, ask students which pronunciation seems to be more common. (*/k/ is more common, both on this activity page and in most printed matter.*)



Activity Page 2.1: Tricky Spelling

Collect Activity Page 2.1 to monitor students' ability to decode words with tricky spelling 'c' > /k/ and /s/.

Lesson 2: Plan a Personal Narrative

Writing



Primary Focus: Students will answer five questions about an event that happened to everyone in the class to plan a class personal narrative.

TEKS 1.1.C; TEKS 1.11.A; TEKS 1.12.A

PLAN A PERSONAL NARRATIVE (35 MIN.)

- Remind students that they have been learning about the elements of a personal narrative. They recently reread a personal narrative from *Kate's Book*, in which Kate tells stories about what happened to her one summer.
- Ask students how a personal narrative is like a fictional story. (*Both have the same elements: title, setting, characters, plot.*)
- Ask students how a personal narrative differs from a fictional story. (*The personal narrative describes something that really happened, and the author or narrator is one of the characters.*)
- Tell students you will work together to plan a personal narrative.

Digital Component 1.1

- Refer to The Writing Process graphic. Remind students that the first step in the writing process is planning.

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

Activity Page 1.2



Support

Explain to students that just as opinion pieces should be written from the viewpoint of one person, so should personal narratives.

➤ Digital Component 1.2

- Point to the display copy of Activity Page 1.2. Explain that students will use this activity page—familiar to them from their work on fictional stories—to plan their personal narrative.
- Select an event that all students in the class participated in recently (e.g., a field trip, a classroom visit, a celebration, a performance).
- Remind students of the shared event and review what happened during the event, asking students to talk about significant details they remember.
- Explain that the class experienced this event as a group, so it would be possible to write about it as a group, saying what we did and how it made us feel. However, that is not the way a personal narrative is usually written.
- Explain that a personal narrative is usually written with an “I” character as the narrator, with the narrator describing what they did.
- Explain that you would like the class to write a personal narrative about something they all experienced but using the voice of one member of the class.
- Ask if anyone would like to volunteer to be the “I” character, or narrator, for the personal narrative.
- Select a student to be the “I” character, or narrator. Explain that you will be asking this person to share their experience, while asking the other members of the class to add details and expand on the narrator’s recollections. The end result will be a narrative of the event as experienced by this student, but with the assistance of the other members of the class.
- Ask the narrator if he or she can think of a good title for the personal narrative. Explain that the title should give the reader a sense of what the main event was. (If the narrator has trouble thinking of a title, ask the class. If students all have trouble thinking of a title at this point, you can return to this section of the activity page later, after planning the other parts of the narrative.)
- Ask the narrator and other students about the characters involved in the narrative. Remind students that characters answer the “Who?” question of the 5 “W” questions. One of them should be the student chosen to be the “I” character, or narrator.
- Remind students that it is helpful to reference the Tricky Word wall or the digital version when creating sentences in their writing.

➤ **Digital Component 1.2**

- Display the planning chart you prepared in advance. Remind students to reference this chart to help them create sentences for their personal narratives.

➤ **Digital Component 2.2**

Tell a Tale that Happened to You	
 <p>Who?</p>	Who was in the tale? Describe them.
 <p>Where?</p>	Where did the tale take place? Describe the setting.
 <p>When?</p>	When did the tale take place? Describe the setting.
 <p>What?</p>	What happened at the start? What happened next? What happened after that? What happened last? Describe all parts of the tale.
 <p>Why?</p>	Why did this happen? Why was this important?

- First, ask the narrator and/or other students to identify who this personal narrative is about. Take notes and/or write in complete sentences, either on the planning chart or blank chart paper if more space is needed.
- Next, ask the narrator and/or other students about the setting. Remind students to ask the following “W” questions: Where did the event take place? When did it take place?
- Ask the narrator to answer the “W” question: What happened? Work with the class to add details and divide the events into a beginning, middle, and end. You can write complete sentences or just notes.
- Ask the narrator to answer the “W” question: Why did this happen? Work with the class to add details and explain why this event or tale was important. You can write complete sentences or just notes.
- Be sure to consult frequently with the student chosen to be the “I” character.
- Since it is a personal narrative, the notes you jot down on the planning template should reflect their experience of the event.
- When you are finished, remind students of the five “W” questions. Did the class answer all of the questions as they planned the writing? Who? What? When? Where? Why?
- Explain that students have completed the planning stage. The class will now move to the drafting stage in the next lesson.
- Be sure to save this class plan for use in the next lesson.

End Lesson

Take-Home Material

PLAN A PERSONAL NARRATIVE

- Students should complete Activity Page 2.2 at home. Tell students that this activity page will help them brainstorm ideas for their personal narratives. Emphasize the importance of having this activity page completed and brought back to school for the next writing lesson.

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Catch a crab in the sand.
2. Make a sad face.
3. Have some rice.
4. Be a dancer.
5. Sharpen a pencil.
6. Skip in place.

MORE HELP WITH SOUND/SPELLINGS

Race to the Top

- Provide each student with a Race to the Top Game Board (**Activity Page TR 2.1**), a **game piece** (different colored cubes, various coins, odd-shaped buttons), and letter cards (**Activity Page TR 2.2**).
- Place cards facedown in a pile. As letter cards are flipped over, students provide the correct sound or a word that contains the spelling. For correct answers students move up a rung; for incorrect answers students fall down a rung. The first one who gets to the top wins.

Push and Say

- Make a copy of the Push and Say Sound Boxes (**Activity Page TR 1.1**) and a set of Push and Say Letter Cards (**Activity Page TR 1.2**) for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

1. cent
2. car
3. cake
4. cell
5. mice
6. mistake
7. cup
8. cut
9. lake
10. twice
11. cinch
12. rake

Support

Provide students with only the letter cards they will need for this activity: c, ch, k, l, ll, m, p, r, s, t, w, i, a, u, e, a_e, i_e.

MORE HELP PLANNING A PERSONAL NARRATIVE

- Make a copy of **Activity Page TR 2.3** for each student.
- Work individually with students to brainstorm ideas for their personal narrative. You may prompt students with the following ideas:
 - a special holiday or birthday
 - a special present they received
 - something a friend or sibling did for them
 - a special visit or a trip to an interesting place
 - a “first” or significant personal achievement
 - a weather-related event

WRITING

Draft a Personal Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify the spellings for /oo/ > 'oo', /oo/ > 'oo', /oi/ > 'oi', /aw/ > 'aw', /ou/ > 'ou', and r-controlled vowel spellings. **TEKS 1.2.B.iii**

Students will sort words with 'c' > /k/ and /s/ and will produce sentences with each word sorted. **TEKS 1.2.B.i**

Students will use a dictionary to find words. **TEKS 1.2.E**

Writing

Students will use a series of decodable interrogative sentences to create a draft of a personal narrative. **TEKS 1.1.C; TEKS 1.12.A**

FORMATIVE ASSESSMENT

Exit Pass

Tricky Spelling 'c' > /k/ and /s/

TEKS 1.2.B.i

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.E** Demonstrate and apply spelling knowledge by alphabetizing a series of words to the first or second letter and using a dictionary to find words; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Speedy Sound Hunt (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Individual Code Chart
Review Tricky Spelling 'c'	Whole Group	10 min.	<input type="checkbox"/> index cards <input type="checkbox"/> tape
Using a Dictionary	Whole Group	10 min.	<input type="checkbox"/> Classroom or online dictionary
Writing			
Draft a Personal Narrative	Whole Group	30 min.	<input type="checkbox"/> Writing Process Chart (Digital Components) <input type="checkbox"/> Activity Page 1.2 (Digital Components) <input type="checkbox"/> Tell a Tale That Happened to You (completed from Lesson 2) (Digital Components) <input type="checkbox"/> Tricky Words Chart (Digital Components) <input type="checkbox"/> chart paper
Take-Home Material			
Plan a Personal Narrative			<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Write the following words with the tricky spelling 'c' on index cards, one word per card: *could, close, class, fact, catch, cell, center, dancer, bouncing, pencil*. Highlight or bold the tricky spelling 'c' in each word. These cards will be used in the Word Sort activity.

Writing

> Digital Component 1.1

- If you have not done so already, prepare to display an enlarged version of The Writing Process graphic (Digital Component 1.1), or use the digital version.

> Digital Components 1.2, 2.2

- You will also want to display the blank Activity Page 1.2 (Digital Component 1.2) and the completed Tell a Tale That Happened to You planning chart (Digital Component 2.2).

> Digital Component 2.3

- If you do not have a Tricky Word wall for students to easily reference, create a chart of Tricky Words that have been introduced thus far, or use the digital version.

Tricky Words				
1. a	11. were	21. says	31. he	41. because
2. I	12. have	22. was	32. we	42. could
3. no	13. one	23. when	33. be	43. would
4. of	14. once	24. where	34. me	44. should
5. so	15. to	25. why	35. they	45. down
6. all	16. do	26. what	36. their	46. today
7. some	17. who	27. which	37. my	47. tomorrow
8. from	18. two	28. here	38. by	48. yesterday
9. word	19. the	29. there	39. you	49. how
10. are	20. said	30. she	40. your	50. picture

- Ensure that students have completed Activity Page 2.2. Be sure to remind those students who have not yet completed Activity Page 2.2 to do so for the next lesson. You may wish to contact families to ensure Activity Page 2.2 is completed for the next lesson, or have an alternate plan in place for those students who do not complete Activity Page 2.2.

Universal Access

- Bring in pictures or objects to depict the following words for the Word Sort: *class, catch, cell, center, dancer, bouncing, pencil.*

Start Lesson

Lesson 3: Review Tricky Spelling 'c'

Foundational Skills



Primary Focus

Students will identify the spellings for /oo/ > 'oo', /oo/ > 'oo', /oi/ > 'oi', /aw/ > 'aw', /ou/ > 'ou', and r-controlled vowel spellings. **TEKS 1.2.B.iii**



Students will sort words with 'c' > /k/ and /s/ and will produce sentences with each word sorted. **TEKS 1.2.B.i**



Students will use a dictionary to find words. **TEKS 1.2.E**



WARM-UP (10 MIN.)

Speedy Sound Hunt

- Tell students you will review previously taught vowel spellings using their Individual Code Charts.

- | | |
|---|--|
| 51. /er/ > 'er' (<i>her</i>) page 5 | 55. /oo/ > 'oo' (<i>look</i>) page 4 |
| 52. /ar/ > 'ar' (<i>car</i>) page 5 | 56. /ou/ > 'ou' (<i>shout</i>) page 4 |
| 53. /or/ > 'or' (<i>for</i>) page 5 | 57. /oi/ > 'oi' (<i>oil</i>) page 4 |
| 54. /oo/ > 'oo' (<i>soon</i>) page 4 | 58. /aw/ > 'aw' (<i>paw</i>) page 4 |

- Tell students you will say a vowel sound. When you say 'go,' they should find that sound in their Individual Code Chart and raise their hand.
- Call on a student to tell you the spelling for that sound and read the example word.



TEKS 1.2.B Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.E** Demonstrate and apply spelling knowledge by alphabetizing a series of words to the first or second letter and using a dictionary to find words.

Code Materials



- Do one together for practice. Say the /er/ sound, and tell students to raise their hands when they find the speech bubble with the /er/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Tell all students to raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word as follows: /er/ is spelled 'er' and the example word is *her*.
- Tell students that you are ready to start the race. You will call on the first student to raise their hand after they have found the sound, spelling, and example word.
- Say to students, "I am thinking of the sound (insert sound from the box). Ready? Go!" Continue the process using the other sound/spelling correspondences provided in the box.



Check for Understanding

Call on different students to monitor their understanding of the vowel spellings.

TRICKY SPELLING 'C' (10 MIN.)

Word Sort

- Write /k/ as in *cat* and /s/ as in *cent* on the board as column headings.
- Remind students that tricky spellings are tricky because they can be pronounced more than one way. The spelling 'c' can be pronounced /k/ as in *cat* and /s/ as in *cent*.
- Tell students that there are ten cards with words containing the tricky spelling 'c'.
- Show students the words and sort the words as a class under the correct heading on the board. There are five cards for each sound. Have students share sentences with each word that they sort.

Support

Draw a copy of the speech bubble with the /er/ sound on the board to use during this example so students know what you mean when you refer to the speech bubble.



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Foundational Skills

Foundational Literacy Skills

Before reading the words from the cards, show the images you prepared in advance. Have students repeat the word after you as you show each image. Students working independently can act out vocabulary to reuse it in a meaningful way.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

Support

Have students say each word to a partner and listen for the /k/ sound as in *cat* or the /s/ sound as in *cent*.



Exit Pass: Tricky Spelling

Give each student a word card that you prepared in advance. Have students read the word on their card. This activity may be done individually or with a partner. Circulate to listen to each student read the word on their card.

USING A DICTIONARY (10 MIN.)

> Word Hunt

- Explain to students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. To clarify the meaning of words:
 - Identify the word.
 - Ask yourself: What other words surround this word? Where have you heard this word before?
 - Finally, identify which resource materials you can use to define the word, such as a simple dictionary or glossary.
- Choose a book from the classroom library that uses words that students may not know.
- Read a few pages aloud.
- Say, “I am not sure I know the word _____. Point to the word. I will think about the other words that are around this word. I will also think about where I have heard this word before. What words are around the word I have chosen? Let’s brainstorm where we may have heard this word before.”
- If the book has a glossary, say, “This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. When I find the word, I can confirm what it means.”
- If the book does not have a glossary, say, “This book does not have a glossary, but I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. When I find the word, I can confirm the meaning.”
- Display a Read-Aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

Lesson 3: Draft a Personal Narrative

Writing



Primary Focus: Students will use a series of decodable interrogative sentences to create a draft of a personal narrative. **TEKS 1.1.C; TEKS 1.12.A**

DRAFT A PERSONAL NARRATIVE (40 MIN.) **TEKS 1.12.A**

> Digital Component 1.1

- Point to The Writing Process graphic, and remind students of the three steps in the writing process—plan, draft, edit.
- Tell students that now that they have planned the personal narrative, the next step is to write a draft of it.

> Digital Component 1.2

- Display the class plan created in Lesson 2. Explain that students will write the draft as a class, using the class plan to remind them of their ideas. Students should help flesh out sentences and add details, as you serve as scribe.

> Digital Component 2.3

- Remind students that it is helpful to reference the Tricky Word Wall when creating sentences in their writing.

> Digital Component 2.2

- Remind students that they can also reference the planning chart of decodable questions that are useful when writing a personal narrative.
- Tell students that the first thing they need to write on the draft is the title.
- Ask students to suggest a good title for this draft personal narrative. Write the agreed upon title at the top center of the blank chart paper.
- Tell students that the first sentence of the personal narrative should introduce the narrator and other important characters and also identify the setting (specifying where and when the event took place).
- Work with the narrator and other students to come up with a good introductory sentence for the personal narrative. Before transcribing the sentence, encourage students to expand and elaborate on the initial oral sentence by asking probing questions to elicit more details and descriptive words.

TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.



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

- Write the sentence below the title on the chart paper, using every other line. (This leaves you space to add words or sentences later.) Make sure to indent the sentence.
- Point out that the sentence starts with a capital letter and ends with a punctuation mark.
- Work with the narrator and other students to use the planning chart to write first the beginning, then the middle, and finally the end of the personal narrative, asking students—and especially the “I” character—to help you transform the notes on the planning template into complete sentences.
- Encourage students to state their ideas aloud in complete sentences.
- Prior to any transcription, help students expand and elaborate their oral sentences by asking probing questions to elicit more details and descriptive words. Encourage them to think in terms of each of the five senses (e.g., What did the place we visited look like? What did it smell like? What sounds did we hear?).
- Remind students that when we write more than a few sentences, we divide our writing into sections called paragraphs. Remind them that each paragraph is indented. Discuss how the sentences they are writing might be divided into paragraphs. (One method would be to have a “beginning” paragraph, a “middle” paragraph, and an “end” paragraph to match the three sections on the planner.)
- Tell students that the last sentence of the narrative should wrap things up and let the reader know that the narrative is finished.
- Work with the narrator and the other students to come up with a good concluding sentence for the narrative. You may also wish to have them end with the words, “The End.” Write the concluding sentence on the chart paper.
- Tell students that they have just finished the second step in the writing process—they wrote a draft of a personal narrative as a group.
- Tell students that in the next lesson they will write a personal narrative of their own.
- Discuss with students that they will use Activity Page 2.2, sent home with them after the prior lesson, to help write their own personal narratives. Remind students who have not yet brought back their Activity Page 2.2 to do so for the next day. (You may wish to contact families to ensure all students have completed planning letters, or consider an alternative plan for students who do not bring back the planning letters.)

Activity Page 2.2



Activity Page 2.2: Plan a Personal Narrative

If students have completed Activity Page 2.2, collect and review the ideas for their personal narratives. Save the completed paper for use in the next lesson.

Take-Home Material

PLAN A PERSONAL NARRATIVE

- Students should complete Activity Page 2.2 at home if they have not already done so. Remind students who have not completed Activity Page 2.2 that they should complete it and bring it back to school for the next lesson.

Lesson 3: Foundational Skills Remediation

Additional Support

SENTENCES AND WIGGLE CARDS

1. Can you crawl like a crab?
2. Make a funny face.
3. I see the mice!
4. Sit in the center.
5. Get me a pencil.
6. Run in place.

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Race to the Top

- Provide each student with a Race to the Top Game Board (**Activity Page TR 2.1**), a **game piece** (different colored cubes, various coins, odd-shaped buttons), and letter cards (**Activity Page TR 2.2**).
- Follow the procedure for Race to the Top from Lesson 2.

Match Maker

- Copy and cut apart Word/Picture Cards (**Activity Page TR 3.1**) onto card stock. Make one set of word/picture cards for each student or pair of students. (Card stock is suggested to prevent students from being able to see the images through the paper when they are turned over.)
- Cut apart the word and picture sides of the cards.
- Model how to mix up the cards, lay them out facedown, and take turns turning pairs over to look for a match. The goal is to match the word with its corresponding image.
- As students become comfortable with the game, they may be able to play it independently or with a partner.

4

WRITING

Plan and Draft a Personal Narrative

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read words with /s/ > 'ce', 'se', 'c', and 'ss'. **TEKS 1.2.B.i; TEKS 1.2.B.iii**
- Students will sort words with /s/ > 'ce' and 'se'. **TEKS 1.2.B.i**

Writing

Students will use a planning template organized by five questions to plan a personal narrative and will use a draft template to write the first draft of their

- personal narrative. **TEKS 1.1.C; TEKS 1.11.A; TEKS 1.12.A**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /s/ > 's', 'ss', 'c'

- TEKS 1.2.B.i; TEKS 1.2.B.iii**

Activity Page 4.1

Plan a Personal Narrative

- TEKS 1.1.C; TEKS 1.11.A; TEKS 1.12.A**

Activity Page 4.2

Draft a Personal Narrative

- TEKS 1.1.C; TEKS 1.12.A**

- TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.1.C** Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spelling Alternatives for /s/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> Spelling Cards /s/ > 'ce' (<i>prince</i>) and /s/ > 'se' (<i>rinse</i>) <input type="checkbox"/> red markers
Spelling Tree for /s/: Leaf Sort (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Tree for /s/ (created in Lesson 1) <input type="checkbox"/> prepared leaves
Writing			
Plan and Draft a Personal Narrative	Whole Group	35 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 2.2 <input type="checkbox"/> Activity Pages 4.1, 4.2
Take-Home Material			
Word Sort			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 4.3

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 11. Also have the Spelling Cards listed in the Lesson at a Glance, student Individual Code Charts, and red markers readily available.
- Write the following words on leaves for the Spelling Tree: *center, choice, chance, concept, voice, house, sentence* (make two leaves), *goose, loose, sense* (make two leaves), *horse, fence*.

Writing

- Collect Activity Page 2.2 from students (if you have not already done so). On this activity page, students brainstormed ideas for their own personal narratives, which they will begin to draft during this lesson. You should have some idea of what each student could write about before starting individual student drafts. You will need to distribute this back to students to use when planning their personal narratives.

Universal Access

- Bring in pictures to depict the following items to use with the Leaf Sort: *house, sentence, goose, horse, fence*.

Lesson 4: Spelling Alternatives for /s/

Foundational Skills



Primary Focus

- Students will read words with /s/ > 'ce', 'se', 'c', and 'ss'. **TEKS 1.2.B.i; TEKS 1.2.B.iii**
- Students will sort words with /s/ > 'ce' and 'se'. **TEKS 1.2.B.i**

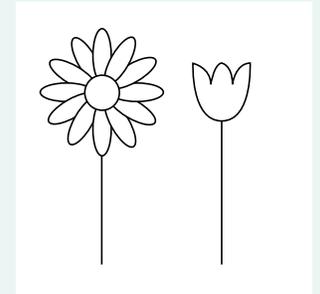
SPELLINGS FOR /S/ (10 MIN.)

- Tell students that they will be working again with the different spellings for the /s/ sound.
- Have students say the /s/ sound several times, stretching it out.

Consonant Code Flip Book	Individual Code Chart
1. /s/ > 's' (<i>sun</i>) page 11	1. /s/ > 's' (<i>sun</i>) page 8
2. /s/ > 'ce' (<i>prince</i>) page 11	2. /s/ > 'ce' (<i>prince</i>) page 8
3. /s/ > 'se' (<i>rinse</i>) page 11	3. /s/ > 'se' (<i>rinse</i>) page 8

- Turn to **Consonant Code Flip Book page 11**. Review with students the basic code spelling for /s/. Read the sample word on the card and discuss the power bar. Remind students that the long power bar tells us that 's' is the most common spelling for /s/.
- Write 's' on the board/chart paper, along with the sample words: *sun, sit*.
- Have students turn to **Individual Code Chart page 8**.
- Have students locate and trace the red outline of the card and the code information for /s/ > 's' with a finger.
- Ask students to tell you the other spellings they know for /s/. Point to the 'ss' and 'c' Spelling Cards, discussing the sample words and the lengths of the power bars.
- Write 'ss' and 'c' on the board/chart paper, along with the sample words: *dress, kiss, cent, cell*.
- Have students locate and trace the red outline of the card and the code information for /s/ > 'ss' with a finger. Follow the same procedure for /s/ > 'c'.

Code Materials



Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /s/ 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; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Support

Have students trace the new spellings 'ce' and 'se' on their desks with a finger while saying the sound.

- Tell students they will now learn two more spellings for the /s/ sound.
- Write 'ce' on the board/chart paper, along with the sample words: *prince, dance*.
- Show students the Spelling Card for /s/ > 'ce' (*prince*). Discuss the power bar and have students read the example word. Attach the Spelling Card to the appropriate place.
- Have students outline the 'ce' spelling in red marker in their Individual Code Charts.
- Write 'se' on the board/chart paper, along with the sample words: *rinse, horse*.
- Show students the Spelling Card for /s/ > 'se' (*rinse*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate place.
- Have students outline the 'se' spelling in red marker in their Individual Code Charts.



Check for Understanding

Write the words *prince, print, rinse, rink, fence, feet, sense, sent* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /s/ sound.

- Tell students that whenever the new spellings 'ce' and 'se' appear on an activity page or in a story for the next few lessons, they will be printed in bold type to remind them that this is a spelling they learned recently.

SPELLING TREE FOR /S/ (15 MIN.)

Leaf Sort

- Discuss the /s/ Spelling Tree with students. Remind students that the length of the branch is like the power bar on Spelling Cards since it represents how often a spelling is used for /s/.

- Read the leaves that are on the Spelling Tree, and have students use each word in a sentence.
- Show students the prepared leaves one at a time. Have students read the word and use it in a sentence, then tape it on the appropriate branch.
- When the leaves have been sorted, ask students if they see any patterns. Point out that 'ce' and 'se' are both used at the end of words.



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Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance and have students explain what the image shows and what the word means. Have students repeat the word after you as you show each image. Students working independently can act out vocabulary to reuse it in a meaningful way.

**ELPS 1.E; ELPS 4.C;
ELPS 5.G**



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /s/ > 'ce' and 'se' in the Spelling Alternatives Observation Record for /s/.

Lesson 4: Plan and Draft a Personal Narrative

Writing



Primary Focus: Students will use a planning template organized by five questions to plan a personal narrative and will use a draft template to write the first draft of their personal narrative. **TEKS 1.1.C; TEKS 1.11.A; TEKS 1.12.A**

PLAN AND DRAFT A PERSONAL NARRATIVE (35 MIN.) **TEKS 1.12.A**

Plan

- Remind students that they recently planned and drafted a personal narrative together as a class.
- Tell students that now you would like each of them to begin working on a personal narrative of their own, just as they did as a class.

> Digital Component 1.1

- Point to The Writing Process graphic. Remind students that the first step in the writing process is to make a plan.
- Explain that the first thing that students need to do is pick an event that actually happened to them that they would like to describe in their personal narrative.
- Remind students that their homework was to brainstorm ideas for a personal narrative. Distribute Activity Page 2.2 back to students so they may use it as they plan their personal narratives.

Activity Page 2.2



TEKS 1.1.C Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **TEKS 1.11.A** Plan a first draft by generating ideas for writing such as by drawing and brainstorming; **TEKS 1.12.A** Dictate or compose literary texts, including personal narratives and poetry.

Activity Pages 4.1, 4.2



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Writing

Understanding Text Structure

Beginning

Prompt students with simple questions: “Who was in the story?” “When/Where did it happen?”

Intermediate

Provide students with sentence starters: “The story takes place (in/at) . . .” “The (first/next/last) thing that happened was . . .”

Advanced/Advanced High

Encourage students to expand and/or build on their ideas: “Who else was in the story?” “What else happened?”

ELPS 5.B

- Have students share some of the experiences they will turn into personal narratives.
- Jot ideas on the board, as one student’s idea may help another student develop their own ideas.
- Have students turn to Activity Page 4.1. Explain that this is their planning template.
- Ask students to complete the planning template on their own. You should circulate throughout the room as students are working.
- As students finish completing the planning template, remind them of the five “W” questions to make sure they have answered all of the questions in their planning.

Draft

- Have students turn to Activity Page 4.2. Explain that this is their drafting template.
- Tell students to use the drafting template to turn their notes from the planning template into complete sentences.
- If students finish early, have them reread their work and check that it reads like a story, incorporating the five “W” questions.



Activity Pages 4.1, 4.2: Plan and Draft a Personal Narrative

Collect Activity Pages 4.1 and 4.2 and review to monitor student progress planning and drafting a personal narrative. If students require support or additional time to complete their drafts, plan to provide that opportunity before the next writing lesson.

Take-Home Material

WORD SORT

- Have students take home Activity Page 4.3 to practice the spellings for /s/ with a family member.

Activity Page 4.3



Lesson 4: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|-----------------------------------|----------------------------|
| 1. Bounce a big ball. | 4. Sit in the center. |
| 2. Can you walk like a crab? | 5. Do a dance. |
| 3. Act like a prince or princess. | 6. Get out a sharp pencil. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Push and Say

- Make a copy of the Push and Say Sound Boxes (**Activity Page TR 1.1**) and a set of Push and Say Letter Cards (**Activity Page TR 1.2**) for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

- | | |
|-----------|------------|
| 1. house | 6. else |
| 2. chance | 7. fence |
| 3. choice | 8. horse |
| 4. dance | 9. loose |
| 5. sense | 10. prince |

Support

Provide students with only the letter cards they will need for this activity: o, i, a, e (2), oo, oi, ou, h, s (2), l, f, r, p, n, c, d, ch.

Support

You may want to point out that the spelling for the final sound may be located in the middle of a separated diagraph (e.g., *lace* > *lake*).

Teacher Chaining

- Write *mice* on the board.
- Ask a student to read the word.
- Remove 'm' and add 'd' to create *dice*.
- As you make this change, say "If that is *mice*, what is this?"
- Ask students what change you made to the word *mice* to get the word *dice*.
- Ask 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. mice > dice > rice > price > place > lace > lake > fake > rake > race
2. geese > goose > loose > moose > mouse > house > horse
3. chant > chance > dance > lance > glance > gland > land

MORE HELP PLANNING AND DRAFTING A PERSONAL NARRATIVE

- Make a copy of **Activity Pages TR 4.1, TR 4.2, and TR 2.3** (as needed) for each student.
- Work individually with students to complete a planning template (**Activity Page TR 4.1**) or to continue to work on their planning template from today's writing lesson (**Activity Page 4.1**).
- If needed, work individually with students to brainstorm ideas for their personal narrative (Activity Page TR 2.3). You may prompt students with the following ideas:
 - a first or significant achievement
 - a special present the received
 - a special visit or a trip
 - a weather-related event
- Once students have completed a planning template, work individually with them to develop their notes into a draft (**Activity Page TR 4.2**), or continue to work on the draft they began in today's writing lesson (**Activity Page 4.2**).

SENTENCES AND PHRASES

- Use these additional sentences and phrases to enrich lessons, as needed.

1. cat and mouse
2. no one else
3. a big house
4. by chance
5. on the fence
6. long fence
7. Make a good choice.
8. This is a sentence.
9. Let's dance.
10. Never look a gift horse in the mouth.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 619 and 773 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.

5

REVIEW AND PRACTICE

Spelling
Assessment

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write two-syllable words with /m/ > 'mm', /t/ > 'tt', /d/ > 'dd', /p/ > 'pp', and the Tricky Word *their*.

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

Writing

Students will peer-edit their personal narrative drafts with partners and then

✚ publish their personal narratives. **TEKS 1.11.C; TEKS 1.11.D.v, viii; TEKS 1.11.E**

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**

Exit Pass

Publish a Personal Narrative

✚ **TEKS 1.11.C; TEKS 1.11.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) 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.C** Revise drafts by adding details in pictures or words; **TEKS 1.11.E** Publish and share writing; **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".

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.1
Writing			
Edit and Publish a Personal Narrative	Partner/ Independent	45 min.	<input type="checkbox"/> Editing Checklist (Digital Components) <input type="checkbox"/> Activity Pages 4.2, 5.2 <input type="checkbox"/> two different-colored sticky notes <input type="checkbox"/> two different-colored pens/ pencils

ADVANCE PREPARATION

Writing

- Make sure students have the drafts that they created in the previous lesson using Activity Pages 4.1 and 4.2. Think about how you will pair students to edit each other's work.

> Digital Component 5.1

- Prepare to display an enlarged version of the Editing Checklist, which is the same as Activity Page 5.2 and is also located in Teacher Resources, or use the digital version.

Start Lesson

Lesson 5: Spelling Assessment Language

15M

Primary Focus: Students will spell and write two-syllable words with /m/ > 'mm', /t/ > 'tt', /d/ > 'dd', /p/ > 'pp', and the Tricky Word *their*.

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

SPELLING ASSESSMENT (15 MIN.)

- Distribute Activity Page 5.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

- | | |
|------------|-------------|
| 1. hidden | 5. swimming |
| 2. popping | 6. shredded |
| 3. batter | 7. nodded |
| 4. their | 8. rotten |

- 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, "They nodded their heads."

✦ **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.

Activity Page 5.1



Challenge

Have students write sentences for two or three of the spelling words on the back of Activity Page 5.1.

- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.



Activity Page 5.1: Spelling Assessment

Collect Activity Page 5.1. At a later time today, use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 5: Edit and Publish a Personal Narrative

Writing



Primary Focus: Students will peer-edit their personal narrative drafts with partners and then publish their personal narratives.

TEKS 1.11.C; TEKS 1.11.D.v, viii; TEKS 1.11.E

EDIT AND PUBLISH A PERSONAL NARRATIVE (45 MIN.)

Edit

> Digital Component 5.1

- Display the copy of the editing checklist you prepared in advance. Explain that this is a checklist that has steps to help edit their drafts. Remind students that editing helps to make their writing better. Ask students to turn to Activity Page 5.2 and note that this is the same checklist.
- Distribute students' drafting templates (Activity Page 4.2). Tell students that today they will work with peer partners to complete their edits. A peer is a classmate, and peer-editing is when we use a checklist to review someone else's work. Tell students that they will use Activity Page 5.2 to edit a peer's draft.
- Remind students that the pronoun *I* is always capitalized.
- 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.

Activity Pages 4.2, 5.2



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"; **TEKS 1.11.E** Publish and share writing.

- Have students sit with their partners. Explain to students that they should first read over their partner’s draft, and then follow the editing checklist. Students should mark their partner’s draft in another color and be careful to keep their partner’s draft nice and neat so their partner can read their edits.



Check for Understanding

Ask students to quickly review the steps involved in editing their partners’ drafts. Have students use **Thumbs-Up/Thumbs-Down** to respond to statements such as: *First, I will read over my partner’s draft.* (thumbs-up) *I will follow the editing checklist.* (thumbs-up) *I will mark my partner’s draft in the same color.* (thumbs-down) Discuss the correct answer.

- Circulate as students review each other’s drafts, providing support as needed.
- After students have completed reviewing their partner’s draft, give each pair two sticky notes, each of a different color. On the first sticky note, have students write down something they like about their partner’s draft. On the second sticky note, have students write down something that could be improved in the draft.

Support

Remind students how to indent a paragraph. If needed, provide students with another sheet of paper that they can put under each line that they are recopying from their edited drafts. This will make it easier to focus and help students make sure that they do not leave anything out.

Publish **TEKS 1.11.E**

- Tell students that to make it easier for someone else to read their work, they need to write their paragraphs on clean sheets of paper. This is called publishing.
- Have students write their final copies of their work, incorporating the peer edits.
- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

Note: You might have students create a colorful cover for their work, with an illustration of their personal narrative.



Exit Pass: Publish a Personal Narrative

Collect and review published personal narratives to monitor whether students addressed the elements identified as part of a personal narrative (e.g., the author/narrator as a first person character, an event that actually happened, the setting was identified, events sequenced from first to last, and why the event was important), as well as correct spelling, punctuation, and capitalization.

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

SENTENCES AND WIGGLE CARDS

1. Bounce a big ball.
2. Can you walk like a crab?
3. Make a sad face.
4. Skip in place.
5. Do a dance.
6. Have some rice.

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Name the Sound

- Have students write the target sound /s/ on a dry-erase board or paper.
- Review the tricky spelling 'c' > /s/ as in *cent*.
- Read each word aloud. Have students repeat each word after you.
- Students should hold up the board or paper when they hear a word with the /s/ sound.

cell	can
center	cut
cake	cinch
rice	twice
pencil	space

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 1 (**Activity Page TR 5.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 1 (**Activity Page TR 5.2**) for each student you are assessing.
- Model with the sample item.
- Show the cards to the student one at a time. Use the record sheet to record each word as the student reads.
- Place a check next to each word read correctly.
- For misread words, write exactly what students say as the word is sounded out. If students misread a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

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

- 11 or 12 points—excellent
- 8–10 points—good
- Less than 8 points—poor

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

Scores of 8 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

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

SENTENCES AND PHRASES

- Use these additional sentences and phrases to enrich lessons, as needed.

1. Switch sides.
2. Hatch a plan.
3. Mix and match.
4. A patch on your pants.
5. A witch on a broom.
6. Hitch a ride.
7. Scratch your nose.
8. Stretch your arms.

6

TRICKY SPELLING

Review 'c' >
/k/ and /s/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and sort words with tricky spelling 'c' > /k/ and /s/.

✦ **TEKS 1.2.B.i; TEKS 1.2.C.iii**

✦ Students will read and sort words with /s/ > 'c', 'ce', and 'se'. **TEKS 1.2.B.i; TEKS 1.2.C.iii**

Reading

Students will read "Mister Spencer and the Rabbits" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer literal and inferential questions about key details

✦ in the text. **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**

Language (Spelling)

Students will read and spell one-syllable words containing spelling alternatives for the sounds /s/ and /z/ and the Tricky Word *here*.

✦ **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 6.1

Tricky Spelling 'c' > /s/ and /k/

✦ **TEKS 1.2.B.i; TEKS 1.2.C.iii**

Observation

Discussion Questions "Mister Spencer and the Rabbits" **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**

Observation

✦ **Story Questions** "Mister Spencer and the Rabbits" **TEKS 1.6.G; TEKS 1.8.B**

✦ **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 1.6.G** Evaluate details to determine what is most important with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently; **TEKS 1.2.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; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Spelling 'c' (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 6.1 <input type="checkbox"/> coloring tools
Spelling Alternatives for /s/ (Phonics)	Independent	10 min.	<input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> scissors <input type="checkbox"/> glue/tape
Reading			
Introduce the Reader and Story	Whole Group	10 min.	<input type="checkbox"/> <i>Grace</i> <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Read "Mister Spencer and the Rabbits"	Whole Group	15 min.	<input type="checkbox"/> Activity Page 6.3
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 6.4

ADVANCE PREPARATION

Foundational Skills

- Make sure that you have coloring tools, glue/tape, and scissors for students.

Reading

- 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 about characters, setting, and main events.

➤ Digital Component 6.1

- Create the Preview Spellings chart (Digital Component 6.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather a map of the United States for Introduce the Reader and Story.
- Bring in pictures of the following spelling words: *sun, kiss, cent, prince, jazz, pigs.*

Start Lesson

Lesson 6: Tricky Spelling 'c'

Foundational Skills



Activity Page 6.1



Support

Work with a small group of students. After students cut apart the word cards, have them read each word aloud. Talk about the spelling in bold. Then, ask students where each word belongs.

Primary Focus

Students will read and sort words with tricky spelling 'c' > /k/ and /s/.

➤ **TEKS 1.2.B.i; TEKS 1.2.C.iii**

Students will read and sort words with /s/ > 'c,' 'ce,' and 'se.'

➤ **TEKS 1.2.B.i; TEKS 1.2.C.iii**

TRICKY SPELLING 'C' (10 MIN.)

- Tell students to turn to Activity Page 6.1.
- Have students say each word. They should color the boxes that contain 'c' > /k/ as in *cat* in one color and color the boxes that contain 'c' > /s/ as in *cent* in another color.

➤ **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.



Activity Page 6.1: Tricky Spelling

Collect Activity Page 6.1 to monitor students' understanding of 'c' > /k/ as in *cat* and 'c' > /s/ as in *cent*.

SPELLING ALTERNATIVES FOR /S/ (10 MIN.)

- Tell students to turn to Activity Page 6.2 (two pages).
- Have students cut apart the word cards. Students should sort the word cards by their spellings for /s/ and glue or tape them in the correct boxes according to their spellings for /s/.

Activity Page 6.2



Challenge

After students finish sorting the words, have students write silly sentences using some of the words from Activity Page 6.2. Students may share their sentences with a partner.

Reader



Page 2

Support

On a map of the United States, point out the region of the Midwest, which generally includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Lesson 6: "Mister Spencer and the Rabbits"

Reading



Primary Focus: Students will read "Mister Spencer and the Rabbits" with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer literal and inferential questions about key details in the text. **TEKS 1.6.G; TEKS 1.8.B; TEKS 1.8.C**

INTRODUCE THE READER AND THE STORY (10 MIN.)

- Tell students that they will start a new Reader today about a girl named Grace. Write *Grace* on the board, and point out that it contains the 'c' spelling for the /s/ sound they have just learned. Point out that the 'a' and 'e' work together to stand for the /ae/ sound. Grace is the main character. She lives on a farm and will take students on adventures on her farm and throughout the country. The *Grace* Reader contains fictional stories with characters, settings, and plots.
- Tell students that the setting for many of the stories is the farm where Grace lives. Ask students to recall what they have learned about farms from previous units. Explain that a farm is a place where people grow crops and raise animals. Farms are usually located in the country, far away from cities.
- Have students look at the cover of the book. Ask students who they think the person on the cover is.

TEKS 1.6.G Evaluate details to determine what is most important 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.

- Look at the table of contents together. Read the titles of the stories, and point out that these stories are about Grace's adventures on or near the farm where her family lives in the Midwest.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 6.1

/s/ > 'c'	/s/ > 'ce'	/s/ > 'se'	/ar/ > 'ar'	Two-Syllable Words
Grace	fence	farmhouse	farm	eggplants
Spencer	force	else	garden	problems
nice			harvest	hornet
raced				

- Tell students that multisyllable words will no longer appear with a dot between them. You may wish to review strategies students should use when encountering a multisyllable word.

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.

Midwest—n., a region in the middle of the United States (2)

Example: We read a book that was set on the prairie in the Midwest.

ripe—adj., ready to be eaten (2)

Example: The berries come off the vine easily when they are ripe.

harvests—v., picks plants to be eaten or sold (2)

Example: My grandma harvests blackberries to make a pie.

Sayings and Phrases

makes a living—earns money by doing a job (2)

Example: My stepfather makes a living as a police officer.

mad as a hornet—very angry (4)

Example: I was mad as a hornet after I spilled my cereal.

let (the rabbits) be—leave (the rabbits) alone (4)

Example: My mother told us to let my little sister be.

Vocabulary Chart for “Mister Spencer and the Rabbits”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	Midwest		ripe
Multiple-Meaning Core Vocabulary Words		harvest	
Sayings and Phrases	makes a living mad as a hornet let (the rabbits) be		

Purpose for Reading

- Tell students that they should read today’s story to learn more about how Grace’s dad solves a problem he has with some rabbits.

READ “MISTER SPENCER AND THE RABBITS” (15 MIN.)

Whole Group

- Read the story as a class, allowing students to take turns reading a paragraph aloud. Encourage students to read with expression, modeling this if necessary. The rest of the class should follow along in their Readers as a classmate reads aloud.
- After you finish reading the story, distribute Activity Page 6.3,
- Read the first question: “What is the land like out in the Midwest?”
- Ask a student to read the three possible answers. Prompt students to locate the answer in the text and color in the bubble next to the correct answer. Have students write the page number where they located the answer on the line.
- Read or ask a student to read the next question. Have students complete the rest of Activity Page 6.3 independently, circulating to assist those students who need additional support.



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Is the land flat?” “Is the soil rich?” “Does Mister Spencer have peppers in his garden?”

Intermediate

Provide students with a specific sentence frame: “Mister Spencer has _____ in his garden.”

Advanced/Advanced High

Encourage students to expand and/or build on other students’ responses: “What else does Mister Spencer have in his garden?”

ELPS 2.G; ELPS 4.G

Activity Page 6.3





Activity Page 6.3: Story Questions

Collect Activity Page 6.3 to evaluate student progress with answering questions about key details in the story, “Mister Spencer and the Rabbits.”

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 Closely

Beginning

Ask yes/no questions using simple phrases: “Is Mister Spencer a farmer?”

“Is Mister Spencer Grace’s neighbor?”

Intermediate

Provide students with a specific sentence frame: “Mister Spencer grows _____ in his garden.”

“Mister Spencer gets mad at the rabbits because . . .”

“Pepper’s job is to keep the _____ out of the _____.”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G

Discussion Questions for “Mister Spencer and the Rabbits”

1. **Literal.** Who is Mister Spencer?
 - » Mister Spencer is a farmer and Grace’s dad.
2. **Literal.** What does Mister Spencer grow in his garden?
 - » Mister Spencer grows eggplants, beets, sprouts, and peppers in his garden.
3. **Inferential.** Why does Mister Spencer get mad at the rabbits?
 - » Mister Spencer gets mad at the rabbits because they hop into his garden and eat his plants.
4. **Literal.** What is Pepper the dog’s job?
 - » Pepper’s job is to keep the rabbits out of the garden.
5. **Literal.** Where do the rabbits go when Pepper starts barking?
 - » The rabbits run into their rabbit holes when Pepper starts barking.
6. **Inferential.** Why does Mister Spencer say “Good dog!” at the end of the story?
 - » Mister Spencer says “Good dog!” because he is happy that Pepper chased the rabbits from the garden.



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.

Lesson 6: Spelling

Language



Primary Focus: Students will read and spell one-syllable words containing spelling alternatives for the sounds /s/ and /z/ and the Tricky Word *here*.

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

INTRODUCE SPELLING WORDS (15 MIN.)

- Remind students that they will have a list of spelling words to practice and learn each week.
- Tell students that the words for this week use the spelling alternatives they have learned for the /s/ and /z/ sounds.
- Write the headings /s/ and /z/ on the board in columns.
- Read and write each spelling word, underlining and reviewing the target spelling in each word. Have students repeat each word after you. Remind students that the last word is a Tricky Word. Tricky Words do not follow the rules, so their spellings must be memorized.
- Ask one or more students to use each word in a sentence, making sure to explain vocabulary for any words they may not know.
- The words for the week are:



EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Write the spelling words on index cards, have students sort them based on their spellings, and then have them highlight the spelling for /s/ or /z/ in each word.

ELPS 1.C; ELPS 2.A

/s/ > 's'	/s/ > 'ss'	/s/ > 'c'	/s/ > 'ce'	/z/ > 'z'	/z/ > 'zz'	/z/ > 's'	Tricky Word
sun	kiss	cent	prince	zip	jazz	pigs	here

- 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: *The prince sits here.*

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) 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.

Take-Home Material

SPELLING WORDS

Activity Page 6.4



- Have students take home Activity Page 6.4, and remind them to practice the spelling words with a family member throughout the week.

Lesson 6: Foundational Skills Remediation

Additional Support

SENTENCES AND WIGGLE CARDS

- | | |
|------------------------------|----------------------------|
| 1. Bounce a big ball. | 4. Sit in the center. |
| 2. Can you walk like a crab? | 5. Do a dance. |
| 3. Be a prince or princess. | 6. Get out a sharp pencil. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Push and Say

- Make a copy of the Push and Say Sound Boxes (**Activity Page TR 1.1**) and a set of Push and Say Letter Cards (**Activity Page TR 1.2**) for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

- | | |
|----------|----------|
| 1. dance | 5. horse |
| 2. fence | 6. house |
| 3. since | 7. moose |
| 4. voice | 8. geese |

Support

Provide students with only the letter cards they will need for this activity: d, f, g, h, m, n, ce, s, se, v, a, e, i, oo, oi, or, ou, ee.

Match Maker

- Copy and cut apart Word/Picture Cards (**Activity Page TR 6.1**) onto card stock. Make one set of word/picture cards for each student or pair of students. (Card stock is suggested to prevent students from being able to see the images through the paper when they are turned over.)
- Cut apart the word and picture side of the cards.
- Follow the procedure for Match Maker from Lesson 3.

Word Sort

- Make one copy of **Activity Page TR 6.2** for each student.
- Have students sort the words by their spellings for /s/.
- To provide students with practice spelling entire sentences, dictate a sentence using one of the words from the box. Have students write the entire sentence in their Dictation Journal.

7

GRAMMAR

Introduce Pronouns

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✦ **TEKS 1.2.A.vii**

✦ Students will spell multisyllabic words with open and closed syllables. **TEKS 1.2.C.i**

Language (Grammar)

Students will read sentences where pronouns are substituted for nouns, will identify which noun a pronoun is replacing, and will write the pronouns in

✦ blank spaces. **TEKS 1.11.D.vii, viii**

Reading

Students will read the story “The Picnic by the River” with purpose and understanding and will answer literal, inferential, and evaluative questions

✦ about key details in the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.8.B**

FORMATIVE ASSESSMENT

Activity Page 7.1

Noun and Pronoun Identification

✦ **TEKS 1.11.D.vii**

Observation

Anecdotal Reading Record “The Picnic by

✦ the River” (Group 1) **TEKS 1.4**

Observation

Discussion Questions “The Picnic by

✦ the River” **TEKS 1.6.G; TEKS 1.8.B**

✦ **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.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.11.D** Edit drafts using standard English conventions, including (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun “I”; **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 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	15 min.	
Spell Multisyllabic Words	Whole Group	5 min.	
Language (Grammar)			
Nouns and Pronouns	Whole Group	15 min.	<input type="checkbox"/> Nouns and Pronouns sentences (Digital Components) <input type="checkbox"/> Activity Page 7.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “The Picnic by the River”	Small Group/ Partner	20 min.	
Take-Home Material			
“Mister Spencer and the Rabbits”			<input type="checkbox"/> Activity Page 7.2

ADVANCE PREPARATION

Language

➤ Digital Component 7.1

- Write the sentences from the lesson (Digital Component 7.1) on the board, or prepare to use the digital version for the Nouns and Pronouns activity.

Reading

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

➤ Digital Component 7.2

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

Universal Access

- Bring in images or objects to use to depict the following items for the Warm-Up: *classroom, cardboard, pancake, backpack*.

Lesson 7: Segment and Blend Two-Syllable Words

Foundational Skills



Primary Focus: Students will segment and blend two-syllable words with up to seven phonemes. **TEKS 1.2.A.vii**

Students will spell multisyllabic words with open and closed syllables.

TEKS 1.2.C.i

WARM-UP (15 MIN.)

Segment and Blend Two-Syllable Words

- Look at each word in the box below and notice where they are marked with a syllable divider.

Note: This is an oral activity; do not write these words on the board.

- Say the first word (*classroom*).
- Repeat the word, pausing slightly between the syllables.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/k/ /l/ /a/ /s/).
- Next, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/r/ /oo/ /m/).
- Finally, say the blended word while making a fist.
- Continue this process with the remaining words.

1. class·room (4+3) /k/ /l/ /a/ /s/ · /r/ /oo/ /m/
2. card·board (3+3) /k/ /ar/ /d/ · /b/ /or/ /d/
3. pan·cake (3+3) /p/ /a/ /n/ · /k/ /ae/ /k/
4. back·pack (3+3) /b/ /a/ /k/ · /p/ /a/ /k/
5. home·town (3+3) /h/ /oe/ /m/ · /t/ /ou/ /n/



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Foundational Skills

Foundational Literacy Skills

Before segmenting each word, show the images you prepared in advance. Have students repeat each word after you. Students working independently can act out vocabulary to reuse it in a meaningful way.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

Support

Point out that these words consist of two syllables by restarting with the thumb-forefinger tap for the first sound in the second syllable.

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

SPELL MULTISYLLABIC WORDS (5 MIN.)

Words with Open and Closed Syllables

- Explain that you are going to dictate some multisyllabic words for students to spell in their Dictation Journal. Provide words with closed and open syllables, such as *swimming*, *rotten*, *popping*, *bacon*, *rodent*, and *zebra*. Remind students that closed syllables have a short vowel sound and end with a consonant, as in *bat•ter*. Tell them that open syllables end in a vowel and make the long vowel sound as in *a•pron*.

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Language

Using Nouns and Noun Phrases

Beginning

Prompt students with simple questions: “Who went on a trip?” “Who was an expert on coins?” “What did Kate find that was made of silver?”

Intermediate

Provide sentence frames to assist students: “_____ is a pronoun taking the place of the noun _____.”

Advanced/Advanced High

Encourage students to use nouns and pronouns in complete sentences.

ELPS 2.G; ELPS 3.C

Lesson 7: Grammar

Language

15M

Primary Focus: Students will read sentences where pronouns are substituted for nouns, will identify which noun a pronoun is replacing, and will write the pronouns in blank spaces. **TEKS 1.11.D.vii, viii**

NOUNS AND PRONOUNS (15 MIN.)

Note: In this exercise you will introduce students to pronouns and how they are related to nouns. Please note that the purpose of this exercise is not necessarily for students to identify pronouns by name, but rather that they understand pronouns stand for a particular noun.

- Read the sentences you prepared in advance.

> Digital Component 7.1

1. Kate went on a trip. She was sad at the start of the trip.
2. Kate met Sani in the coin shop. He was an expert on coins.
3. Kate had found a coin. It was made of silver.

- Reread the first two sentences.
- Underline the word *she* and ask students, “Who was sad at the start of the trip?”
- When students have given the correct answer (Kate), draw a curved line from the word *she* in the second sentence to the word *Kate* in the first sentence.
- Explain that in many instances we can replace a noun with another word.

TEKS 1.11.D Edit drafts using standard English conventions, including (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun “I”.

- These words are called pronouns. In this example, *she* is a pronoun taking the place of the noun *Kate*.
- Read the next two sentences.
- Underline the word *he* and ask students, “Who was an expert on coins?”
- When students have given the correct answer (Sani), draw a curved line from the word *he* in the second sentence to the word *Sani* in the first sentence.
- Explain that in many instances we can replace a noun with another word. *He* is a pronoun taking the place of the noun *Sani*.
- Write the pronouns *he*, *she*, and *it* on the board and ask several students to compose sentences with each one.
- Distribute Activity Page 7.1.
- On the front of the activity page, have students underline the pronouns and draw connecting lines to the nouns they replace. Then have students write the pronouns on the lines.
- On the back of the activity page, have students fill in the blanks with the pronouns that can replace the underlined nouns.
- Point out that *I* is a pronoun, and it is always capitalized. Challenge students to write sentences on their own paper that use *I* correctly.



Activity Page 7.1: Nouns and Pronouns

Collect Activity Page 7.1 to monitor students' ability to read sentences where pronouns are substituted for nouns, identify which noun a pronoun is replacing, and write the pronouns in blank spaces.

Activity Page 7.1



Support

Work with a small group of students on the front or back of Activity Page 7.1. Read each sentence with students, and talk about the pronoun and noun in each sentence.

Challenge

Have students write two more sentences. One sentence should contain a noun, and the other sentence should contain a pronoun that replaces the noun. Students may share their sentences with the class.

Lesson 7: “The Picnic by the River”

Reading



Primary Focus: Students will read the story “The Picnic by the River” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.8.B**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is about some surprise visitors that show up at Grace’s family picnic.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 7.2

/s/ > ‘c’	/s/ > ‘ce’	/s/ > ‘se’	/t/ > ‘ed’	Two-Syllable Words
Grace	voice	rinsed	picked	picnic
Spencer	glanced		stuffed	basket
raced			asked	summer
center			brushed	river
			slipped	chicken
				cupcake

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.

picnic—n., a meal eaten outdoors (8)

Example: My favorite place for a picnic is at the park.

brushed—v., moved lightly and quickly (10)

Example: Dad brushed the cookie crumbs off the table.

glanced—v., looked quickly (12)

Example: We glanced out the window to see if it was snowing.

➤ **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 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Reader



Page 8

Vocabulary Chart for “The Picnic by the River”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		glanced	picnic
Multiple-Meaning Core Vocabulary Words		brushed	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out who visits Grace’s picnic.

READ “THE PICNIC BY THE RIVER” (20 MIN.)

Small Group

Group 2: Tell students to take turns reading “The Picnic by the River” with their partners. Tell them if they finish early, they can reread a previous story in the Reader.

Group 1: Meet with students needing more direct support. Listen as students take turns reading aloud “The Picnic by the River.”



Observation: Anecdotal Reading Record

As you listen to Group 1 students read “The Picnic by the River,” 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.



Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Were ants on the picnic basket?” “Did Mister Spencer set the basket on a picnic table?”

Intermediate

Provide students with a specific sentence frame: “The Spencers set the picnic basket on _____.”
“Grace left cupcake and ham on the ground because . . .”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G

Discussion Questions for “The Picnic by the River”

1. **Literal.** What did Grace discover when she returned from swimming?
 - » Ants were marching on the picnic basket.
2. **Literal.** Where had the Spencers set down their picnic basket?
 - » They had placed the picnic basket next to the center of an anthill.
3. **Inferential.** Why did Grace set bits of cupcake and ham on the ground next to the anthill?
 - » Answers may vary, but might include that Grace wanted the ants to have lunch, too; Grace felt bad for the ants, etc.
4. **Evaluative.** What does this tell you about Grace? What kinds of words could you use to describe Grace?
 - » This tells us that Grace is nice and caring because she wants to make sure the ants have lunch, too. We could use the words *kind*, *generous*, *thoughtful*, *nice*, etc., to describe Grace.



Observation: Discussion Questions

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

End Lesson

Take-Home Material

“MISTER SPENCER AND THE RABBITS”

- Have students take home Activity Page 7.2 to read with a family member.

Activity Page 7.2



Lesson 7: Foundational Skills Remediation

Additional Support

SENTENCES AND WIGGLE CARDS

1. He can dance.
2. It is a mouse.
3. It is in the center.
4. He is in the house.
5. She is on a horse.
6. He has a loud voice.
7. It is on the fence.
8. She is a princess.
9. He is a prince.
10. She is in a race.

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Say the first word (*picnic*).
- Repeat the word, pausing slightly between the syllables.
- Have students clap to help identify the number of syllables in the word.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/p/ /i/ /k/).
- Next, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/n/ /i/ /k/).
- Finally, say the blended word while making a fist.
- Continue this process with the remaining words.

1. picnic (3+3) /p/ /i/ /k/ • /n/ /i/ /k/
2. outlet (2+3) /ou/ /t/ • /l/ /e/ /t/
3. chicken (3+2) /ch/ /i/ /k/ • /e/ /n/
4. summer (3+1) /s/ /u/ /m/ • /er/
5. river (3+1) /r/ /i/ /v/ • /er/
6. cupcake (3+3) /k/ /u/ /p/ • /k/ /ae/ /k/
7. sentence (3+4) /s/ /e/ /n/ • /t/ /e/ /n/ /s/
8. treetops (3+4) /t/ /r/ /ee/ • /t/ /o/ /p/ /s/

MORE HELP READING AND WRITING SENTENCES

Scrambled Sentences

- Make a copy of **Activity Page TR 7.1** or write the sentences from the box onto a **piece of paper**. Make one set of sentences for each student.

1. Grace and Jill yelp in the cool waves.
2. Grace and her mom gather fresh greens from the garden.
3. Grace and her mom cook two chickens in a a big pan.
4. They bake fresh corn muffins and a red velvet cake.

- Cut the sentences into their individual words and place them into **envelopes** (one sentence per envelope).
- Have students reconstruct the sentences. Point out that some of the words can be rearranged in different configurations and still be correct.
- Have students read the sentences aloud and copy one sentence onto **paper**, including correct punctuation.
- Point out that the last sentence uses a pronoun (*They*). Ask students to identify what noun phrase that pronoun is replacing. (*Grace and her mom*)

TRICKY SPELLING

Review 'g' > /g/
and /j/

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will use prepositions, including words that name locations, and adjectives to expand short sentences. **TEKS 1.3.D; TEKS 1.11.D.iv-vi**

Foundational Skills

Students will read words with tricky spelling 'g' > /g/ and /j/ and will review the spelling alternatives /j/ > 'j', 'g', and 'ge'. **TEKS 1.2.B.i; TEKS 1.2.C.iii**

Reading

Students will reread the story "The Picnic by the River" and will answer written short-answer questions about key details in the text. **TEKS 1.4; TEKS 1.7.C; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "The Picnic by the River" (Group 2) **TEKS 1.4**

Activity Page 8.1

Story Questions "The Picnic by the River" **TEKS 1.7.C; TEKS 1.8.C**

TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.D** Edit drafts using standard English conventions, including (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; **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; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Build Sentences	Whole Group	15 min.	<input type="checkbox"/> Building Sentences (Digital Components)
Foundational Skills			
Tricky Spelling 'g' (Phonics)	Whole Group	10 min.	<input type="checkbox"/> Tricky Spelling 'g' diagram (Digital Components)
Spelling Alternatives for /j/ (Phonics)	Whole Group	5 min.	
Reading			
Review the Story	Whole Group	5 min.	<input type="checkbox"/> <i>Grace</i>
Reread "The Picnic by the River"	Small Group/ Partner/ Independent	25 min.	<input type="checkbox"/> Activity Page 8.1

ADVANCE PREPARATION

Language

> Digital Component 8.1

- Write the sentences from the lesson on the board for the Warm-Up, or use the digital version.

Foundational Skills

> Digital Component 8.2

- Prepare to display an enlarged version of the Tricky Spelling 'g' diagram on the board/chart paper, or use the digital version (Digital Component 8.2).

Reading

- You will work with Group 2 students today, who read “The Picnic by the River” in the previous lesson with partners.

Universal Access

- Bring in pictures that relate to each of the following sentences used in the Build Sentences activity: *a person at a bookshop, a person hopping, a person slipping, a person sliding*; or be prepared to act out some of the sentences.
- Create a list of adjectives that could be used to describe any nouns in the Build Sentences activity. In the bank of words, make sure to include an image next to each word so students can make a connection.

Start Lesson

Lesson 8: Grammar

Language

15M

Primary Focus: Students will use prepositions, including words that name

locations, and adjectives to expand short sentences. **TEKS 1.3.D; TEKS 1.11.D.iv–vi**

WARM-UP (15 MIN.)

> Build Sentences **TEKS 1.3.D**

Note: The purpose of this exercise is not necessarily for students to identify prepositions by name, but rather that they are useful in building longer sentences.

- Tell students you will review nouns and verbs and practice building sentences.

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

TEKS 1.11.D Edit drafts using standard English conventions, including (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions.

Support

Display the illustrated list of adjectives for students to reference as you expand each sentence.

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Language

Modifying to Add Details

Beginning

Ask yes/no questions to prompt students to build longer sentences: “Did Jace hop (quickly/up and down) on one foot?” “Did Roger slip on the ice in front of the library?”

Intermediate

Provide sentence frames to assist students: “Dashone visits the [what kind?] bookshop [when?]”.

Advanced/Advanced High

Encourage students to use location words (prepositions) and description words (adjectives) to build longer sentences.

ELPS 2.G; ELPS 3.C

- On the board write the sentence: *Gus runs*.
- Have students read the sentence, and ask them whom the sentence is about. (*Gus*)
- Circle the word *Gus* and explain that it is a proper noun.
- Read the sentence again and ask students what *Gus* does. (*runs*)
- Draw a squiggly line under the word *runs* and explain that it is a verb.
- Ask students, “Where does *Gus* run?” Tell students to think of location words. Write their answer on the board.
- Ask students, “When does *Gus* run?” Guide them to think of adverbs that convey time, such as *usually*, *always*, or *never*. Remind students that adverbs describe adjectives, verbs, or other adverbs.
- Now tell students they will practice making other simple sentences longer. On the board write the sentence: *Kate found a coin*.
- Have students read the sentence, and ask them whom the sentence is about. (*Kate*)
- Circle the word *Kate* and explain that it is a proper noun.
- Read the sentence again and ask what *Kate* did. (*found a coin*)
- Draw a squiggly line under the verb *found*, and explain that *found* is the verb.
- Ask students, “What type of coin did *Kate* find?” (*old, Spanish*). Write the expanded sentence on the board.
- Ask students, “Where did *Kate* find the old Spanish coin?” (*in the cave*). Then ask, “In what manner did she find the coin?” (*quickly*). Write the expanded sentence on the board, noting that it is much easier to form a picture of the sentence in their minds with this extra information added: *Kate found an old Spanish coin in the cave*.
- Repeat this procedure with the other sentences you prepared in advance, circling the nouns and drawing squiggly lines under the verbs.

➤ Digital Component 8.1

1. Gus runs.
2. Kate found a coin.
3. Dashone visits the bookshop.
4. Jace hops on one foot.
5. Roger slips on the ice.
6. Ming slides into home base.

Lesson 8: Review

Foundational Skills

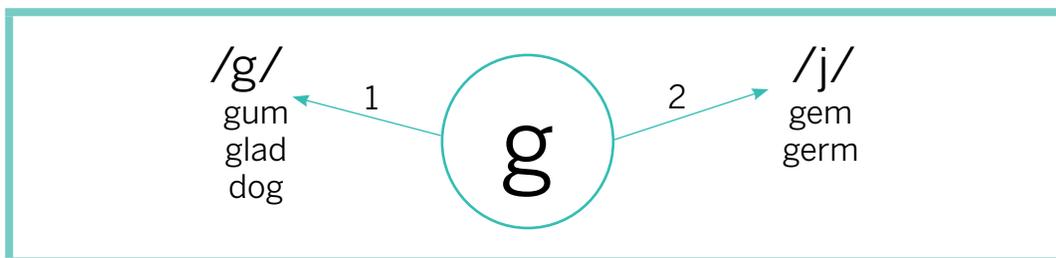


Primary Focus: Students will read words with tricky spelling 'g' > /g/ and /j/ and will review the spelling alternatives /j/ > 'j', 'g', and 'ge'. **TEKS 1.2.B.i; TEKS 1.2.C.iii**

TRICKY SPELLING 'G' (10 MIN.)

- Tell students you will be reviewing the tricky spelling 'g' they learned in Unit 5.
- To show the tricky spelling and the possible pronunciations, refer to the diagram on the board that you prepared in advance.

> Digital Component 8.2



- Point to the words *gum*, *glad*, and *dog* on the left side of the board and read them aloud.
- Point out that the spelling 'g' is pronounced /g/ in these words.
- Point to the words *gem* and *germ* on the right side of the board and read them aloud.
- Point out that, in these words, the spelling 'g' is pronounced /j/ rather than /g/.
- Ask students how this could cause them problems when they are reading.
- Explain that 'g' is what we call a tricky spelling. The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling, students may need to try it both ways.
- Point to the circled letter 'g' on the board between the two sets of words.
- Point to the arrow from 'g' to the /g/ words that is labeled '1'. Explain that /g/ is the most likely pronouncing option and therefore the one they should try first.

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.

- Point to the second arrow from 'g' to the /j/ words. Explain that /j/ is a less likely option and that they should try it if the first option does not sound right.
- Explain that when students encounter the spelling 'g' in a printed word they do not already know, they should try pronouncing it /g/ as in *gum*. If that does not sound right, or does not make sense in context, they should try pronouncing it /j/ as in *gem*.
- Leave the diagram on the board so students can refer to it as they work on the next exercise.



Check for Understanding

Write the word *frog* on the board. Use the diagram to figure out the pronunciation. Try the word with the /g/ sound first (*frog*). Have students use **Thumbs-Up/Thumbs-Down** to show you if they think this is the correct pronunciation. Then, say the word with the /j/ sound (*froj*). Have students use Thumbs-Up/Thumbs-Down to show if they think this is the correct pronunciation. Discuss the correct answer.

SPELLING ALTERNATIVES FOR /J/ (5 MIN.)

- Ask students to tell you the basic code spelling for /j/.
- Write 'j' on the board, along with the two sample words listed in the box below.
- Tell students that /j/ is a tricky sound, a sound that can be spelled several different ways.
- Review the spelling alternatives listed in the box below, one at a time, writing each spelling on the board along with the two decodable sample words.

1. j: jump, jar
2. g: germs, gem
3. ge: large, charge

Challenge

Ask students to say additional words with each of the spelling alternatives for /j/. Write the words on the board.

Lesson 8: “The Picnic by the River”

Reading



Primary Focus: Students will reread the story “The Picnic by the River” and will answer written short-answer questions about key details in the text.

TEKS 1.4; TEKS 1.7.C; TEKS 1.8.C

REVIEW THE STORY (5 MIN.)

- Ask students to turn to the table of contents in the Reader to locate and read the title of the story “The Picnic by the River.” Ask them to tell you on which page the story starts. (*page 8*)
- Distribute Activity Page 8.1. As a class, write the date on the activity page, reminding students where to place commas. Tell students they will complete this activity page after rereading “The Picnic by the River.”
- Ask students if they remember who the surprise visitors were at Grace’s family picnic.

REREAD “THE PICNIC BY THE RIVER” (25 MIN.)

Small Group

Group 1: Have students reread “The Picnic by the River,” either with a partner or by themselves, and complete Activity Page 8.1 independently.

Group 2: Meet with students whom you did not listen to read in the previous lesson. Reread “The Picnic by the River” and complete Activity Page 8.1 together, either one-on-one or as a small group.



Observation: Anecdotal Reading Record

As you listen to Group 2 students read “The Picnic by the River,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Reader



Page 8

Activity Page 8.1



Support

Remind students to refer to the text as they answer each question. Review how to answer each question in a complete sentence.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Wrap-Up

- Have students complete Activity Page 8.1 independently, circulating to assist those students who need additional support.



Activity Page 8.1: Story Questions

Collect Activity Page 8.1 to evaluate student progress with answering questions about key details in the story, “The Picnic by the River.”

End Lesson

Lesson 8: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|---------------------------|-------------------------|
| 1. Jump up and down. | 6. Be in charge. |
| 2. Be a good dog. | 7. Brush off germs. |
| 3. a large glass | 8. Dance a jig. |
| 4. Plunge into the pool. | 9. Glance at a pal. |
| 5. Act out a magic trick. | 10. Make a good choice. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /J/

Teacher Chaining

- Write *age* on the board.
- Ask a student to read the word.
- Add a ‘p’ before the ‘a’ to create *page*.
- As you make this change, say “If that is *age*, what is this?”
- Ask students what change you made to the word *age* to get the word *page*.
- Ask 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. age > page > rage > cage > sage > stage > stale
2. barn > barge > charge > large > Marge > merge
3. gorge > forge > form > farm > charm > charge > large

Push and Say

- Make a copy of the Push and Say Sound Boxes **(Activity Page TR 1.1)** and a set of Push and Say Letter Cards **(Activity Page TR 1.2)** for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

- | | |
|---------|----------|
| 1. good | 6. gem |
| 2. dog | 7. germs |
| 3. frog | 8. large |
| 4. gum | 9. age |
| 5. get | 10. jar |

Support

You may want to point out that the spelling for the final sound may be located in the middle of a separated diagraph (e.g., *stage > stale*).

Support

Provide students with only the letter cards they will need for this activity: d, f, g, j, l, m, r, s, t, a, oo, o, u, e, ar, er.

9

GRAMMAR

Use Adjectives and Prepositions

PRIMARY FOCUS OF LESSON

Language (Grammar)

- Students will use adjectives and prepositions, including words that name locations, to expand short sentences. **TEKS 1.3.D; TEKS 1.11.D.iv; TEKS 1.11.D.vi**
- Students will use the pronouns *he, she, it, I,* and *you* to complete written sentences. **TEKS 1.11.D.vii**

Reading

- Students will read “Ants” with purpose and understanding, will answer written short-answer questions, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Activity Page 9.1

Nouns and Pronouns
TEKS 1.11.D.vii

Observation

Anecdotal Reading Record “Ants” (Group 1)
TEKS 1.4

Activity Page 9.2

Story Questions “Ants”
TEKS 1.7.C

Observation

Discussion Questions “Ants”
TEKS 1.7.C

- TEKS 1.3.D** Identify and use words that name actions, directions, positions, sequences, categories, and locations; **TEKS 1.11.D** Edit drafts using standard English conventions, including (iv) adjectives, including articles; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; **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 (Grammar)			
Warm-Up: Build Phrases with Adjectives	Whole Group	5 min.	
Build Sentences with Prepositions	Whole Group	10 min.	
Nouns and Pronouns	Whole Group/ Independent	20 min.	<input type="checkbox"/> Activity Page 9.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read "Ants"	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 9.2

ADVANCE PREPARATION

Reading

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

➤ Digital Component 9.1

- Create the Preview Spellings chart (Digital Component 9.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in images of a variety of *bikes*, *schools*, and *cookies* to use with the Build Phrases with Adjectives activity.
- Bring in a stuffed animal to use for Build Sentences with Prepositions.

Start Lesson

Lesson 9: Grammar

Language



Primary Focus

Students will use adjectives and prepositions, including words that name locations, to expand short sentences. **TEKS 1.3.D; TEKS 1.11.D.iv; TEKS 11.D.vi**



Students will use the pronouns *he*, *she*, *it*, *I*, and *you* to complete written sentences. **TEKS 1.11.D.vii**



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Foundational Skills

Using Foundational
Literacy Skills

As you introduce each phrase, show images of the items you prepared in advance.

ELPS 2.E; ELPS 3.J

Challenge

Have individual students suggest adjectives to describe *school* and *cookie*.

WARM-UP (5 MIN.)

Build Phrases with Adjectives

- Tell students that they will practice making longer phrases by adding descriptive words called adjectives to nouns to form a better picture in their minds.
- Say the word *bike*, and have students repeat after you.
- Say the phrase *new bike*, and have students repeat after you.
- Say the phrase *new red bike*, and have students repeat after you.
- Say the phrase *big new red bike*, and have students repeat after you.
- Repeat with phrases for the words *school* and *cookie*.



TEKS 1.3.D Identify and use words that name actions, directions, positions, sequences, categories, and locations;
TEKS 1.11.D Edit drafts using standard English conventions, including (iv) adjectives, including articles; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases.



BUILD SENTENCES WITH PREPOSITIONS (10 MIN.)

TEKS 1.3.D

Note: The purpose of this exercise is not necessarily for students to identify prepositions by name or type, but rather to recognize that they are useful in building longer sentences.

- Remind students that when they write, they should strive to make their writing interesting. Tell students that one way they can do this is by adding words called prepositions to simple sentences.
- Prepositions are tiny words that give information about time, place, locations, etc., in a sentence.
- Write the following sentence on the board: *The mouse ran.* Point out that this is a very simple sentence.
- Ask students to identify the noun and the verb in this sentence; circle the noun and draw a squiggly line under the verb.
- Ask students, “Where did the mouse run?” Record students’ answers under the heading *Where?*
- Students will say various answers, but most of these answers will need to be connected by the prepositions *to, from, under, etc.*
- Let the class choose one of the answers. Use it to write a revised sentence on the board (e.g., *The mouse ran under the desk.*). Point out that you added a preposition and a place to this sentence. The preposition *under* lets you know where the mouse ran in relation to the desk.
- Write revised sentences using other prepositions that students know as Tricky Words or can decode: *to, with, and from.* Note that prepositions are not always linked to time and place, but also more abstract concepts such as means or purpose. You may want to provide additional practice orally with prepositions that students have not yet learned to read, such as *over, through, around, during, and near.*

NOUNS AND PRONOUNS (20 MIN.)

Review *He, She, It*

- Write the following sentences on the board, including the blank:

1. Jen danced yesterday.
2. _____ had a fun time.



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Foundational Skills

Learning About How English Works

Use a stuffed animal to demonstrate the various positions of the object (over, under, around, near).

ELPS 2.E; ELPS 3.J

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



Language

Using Nouns and Noun Phrases

Beginning

Ask students yes/no questions using simple phrases: “Who danced yesterday?” “Was the horse big?”

Intermediate

Provide sentence frames to assist students: “_____ is a pronoun taking the place of the noun _____”.

Advanced/Advanced High

Encourage students to use nouns and pronouns in complete sentences.

ELPS 2.G; ELPS 3.C

- Have students read the first sentence aloud and ask whom the sentence is about. (*Jen*)
- Remind students that the word *Jen* is a noun.
- Read the second sentence and ask a student to complete the blank. Fill in the answer. (*She*)
- Remind students that the word *she* is a pronoun—a word that takes the place of a noun.
- Ask students which word the pronoun *she* is replacing.
- If students have difficulty identifying the noun, connect *Jen* and *she* with a curved line before they answer.
- Write the following sentence on the board: *Ben rides a horse.*
- Underline the word *Ben* and remind students that the pronoun *he* can take the place of the noun *Ben*.
- Ask a student to make a sentence, using the pronoun *he*.
- Write the following sentence on the board: *The horse is big.*
- Underline the word *horse* and remind students that the pronoun *it* can take the place of the noun *horse*.
- Ask a student to make a sentence, using the pronoun *it*.

Introduce Pronouns *I, You*

- Write the following sentence on the board: *Francis said, “I ate pancakes yesterday.”*
- Briefly discuss the preceding comma and quotation marks with students, explaining that they introduce something that has been said.
- Underline the word *Francis* and the pronoun *I*.
- Ask students, “Who ate pancakes yesterday?” (*Francis*)
- Ask students which word took the place of the word *Francis*. (*I*)
- Connect the words *Francis* and *I* with a curved line.
- Tell students that the word *I* is a pronoun that takes the place of the word *Francis* when Francis is talking about himself.
- Ask a student to make up a sentence with the pronoun *I*. For example, a student could say, “I have black socks.” Ask the class who has black socks. Then ask the class which word the student used instead of their name. (*I*)

- Write the following sentence on the board: *Marge asked Francis, "Did you like the pancakes?"*
- Underline the word *Francis* and the pronoun *you*.
- Ask students, "Whom did Marge ask if he liked pancakes?" (*Francis*)
- Ask students which word took the place of the word *Francis*. (*you*)
- Connect the words *Francis* and *you* with a curved line.
- Tell students that the word *you* is a pronoun and it takes the place of the word *Francis* when somebody else is talking about him.
- Ask a student to make up a sentence with the pronoun *you*. For example, a student could say, "You are wearing a blue shirt." Ask students who is wearing a blue shirt. Then ask the class which word the student used instead of the name of the student wearing a blue shirt. (*you*)
- Distribute Activity Page 9.1.
- In each sentence pair, have students underline the pronoun and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronouns on the lines. This should be a teacher–led exercise for at least the first three sentence pairs.
- After completing all items, have students generate their own noun—pronoun pairs of sentences on the back of the activity page.



Activity Page 9.1: Nouns and Pronouns

Collect Activity Page 9.1 to monitor students' ability to use the pronouns *he*, *she*, *it*, *I*, and *you* to complete written sentences.

Activity Page 9.1



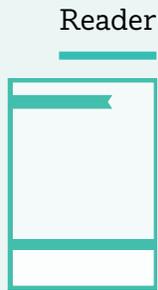
Support

Have students read the remaining sentence pairs with partners. Remind students to underline the pronoun and draw a connecting line from the pronoun to the noun it replaces.

Lesson 9: “Ants” Reading

25M

Primary Focus: Students will read “Ants” with purpose and understanding, will answer written short-answer questions, and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**



Page 14

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is about all of the exciting things Grace learns about ants at school.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

> Digital Component 9.1

/s/ > ‘c’	/s/ > ‘se’	Other Two-Syllable Words	Three-Syllable Words
Grace	glimpse	kitchen	excitement
Francis	else	plastic	
raced		insects	
center		termites	

Note: Discuss the three-syllable word *excitement* with students. Tell students that they should use the same chunking strategy they use when working with two-syllable words.

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.

insects—n., small animals that have six legs and a three-part body (14)
Example: We learned that ants are insects because they have six legs.

glimpse—n., a quick look (14)

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.

Example: I only got a glimpse of the baby bird before it flew away.

inhale—v., to breathe air into lungs (16)

Example: The doctor asked me to inhale slowly while she listened to my chest.

Vocabulary Chart for “Ants”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		insects glimpse inhale	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to read today’s story to find out what makes Grace so excited about ants.

READ “ANTS” (20 MIN.)

Small Group

Group 2: Tell students to take turns reading “Ants” with their partners. Students should complete Activity Page 9.2, referring back to the story to help them answer the questions. Tell them that if they finish early, they can reread a previous story in the Reader.

Group 1: Meet with students needing more direct support. Listen as students take turns reading aloud “Ants.” Work with students to complete Activity Page 9.2, referring back to the story to help them answer the questions.

Activity Page 9.2



Observation: Anecdotal Reading Record

As you listen to Group 1 students read “Ants,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

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Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Did Grace’s class get an ant farm?” “Is the queen ant’s life easy?”

Intermediate

After asking each question, provide students with a specific sentence frame: “The queen’s life is hard because . . .”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G



Activity Page 9.2: Story Questions

Collect Activity Page 9.2 to evaluate student progress with answering questions about key details in the story, “Ants.”

Wrap-Up

- 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 “Ants”

1. **Literal.** What did Grace’s classroom get?
 - » Grace’s classroom got an ant farm.
2. **Literal.** What is an ant farm?
 - » An ant farm is a see-through plastic container that you can look into and see what ants are up to.
3. **Inferential.** Why is the queen ant’s life hard for her?
 - » The queen ant’s life is hard because she has to stay in the anthill all of the time and make lots of eggs.
4. **Evaluative.** Why might Grace think ants are cooler than bees and termites?
 - » Answers may vary but should reference details from the story.



Observation: Discussion Questions

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

End Lesson

Lesson 9: Foundational Skills Remediation

Additional Support

SENTENCES AND PHRASES

- Use these additional sentences and phrases to enrich lessons, as needed.

- | | |
|--------------------|--------------------------|
| 1. He jumps up. | 6. from my mom |
| 2. She is nice. | 7. It is good. |
| 3. I like you | 8. You can dance. |
| 4. under the fence | 9. She needs a pencil. |
| 5. to the room | 10. They go to the pool. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Circle the Sounds

- Make a copy of **Activity Page TR 9.1** for each student.
- Have students read each word to themselves and then aloud.
- For each word, tell students to circle the spellings, count the spellings, and write the number of sounds in the box. Then, copy the word on the line.

MORE HELP USING PRONOUNS

- Make a copy of **Activity Page TR 9.2** for each student or write pronouns on **index cards**: *he, she, it, we, they, I, you*.
- Read or write one of the sentences from the box on a **sentence strip** or the **board/chart paper**.
- Have students identify the noun(s) in the sentence.
- Next, support students as they think of the corresponding pronoun(s) to replace the noun or noun phrase identified.
- Restate the sentence with the pronoun(s) provided.
- Repeat with the remaining sentences.

1. Mister Spencer has a farm. (*he*)
2. The corn is ripe. (*it*)
3. The rabbits got into Mister Spencer's garden. (*they*)
4. Grace likes the rabbits. (*she*)
5. Mister Spencer, Grace, and Jill need the plants in the garden. (*they*)
6. Pepper gave the rabbits quite a scare. (*he*)

- Prompt students to create sentences using the pronouns *I, you, we*.

MORE HELP USING ADJECTIVES AND PREPOSITIONS

Build Sentences Using Adjectives

- Make a copy of the preposition word cards (**Activity Page TR 9.2**) or write *to, from, with, in, on,* and *under* on **index cards**.
- Tell students they will make sentences more interesting by adding adjectives to a plain sentence. Say and write the first simple sentence on the board/chart paper: *Pepper is a dog*.
- Have students identify the noun(s) in the sentence. (*Pepper, dog*)
- Next, support students as they think of adjectives to describe the identified noun(s). (*peppy, black, cute, fun, etc.*)
- Restate the sentence with the adjective(s) provided.
- Repeat with the remaining simple sentences.

1. Pepper is a dog.
2. Let's go to the zoo.
3. Dad has a farm.
4. I went into a cave.
5. Grace found a coin.
6. The boy saw a rock.

- Next, using one of the preposition word cards, ask students to expand the sentences (*to, from, with, in, on, under*).

MORE HELP WITH ORAL READING

Play Parts: “Ants”

- Make a copy of **Activity Page TR 9.3** for each group of three students.
- Use a highlighter to mark the part each student will read.
- Have each student read the lines for a selected character, reading together to complete the story. Narrator lines are indicated by a star.

10

SPELLING ALTERNATIVES

Introduce /n/ > 'kn'

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write one-syllable words containing spelling alternatives for the /s/ and /z/ sounds and the Tricky Word *here*.

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

Foundational Skills

✦ Read and sort words spelled with /n/ > 'kn', 'nn', and 'n'. **TEKS 1.2.B.ii**

Reading

Students will read "The Band" with purpose and understanding, will answer written short-answer 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 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**Spelling Alternatives** /n/ > 'n', 'nn', and 'kn'

✦ **TEKS 1.2.B.ii**

Observation**Anecdotal Reading Record** "The Band" (Group 1)

✦ **TEKS 1.4**

Activity Page 10.2**Story Questions** "The Band"

✦ **TEKS 1.7.C**

Observation**Discussion Questions** "The Band"

✦ **TEKS 1.7.C**

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial 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.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 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 10.1
Foundational Skills			
Spelling Alternatives for /n/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card /n/ > 'kn' (<i>knock</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Spelling Tree for /n/ (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Spelling Tree for /n/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> brown, green, yellow paper <input type="checkbox"/> marker <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> scissors <input type="checkbox"/> tape
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read "The Band"	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 10.2
Take-Home Material			
Word Sort			<input type="checkbox"/> Activity Page 10.3

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 16. Also have the Spelling Cards listed in the Lesson at a Glance, student Individual Code Charts, and red markers readily available.
- Make a Spelling Tree out of brown construction paper or draw the trunk on white chart paper, using the template provided in Teacher Resources. The /n/ Spelling Tree should have four branches forking off from the central trunk. Use three of the branches for the more common spellings ('n', 'nn', and 'kn'), and one branch at the top for odd ducks.
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /n/ words on the leaves (*nut, nice, cent, dinner, running, fanning, note, knot, knit, knife, knock, knee*).
- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /n/ sound that doesn't fall into one of the spelling patterns students will learn in this unit, such as 'gn' in *gnat*.
- Copy and prepare Spelling Alternatives Observation Record for /n/, located in Teacher Resources.

Reading

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

➤ Digital Component 10.1

- Create the Preview Spellings chart (Digital Component 10.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in pictures or objects to depict the following words as you introduce them for the leaves on the Spelling Tree: *nut, cent, dinner, note, knot, knit, knife, knee*.
- Bring in pictures or objects to depict the words *trumpets* and *trombones* for use before reading the story "The Band."

Lesson 10: Spelling Assessment

Language

15M

Primary Focus: Students will spell and write one-syllable words containing spelling alternatives for the /s/ and /z/ sounds and the Tricky Word *here*.

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

SPELLING ASSESSMENT (15 MIN.)

- Distribute Activity Page 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. cent | 5. prince |
| 2. here | 6. pigs |
| 3. zip | 7. jazz |
| 4. kiss | 8. sun |

- 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, “Here are the pigs.”
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Activity Page 10.1



Challenge

Have students write sentences for two or three of the spelling words on the back of Activity Page 10.1.



Activity Page 10.1: Spelling Assessment

Collect Activity Page 10.1. At a later time today, use the spelling analysis tools provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial 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 10: Spelling Alternatives

Foundational Skills



Primary Focus: Read and sort words spelled with /n/ > 'kn', 'nn', and 'n'.

TEKS 1.2.B.ii

SPELLINGS FOR /N/ (5 MIN.)

- Tell students that they will be working with spellings for the /n/ sound.
- Have students say the /n/ sound several times, stretching it out.
- Ask students if /n/ is a vowel or consonant sound.

Code Materials



Consonant Code Flip Book	Individual Code Chart
1. /n/ > 'n' (<i>nut</i>) page 16	1. /n/ > 'n' (<i>nut</i>) page 8
2. /n/ > 'nn' (<i>running</i>) page 16	2. /n/ > 'nn' (<i>running</i>) page 8
3. /n/ > 'kn' (<i>knock</i>) page 16	3. /n/ > 'kn' (<i>knock</i>) page 8

Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /n/ sound.

- Turn to **Consonant Code Flip Book page 16**. Review with students the basic code spelling for /n/. Read the sample word on the card and discuss the power bar. Remind students that the long power bar tells us that 'n' is the most common spelling for /n/.
- Write 'n' on the board/chart paper, along with the sample words: *nut*, *cent*.
- Have students turn to **Individual Code Chart page 8**.
- Have students locate and trace the red outline of the card and the code information for /n/ > 'n' with a finger.
- Ask students to tell you another spelling they know for /n/. Point to the 'nn' Spelling Card, discussing the sample word and power bar.
- Write 'nn' on the board/chart paper, along with the sample words: *dinner*, *running*.
- Have students locate and trace the red outline of the card and the code information for /n/ > 'nn' with a finger.

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

- Tell students they will now learn another spelling for the /n/ sound.
- Show students the Spelling Card for /n/ > 'kn' (*knock*). Discuss the power bar and have students read the example word. Attach the Spelling Card to the appropriate place.
- Write 'kn' on the board/chart paper, along with the sample words: *knot*, *knit*.
- Have students outline the 'kn' spelling in red marker in their Individual Code Charts. The spellings can be found on the following pages in the Consonant Code Flip Book and in students' Individual Code Charts.
- Tell students that whenever the new spelling 'kn' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.



Check for Understanding

Write the words *knot*, *knock*, *clock*, *knee*, *keep*, *need*, *supper*, *dinner* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /n/ sound.

SPELLING TREE FOR /N/ (15 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /n/ sound.
- Point to the trunk labeled /n/.
- Point to the four branches: 'n', 'nn', 'kn', and odd ducks. Explain that the 'n' branch is the longest and on the bottom and the 'nn' and 'kn' branches are shorter and near the top because these sound/spellings are less frequent.
- Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.

Support

Have students trace the new spelling 'kn' on their desks with a finger while saying the sound.

Support

To help students recognize that two letters make one sound, highlight those two letters in the word.



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Foundational Skills

Foundational Literacy Skills

Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 2.E; ELPS 3.J

Challenge

Ask students to think of additional words with the 'n', 'nn', and 'kn' spellings. Write the words on the board and discuss where each word belongs on the tree.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /n/ > 'n', 'nn', and 'kn' in the Spelling Alternatives Observation Record for /n/.

Lesson 10: "The Band" Reading



Primary Focus: Students will read "The Band" with purpose and understanding, will answer written short-answer 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 (5 MIN.)

- Tell students that today's story is about how practice makes perfect, especially when it comes to playing in a band.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 10.1

/n/ > 'kn'	/s/ > 'c'	/s/ > 'ce'	/s/ > 'se'	Two-Syllable Words
knocking	Grace	Vance	moose	trumpet
	Spencer	since	geese	trombone
	concert		house	mister
				master
				racket

Preview Core Vocabulary

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

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.

Support

'Practice makes perfect' means that if you practice enough, you can get better at something.

Reader



Page 18



Foundational Skills

Foundational Literacy Skills

Before previewing *trumpet* and *trombone*, show the images you prepared in advance. Have students repeat each word after you.

ELPS 2.E; ELPS 3.J

trumpet—n., a brass musical instrument with three buttons (18)
Example: The soldier plays the trumpet every morning at sunrise.

trombone—n., a brass musical instrument with a slide (18)
Example: My brother plays the trombone in the school band.

racket—n., a loud, unpleasant noise (18)
Example: A truck outside made such a racket that it woke me up.

concert—n., a show or performance (20)
Example: We are going to a concert to hear our favorite singer.

Sayings and Phrases

like a sick moose—a moose is a large animal that might make loud, moaning noises when sick (18)
Example: When our car broke down, Dad said it sounded like a sick moose.

like a flock of geese—geese are birds that make honking noises (18)
Example: There were so many car horns honking it sounded like a flock of geese.

belting out—singing or playing a song loudly, or with spirit (20)
Example: The singer was belting out the National Anthem at the ballgame.

knocking it out of the park—doing a great job (20)
Example: Our teacher told us that we were knocking it out of the park with our reading skills.

Vocabulary Chart for “The Band”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		trumpet trombone	concert
Multiple-Meaning Core Vocabulary Words		racket	
Sayings and Phrases	like a sick moose like a flock of geese belting out knocking it out of the park		

- Explain that *racket* is a multiple-meaning word. A racket is an object with a net that is used to play a game such as tennis. In this story the word *racket* is used to describe sound.



Purpose for Reading

- Tell students to read today's story to find out how Grace and her sister first sounded when they started playing musical instruments.

READ "THE BAND" (20 MIN.)

Small Group

Group 2: Tell students to take turns reading aloud "The Band" with their partners. Students should then complete Activity Page 10.2 with their partner, referring back to the story to help them answer the questions. Tell them that if they finish early, they can reread a previous story in the Reader.

Group 1: Meet with students needing more direct support. Listen as students take turns reading aloud "The Band." Work with students to complete Activity Page 10.2, referring back to the story to help them answer the questions.



Observation: Anecdotal Reading Record

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



Activity Page 10.2: Story Questions

Collect Activity Page 10.2 to evaluate student progress with answering questions about key details in the story, "The Band."

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, students should cite the part of the story that guided their answer.



Discussion Questions for “The Band”

1. **Literal.** What instrument does Grace play? What does Jill play?
 - » Grace plays the trumpet, and Jill plays the trombone.
2. **Literal.** How did the two girls sound when they first started out? What did they sound like?
 - » They did not sound too good; the two of them made quite a racket; Jill sounded like a sick moose. Grace sounded like a flock of geese.
3. **Inferential.** How did Grace and Jill get better?
 - » Grace and Jill practiced their instruments; Mister Vance, the band master, spent a lot of time with them, helping them get better.
4. **Inferential.** Why was Mister Spencer spending so much time in the barn?
 - » Mister Spencer could not take/tolerate the noise of the instruments.



Observation: Discussion Questions

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

End Lesson

Take-Home Material

WORD SORT

- Have students take home Activity Page 10.3 to practice spellings for /s/ with a family member.

Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Does Grace play the trumpet?” “Does Jill play the trombone?” “Who helped the children get better?”

Intermediate

Provide students with a specific sentence frame: “When they first started playing, they (did/did not) sound very good.” “Jill sounded like a sick _____.” “Grace sounded like a flock of _____.”

Advanced/Advanced High

Encourage students to expand and/or build on other students’ responses

ELPS 2.G; ELPS 4.G

Activity Page 10.3



Lesson 10: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Use a fork and knife.
2. Knock my socks off.
3. Knock on wood.
4. Make a knot.

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 2 (**Activity Page TR 10.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 2 (**Activity Page TR 10.2**) for each student you are assessing.
- Follow the procedure in Lesson 5.

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

- 13 or 14 points—excellent
- 11 or 12 points—good
- Less than 11 points—poor

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

Scores of 10 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/

Word Sort

- Make one copy of **Activity Page TR 10.3** for each student.
- Have students sort the words by their spellings for /s/.

MORE HELP WITH ORAL READING

Silly Voices

- Copy and cut apart the picture cards provided on **Activity Page TR 10.4** and place them in a **paper bag** (or something similar).
- Students pull out a picture card from the bag and reread the story “The Picnic by the River” from the **Grace Reader** independently, with a partner, or to you, using a silly voice matching the character on the card.
- Demonstrate how to use the following voices and gestures to read like the characters on the cards:
 - Cowboy: Straddle your chair like you are riding a horse and use a country accent.
 - Scuba Diver: Vibrate your pointer finger on your lips as you read.
 - Sick Person: Hold your nose to sound all stuffed up.
 - Opera Singer: Use big arm motions and a grand singing voice.
 - Rock Star: Play your guitar while you read.
 - Robot: Move your arms like a robot and use a monotone voice.
 - Ghost: Use a spooky voice.
 - Teacher: Point to the words and use a teacher voice.

Note: 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.

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.

11

SPELLING ALTERNATIVES

Review /n/ >
'kn', 'n', 'nn'
and /s/ > 'c', 'ce', 'se'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and write words with the spelling alternatives /n/ > 'kn', 'n', 'nn', and /s/ > 'c', 'ce', and 'se'. **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.C.iii**

Reading

Students will read the story "The Yard Sale" with purpose and understanding; will answer written short-answer questions; and will answer literal, inferential, and evaluative questions about key details in the text.

TEKS 1.4; TEKS 1.7.C; TEKS 1.8.C

Language (Spelling)

Students will read and spell words containing /m/ > 'm' and 'mm', consonant clusters, and the Tricky Word *could*.

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 Pages 11.1, 11.2

Spelling Alternatives /n/ and /s/

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

Observation

Anecdotal Reading Record "The Yard Sale"

(Group 2) **TEKS 1.4**

Activity Page 11.3

Story Questions "The Yard Sale"

TEKS 1.7.C; TEKS 1.8.C

Observation

Discussion Questions "The Yard Sale"

TEKS 1.7.C; TEKS 1.8.C

TEKS 1.2.B Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **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.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) Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Spellings for /n/ and /s/ (Phonics)	Independent	20 min.	<input type="checkbox"/> Activity Pages 11.1, 11.2
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “The Yard Sale”	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 11.3
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 11.4
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 11.4

ADVANCE PREPARATION

Reading

- You will work with Group 2 students today, listening to them read aloud.

➤ Digital Component 11.1

- Create the Preview Spellings chart (Digital Component 11.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in images or objects to depict words for Spellings (*winner, dinner, cent, knee, knot, fence*).

Start Lesson

Activity Pages
11.1, 11.2



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Foundational Skills

Foundational Literacy Skills

Before completing Activity Page 11.2, show the images you prepared in advance. Have students repeat the word after you as you show each image.

ELPS 2.E; ELPS 3.J

Challenge

Have students write silly sentences containing words from Activity Page 11.2 on the back of the page.

Lesson 11: Spelling Alternatives

Foundational Skills



Primary Focus: Students will read and write words with the spelling alternatives /n/ > 'kn', 'n', 'nn', and /s/ > 'c', 'ce', and 'se'. **TEKS 1.2.B.i; TEKS 1.2.B.ii; TEKS 1.2.C.iii**

SPELLINGS FOR /N/ AND /S/ (20 MIN.)

- Tell students that they will practice reading words with the spelling alternatives they have learned thus far in this unit: /n/ > 'kn', 'n', and 'nn' and /s/ > 'c', 'ce', and 'se'.
- Have students turn to Activity Pages 11.1 and 11.2.

Word Sort

- Tell students that on Activity Page 11.1, they should sort the words according to which spelling they include for /n/. On the back of the activity page, they should add endings to root words, noting the spelling pattern.

Label the Picture

- Tell students that the words at the top of Activity Page 11.2 include spelling alternatives for /s/ and /n/.
- Have students read the words and write them under the correct picture.

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.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.



Activity Pages 11.1, 11.2: Spelling Alternatives

Collect Activity Page 11.1, 11.2 to monitor students' ability to read and write words with the spelling alternatives /n/ > 'kn', 'n', and 'nn' and /s/ > 'c', 'ce', and 'se'.

Lesson 11: "The Yard Sale"

Reading



Primary Focus: Students will read the story "The Yard Sale" with purpose and understanding; will answer written short-answer questions; and will answer literal, inferential, and evaluative questions about key details in the text.

📌 **TEKS 1.4; TEKS 1.7.C; TEKS 1.8.C**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after "The Band" ("The Yard Sale"). Ask students on what page number "The Yard Sale" starts. (page 22) Tell students that a yard sale is an event where someone sells used things in front of their home. It is called a yard sale because it sometimes is held on a patch of grass, or yard, in front of someone's home. In some places, this is known as a garage sale or tag sale.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 11.1

/n/ > 'kn'	/s/ > 'ce'	/ae/ > 'a_e'
knapsack	price	sale
knives	choice	games

Preview Core Vocabulary

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

📌 **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.C** Describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently.

Reader



Page 22

yard sale—n., an event where someone sells things on the lawn outside of their home (22)

Example: I bought a pair of skates at the neighbor’s yard sale.

coil—n., material that is wound into a circle (22)

Example: My grandfather asked me to put the coil of wire in the tool box.

bin—n., a container that holds things (22)

Example: The art teacher asked us to put the smocks in the red bin.

selfish—adj., not thinking of others (24)

Example: We are teaching my little brother that it is not nice to be selfish.

thrilled—adj., very excited and happy (24)

Example: The class is thrilled that we are going on a field trip!

Sayings and Phrases

two (books) for the price of one—an expression that means if you pay full price for an item, you get another one free (24)

Example: We bought two sweaters for the price of one!

Vocabulary Chart for “The Yard Sale”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		thrilled bin	yard sale selfish
Multiple-Meaning Core Vocabulary Words		coil	
Sayings and Phrases	two for the price of one		

Purpose for Reading

- Tell students to read today’s story to find out how Grace makes a decision at a yard sale.

READ “THE YARD SALE” (20 MIN.)

Small Group

Group 1: Tell students to take turns reading “The Yard Sale.” Students should then complete Activity Page 11.3 with their partner, referring back to the story to help them answer the questions. Tell them that if they finish early, they can reread a previous story in the Reader.

Activity Page 11.3



Group 2: Meet with these students today and listen as they take turns reading aloud “The Yard Sale.” Work with students to complete Activity Page 11.3, referring back to the story to help them answer the questions.



Observation: Anecdotal Reading Record

As you listen to Group 2 students read “The Yard Sale,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 11.3: Story Questions

Collect Activity Page 11.3 to evaluate student progress with answering questions about key details in the story, “The Yard Sale.”

Wrap-Up

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

Discussion Questions for “The Yard Sale”

1. **Literal.** What is for sale at the yard sale?
 - » There are books, games, shells, rope, a knapsack, a lamp, pants, dresses, forks, spoons, and knives.
2. **Inferential.** Why can't Grace buy both books?
 - » Grace does not have enough cash to get two books.
3. **Inferential.** Which book does Grace choose to get?
 - » Grace chose to get the book for her sister, Jill.
4. **Literal.** What does the man having the yard sale say to Grace?
 - » The man says that Grace can get two books for the price of one.
5. **Evaluative.** What does this tell you about Grace? Give examples from the text to support your answer. What words could you use to describe Grace?
 - » Grace is not selfish because she chooses to buy a book for her sister instead of herself. We could use the words *kind*, *generous*, *thoughtful*, *nice*, etc., to describe Grace.



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Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Are there books at the yard sale?” “Does Grace have enough cash to get both books?”

Intermediate

Provide students with a specific sentence frame: “There was a bin filled with _____ for the kitchen.” “Grace chose to get the book for _____.”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G



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.

Lesson 11: Spelling

Language



Primary Focus: Students will read and spell words containing /m/ > 'm', /m/ > 'mm', consonant clusters, and the Tricky Word *could*.

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

INTRODUCE SPELLING WORDS (15 MIN.)

- Remind students that they will have a list of spelling words to practice and learn each week. **TEKS 1.2.C.ii; TEKS 1.2.C.iii**
- Tell students that the words for this week will use the spelling alternatives that they have learned for the /m/ sound, as well as review consonant clusters.
- Write the following headers on the board in columns: /m/ > 'm', /m/ > 'mm', and "clusters."
- Read and write each spelling word, underlining and reviewing the alternative spelling or consonant cluster 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, making sure to explain vocabulary for any words they may not know.
- The words for the week are as follows:

/m/ > 'm'	/m/ > 'mm'	Clusters	Tricky Words
maps	hammer	skipped	could
mice	trimmed	scrub	
		space	

- 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: *The mice could eat cheese all day.*

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 consonant digraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 11.4 to practice spelling words with a family member.

Activity Page 11.4



Lesson 11: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|-----------------------------------|--------------------------------|
| 1. Jump the fence. | 4. Knit a scarf. |
| 2. Make a sad face. | 5. Trace your name in the air. |
| 3. Get a book from your knapsack. | 6. Glance at a pal. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /N/

Teacher Chaining

- Write *kneel* on the board.
- Ask a student to read the word.
- Remove 'kn' and add 'f' to create *feel*.
- As you make this change, say "If that is *kneel*, what is this?"
- Ask students what change you made to the word *kneel* to get the word *feel*.
- Ask 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.

Chains

1. kneel > feel > feet > fit > knit > knot > knock > knack > pack
2. knelt > melt > met > set > sat > sack > sock > knock > knot > knit

Push and Say

- Make a copy of the Push and Say Sound Boxes **(Activity Page TR 1.1)** and a set of Push and Say Letter Cards **(Activity Page TR 1.2)** for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

- | | |
|----------|----------|
| 1. kneel | 4. knit |
| 2. knife | 5. knock |
| 3. knelt | 6. knot |

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

Support

Provide students with only the letter cards they will need for this activity: ck, f, kn, l, n, t, t, i_e, ee, i, o, e.

12

GRAMMAR

Review Nouns
and Pronouns

PRIMARY FOCUS OF LESSON

Language (Grammar)

- Students will use pronouns to replace nouns in oral sentences. **TEKS 1.11.D.vii**

Foundational Skills

- Students will use previously taught Tricky Words to create an oral story. **TEKS 1.2.B.vi**

Reading

Students will read the story “The Storm” with purpose and understanding and will answer written short-answer questions about key details in the text.

- TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Observation**Anecdotal Reading Record** “The Storm”
(Group 1)

- TEKS 1.4**

Activity Page 12.1**Story Questions** “The Storm”

- TEKS 1.7.C**

- TEKS 1.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Review Nouns and Pronouns	Whole Group	15 min.	<input type="checkbox"/> index cards
Foundational Skills			
Tricky Word Story (Word Recognition)	Whole Group	20 min.	<input type="checkbox"/> index cards
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spelling Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “The Storm”	Small Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Activity Page 12.1

ADVANCE PREPARATION

Language

- Write the following nouns and pronouns on cards, one word per card: *he, she, it, house, prince, blouse, Marge, Dave* to use for Review Nouns and Pronouns.

Foundational Skills

- Prepare index cards with some or all of the Tricky Words taught so far, one for each student.

1. a	14. once	27. which	40. could
2. I	15. to	28. here	41. would
3. no	16. do	29. there	42. should
4. so	17. two	30. he	43. down
5. of	18. who	31. she	44. today
6. all	19. the	32. we	45. yesterday
7. some	20. said	33. be	46. tomorrow
8. from	21. says	34. me	47. how
9. word	22. was	35. they	48. picture
10. are	23. when	36. their	49. stagecoach
11. were	24. where	37. you	
12. have	25. why	38. your	
13. one	26. what	39. because	

Reading

- Plan which students will read with partners or independently and which students, needing more guidance, will read with you in Group 1.

➤ Digital Component 12.1

- Create the Preview Spellings chart (Digital Component 12.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Make a set of word cards for each student for Review Nouns and Pronouns: *he, she, it, house, prince, blouse, Marge, and Dave*.
- Gather images or objects to depict the following words to use during Review Nouns and Pronouns: *boy, girl, house, prince, and blouse*.
- Bring in images of storms to use during Introduce the Story.

Lesson 12: Grammar

Language

15M

Primary Focus: Students will use pronouns to replace nouns in oral sentences.

TEKS 1.11.D.vii

REVIEW NOUNS AND PRONOUNS (15 MIN.)

- Show the cards that you prepared in advance one at a time and have students read them.
- Display all of the cards.
- Point to the word *house* and ask students to make a sentence with that word, for example, “The house is big.”
- Ask students which of the pronouns could replace the word *house* in that sentence.
- Have students repeat the sentence with the pronoun *it*, for example, “It is big.”
- Place the card with the word *it* next to the card with the word *house*.
- Repeat with the remaining cards.



Check for Understanding

After you complete the exercise, give each card to a different student. Have the student read the word and ask the class to provide the appropriate pronoun or a corresponding noun for each word.

Support

Provide each student with their own set of word cards.



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Foundational Skills

Foundational Literacy Skills

Before reading the words, show the images you prepared in advance. As you show the boy, say “he” and have students repeat after you. Show the girl, say “she” and have students repeat after you. When you show the house or the blouse, say “house” (or “blouse”) and have students repeat after you. Then show the corresponding images again as you do the exercise.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

TEKS 1.11.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Lesson 12: Tricky Words

Foundational Skills

20M

Primary Focus: Students will use previously taught Tricky Words to create an oral story. **TEKS 1.2.B.vi**

TRICKY WORD STORY (20 MIN.)

- Show the Tricky Word cards you prepared to students, one at a time, and have students read the Tricky Words.
- Give one card to each student.
- Tell students they are going to orally make up a silly story as a class. Each student is going to come up with one sentence that adds to the story and uses each student's Tricky Word.
- To get students started, choose one of the Tricky Words and make a starting sentence for the story, (e.g., "Once there was a princess . . .").
- Call on a student to give the next sentence. Make sure the sentence includes their Tricky Word. Then have that student choose the next student to add the next sentence to the story, using their Tricky Word.
- Continue this process until all students have had a turn.
- If time allows, collect the cards, shuffle them, and redistribute them to students to start a new story. You can also replace some of the cards with other cards you did not use for the first story.

Support

Have students brainstorm sentence ideas with partners before saying a sentence to the class.

Challenge

Have students write and illustrate their sentences.

Lesson 12: "The Storm"

Reading

25M

Primary Focus: Students will read the story "The Storm" with purpose and understanding and will answer written short-answer questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after "The Yard Sale" ("The Storm"). Ask students to tell you the page number on which "The Storm" starts. (*page 26*)

Reader



Page 26

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

- Ask students to describe a storm using their five senses.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

> Digital Component 12.1

/n/ > 'kn'	/s/ > 'ce'	/s/ > 'se'	/k/ > 'ck'	Two-Syllable Words
knees	voices	house	ducks	thunder
knock	winces		blocked	darkness
kneeling	place		knock	scamper
				shelter

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.

winces—v., makes a pained or scared face (26)

Example: Dad winces whenever he twists his ankle.

scamper—v., to run or move quickly (28)

Example: The mice scamper into the hole in the wall when they see our cat.

shelter—n., a place that covers or protects people and animals (28)

Example: We had the picnic under the shelter when it started to rain.

Sayings and Phrases

blocked out—covered something so it cannot be seen (26)

Example: The clouds blocked out the sun right before the storm.



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Language

Modifying to Add Details

Beginning

Using the images you prepared in advance ask yes/no or simple questions to help students describe a storm: "Is thunder loud?" "Is lightning bright?"

Intermediate

Provide sentence starters to help students describe a storm using their senses: "Snow feels . . ." "Raindrops taste like . . ." "After it rains, it smells like . . ."

Advanced/Advanced High

Encourage students to build off other students' responses or to expand on their own ideas: "What else does it (smell/look/sound/feel/taste) like?"

ELPS 2.G; ELPS 3.H;

ELPS 3.J

Vocabulary Chart for “The Storm”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		winces scamper shelter	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	blocked out		

Purpose for Reading

- Tell students to read today’s story to find out how Grace comforts her sister during a summer storm.

READ “THE STORM” (20 MIN.)

Small Group

Group 2: Have students read “The Storm,” either with a partner or independently, and complete Activity Page 12.1.

Group 1: Meet with students needing additional support. Read “The Storm” and complete Activity Page 12.1 together.

Activity Page 12.1



Observation: Anecdotal Reading Record

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



Activity Page 12.1: Story Questions

Collect Activity Page 12.1 to evaluate student progress with answering questions about key details in the story, “The Storm.”

End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Tie a knot in a rope.
2. Use a butter knife.
3. Crack a nut.
4. Get down on your knees.
5. Knock once or twice.
6. Pack up your knapsack.

MORE HELP WITH TRICKY WORDS

Match Maker

- Copy and cut apart Word/Picture Cards **(Activity Page TR 12.1)** onto card stock. Make one set of word/picture cards for each student or pair of students. (Card stock is suggested to prevent students from being able to see the images through the paper when they are turned over.)
- Cut apart the word and picture side of the cards.
- Follow the procedure for Match Maker in Lesson 3.

Race to the Top

- Make a set of Tricky Word cards **(Activity Page TR 12.2)** for each student.
- Provide each students with a Race to the Top Game Board **(Activity Page TR 2.1)** and a **game piece** (different colored cubes, various coins, odd-shaped buttons, etc.).
- Follow the procedure for Race to the Top in Lesson 2.

Race Against the Clock

- Make a set of Tricky Word cards **(Activity Page TR 12.2)** for each student.
- Each player gets a preset time limit to attempt to read as many Tricky Words as possible within the time. Students get points for the words they read correctly and get no points for words they misspell or skip.

MORE HELP READING AND WRITING SENTENCES

Sentence Strips

- Make a copy of **Activity Page TR 12.3** for each student, and cut apart each sentence strip. You may also want to create a set of pronoun word cards (**Activity Page TR 9.2**) for use with this activity.
- Have students practice reading each sentence aloud then rewrite one of the sentences on a separate **piece of paper**.
- Work with students to identify the noun phrase in the sentence they wrote. Have students use a **red marker** to underline the noun or noun phrase that is the subject of the sentence.
- Then, using the pronoun word cards, ask students to select the corresponding pronoun and write another sentence using the pronoun. (You may need to prompt students with questions to help them identify the noun or noun phrase and/or the corresponding pronoun.)

1. Who is drifting off to sleep? (*Grace; she*)
2. Who is not scared of thunder? (*Grace; she*)
3. Who is sitting up? (*Jill; she*)
4. Who is wading in the waves? (*Grace and Jill; they*)
5. What will be just fine? (*the ducks; they*)

GRAMMAR

Practice Using Nouns and Pronouns

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment and blend two-syllable words with up to six phonemes.

✚ **TEKS 1.2.A.vii**

Language (Grammar)

Students will make oral sentences with the pronouns *he*, *she*, *it*, *I*, and *you* and will

✚ match pronouns with nouns in written sentences. **TEKS 1.11.D.vii**

Reading

Students will read the story “Dark Clouds and Wind” with purpose and understanding and will answer written short-answer questions about key details

✚ in the text. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “Dark Clouds and Wind” (Group 2)

✚ **TEKS 1.4**

Activity Page 13.1

Nouns and Pronouns

✚ **TEKS 1.11.D.vii**

Activity Page 13.2

Story Questions “Dark Clouds and Wind”

✚ **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 1.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **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			
Warm-Up: Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	15 min.	
Language (Grammar)			
Review Nouns and Pronouns	Whole Group	20 min.	<input type="checkbox"/> Nouns and Pronouns Chart (Digital Components) <input type="checkbox"/> Activity Page 13.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “Dark Clouds and Wind”	Small Group Partner/ Independent	20 min.	<input type="checkbox"/> Activity Page 13.2
Take-Home Material			
“The Band”			<input type="checkbox"/> Activity Page 13.3

ADVANCE PREPARATION

Language

> Digital Component 13.1

- Copy the sentences to be used in Review Nouns and Pronouns (Digital Component 13.1) on the board/chart paper, underlining the subject in each sentence, or prepare to display the digital version.

Reading

- Plan small groups; you will read with Group 2 students today.

> Digital Component 13.2

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

Universal Access

- Bring in images or objects to depict the following words to use when segmenting and blending two-syllable words: *sunset*, *bookbag*, *cupcake*, *hornets*, *hanger*.
- Gather images or objects to depict the following words to use during Review Nouns and Pronouns: *boy*, *girl*, *town*, *prince*, *princess*, and *horse*.

Lesson 13: Segmenting and Blending Two-Syllable Words

Foundational Skills

15M

Primary Focus: Students will segment and blend two-syllable words with up to six phonemes. **TEKS 1.2.A.vii**

WARM-UP (15 MIN.)

Segment and Blend Two-Syllable Words

- Look at each word in the box below and notice where they are marked with a syllable divider.
- Say the first word (*sunset*).
- Repeat the word, pausing slightly between the syllables.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/s/ /u/ /n/).
- Then, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/s/ /e/ /t/).
- Finally, say the blended word while making a fist.
- Have students repeat after you.
- Continue this process with the remaining words.
- Remind students that compound words are two one-syllable words combined into a two-syllable word. Ask if they heard any compound words in the activity.

1. sun·set (3+3) /s/ /u/ /n/ · /s/ /e/ /t/)
2. book·bag (3+3) /b/ /oo/ /k/ · /b/ /a/ /g/
3. cup·cake (3+3) /k/ /u/ /p/ · /k/ /ae/ /k/
4. hor·nets (2+4) /h/ /or/ · /n/ /e/ /t/ /s/
5. hang·er (3+1) /h/ /a/ /ng/ · /er/

Support

Continue using thumb-finger taps to represent sounds, returning to the forefinger-thumb tap for the first sound in the second syllable.

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Foundational Skills

Foundational Literacy Skills

Show students images or objects to depict the words *sunset*, *bookbag*, *cupcake*, *hornets*, and *hanger* as you introduce each word for segmenting and blending.

ELPS 2.E; ELPS 3.J

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.

Lesson 13: Grammar

Language



Primary Focus: Students will make oral sentences with the pronouns *he, she, it, I,* and *you* and will match pronouns with nouns in written sentences. **TEKS 1.11.D.vii**

REVIEW NOUNS AND PRONOUNS

- Write the pronouns *he, she, it, I,* and *you* on the board, and remind students that pronouns take the place of nouns.
- Have students make oral sentences with each of the pronouns.
- Display the sentences you prepared in advance, or the digital version.

> Digital Component 13.1

1. The princess scratches her leg. (*she*)
2. Our town is large. (*it*)
3. The prince has a loud voice. (*he*)
4. Francis asked his dad, "Can _____ ride the horse?" (*I*)
5. Dad said, "Yes, Francis, _____ can ride the horse." (*you*)

- As you read each sentence, first point out the underlined noun or noun phrase as the subject of the sentence. Then, ask a different student to name the pronoun that would take the place of the underlined noun or noun phrase, referencing the list of pronouns.
- Write the pronoun above the noun. You can also erase the noun and write in the pronoun. Then have students read the new sentence.



Check for Understanding

To monitor understanding of using pronouns *he, she, it, I,* and *you* in oral sentences, have the class use **Thumbs-Up/Thumbs-Down** to indicate whether they agree with each student's response as students read each sentence and come to the board.

Support

Provide each student with a set of pronoun cards (*he, she, it, I, you*).



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Foundational Skills

Foundational Literacy Skills

Before reading the sentences, show the images you prepared in advance. As you show the prince, say "he" and have students repeat after you. Show the princess, say "she" and have students repeat after you. When you show the town, say "it" and have students repeat after you. Then show the corresponding images again as you do the exercise.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

TEKS 1.11.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Activity Page 13.1



- Distribute Activity Page 13.1.
- On the front of the activity page, have students write the correct pronoun for each underlined noun. Complete the first sentence as an example.
- Have students complete the activity page independently, circulating to assist students who require additional support.
- On the back of the activity page, have students write their own pairs of noun/pronoun sentences.
- Review Activity Page 13.1 with the whole class.



Activity Page 13.1: Nouns and Pronouns

Collect Activity Page 13.1 to evaluate student progress matching pronouns with nouns in written sentences.

Lesson 13: “Dark Clouds and Wind”

Reading



Primary Focus: Students will read the story “Dark Clouds and Wind” with purpose and understanding and will answer written short-answer questions about key details in the text. **TEKS 1.4; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is about what the Spencers do when they see dark clouds off to the west.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Reader



Page 30

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 13.2

/s/ > 'c'	/s/ > 'ce'	/s/ > 'se'	Double Spellings	Two-Syllable Words
Spencers	chance	house	Jill	morning
glances			matter	finish
face			stuff	
place			shutters	
			Pepper	

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.

basement—n., a part of a house or building that is below ground level (34)

Example: My family stores lots of boxes in the basement.

shutters—n., outside covers for a window that open and close like a door (34)

Example: Dad closed the shutters when it was windy outside.

darts—v., runs or moves quickly or suddenly (34)

Example: The football player darts down the field to catch the ball.

Vocabulary Chart for "Dark Clouds and Wind"

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

- Tell students that *darts* is a multiple-meaning word. A dart is a small object with a pointed end that can be used to play a game. In this story the word *darts* is used as an action word to describe movement.

Purpose for Reading

- Tell students to read today's story to find out where the Spencers go when they see a storm brewing.

READ "DARK CLOUDS AND WIND" (20 MIN.)

Small Group

Group 1: Have students read "Dark Clouds and Wind," either with a partner or by themselves, and complete Activity Page 13.2.

Group 2: Meet with students and listen to them read "Dark Clouds and Wind," and complete Activity Page 13.2.



Activity Page 13.2



Observation: Anecdotal Reading Record

As you listen to Group 2 students read "Dark Clouds and Wind," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 13.2 with the whole class.



Activity Page 13.2: Story Questions

Collect Activity Page 13.2 to evaluate student progress with answering questions about key details in the story, "Dark Clouds and Wind."

End Lesson

Take-Home Material

"THE BAND"

- Have students take home Activity Page 13.3 to read with a family member.



Activity Page 13.3

Lesson 13: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

1. Tie a knot.
2. See a big mouse.
3. Call on the cell.
4. Sit on your knees.
5. Raise your voice.
6. Play cat and mouse.
7. Feed a horse.
8. Knit some socks.

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Say the first word (*basement*).
- Repeat the word, pausing slightly between the syllables.
- Have students clap to help identify the number of syllables in the word.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/b/ /ae/ /s/).
- Next, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/m/ /e/ /n/ /t/).
- Finally, say the blended word while making a fist.
- Continue this process with the remaining words.

1. basement (3+4) /b/ /ae/ /s/ • /m/ /e/ /n/ /t/
2. shutters (3+2) /sh/ /u/ /t/ • /er/ /z/
3. matter (3+1) /m/ /a/ /t/ • /er/
4. finish (3+2) /f/ /i/ /n/ • /i/ /sh/
5. scamper (4+2) /s/ /k/ /a/ /m/ • /p/ /er/
6. morning (3+2) /m/ /or/ /n/ • /i/ /ng/
7. princess (4+3) /p/ /r/ /i/ /n/ • /s/ /e/ /s/
8. thunder (3+2) /th/ /u/ /n/ • /d/ /er/

9. darkness (3+3) /d/ /ar/ /k/ • /n/ /e/ /s/
10. shelter (3+2) /sh/ /e/ /l/ • /t/ /er/

- Repeat with additional words if needed.

MORE HELP WITH NOUNS AND PRONOUNS

Sentence Strips

- Make a copy of **Activity Page TR 13.1** for each student, and cut apart each sentence pair.
- Have students read each pair of sentences and then underline the pronoun in the second sentence, drawing a connecting line from the pronoun to the noun it replaces.

MORE HELP WITH ORAL READING

Two Voices “The Band”

- Make a copy of **Activity Page TR 13.2**, one for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

GRAMMAR

Review Adjectives and Prepositions

PRIMARY FOCUS OF LESSON

Foundational Skills

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

✦ **TEKS 1.2.A.vii**

Language (Grammar)

Students will use adjectives and prepositions to expand short sentences.

✦ **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

Reading

Students will read “In the Storm Shelter” with purpose and understanding and will answer written short-answer questions about key details in the text.

✦ **TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “In the Storm Shelter” (Group 1)

✦ **TEKS 1.4**

Activity Page 14.1

Story Questions “In the Storm Shelter”

✦ **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 1.11.D** Edit drafts using standard English conventions, including (iv) adjectives, including articles; (vi) 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			
Warm-Up: Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	15 min.	
Language (Grammar)			
Build Sentences with Adjectives and Prepositions	Whole Group	20 min.	
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read "In the Storm Shelter"	Small Group/ Partner/ Independent	20 min.	<input type="checkbox"/> Activity Page 14.1

ADVANCE PREPARATION

Reading

- Plan which students will read with partners or independently and which students, needing more guidance, will read with you in Group 1.

> Digital Component 14.1

- Create the Preview Spellings chart (Digital Component 14.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather images or objects of the following objects to use when segmenting and blending two-syllable words: a *trombone*, a *trumpet*, and a *toolbox*. You may also want to prepare to act out *jumping* and *nodded*. In addition, you may want to prepare to play a recording of thunder.

Start Lesson

Lesson 14: Segmenting and Blending Two-Syllable Words Foundational Skills



Primary Focus: Students will segment and blend two-syllable words with up to seven phonemes. **TEKS 1.2.A.vii**

WARM-UP (15 MIN.)

Segment and Blend Two-Syllable Words

- Say the first word and ask students to tell you how many syllables there are. Remind students that every syllable has one vowel sound; clap the number of syllables, if necessary. Note whether the word is a compound word, a root word with a suffix, or another type of two-syllable word in which the individual syllables cannot stand alone as separate words.
- Repeat the word, pausing slightly between the syllables.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a finger tap, beginning with a thumb-forefinger tap.
- Then, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound.
- Finally, say the blended word while making a fist.
- Continue this process with the remaining words.

Support

Continue using thumb-finger taps to represent sounds, returning to the forefinger-thumb tap for the first sound in the second syllable.



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Foundational Skills

Foundational Literacy Skills

Write out the words for students so they can see the letter-sound correspondence. Then help students identify any root words by underlining them and circling the suffix.

ELPS 4.A

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.

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Foundational Skills

Foundational Literacy Skills

Show students images or objects to depict the words *trombone*, *trumpet*, and *toolbox* as you introduce each word for segmenting and blending. You may also choose to act out the words *jumping* and *nodded*. In addition, you may want to play a recording for *thunder*.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

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Language

Modifying to Add Details

Beginning

Ask yes/no or simple questions: "Is a dog a person, place, or thing?"

"Does *-ed* tell us this happened in the (past/present/future)?"

Intermediate

Provide sentence frames to help students use adjectives and prepositions to build sentences: "The _____ dog barked at _____."

Advanced/Advanced High

Encourage students to use both an adjective and a preposition to make their sentences more interesting.

ELPS 2.G; ELPS 3.H

1. jump·ing (4+2) /j/ /u/ /m/ /p/ · /i/ /ng/
2. nodd·ed (3+2) /n/ /o/ /d/ · /e/ /d/
3. thun·der (3+2) /th/ /u/ /n/ · /d/ /er/
4. trom·bone (4+3) /t/ /r/ /o/ /m/ · /b/ /oe/ /n/
5. trum·pet (4+3) /t/ /r/ /u/ /m/ · /p/ /e/ /t/
6. mis·ter (3+2) /m/ /i/ /s/ · /t/ /er/
7. tool·box (3+3) /t/ /oo/ /l/ · /b/ /o/ /x/
8. out·line (2+3) /ou/ /t/ · /l/ /ie/ /n/

Lesson 14: Grammar

Language



Primary Focus: Students will use adjectives and prepositions to expand short sentences. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

**BUILDING SENTENCES WITH ADJECTIVES
AND PREPOSITIONS (20 MIN.)**

Note: For this exercise, it is not necessary for students to be able to use the word *preposition*, but rather that they can use prepositions to build sentences.

- Remind students that when they write, they should strive to make their writing interesting.
- Tell students that one way that they can do this is by adding descriptive words called adjectives to the nouns in simple sentences.
- Write the following sentence on the board: *The dog barked*. Point out that this is a very simple sentence.
- Ask students to identify the noun and verb in this sentence; circle the noun and underline the verb with a squiggly line.
- Ask students which tense the verb is in: past, present, or future. (*past*) How can they tell? (*-ed is the past-tense marker*)
- Have students help you make this sentence longer by describing the dog using adjectives. Choose a decodable adjective to use in expanding the sentence (*big, black, cute*).

TEKS 1.11.D Edit drafts using standard English conventions, including (iv) adjectives, including articles; (vi) prepositions.

- Write the expanded sentence on the board: *The cute dog barked.*
- Tell students that another way that they can make their sentences more interesting is by adding words called prepositions to simple sentences.
- Ask students, “What might the dog bark at?” Choose a decodable answer to use in expanding the sentence (*at the doorbell, at the truck, at the storm*).
- Prepositions are tiny words that give information about time, place, etc., in a sentence. The word *at* is a preposition.
- Write the expanded sentence on the board: *The cute dog barked at the truck.*
- Work with students to expand other simple sentences using other decodable adjectives (*short, dark, glad*) and familiar prepositions (*to, with, and from*).



Check for Understanding

Call on different students as you expand sentences to monitor their understanding of the use of adjectives and prepositions.

Lesson 14: “In the Storm Shelter” Reading



Primary Focus: Students will read “In the Storm Shelter” with purpose and understanding and will answer written short-answer questions about key details in the text. **TEKS 1.4; TEKS 1.6.G**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story continues the Spencers’ adventure in the storm shelter.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Reader



Page 36

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.

➤ Digital Component 14.1

/n/ > 'kn'	/er/ > 'er'	/or/ > 'or'	/ar/ > 'ar'	Two-Syllable Words
knocked	Spencers	storm	started	expect
	shelter	porch	arm	finished
	thunder		barn	picnic

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.

gusts—v., blows strongly for a short time (36)

Example: The door blows open each time the wind gusts.

cracks—v., makes a loud, sudden sound (36)

Example: The thunder cracks during the storm.

booms—v., makes a deep and loud sound (36)

Example: The jet booms as it takes off for a flight.

peeks—v., looks at something from a hidden place (38)

Example: The kitten peeks out from under the bed.

Vocabulary Chart for "In the Storm Shelter"

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		gusts booms peeks	
Multiple-Meaning Core Vocabulary Words		cracks	
Sayings and Phrases			

Purpose for Reading

- Tell students to read today's story to find out how the adventure in the storm shelter ends.

READ “IN THE STORM SHELTER” (20 MIN.)

Small Group

Group 2: Have students read “In the Storm Shelter,” either with a partner or by themselves, and complete Activity Page 14.1.

Group 1: Meet with students needing additional support. Read “In the Storm Shelter” and complete Activity Page 14.1.



Observation: Anecdotal Reading Record

As you listen to Group 1 students read “In the Storm Shelter,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 14.1 with the whole class.



Activity Page 14.1: Story Questions

Collect Activity Page 14.1 to evaluate student progress with answering questions about key details in the story, “In the Storm Shelter.”

End Lesson

Support

Remind students to refer to the text as they answer each question. Review how to answer each question in a complete sentence.

Challenge

Have students summarize the story “In the Storm Shelter” with a partner.

Activity Page 14.1



Lesson 14: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

1. Knit a scarf.
2. Bend your knees.
3. Knock my socks off.
4. Kneel down.
5. Bounce and dance.
6. Miss a chance.
7. Rinse a cup.
8. a mess in the house

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Say the first word (*children*).
- Repeat the word, pausing slightly between the syllables.
- Have students clap to help identify the number of syllables in the word.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/ch/ /i/ /l/).
- Next, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/d/ /r/ /e/ /n/).
- Finally, say the blended word while making a fist.
- Continue this process with the remaining words.

1. children (3+4) /ch/ /i/ /l/ • /d/ /r/ /e/ /n/
2. started (4+2) /s/ /t/ /ar/ /t/ • /e/ /d/
3. trumpet (4+3) /t/ /r/ /u/ /m/ • /p/ /e/ /t/
4. trombone (4+3) /t/ /r/ /o/ /m/ • /b/ /oe/ /n/
5. racket (3+2) /r/ /a/ /k/ • /e/ /t/
6. bandstand (4+5) /b/ /a/ /n/ /d/ • /s/ /t/ /a/ /n/ /d/
7. sounded (4+2) /s/ /ou/ /n/ /d/ • /e/ /d/
8. mister (3+2) /m/ /i/ /s/ • /t/ /er/
9. better (3+1) /b/ /e/ /t/ • /er/
10. spending (5+2) /s/ /p/ /e/ /n/ /d/ • /i/ /ng/

MORE HELP WITH SPELLING ALTERNATIVES FOR /S/ AND /N/

Yes or No?

- Make one copy of **Activity Page TR 14.1** for each student.
- Have students read the question and then write *yes* or *no* on the line.
- Ask students to pick one sentence to copy on a separate piece of paper. Have students put a box around the nouns (you might suggest they ask themselves “Is it a person, place, or thing?” to help identify the nouns) and draw a circle around the action words (verbs). Then have students add an  adverb that conveys time to the sentence they chose. **TEKS 1.11.D.v**

 **TEKS 1.11.D.v** Edit drafts using standard English conventions, including adverbs that convey time.

MORE HELP USING ADJECTIVES

Build Sentences Using Adjectives

- Tell students they will make sentences more interesting by adding adjectives to a plain sentence. Say and write the first simple sentence on the board:
The sun is out.
- Have students identify the noun in the sentence. (*sun*)
- Next, support students as they think of adjectives to describe the identified noun. (*big, bright, sweltering, golden, etc.*)
- Restate the sentence with the adjective(s) provided.
- Repeat with the remaining simple sentences.

1. The sun is out.
2. I see clouds.
3. We have a basket.
4. Go to the basement.
5. That is a barn.

MORE HELP WITH ORAL READING

Play Parts: “The Storm”

- Make a copy of **Activity Page TR 14.2** for each group of three students.
- Use a highlighter to mark the part each student will read.
- Have each student read the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

15

REVIEW AND PRACTICE

Spelling Assessment
and Plural Nouns

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell and write words with /m/ > 'm' and 'mm', consonant clusters, and the Tricky Word *could*. **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 plural nouns ending in -s and -es and sort words according to the pronunciation of their plural markers. **TEKS 1.2.B.v; TEKS 1.11.D.iii**

Reading

Students will identify the information that different parts of a book provide.

TEKS 1.2.D

Students will read the story "The Visit" with purpose and understanding, will answer written short-answer 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 15.1

Spelling Assessment

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

Activity Page 15.2

Plural Nouns

TEKS 1.2.B.v; TEKS 1.2.D; TEKS 1.11.D.iii

Observation

Anecdotal Reading Record "The Visit"

TEKS 1.4

Activity Page 15.3

Story Questions "The Visit"

TEKS 1.7.C

Observation

Discussion Questions "The Visit"

TEKS 1.7.C

TEKS 1.2.C Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial consonant digraphs; (iii) spelling words using sound-spelling patterns (iv) spelling high-frequency words from a research-based list; **TEKS 1.2.B.v** Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including -ed, -s, and -es; **TEKS 1.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns; **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	<input type="checkbox"/> Activity Page 15.1
Foundational Skills			
Plural Noun Review (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Plural Noun Review Chart (Digital Components) <input type="checkbox"/> Activity Page 15.2
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read "The Visit"	Partner	20 min.	<input type="checkbox"/> Activity Page 15.3

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 15.1

- Create the Plural Noun Review chart from the lesson on the board/chart paper, or use the digital version.

Reading

- Plan student pairs for partner reading.

➤ Digital Component 15.2

- Create the Preview Spellings chart (Digital Component 15.2) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Gather images of singular and plural items to use during the grammar activity (*hat/hats, kid/kids, lunch/lunches, bike/bikes, egg/eggs, plane/planes*).
- Bring in a knapsack filled with a Frisbee, flip-flops, and sunscreen to use when introducing “The Visit.”

Start Lesson

Lesson 15: Spelling Assessment

Language

15M

Primary Focus: Students will spell and write words with /m/ > 'm' and 'mm', consonant clusters, and the Tricky Word *could*. **TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Activity Page 15.1



➤ SPELLING ASSESSMENT (15 MIN.)

TEKS 1.2.C.ii; TEKS 1.2.C.iii

- Distribute Activity Page 15.1. As a class, write the date on the activity page under the name line.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write down the word.
- Repeat this procedure with each of the remaining words.
- At the end, go back through the list and read each spelling word one more time.

➤ **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.

- | | |
|------------|------------|
| 1. hammer | 5. skipped |
| 2. maps | 6. scrub |
| 3. mice | 7. space |
| 4. trimmed | 8. could |

Challenge

Have students write sentences for two or three of the spelling words on the back of Activity Page 15.1.

- 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, “Could you scrub the wall?”
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.



Activity Page 15.1: Spelling Assessment

Collect Activity Page 15.1. At a later time today, use the spelling analysis tools provided in Teacher Resources to analyze students’ mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 15: Plural Markers

Foundational Skills



Primary Focus: Students will read plural nouns ending in *-s* and *-es* and sort words according to the pronunciation of their plural markers. **TEKS 1.2.B.v; TEKS 1.11.D.iii**

PLURAL NOUN REVIEW (20 MIN.)

- Remind students that plural words can end in *-s* or *-es*. *Plural* means more than one.
- Draw a table with three columns on the board, or use the one you prepared in advance. Label the columns “Cats”, “Dogs”, and “Foxes”. Remind students that the sound of the *-s* can either be /s/ or /z/, depending on the last consonant of the word.

TEKS 1.2.B.v Demonstrate and apply phonetic knowledge by decoding words with inflectional endings including *-ed*, *-s*, and *-es*; **TEKS 1.11.D.iii** Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.



Foundational Skills

Foundational Literacy Skills

Before reading each word, show the images you prepared in advance. Show the image with one kid, say “kid” have students say “kid.” Next, show the image with several kids, say “kids” emphasizing the /z/. Have students repeat the word after you. Repeat with other images you prepared. Students working independently can act out vocabulary to reuse it in a meaningful way.

ELPS 1.E; ELPS 2.E;
ELPS 3.J

Challenge

You may wish to play as a game: Cats, Dogs, and Foxes. Have students take turns adding a plural noun to each category, in order (/s/, /z/, then /ez/). If students cannot think of a plural noun for the category on their turn, they’re “out.” Play continues until one (or a few) students remain as the winner(s).

Activity Page 15.2



➤ Digital Component 15.1

cats 's' > /s/	dogs 's' > /z/	foxes 'es' > /ez/
-------------------	-------------------	----------------------

- Tell students that you are going to ask them to turn some singular nouns into plural nouns.
- Write *hat* on the board and ask students to read the word.
- Explain that when you have two or more of these, they are called *hats*. Tell students that they should write the word *hats* in the column labeled “Cats” because the –s is pronounced /s/ at the end of *hats*, just like *cats*.
- Repeat with the remaining words in the chart below, writing the plural form of each word in the proper column.

cats 's' > /s/	dogs 's' > /z/	foxes 'es' > /ez/
hats	kids	lunches
steps	planes	wishes
bikes	eggs	ranches



Check for Understanding

Say the following words with both the correct and incorrect plural markers (–s and –es) and pronunciation (/s/, /z/, or /ez/) and ask students to give **Thumbs-Up** for the correct pronunciation and **Thumbs-Down** for the incorrect pronunciation.

- *bat, flip, hike, lid, train, leg, bunch, dish, branch*

- Tell students to turn to Activity Page 15.2.
- Explain that the words in the box are all plural words. Remind students that some end in –s and others end in –es.
- Together with students, underline the plural marker in each word and discuss how it is pronounced. Then have students sort the words according to the pronunciation of their plural markers.



Activity Page 15.2: Plural Nouns

Collect Activity Page 15.2 to evaluate student progress reading plural nouns and sorting words according to the pronunciation of their plural markers.

Lesson 15: "The Visit" Reading



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

Students will read the story "The Visit" with purpose and understanding, will answer written short-answer 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 (5 MIN.)

- Tell students that today's story is called "The Visit." Have students discuss what it means to visit someone, using their five senses. (You see someone special, you hear them talk to you, you taste good food, you feel hugs when you greet them, you smell flowers, food, or the scents of the place you are visiting, etc.)

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

> Digital Component 15.2

/n/ > 'kn'	/s/ > 'c'	Other Two-Syllable Words	Three-Syllable Words
knapsack	nice	Frisbee	exercise
	place	sunscreen	
	exercise	flip-flops	

- Discuss the three-syllable word *exercise* with students, and tell them that they should use the same chunking strategy they use with two-syllable words.

TEKS 1.2.D Demonstrate print awareness by identifying the information that different parts of a book provide; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

Reader



Page 40



EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show students a knapsack filled with a Frisbee, flip-flops, and sunscreen. Have students repeat each word after you. Talk about where you might bring these items.

ELPS 1.E; ELPS 2.E; ELPS 3.J

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

flip-flops—n., open-toed shoes with two straps across the foot that are usually worn in warm weather (40)

Example: I love to wear my flip-flops to the beach in the summer!

cove—n., a small area of ocean partly surrounded by land (42)

Example: We walked to the cove to go fishing.

wade—v., to walk through shallow water (42)

Example: My sister likes to wade in the water by the shore because she does not like the waves.

yelping—v., making a short, high-pitched noise; squealing (42)

Example: The children were yelping as they jumped into the cold water.

Vocabulary Chart for “The Visit”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		cove wade yelping	
Multiple-Meaning Core Vocabulary Words			flip-flops
Sayings and Phrases			

Purpose for Reading

- Tell students to read the story carefully to find out who Grace visits and what she does once there.

READ “THE VISIT” (20 MIN.)

Partner Reading

- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctuation in a sentence, and dialogue.
- When they are finished, students should complete Activity Page 15.3. Encourage students to look back at the story to find their answers.

Activity Page 15.3





Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read “The Visit” 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.



Activity Page 15.3: Story Questions

Collect Activity Page 15.3 to evaluate student progress with answering questions about key details in the story, “The Visit.”

Wrap-Up

- Use the following questions to guide discussion about the story.

Discussion Questions for “The Visit”

1. **Literal.** Who do the Spencers visit?
 - » The Spencers visit their grandmother, Gran.
2. **Literal.** Where do Grace and Jill go with Gran?
 - » Grace and Jill go to the beach.
3. **Literal.** What do the children do at the beach?
 - » Answers may vary, but should cite examples from the text (e.g., splash and ride the waves; dig for crabs and pick up shells; toss a Frisbee; munch on snacks, sit in the sun).
4. **Inferential.** Why are the children putting on sunscreen?
 - » Grace and Jill might put on sunscreen because it is very sunny at the beach; they may get sunburned.

Support

Have students read each question on Activity Page 15.3 with their partners before reading the story. After they read the story, have students talk about the answer to each question with their partners before writing their answers.



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Do the Spencers visit Gran?” “Do they go to the beach?”

Intermediate

Provide students with a specific sentence frame: “Jill and Grace dig for _____ and pick up _____.” “They sit in the _____ and munch on _____.”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G



Observation: Discussion Questions

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

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

SENTENCES AND PHRASES

- | | |
|--------------------|-----------------------|
| 1. two hats | 6. They have bikes. |
| 2. Have some eggs. | 7. Put your hands up. |
| 3. their lunches | 8. They are kids. |
| 4. two wishes | 9. dogs and cats |
| 5. down the steps | 10. loud foxes |

MORE HELP WITH PLURAL NOUNS

Plural Word Sort

- Prepare a set of **index cards** for each student with the words in the box and the plural endings **-s** and **-es** written on them (one word or ending per card).

- | | |
|-----------|----------|
| 1. dish | 7. knot |
| 2. box | 8. star |
| 3. brush | 9. seed |
| 4. patch | 10. line |
| 5. lunch | 11. car |
| 6. wrench | 12. cube |

- Ask students to use the cards to create plural words.
- Have students copy the plural words onto **index cards, paper, or a dry-erase board.**

- Next, work with students to sort the words based on the pronunciation of their plural markers. You may refer to the the Plural Noun Review chart (from this lesson) for guidance when sorting.

> Digital Component 15.1

cats 's' > /s/	dogs 's' > /z/	foxes 'es' > /ez/
--------------------------	--------------------------	-----------------------------

Cats, Dogs, and Foxes

- Give each student three **index cards**. Have students write /s/, /z/, and /ez/ on separate index cards (one sound per card).
- As you say each of the following plural nouns, have students hold up the card with the sound that they hear at the end of the word.

1. knees (/z/)	6. cakes (/s/)
2. paws (/z/)	7. benches (/ez/)
3. dresses (/ez/)	8. bills (/z/)
4. bikes (/s/)	9. weeks (/s/)
5. branches (/ez/)	10. brushes (/ez/)

MORE HELP WITH ORAL READING

Silly Voices

- Copy and cut out the picture cards provided on **Activity Page TR 10.4** and place them in a **paper bag** (or something similar).
- Students pull out a picture card from the bag and reread the story “The Yard Sale” from the **Grace Reader** independently, with a partner, or to you, using a silly voice matching the character on the card.
- See Lesson 10 for explanation of the voices and gestures to read like the characters on the cards.

Note: 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.

16

SPELLING ALTERNATIVES

Introduce /w/ > 'w'
and 'wh'

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and sort words spelled with /w/ > 'w' and 'wh'.

✦ **TEKS 1.2.B.i; TEKS 1.2.B.ii**

Reading

Students will read "The Soccer Game" with purpose and understanding, will answer written 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 1.7.C; TEKS 1.8.B**

Language (Spelling)

Students will read and spell words with /n/ > 'n', 'nn', 'kn', and the Tricky Word *why*.

✦ **TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

FORMATIVE ASSESSMENT

Observation

Spelling Alternatives /w/ > 'w' and 'wh'

✦ **TEKS 1.2.C.iii; TEKS 1.2.C.iv**

Observation

Anecdotal Reading Record "The Soccer Game"

✦ (Group 1) **TEKS 1.4**

Activity Page 16.1

Story Questions "The Soccer Game"

✦ **TEKS 1.7.C; TEKS 1.8.B**

Observation

Discussion Questions "The Soccer Game"

✦ **TEKS 1.7.C; TEKS 1.8.B**

✦ **TEKS 1.2.B** Demonstrate and apply phonetic knowledge by (i) decoding words in isolation and in context by applying common letter-sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions; **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial 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			
Spellings for /w/ (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Spelling Tree for /w/ (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Spelling Tree for /w/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> brown, green, yellow paper <input type="checkbox"/> marker <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> scissors <input type="checkbox"/> tape
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “The Soccer Game”	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 16.1
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Page 16.2
Take-Home Material			
Spelling Words			<input type="checkbox"/> Activity Page 16.2

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 21. Also have the Spelling Cards listed in the Lesson at a Glance, student Individual Code Charts, and red markers readily available.
- Make a Spelling Tree out of brown construction paper or draw the trunk on white chart paper, using the template provided in Teacher Resources. The /w/ Spelling Tree should have three branches forking off from the central trunk. Use two of the branches for the more common spellings ('w' and 'wh'), and one branch at the top for odd ducks.
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /w/ words on the leaves (*wet, switch, whale, white, whoosh, whiz, whimper, will, wave, wheel, wheezing*).
- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /w/ sound that doesn't fall into one of the spelling patterns students will learn in this unit, such as Tricky Words *one* and *once*.
- Make a copy of and prepare the Spelling Alternatives Observation Record for /w/ provided in Teacher Resources for use during the Spelling Tree activity.

Reading

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

➤ Digital Component 16.1

- Create the Preview Spellings chart (Digital Component 16.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in a soccer ball and pictures of soccer games for Introduce the Story. Be prepared to discuss the sport of soccer (also known as football in other countries) with students.
- Bring in images to depict the following spelling words: *nugget, winner, knit, kneel*.

Lesson 16: Spelling Alternatives

Foundational Skills



Primary Focus: Students will read and sort words spelled with /w/ > 'w' and 'wh'.

TEKS 1.2.B.i; TEKS 1.2.B.ii

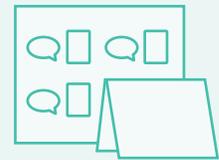
SPELLINGS FOR /W/ (10 MIN.)

- Tell students that they will be working with spellings for the /w/ sound.
- Have students say the /w/ sound several times.
- Ask students if /w/ is a vowel or consonant sound.

Consonant Code Flip Book	Individual Code Chart
1. /w/ > 'w' (<i>wet</i>) page 21	1. /w/ > 'w' (<i>wet</i>) page 9
2. /w/ > 'wh' (<i>when</i>) page 21	2. /w/ > 'wh' (<i>when</i>) page 9

- Turn to **Consonant Code Flip Book page 21**. Review with students the basic code spelling for /w/. Read the sample word on the card and discuss the power bar. Remind students that the long power bar tells us that 'w' is the most common spelling for /w/.
- Write 'w' on the board/chart paper, along with the sample words: *wet*, *twist*.
- Have students turn to **Individual Code Chart page 9**.
- Have students locate and trace the red outline of the card and the code information for /w/ > 'w' with a finger.
- Tell students they will now learn another spelling for the /w/ sound.
- Show students the Spelling Card for /w/ > 'wh' (*when*). Discuss the power bar and have students read the example word. Attach the Spelling Card to the appropriate place.
- Write 'wh' on the board/chart paper, along with the sample words: *whale*, *white*.
- Have students outline the 'wh' spelling in red marker in their Individual Code Charts.

Code Materials



Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /w/ sound.

Support

Have students trace the new spelling 'wh' on their desks with a finger while saying the 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; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs.

- Tell students that whenever the new spelling 'wh' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.



Check for Understanding

Write the words *white*, *site*, *whale*, *tail*, *sent*, *went* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /w/ sound.

Support

To help students recognize that two letters make one sound, highlight the 'wh' in the word.

SPELLING TREE FOR /W/ (15 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /w/ sound.
- Point to the trunk labeled /w/.
- Point to the three branches: 'w', 'wh', and odd ducks. Explain that the 'w' branch is the longest and on the bottom and the 'wh' branch is shorter and near the top because this sound/spelling is less frequent.
- Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



Observation: Spelling Alternatives

Ask as many students as possible to read a word and place the leaf on the Spelling Tree. Make note of their individual ability to decode words with /w/ > 'w' and 'wh' in the Spelling Alternatives Observation Record for /w/.

Lesson 16: “The Soccer Game”

Reading



Primary Focus: Students will read “The Soccer Game” with purpose and understanding, will answer written 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 1.7.C; TEKS 1.8.B**



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INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story talks about a soccer game. Remind students that when people play games, they work together and have fun.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

> Digital Component 16.1

/w/ > ‘wh’	/n/ > ‘kn’	/s/ > ‘c’	Double Consonants
whimpers	Knox	center	soccer
while	knocked	nice	quitter
	knee		winner

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.

shot—n., an attempt to score by kicking, hitting, or throwing the ball into the net or goal, as in soccer, hockey, lacrosse, or basketball (46)

Example: The basketball player took a shot at the final buzzer.

keeper—n., short for *goalkeeper*; the player who protects the goal to prevent the other team from scoring (46)

Example: The keeper jumped on the ball to stop the goal.

skins—v., scrapes or cuts (46)

Example: My younger brother cries when he skins his knee on the playground.

Foundational Skills

Foundational Literacy Skills

Show students a soccer ball and pictures of soccer games. Have students repeat the word *soccer* after you. Discuss what students know about soccer (also known as football in other countries).

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

Reader



Page 44

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

pouts—v., makes a sad face by curling out the lower lip (46)
 Example: My little brother pouts when he doesn't get what he wants.

wing—n., the far side of the field, usually designated as left or right depending on which side of the field is being referenced (48)
 Example: I ran over to the left wing to wait for my teammate to pass me the ball.

Sayings and Phrases

state champs—the best team in the state; the winner of the state championship game (44)
 Example: Our softball team is playing last year's state champs in the tournament.

run of bad luck—to have a number of unlucky events happen (46)
 Example: The bus driver was late today because he had a run of bad luck: first he lost his keys, then the bus would not start, and then he ran out of gas!

Vocabulary Chart for “The Soccer Game”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		pouts	
Multiple-Meaning Core Vocabulary Words	wing shot keeper	skins	
Sayings and Phrases	state champs run of bad luck		

Purpose for Reading

- Tell students to read today's story to hear what happens during Grace's big game.

READ “THE SOCCER GAME” (20 MIN.)

Small Group

Group 2: Tell students to take turns reading aloud “The Soccer Game” with their partners and complete Activity Page 16.1. Tell them if they finish early, they can reread a previous story in the Reader.

Group 1: Meet with students needing more direct support. Listen as students take turns reading aloud “The Soccer Game.” Work with them to complete Activity Page 16.1.

Activity Page 16.1





Observation: Anecdotal Reading Record

As you listen to Group 1 students read “The Soccer Game,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 16.1: Story Questions

Collect Activity Page 16.1 to evaluate student progress with answering questions about key details in the story, “The Soccer Game.”

Wrap-Up

- Use the following questions to guide discussion about the story.

Discussion Questions for “The Soccer Game”

1. **Literal.** What will happen if Grace’s team wins their soccer game?
 - » Grace’s team will be the state champs if they win.
2. **Evaluative.** What does Mister Knox mean when he says that the team can win if they bring their A game?
 - » Answers may vary but should indicate an understanding that it means the team can win if they play their best.
3. **Literal.** How does Grace do at the beginning of the game?
 - » Answers may vary, but should reference details from the story (Grace starts off with a run of bad luck; she keeps missing the net; one time her shot was off target, one time the keeper blocks her shot; one time she gets knocked down and skins her knee).
4. **Inferential.** How does Grace feel when she does not play well at first? Give an example from the story that helps you know.
 - » Answers may vary, but should indicate that she was upset, sad, frustrated, etc. Examples might include that Grace yells or; she sits on the grass and pouts.
5. **Evaluative.** What does Grace’s dad mean when he says, “A quitter never wins and a winner never quits”?
 - » Answers may vary but should indicate an understanding that it means if Grace gives up, she won’t win the game. She needs to keep playing her best/trying her hardest.

Support

Have students read each question on Activity Page 16.1 with their partners before reading the story. After they read the story, have students talk about the answer to each question with their partners before writing their answers.



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Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Did Grace start off playing very well?” “Does ‘bring their A game’ mean they need to play their best?”

Intermediate

Provide students with specific sentence frames: “Grace starts off with a run of _____.” “Grace gets knocked _____ and skins her _____.”

Advanced/Advanced High

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

ELPS 2.G; ELPS 4.G



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.

Lesson 16: Spelling Language



Primary Focus: Students will read and spell words with /n/ > 'n', 'nn', 'kn', and the Tricky Word *why*. **TEKS 1.2.B.vi; TEKS 1.2.C.i; TEKS 1.2.C.ii; TEKS 1.2.C.iii; TEKS 1.2.C.iv**

INTRODUCE SPELLING WORDS (15 MIN.)

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

/n/ > 'n'	/n/ > 'nn'	/n/ > 'kn'	Tricky Word
center	running	knit	why
nose	winner	kneel	
nugget			

- 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: *Why is the water running?*

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; (iv) spelling high-frequency words from a research-based list.

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STUDENTS**



Foundational Skills

Foundational Literacy Skills

Before reading the words, show the images you prepared in advance. Have students repeat the word after you as you show each image. Students working independently can act out vocabulary to reuse it in a meaningful way.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

Take-Home Material

SPELLING WORDS

- Have students take home Activity Page 16.2 and remind them to practice the spelling words with a family member throughout the week.

Activity Page 16.2



Lesson 16: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- | | |
|-----------------------|------------------------|
| 1. all the while | 6. a whiz at math |
| 2. Spin your wheels. | 7. a big, wet whale |
| 3. while you were out | 8. Wave at me. |
| 4. black and white | 9. Whisk the eggs. |
| 5. cat whiskers | 10. Whisper your name. |

MORE HELP WITH SPELLING ALTERNATIVES FOR /W/ AND /N/

Push and Say

- Make a copy of the Push and Say Sound Boxes (**Activity Page TR 1.1**) and a set of Push and Say Letter Cards (**Activity Page TR 1.2**) for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

- | | |
|----------|----------|
| 1. white | 5. whisk |
| 2. while | 6. whiz |
| 3. whale | 7. whine |
| 4. wheel | 8. whoop |

Support

Provide students with only the letter cards they will need for this activity: wh, t, l, s, k, z, n, a_e, ee, i, i_e, oo, p.

Teacher Chaining

- Write *whip* on the board.
- Ask a student to read the word.
- Remove 'p' and add 't' to create *whit*.
- As you make this change, say "If that is *whip*, what is this?"
- Ask students what change you made to the word *whip* to get the word *whit*.
- Ask 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.

Support

You may want to point out that the spelling for the final sound may be located in the middle of a separated digraph (e.g., *whine* > *white*).

1. whip > whit > whiz > whim > wham
2. whine > white > while > whale > wheel
3. knife > life > wife > wine > whine > pine > pin > pen > pence > hence
4. job > knob > knot > knock > sock > sick > sip > whip > whiff > whim

MORE HELP WITH ORAL READING

Two Voices "In the Storm Shelter"

- Make one copy of **Activity Page TR 16.1** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Code Knowledge

Before today's lesson: If students read 1,000 words in a trade book, on average between 624 and 778 of those words would be completely decodable.

After today's lesson: If students read 1,000 words in a trade book, on average between 626 and 779 of those words would be completely decodable.

REVIEW AND PRACTICE

Tricky Words and Spelling Alternatives

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read previously taught Tricky Words and will use Tricky Words in oral sentences. **TEKS 1.2.B.vi**

Students will write the sound/spellings, including spelling alternatives, for eight consonant sounds. **TEKS 1.2.C.iii**

Reading

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

Students will read “Supper” with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and inferential questions about key details in the text. **TEKS 1.4; TEKS 1.8.B**

FORMATIVE ASSESSMENT

Exit Pass

Spelling Alternatives
 **TEKS 1.2.C.iii**

Observation

Anecdotal Reading Record “Supper”
 **TEKS 1.2.D; TEKS 1.4**

Activity Page 17.1

Story Questions “Supper”

Observation

Discussion Questions “Supper”
 **TEKS 1.8.B**

 **TEKS 1.2.B.vi** Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS 1.2.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 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Tricky Word Review (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Tricky Word index cards from Lesson 12
Spelling Alternatives (Phonics)	Independent	20 min.	<input type="checkbox"/> paper and pencils
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “Supper”	Partner	20 min.	<input type="checkbox"/> Activity Page 17.1

ADVANCE PREPARATION

Foundational Skills

- Gather the index cards you prepared for Lesson 12 or copy the list of Tricky Words below onto index cards. You may wish to add additional words you did not prepare last time.

1. a	14. once	27. which	40. could
2. I	15. to	28. here	41. would
3. no	16. do	29. there	42. should
4. so	17. two	30. he	43. down
5. of	18. who	31. she	44. today
6. all	19. the	32. we	45. yesterday
7. some	20. said	33. be	46. tomorrow
8. from	21. says	34. me	47. how
9. word	22. was	35. they	48. picture
10. are	23. when	36. their	49. stagecoach
11. were	24. where	37. you	
12. have	25. why	38. your	
13. one	26. what	39. because	

Reading

➤ Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 17: Review and Practice

Foundational Skills

35M

Primary Focus

Students will read previously taught Tricky Words and will use Tricky Words in oral sentences. **TEKS 1.2.B.vi**

Students will write the sound/spellings, including spelling alternatives, for eight consonant sounds. **TEKS 1.2.C.iii**

WARM-UP (15 MIN.)**Tricky Word Review**

- Use the index cards you prepared for Lesson 12, or the additional ones you prepared in advance.
- Show the index cards to students, one at a time, and have students read the Tricky Words. Ask students to use the words in a sentence.

SOUND DICTATION (20 MIN.)

- Have students take out a piece of paper and pencil.
- Tell students that they will practice writing the spellings of consonant sounds. Tell students you will say a sound and you will tell them how many spellings to write for each sound.
- Say the sounds listed below and have students write the number of spellings indicated for each sound (e.g., say /ch/ and ask students the two ways to represent and spell the /ch/ sound).

- | | |
|--|---|
| 1. /ch/ (two spellings) 'ch', 'tch' | 5. /z/ (three spellings) 'z', 's', 'zz' |
| 2. /n/ (three spellings) 'n', 'nn', 'kn' | 6. /s/ (four spellings) 'ce', 'se', 's', 'ss' |
| 3. /g/ (two spellings) 'g', 'gg' | 7. /j/ (three spellings) 'j', 'g', 'ge' |
| 4. /m/ (two spellings) 'm', 'mm' | 8. /l/ (two spellings) 'l', 'll' |

Support

If students struggle to identify the correct spellings, provide example words with the relevant spellings.

TEKS 1.2.B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list; **TEKS 1.2.C.iii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.



Exit Pass: Spelling Alternatives

Collect the papers to review and monitor student progress writing the learned spellings for the consonant sounds: /ch/, /n/, /g/, /m/, /z/, /s/, /j/, /l/.

Lesson 17: "Supper" Reading



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

Students will read "Supper" with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and inferential questions about key details in the text. **TEKS 1.4; TEKS 1.8.B**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today's story is called "Supper." You may want to explain that *supper* is another word for *dinner*. People have different words for the evening meal all across the country. Ask students what their family calls the evening meal.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 17.1

/w/ > 'wh'	/n/ > 'kn'	/s/ > 'se'	Two-Syllable Words
whip	Knox	house	invites
when	knife		chickens
wheel			muffins
			frosting

Preview Core Vocabulary

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

TEKS 1.2.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 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Reader



Page 50

greens—n., leafy green plants that you can eat, such as in a salad (50)

Example: We had fresh greens with lunch yesterday.

toots—v., beeps, honks (50)

Example: Bayleigh toots the horn on her new bike.

Sayings and Phrases

at the wheel—driving a car or other vehicle (50)

Example: My uncle was at the wheel and I was in the back seat on the way to school today.

red velvet—a red-colored cake usually topped with cream cheese flavored frosting (52)

Example: My cousin always asks for a red velvet cake on her birthday.

Vocabulary Chart for “Supper”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			toots
Multiple-Meaning Core Vocabulary Words		greens	
Sayings and Phrases	at the wheel red velvet		

Activity Page 17.1



Support

Have students read each question on Activity Page 17.1 with their partners before reading the story. After they read the story, have students talk about the answer to each question with their partners before writing their answers.

Purpose for Reading

- Tell students to read the story carefully to find out what Grace serves at Sunday supper.

READ “SUPPER” (20 MIN.)

Partner Reading

- Review with students the various parts of the book, calling attention to the cover, title, table of contents, and the glossary. Direct students to characteristics in the text, such as the first and last letters in a word, punctuation in a sentence, and dialogue.
- Students should read “Supper” with a partner. When they are finished, they should complete the first two questions on Activity Page 17.1. Remind students to look back at the story to find their answers.



Observation: Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. As you listen to students read “Supper,” 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.



Activity Page 17.1: Story Questions

Collect Activity Page 17.1 to evaluate student progress with answering questions about key details in the story, “Supper.”

Wrap-Up

- Use the following questions to guide discussion about the story.

Discussion Questions for “Supper”

1. **Literal.** Who is coming over for supper?
 - » Kim and Jane Knox, Grace’s classmates/pals from soccer
2. **Literal.** What are Grace and her mom cooking for supper?
 - » Grace and her mom make two chickens, corn muffins, and a cake.
3. **Inferential.** Why does Kim say she wants to visit next weekend, too? Give examples of something Kim says that help you know.
 - » Kim likes the food Grace’s family has for supper. Examples may vary, but should reference specific details from the text (“Yum! This chicken is the best!” “It’s so much better than the stuff our dad makes!” “Ooo! What sort of cake?”)



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.

Challenge

On the back of Activity Page 17.1, prompt students to compare the supper they would make with the supper Grace and her mom cook, citing what they would have that is the same and different.



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Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Is Grace’s coach coming for supper?” “Are Grace and her mom making pizza?”

Intermediate

Provide students with specific sentence frames: “Grace and her mom cook two _____ in a big pan.” “They bake fresh corn _____ and a red velvet _____.”

Advanced/Advanced High

Encourage students to expand and/or build on other students’ responses: “What happens next?” “What else does Kim say that tells us she likes the food?”

ELPS 2.G; ELPS 4.G



Reading

Sequence Events

Beginning

Prompt students with questions using simple phrases: “Do Grace and her mom cook the food first or does Grace invite her friends first?” “Does Kim ask to visit again at the beginning or at the end?”

Intermediate

Provide students with specific sentence frames: “Next, Grace and her mom . . .” “Then, Grace’s friends . . .”

Advanced/Advanced High

Encourage students to expand and/or build on other students’ responses: “What happens (first/next/last)?”

ELPS 2.H; ELPS 4.G



Check for Understanding

Have students **Turn and Talk** with a partner about the events in the story. Students should summarize the story “Supper,” using words like *first*, *next*, *then*, and *last*. As students summarize, circulate to monitor student understanding of sequencing events using temporal terms such as *first*, *next*, *then*, and *last*.

- First, Grace invites her friends over for supper. Next, Grace and her mom prepare for the supper by cooking chickens, corn muffins, and a cake. Then, Grace’s friends come over and think the supper is delicious. Last, Grace brings out the red velvet cake, and Kim asks to visit again next weekend.

End Lesson

Lesson 17: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /W/

Match Maker

- Copy and cut apart Word/Picture Cards (**Activity Page TR 17.1**) onto card stock. Make one set of word/picture cards for each student or pair of students. (Card stock is suggested to prevent students from being able to see the images through the paper when they are turned over.)
- Cut apart the word and picture side of the cards.
- Follow the procedure for Match Maker in Lesson 3.

Highlight the Spelling

- Write the words from the box on **index cards** or a piece of **paper**, one set of words per student.
- Ask students to read the words and use a **highlighter** to highlight the letters of each new spelling.

- | | |
|--------------------|--------------------|
| 1. knife ('kn') | 5. wheezing ('wh') |
| 2. knotted ('kn') | 6. whisk ('wh') |
| 3. kneeling ('kn') | 7. whither ('wh') |
| 4. knock ('kn') | 8. whine ('wh') |

Teacher Chaining with Two-Syllable Words

- Write *knitting* on the board.
- 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 the ending *-ing* and add the ending *-ed* to make *knitted*.
- As you make this change, say, “If that is *knitting*, what is this?”
- Continue this process with the remaining words.

1. knitt·ing > knitt·ed > knott·ed > pott·ed > pott·ing > pott·er
2. princ·es > danc·es > danc·er > danc·ing
3. damp·er > whim·er > whisp·er > whisk·er

MORE HELP WITH ORAL READING

Two Voices “Supper”

- Make one copy of **Activity Page TR 17.2** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

18

SPELLING ALTERNATIVES

Introduce /ng/ >
'ng' and 'n'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will identify the spellings for /oo/ > 'oo', /oo/ > 'oo', /oi/ > 'oi', /aw/ > 'aw', /ou/ > 'ou', and r-controlled vowel spellings. **TEKS 1.2.B.iii**
- Students will decode words with /ng/ > 'ng' and 'n'. **TEKS 1.2.B.ii**

Reading

Students will read "Grace the Performer" with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key details in the text; and will work in pairs to compare and contrast different parts of the story.

- TEKS 1.4; TEKS 1.6.B; TEKS 1.8.B**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record "Grace the Performer" (Group 1)

- TEKS 1.4**

Observation

Discussion Questions "Grace the Performer"

- TEKS 1.8.B**

- 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; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Speedy Sound Hunt (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Individual Code Charts
Spellings for /ng/ (Phonics)	Whole Group	10 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Consonant Code Flip Book <input type="checkbox"/> Spelling Card /ng/ > 'n' (<i>pink</i>) <input type="checkbox"/> Individual Code Chart <input type="checkbox"/> red markers
Spelling Tree for /ng/ (Phonics)	Whole Group	15 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Spelling Tree for /ng/ <input type="checkbox"/> prepared leaves <input type="checkbox"/> tape <input type="checkbox"/> brown, green, and yellow paper <input type="checkbox"/> marker <input type="checkbox"/> leaves template <input type="checkbox"/> odd duck template <input type="checkbox"/> scissors
Reading			
Introduce the Story	Whole Group	5 min.	<ul style="list-style-type: none"> <input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read "Grace the Performer"	Small Group/ Partner	15 min.	
Take-Home Material			
"The Visit"			<ul style="list-style-type: none"> <input type="checkbox"/> Activity Page 18.1

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students. You may wish to tab page 17. Also have the Spelling Cards listed in the Lesson at a Glance, student Individual Code Charts, and red markers readily available.
- Make a Spelling Tree out of brown construction paper or draw the trunk on white chart paper, using the template provided in Teacher Resources. The /ng/ Spelling Tree should have three branches forking off from the central trunk. Use two of the branches for the more common spellings ('ng' and 'n'), and one branch at the top for odd ducks.
- On green paper, make multiple copies of the leaf template found in Teacher Resources. Write /ng/ words on the leaves (*sing, ring, thing, wrong, bank, pink, think, blanket, finger*).
- On yellow paper, make multiple copies of the odd duck template found in Teacher Resources. You do not need to write words in advance on the odd ducks; just have these available during the lesson in the event a student offers a word with the /ng/ sound that doesn't fall into one of the spelling patterns students will learn in this unit.

Reading

➤ Digital Component 18.1

- Create the Preview Spellings chart (Digital Component 18.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to divide students into two groups. Work with students in Group 1, who need more direct support and immediate feedback, while students in Group 2 should read independently or with a partner.

Universal Access

- Bring in pictures for words listed on the Spelling Tree. Give thought in advance to any words that can be demonstrated with actions.

Lesson 18: Spelling Alternatives

Foundational Skills

35M

Primary Focus

Students will identify the spellings for /oo/ > 'oo', /oo/ > 'oo', /oi/ > 'oi',

+ /aw/ > 'aw', /ou/ > 'ou', and r-controlled vowel spellings. **TEKS 1.2.B.iii**

+ Students will decode words with /ng/ > 'ng' and 'n'. **TEKS 1.2.B.ii**

WARM-UP (15 MIN.)

Speedy Sound Hunt

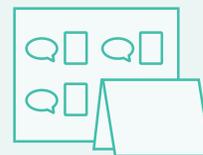
- Tell students you will review the vowel spellings they have already learned using their Individual Code Charts.

- | | |
|--|---|
| 1. /er/ > 'er' (<i>her</i>) page 5 | 5. /oo/ > 'oo' (<i>look</i>) page 4 |
| 2. /ar/ > 'ar' (<i>car</i>) page 5 | 6. /ou/ > 'ou' (<i>shout</i>) page 4 |
| 3. /or/ > 'or' (<i>for</i>) page 5 | 7. /oi/ > 'oi' (<i>oil</i>) page 4 |
| 4. /oo/ > 'oo' (<i>soon</i>) page 4 | 8. /aw/ > 'aw' (<i>paw</i>) page 4 |

- Tell students you will say a vowel sound. When you say 'go,' they should find that sound in their Individual Code Charts and raise their hand.
- Call on a student to tell you the spelling for that sound and read the example word.
- Do one together for practice. Say the /er/ sound, and tell students to raise their hands when they find the speech bubble with the /er/ sound.
- Now tell students to quickly scan all the spellings listed in the row next to the speech bubble, looking for any that are outlined in green. Tell them this is a quick way to find the spellings they have already learned. Have students raise their hands when they find a green spelling for this speech bubble.
- Call on one student to give the spelling and read the example word (/er/ is spelled 'er' and the example word is *her*).
- Tell students that you are ready to begin. Students should raise a hand to show that they found the sound, spelling, and example word. Call on one student each time.

+ **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.

Code Materials



Support

Draw a speech bubble with the /er/ sound on the board to use during Speedy Sound Hunt so students know what you mean when you refer to a speech bubble.

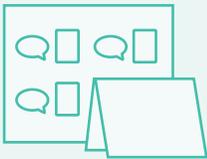
- Say to students, “I am thinking of the sound (insert sound from the box). Ready? Go!” Review with the remaining sound/spellings in the box.



Check for Understanding

As students raise their hands, observe to monitor their understanding of the spellings for /oo/ > 'oo', /oo/ > 'oo', /oi/ > 'oi', /aw/ > 'aw', /ou/ > 'ou', and r-controlled vowel spellings.

Code Materials



Support

If the spelling alternatives continue to confuse students, draw two different-looking flowers (e.g., a tulip and a daisy) on the board/chart paper. Explain that, in the same way that we can draw different pictures of a flower, we can draw different pictures of the /ng/ sound.

Support

Have students trace the spellings 'ng' and 'n' on their desks with a finger while saying the sound.

SPELLING ALTERNATIVES FOR /NG/ (10 MIN.)

- Tell students that they will be working with spellings for the /ng/ sound.
- Have students say the /ng/ sound several times.
- Ask students if /ng/ is a vowel or consonant sound. (*consonant*)

Consonant Code Flip Book	Individual Code Chart
1. /ng/ > 'ng' (<i>sing</i>) page 17	1. /ng/ > 'ng' (<i>sing</i>) page 8
2. /ng/ > 'n' (<i>pink</i>) page 17	2. /ng/ > 'n' (<i>pink</i>) page 8

- Turn to **Consonant Code Flip Book page 17**. Review with students the basic code spelling for /ng/. Read the sample word on the card and discuss the power bar. Remind students that the long power bar tells us that 'ng' is the most common spelling for /ng/.
- Write 'ng' on the board/chart paper, along with the sample words: *sing, long*.
- Have students turn to **Individual Code Chart page 8**.
- Have students locate and trace the red outline of the card and the code information for /ng/ > 'ng' with a finger.
- Tell students they will now learn another spelling for the /ng/ sound.
- Show students the Spelling Card for /ng/ > 'n' (*pink*). Discuss the power bar and have students read the example word. Attach the Spelling Card to the appropriate place.
- Write 'n' on the board/chart paper, along with the sample words: *pink, think*.

- Have students outline the 'n' spelling in red marker in their Individual Code Charts.
- Tell students that whenever the new spelling /ng/ > 'n' appears on an activity page or in a story for the next few lessons, it will be printed in bold type to remind them that this is a spelling they learned recently.



Check for Understanding

Write the words *wing, thing, thin, think, sing, sink, son, win, wink* on the board/chart paper and read them aloud, pointing to the individual sounds as you segment the word. Ask students to raise their hand if the word has the /ng/ sound.

SPELLING TREE FOR /NG/ (15 MIN.)

- Show students the Spelling Tree and explain that you are going to use it to help them keep track of the spellings for the /ng/ sound.
- Point to the trunk labeled /ng/.
- Point to the three branches: 'ng', 'n', and odd ducks. Explain that the 'ng' branch is the longest and on the bottom and the 'n' branch is shorter and near the top because this sound/spelling is less frequent.
- Remind students that the smallest branch (or the one with the least open space around it) is for odd ducks.
- Shuffle the leaves and then show each leaf.
- Ask a student to read the leaf and then place it on the correct branch of the Spelling Tree.



Check for Understanding

Observe as students read words on the spelling leaves to see if they are pronouncing the /ng/ sound correctly.

Support

To help students recognize that two letters make one sound, highlight the 'ng' in the word.



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Foundational Skills

Foundational Literacy Skills

Before reading the words on the leaves, show the images you prepared in advance. Have students repeat the word after you as you show each image. Students working independently can act out vocabulary to reuse it in a meaningful way.

**ELPS 1.E; ELPS 2.E;
ELPS 3.J**

Lesson 18: “Grace the Performer”

Reading

25M

Primary Focus: Students will read “Grace the Performer” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key details in the text; and will work in pairs to compare and contrast different parts of the story. **TEKS 1.4; TEKS 1.6.B; TEKS 1.8.B**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story talks about a time Grace performed before an audience. Discuss the words *performance* and *audience* with students.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 18.1

/ng/ > ‘n’	/w/ > ‘wh’	/n/ > ‘kn’	Multisyllable Words
honks	white	knee	perform
clunk	what		performer
thinks	whoops		

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.

mime—n., someone who does not talk, but acts out funny things to make people laugh (54)

Example: The mime never said a word, but his show was so funny!

perform—v., to give a show for an audience (54)

Example: I will perform my magic trick for my whole family.

mute—adj., silent; not speaking (54)

Example: I asked my mom a lot of questions about my gift, but she stayed mute.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS 1.8.B** Describe the main character(s) and the reason(s) for their actions.

Reader



Page 54

stands—n., metal or wooden benches where people sit to watch a show or performance (56)

Example: Gretchen went to a soccer game with her family and they sat in the stands.

act—n., a performance (56)

Example: The actress began to cry, but it was just part of her act.

Vocabulary Chart for “Grace the Performer”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		perform	
Multiple-Meaning Core Vocabulary Words		mute mime act	stands
Sayings and Phrases			

Purpose for Reading

- Tell students to read the story to learn all about Grace’s performance as a mime.

READ “GRACE THE PERFORMER” (15 MIN.)

Small Group

Group 1: Work with students needing additional support. Listen as students take turns reading aloud “Grace the Performer.”

Group 2: Tell students to take turns reading aloud “Grace the Performer,” either with a partner or by themselves. If students 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 Group 1 students read “Grace the Performer,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Reading

Reading Closely

Beginning

Ask yes/no questions using simple phrases: “Is Grace’s job to make the children smile?” “Can Grace talk when she performs?”

Intermediate

Provide students with specific sentence frames:
“Grace wears striped _____ and a green _____.”
“I think it would be (hard/fun) to be a mime because . . .”

Advanced/Advanced High

Encourage students to expand and/or build on other students’ responses: “What else does Grace do to make people laugh?” “What else makes a mime’s job fun?”

ELPS 2.H; ELPS 4.G

Wrap-Up

- Use the following questions to guide discussion about the story.

Discussion Questions for “Grace the Performer”

1. **Literal.** Describe what Grace wears when she performs as a mime. You should look at the text and images to answer the question.
 - » Answers may vary, but should reference specific details from the text, or the illustration on page 55. (Grace wears striped knee socks, green pants, and a green top; She wears white make-up and red lipstick; She wears a colorful wig with a hat pinned to it, and a big red nose.)
2. **Inferential.** What makes the job of a mime hard? What makes the job fun?
 - » The job of a mime is hard because they must perform without talking; The job of a mime would be fun because they make people laugh.
3. **Evaluative.** Do you think it would be hard to make people laugh without talking?
 - » Answers may vary. (You may wish to prompt students to discuss what would be hard and what would be fun about being a mime.)



Check for Understanding

Have students **Turn and Talk** with a partner to summarize the three parts of Grace’s act. Tell students to look for words in the text that can help them identify the separate parts of her act. (If students struggle to start, you may wish to point out that the first paragraph on page 56 begins “Grace starts off with . . .” The second paragraph begins “Next Grace . . .” And the third paragraph begins “At the end . . .” to help students identify the three parts.)



Observation: Discussion Questions

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

Take-Home Material

“THE VISIT”

- Distribute Activity Page 18.1 and have students take it home to practice reading with a family member.

Activity Page 18.1



Lesson 18: Foundational Skills Remediation

Additional Support

WIGGLE CARDS

- | | |
|--------------------------|-------------------------------|
| 1. Get up in a bunk bed. | 4. Say, “Thank you!” |
| 2. Find a new ink pen. | 5. See the ship sink fast. |
| 3. Drink your milk. | 6. Keep your fingers crossed. |

MORE HELP SPELLING CONSONANT SOUNDS

Match Me

- Make a copy of letter cards (**Activity Page 2.2**) for each student pair.
- Select the letter cards that correspond to the targeted sound/spellings in the box.

- | | |
|---------|---------|
| 1. ‘wh’ | 6. ‘c’ |
| 2. ‘w’ | 7. ‘ce’ |
| 3. ‘n’ | 8. ‘se’ |
| 4. ‘ng’ | 9. ‘s’ |
| 5. ‘kn’ | |

- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should find the corresponding spelling on the letter cards.

- If a spelling (letter card) is shown, students should prepare to provide the corresponding sound when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.

Bingo

- Make enough copies of the Bingo boards (**Activity Page TR 18.1**) for each student to have a Bingo board. Make a copy of the Bingo word cards (**Activity Page TR 18.2**) and cut apart the cards. Gather **tokens** for the boards (e.g., cubes, pennies, beans).
- Distribute a board and at least nine tokens to each student.
- Read out each selected word card and ask students to find and put their finger on the word. Students should then read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct, ask, “How did you know that was . . . ?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).

MORE HELP WITH ORAL READING

Two Voices: “The Visit”

- Make one copy of **Activity Page TR 18.3** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Code Knowledge

Before today’s lesson: If students read 1,000 words in a trade book, on average between 626 and 779 of those words would be completely decodable.

After today’s lesson: If students read 1,000 words in a trade book, on average between 630 and 783 of those words would be completely decodable.

TRICKY SPELLING

Introduce 'n' > /n/
and /ng/

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will expand short phrases into sentences with adjectives and prepositions and will use adjectives and prepositions to produce simple written sentences. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

Foundational Skills

Students will decode words with tricky spelling 'n' > /n/ and /ng/.
TEKS 1.2.B.vi; TEKS 1.2.C.ii

Reading

Students will reread "Grace the Performer," will answer written short-answer questions about the story, and will write an opinion piece based on details from the text. **TEKS 1.4; TEKS 1.7.B; TEKS 1.7.C; TEKS 1.11.B.i**

FORMATIVE ASSESSMENT

Activity Page 19.1

Tricky Spelling 'n' > /n/ and /ng/
TEKS 1.2.C.ii

Observation

Anecdotal Reading Record "Grace the Performer" (Group 2) **TEKS 1.4**

Activity Page 19.2

Story Questions "Grace the Performer"
TEKS 1.7.B; TEKS 1.7.C

TEKS 1.11.D Edit drafts using standard English conventions, including (iv) adjectives, including articles; (vi) prepositions; **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.ii** Demonstrate and apply spelling knowledge by spelling 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 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: - Build Phrases with Adjectives - Build Sentences with Adjectives and Prepositions	Whole Group	20 min.	<input type="checkbox"/> Adjectives and Prepositions Chart (Digital Components)
Foundational Skills			
Tricky Spelling 'n' (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Tricky Spelling 'n' diagram (Digital Components)
Tricky Spelling Practice	Independent	15 min.	<input type="checkbox"/> Activity Page 19.1
Reading			
Reread "Grace the Performer"	Small Group/ Partner	20 min	<input type="checkbox"/> Grace <input type="checkbox"/> Activity Page 19.2
Take-Home Material			
Word Sort			<input type="checkbox"/> Activity Page 19.3

ADVANCE PREPARATION

Language

➤ Digital Component 19.1

- Create the chart of adjectives and prepositions from Build Sentences with Adjectives and Prepositions, or use the digital version.

Foundational Skills

➤ Digital Component 19.2

- Prepare to display an enlarged version of the Tricky Spelling 'n' diagram on the board/chart paper, or use the digital version.

Reading

- Plan to work with students in Group 2 while students in Group 1 read independently or with a partner.

Universal Access

- Gather the following images to use during the Tricky Spelling 'n' activities:
nap, fun, nod, pink, drink, bank.
- Prepare a list of Spanish words that use the /ng/ sound (positioned in the middle of the word) and the /n/ sound to distribute to students during the Tricky Spelling 'n' activities.

Lesson 19: Grammar

Language



Primary Focus: Students will expand short phrases into sentences with adjectives and prepositions and will use adjectives and prepositions to produce simple written sentences. **TEKS 1.11.D.iv; TEKS 1.11.D.vi**

Support

Help students identify why each example is considered a describing word (e.g., *black* tells you the cat's color, *big* tells you the cat's size, and *loud* tells you about the noise the cat makes).

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Language

Modifying to Add Details

Beginning

Ask yes/no or simple questions: "Is *trotted* the action word?" "Does *-ed* tell us this happened in the (past/present/future)?"

Intermediate

Provide sentence frames to help students use adjectives and prepositions to build sentences: "The _____ horse trotted to _____."

Advanced/Advanced High

Encourage students to use both an adjective and a preposition to make their sentences more interesting.

ELPS 2.G; ELPS 3.H

WARM-UP (20 MIN.)

Build Phrases with Adjectives

- Tell students that they will practice making longer phrases by adding descriptive words called adjectives to nouns.
- Say the word *cat*, and have students repeat after you.
- Say the phrase *black cat*, and have students repeat after you.
- Say the phrase *big, black cat*, and have students repeat after you.
- Say the phrase *loud, big, black cat*, and have students repeat after you.
- Repeat with phrases for the words *rabbit* and *class*.

Build Sentences with Adjectives and Prepositions

- Remind students that when they write, they should strive to make their writing interesting.
- Tell students that one way that they can do this is by adding descriptive words called adjectives to the nouns in simple sentences.
- Write the following sentence on the board: *The horse trotted*. Point out that this is a very simple sentence.
- Ask students to identify the noun and verb in this sentence; circle the noun, and underline the verb with a squiggly line.
- Ask students which tense the verb is in: past, present, or future. (*past*) How can they tell? (*-ed is the past tense marker*.)
- Have students help you make this sentence longer by describing the horse using adjectives. Choose a decodable adjective to use in expanding the sentence (*large, black, timid*, etc.)
- Write the expanded sentence on the board: *The large horse trotted*.
- Tell students that another way that they can make their sentences more interesting is by adding words called prepositions to simple sentences.

TEKS 1.11.D Edit drafts using standard English conventions, including (iv) adjectives, including articles; (vi) prepositions.

- Ask students, “Where might the horse trot to?” Choose a decodable answer to use in expanding the sentence. (*to the river, to the barn, to the starting line, etc.*)
- Prepositions are tiny words that give information about time, place, and so on in a sentence. The words *at* and *to* are prepositions.
- Write the expanded sentence on the board: *The large horse trotted to the river.*
- Point to the chart you prepared in advance. Ask students to create a sentence by picking one of the adjectives on the left and one of the prepositions on the right.

➤ Digital Component 19.1

Adjectives	Prepositions
short	to
dark	with
glad	by

Challenge

Ask students to come up with alternatives in the same category (e.g., instead of *black* they might say *yellow* or *polka dotted*) or have students come up with adjectives that are more than one syllable or are synonyms of the adjectives provided.

Lesson 19: Tricky Spelling

Foundational Skills



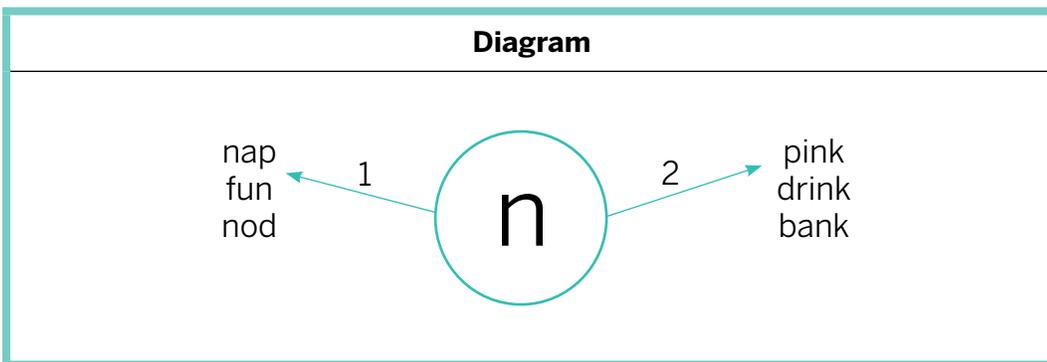
Primary Focus: Students will decode words with tricky spelling ‘n’ > /n/ and /ng/.

➤ **TEKS 1.2.B.vi; TEKS 1.2.C.ii**

TRICKY SPELLING ‘N’ (5 MIN.)

- To show the tricky spelling and the possible pronunciations, make a diagram on the board that you prepared in advance.

➤ Digital Component 19.2



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Foundational Skills

Foundational Literacy Skills

After writing each word on the diagram, show students images or objects to depict the words *nap*, *fun*, *nod*, *pink*, *drink*, *bank*. Have students repeat each word after you.

ELPS 1.E; ELPS 2.E; ELPS 3.J

➤ **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.ii** Demonstrate and apply spelling knowledge by spelling words with initial and final consonant blends, digraphs, and trigraphs.

Support

When students encounter the spelling 'n' in a printed word they do not already know, they should try pronouncing it /n/ as in *nap*. If that does not sound right, or does not make sense in context, they should try pronouncing it /ng/ as in *pink*.

- Point to the words *nap*, *fun*, and *nod* on the left side of the board and read them aloud.
- Point out that the spelling 'n' is pronounced /n/ in these words.
- Point to the words *pink*, *drink*, and *bank* on the right side of the board and read them aloud.
- Point out that, in these words, the spelling 'n' is pronounced /ng/ rather than /n/.
- Ask students how this could cause them problems when they are reading.
- Explain that 'n' is a tricky spelling. The spelling is tricky because it can be pronounced more than one way. To figure out how to pronounce this tricky spelling, students may need to try it both ways.
- Point to the circled letter 'n' on the board between the two sets of words.
- Point to the arrow from the 'n' to the /n/ words that is labeled '1'. Explain that /n/ is the most likely pronouncing option and therefore the one they should try first.
- Point to the second arrow that goes from 'n' to the /ng/ words. Explain that /ng/ is a less likely option and that they should try it if the first option does not sound right.
- Leave the diagram on the board so students can consult it as they work on the next exercise.



Check for Understanding

Write the word *sink* on the board. Use the diagram to figure out the pronunciation. Try the word with the /n/ sound first (/s/ /i/ /n/ /k/ extending the /n/ sound). Have students use **Thumbs-Up/Thumbs-Down** to show you if they think this is the correct pronunciation. Then, say the word with the /ng/ sound (annunciate the /ng/ sound). Have students use Thumbs-Up/Thumbs-Down to show if they think this is the correct pronunciation. Discuss the correct answer.

Activity Page 19.1



TRICKY SPELLING PRACTICE (15 MIN.)

- Distribute Activity Page 19.1.
- Explain that the underlined spellings are examples of the tricky spelling 'n'. The spelling can stand for either the /n/ sound as in *nap* or the /ng/ sound as in *pink*.

- Tell students that when they encounter the spelling 'n' in a printed word they do not know, they should try pronouncing it /n/ as in *nap*. If that does not sound right or does not make sense in context, they should try pronouncing it /ng/ as in *pink*.
- Read the first item on the activity page and pronounce the tricky spelling 'n' as /n/: "I'm hot. Can I have something to /d/ /r/ /i/ /n/ /k/?" (Note that it is difficult to pronounce /n/ in this situation; your mouth will want to say /ng/. Try extending the /n/ sound.) Ask students if that sounds right.
- Explain that, because /d/ /r/ /i/ /n/ /k/ doesn't sound correct, you need to try it the other way.
- Read the sentence again, pronouncing the tricky spelling 'n' as /ng/: "I'm hot. Can I have a /d/ /r/ /i/ /ng/ /k/?" Ask students if that sounds right.
- Have students copy the word *drink* under the heading 'n' > /ng/.
- Work through the next three sentences, calling on students to read the sentences aloud, try the tricky spelling both ways, and choose the pronunciation that sounds right and/or makes sense.



Check for Understanding

Have students read the fifth sentence together: "When will this end?" Ask students to try the tricky spellings both ways and take a class poll of which pronunciation sounds correct and/or makes sense.

- Have students complete the remaining sentences independently, pronouncing the words both ways silently or in a whisper.

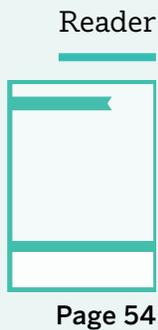


Activity Page 19.1: Tricky Spelling

Collect Activity Page 19.1 to review and monitor student progress decoding words with tricky spelling 'n'.

Challenge

Ask students to come up with their own pairs of words with the pronunciation /n/ and /ng/.



Lesson 19: "Grace the Performer"



Reading

Primary Focus: Students will reread "Grace the Performer," will answer written short-answer questions about the story, and will write an opinion piece based on details from the text. **TEKS 1.4; TEKS 1.7.B; TEKS 1.7.C; TEKS 1.11.B.i**

REREAD "GRACE THE PERFORMER" (15 MIN.)

Small Group

Group 1: Tell students to take turns reading "Grace the Performer," either with a partner or by themselves, and complete the first two questions on Activity Page 19.2.

Group 2: Meet with these students and listen as they take turns reading aloud "Grace the Performer." Complete the first two questions on Activity Page 19.2 together.



Observation: Anecdotal Reading Record

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

Wrap-Up

- Ask students to complete the third question on Activity Page 19.2 independently. Point out that this question is asking for their opinion. Ask students if they remember what an opinion is. Have a volunteer provide the definition (something you think to be true based on your own judgment). Give the definition, and have a student restate the meaning. Remind them that when they are writing an opinion piece they should state an opinion, give reasons for their opinion, and provide a conclusion for their thoughts.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.B** Write brief comments on literary or informational texts; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.11.B.i** Develop drafts in oral, pictorial, or written form by organizing with structure.

Activity Page 19.2



EMERGENT BILINGUAL STUDENTS



Reading

Supporting Opinions

Beginning

Ask yes/no questions to prompt student response: "Did you like when Grace (does the bike trick/waves the trick rose/walks on the rope)?" "Did you think it was funny?"

Intermediate

Provide specific sentence frames to help students offer their opinion: "The trick I liked best was _____ because . . ."

Advanced/Advanced High

Encourage students to expand and/or build on their responses: "What else did you like?"

ELPS 2.H; ELPS 4.G



Activity Page 19.2: Story Questions

Collect Activity Page 19.2 to evaluate student progress with answering questions about key details in the story, “Grace the Performer.” Review student responses and note whether students successfully state an opinion, give reasons for their opinion, and offer a conclusion. Provide additional sentence frames and sentence starters to help students revise their work.

End Lesson

Support

Prompt students to state their opinion, give reasons for their opinion, and provide a conclusion.

Challenge

Encourage students to add adjectives to their writing.

Take-Home Material

WORD SORT

- Distribute Activity Page 19.3 and have students practice sorting spellings for /ng/ with a family member.

Activity Page 19.3



Lesson 19: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /N/ AND /NG/

Teacher Chaining

- Write *knee* on the board.
- Ask a student to read the word.
- Add ‘l’ to create *kneel*.
- As you make this change, say “If that is *knee*, what is this?”
- Ask students what change you made to the word *knee* to get the word *kneel*.
- Ask 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. knee > kneel > feel > feet > fit > knit > knot > knock > knack > pack
2. bunk > hunk > chunk > dunk > sunk > sink > mink > pink > plink
3. blank > bank > sank > thank > think > wink > rink > drink > drank

Word Sort

- Make one copy of **Activity Page TR 19.1** for each student.
- Have students sort the words in the box by their spelling for /ng/.

Cut and Place Word Sort

- Make one copy of **Activity Page TR 19.2** for each student.
- Have students cut out the word cards and sort the words by their spelling for /ng/.

REVIEW AND PRACTICE

Spelling Assessment and Pronouns

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell words with /n/ > 'kn', 'nn', and 'n', and the Tricky Word *why*.

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

Language (Grammar)

Students will use the personal pronouns *he, she, it, we, they, I,* and *you* in written sentences.

✦ **TEKS 1.11.D.vii**

Reading

Students will read “The Frog Jumping Contest” with purpose and understanding; will answer written short-answer 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; TEKS 1.7.D**

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** “The Frog Jumping Contest” **TEKS 1.4**

Activity Page 20.2

✦ **Story Questions** “The Frog Jumping Contest”

✦ **TEKS 1.7.C**

Observation

✦ **Sequence Events** “The Frog Jumping Contest”

✦ **TEKS 1.7.D**

✦ **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 1.11.D.vii** Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language			
Spelling Assessment (Spelling)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.1
Pronoun Review (Grammar)	Whole Group	20 min.	<input type="checkbox"/> Sentences from the lesson (Digital Components)
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “The Frog Jumping Contest”	Partner	20 min.	<input type="checkbox"/> Activity Page 20.2

ADVANCE PREPARATION

Language

- Write the pronouns *he*, *she*, *it*, *we*, and *they* on index cards. Also write them on the board.
- Plan to divide the class into 5 groups for Pronoun Review.

➤ Digital Component 20.1

- Write the sentences for Pronoun Review (Digital Component 20.1) on the board/chart paper, or use the digital version. (Do not write the words in parentheses.)

➤ Digital Component 20.2

- Write the second group of sentences from Pronoun Review (Digital Component 20.2) on a different part of the board/chart paper, or use the digital version. (Do not write the words in parentheses.)

Reading

➤ Digital Component 20.3

- Create the Preview Spellings chart (Digital Component 20.3) for Introduce the Story on the board/chart paper, or use the digital version.

Lesson 20: Spelling Assessment

Language

35M

Primary Focus

Students will spell words with /n/ > 'kn' 'nn', and 'n', and the Tricky Word *why*.

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

Students will use the personal pronouns *he, she, it, we, they, I, and you* in written sentences. **TEKS 1.11.D.vii**

SPELLING ASSESSMENT (15 MIN.)

- Distribute 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 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. nose | 5. nugget |
| 2. winner | 6. center |
| 3. kneel | 7. knit |
| 4. running | 8. why |

- 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, "Why is the winner sad?"
- Tell students that you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board/chart paper, instructing students to correct their work by crossing out any incorrect spelling, and writing the correct spelling next to it.

Activity Page 20.1



Challenge

Have students write sentences for two or three of the spelling words on the back of Activity Page 20.1.



Activity Page 20.1: Spelling Assessment

Collect Activity Page 20.1. At a later time today, use the Spelling Analysis Tools provided in Teacher Resources to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop or that are persistent among individual students.

✦ **TEKS 1.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial 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.vii** Edit drafts using standard English conventions, including: pronouns, including subjective, objective, and possessive cases. Foundational Skills 6

PRONOUN REVIEW (20 MIN.)

- Write the pronouns *he*, *she*, *it*, *we*, and *they* on the board and remind students that pronouns take the place of nouns.
- Divide students into five groups.
- Take out the index cards with the pronouns *he*, *she*, *it*, *we*, and *they* written on them. Give one card to each group.
- Point to the first sentence from the first box you created on the board.

➤ Digital Component 20.1

1. Roger and Jack went to the zoo. (*they*)
2. Kate ran home. (*she*)
3. Mom and Dad went to dinner. (*they*)
4. The snake slithered by. (*it*)
5. Tom jumped up and down. (*he*)
6. Sam and I had milk with lunch. (*we*)
7. The rabbit ate a carrot. (*it*)
8. Dad and I went to a game. (*we*)

- Ask students, “Who went to the zoo?” (*Roger and Jack*)
- Ask students to think about which pronoun could replace Roger and Jack. Tell students to stand up if they think their group has that pronoun card.
- Read the sentence again, replacing *Roger and Jack* with the group’s pronoun. Have students repeat the sentence after you.
- Ask students if the new sentence sounds correct. If it is not the correct pronoun, help the class figure out which group has the correct pronoun card.
- If more than one group stands, repeat the sentence, using the alternative pronouns. Have students repeat the sentence after you each time. Ask students which sentence sounds correct.
- Continue this process with the remaining sentences.
- Note that some nouns could be replaced with more than one pronoun (e.g., *rabbit* could be replaced with *it*, *he*, or *she*).

Support

Review pronouns with students. Read the sentence, “Grace made a cake. She liked licking the spoon!” Ask students, “Who liked licking the spoon?” When students have identified Grace, remind them that this is an example of a pronoun (*she*) replacing a noun (Grace).

Challenge

Create a small group in which each student has an index card with a different pronoun. One student says a sentence aloud. If a student thinks their pronoun could replace the noun, they hold up their card. That student should then say a new sentence.

- Write the pronouns *I* and *you* on the board and tell students that these are pronouns that take the place of nouns.
- On the board, point to the sentences from the second box you created.

➤ Digital Component 20.2

1. Reese asked her mom, "May _____ have a snack?" (*I*)
2. Mom said, "Yes, Reese, _____ may have a snack." (*you*)
3. Bill asked Fred, "Do _____ have a pen?" (*you*)
4. Fred said, "Yes, _____ have a pen." (*I*)
5. Cesar said, "Will _____ play football with me?" (*you*)
6. His friend said, "No, _____ have homework." (*I*)
7. Cesar said, "Ok, _____ will play by myself." (*I*)
8. His friend said "I will play with _____ tomorrow." (*you*)

- Read the first sentence and explain that a pronoun can be used to fill in the blank.
- Explain further that Reese is the person who is asking the question written within the quotation marks. She is talking to her mother.
- Ask students to think about which pronoun could be used in the blank in this sentence.
- Read the sentence again, inserting the pronoun students name. Have students repeat the sentence after you.
- Ask students if the new sentence sounds correct.
- If students seem unsure, read the sentence once with *I* and once with *you* and ask them which way sounds correct.
- Explain that the pronoun *I* would be used in the blank in this sentence because Reese is asking for a snack for herself.
- Have a student come to the board and write the pronoun to complete the sentence.
- Continue up to sentence 4.



Check for Understanding

Read out the final four sentences. First ask students to raise their hand if they think the answer is *you* then ask students to raise their hand if they think the answer is *I*.

Lesson 20: Review and Practice

Reading



Primary Focus: Students will read “The Frog Jumping Contest” with purpose and understanding; will answer written short-answer 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; TEKS 1.7.D

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story is called “The Frog Jumping Contest.” Frogs are amphibians, or animals that can live on both land and water. Frogs are great jumpers!

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 20.3

/ng/ > ‘n’	/s/ > ‘c’	Double Consonants	/oi/ > ‘oi’	Two-Syllable Words
fingers	face	Hopper	pointing	contest
longer	race	winner	hoist	target

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.

contest—n., an event where individuals or teams compete to win (58)

Example: Javon won the fifth grade spelling contest.

TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 1.7.C Use text evidence to support an appropriate response; TEKS 1.7.D Retell texts in ways that maintain meaning.

Reader



Page 58

hoist—v., to raise up into the air (62)

Example: We watched the principal hoist the flag up in front of the school.

Sayings and Phrases

on target—correct or accurate; going in the right direction (60)

Example: The coach said my throw to first base was right on target.

Vocabulary Chart for “The Frog Jumping Contest”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		hoist	contest
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	on target		

Purpose for Reading

- Tell students to read the story carefully to find out who wins the frog jumping contest.

READ “THE FROG JUMPING CONTEST” (20 MIN.)

Partner Reading

- Have students read “The Frog Jumping Contest” with their partners. When they are finished reading, students should complete the questions on Activity Page 20.2. Encourage students to look back at the story to find their answers.

Activity Page 20.2



Observation: Anecdotal Reading Record

As you listen to students read “The Frog Jumping Contest,” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 20.2: Story Questions

Collect Activity Page 20.2 to evaluate student progress with answering questions about key details in the story, “The Frog Jumping Contest.”

Wrap-Up

- Use the following questions to guide discussion about the story.

Discussion Questions for “The Frog Jumping Contest”

1. **Literal.** What is the name of Grace’s frog? What is the name of Ken’s frog?
 - » Grace’s frog is named Hopper; Ken’s frog is named Legs.
2. **Inferential.** Which frog wins the contest? Why?
 - » Both frogs win because they cross the finish line at the same time.



Observation: Sequence Events

Write the words *first, next, then, last* on the board/chart paper. Have students

Turn and Talk to a partner and describe the events in the story, “The Frog Jumping Contest,” using the words on the board/chart paper. Encourage students to refer to the text as needed. (You might suggest students refer to page 60–62 in the Reader, if necessary.) As students recount the story, circulate to listen to as many partner pairs as possible. Pay particular attention to students’ ability to accurately describe events in the proper sequence and to use joining words appropriately to link events.

- » First, Grace and Ken take their frogs to the starting line. Next, the starter shouts, “Hop!” Then, Grace’s frog hops the wrong way, but gets back on target. Last, Grace’s frog and Ken’s frog cross the finish line at the same time.

End Lesson



**EMERGENT
BILINGUAL
STUDENTS**

Reading

Selecting Language Resources

Beginning

Ask yes/no questions using simple phrases: “Did Grace and Ken take their frogs to the starting line at the beginning or at the end?”

Intermediate

Provide sentence frames: “First, Grace and Ken . . .” “Then, Ken yells and _____ hops off.” “Next, Hopper jumps _____.” “Last, the frogs . . .”

Advanced/Advanced High

Encourage students to expand and/or build on their responses: “What happens (first/next/last)?”

ELPS 2.H; ELPS 4.G

Lesson 20: Foundational Skills Remediation

Additional Support

PROGRESS MONITORING (OPTIONAL)

- Make a copy of the Word Cards for Progress Monitoring 3 (**Activity Page TR 20.1**). Cut apart the word cards.
- Make one copy of the Record Sheet for Progress Monitoring 3 (**Activity Page TR 20.2**) for each student you are assessing.
- Follow the procedure for Progress Monitoring in Lesson 5.

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

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

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

Scores of 7 or less indicate additional reteaching and reinforcement is required. Further analyze student errors to determine whether there are one or more particularly problematic sound/spellings. The subtotals for targeted sound/spellings at the bottom of the record sheet facilitate the identification of specific problem areas.

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

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

MORE HELP WITH SOUND/SPELLINGS

Match Me

- Provide each student with a set of letter cards corresponding to the targeted sound/spellings below (**Activity Page TR 2.2**) for each pair of students.

1. /w/ (two spellings)
2. /ng/ (two spellings)
3. /n/ (two spellings)
4. /s/ (four spellings)

Point out that 'n' is a spelling for /n/ and /ng/.

- Tell students you will either say a sound or show a letter.
- If a sound is provided, students should find the corresponding spelling on the letter cards.
- If a spelling (letter card) is shown, students should prepare to provide the corresponding sound when prompted.
- If anyone provides an incorrect answer, correct the error, and have students repeat the item.

Race to the Top

- Provide each student with a Race to the Top Game Board (**Activity Page TR 2.1**), a **game piece** (different colored cubes, various coins, odd-shaped buttons), and assorted Word/Picture Cards (**Activity Pages TR 6.1, TR 12.1, TR 17.1**).
- Cards should be concealed and drawn from a **container**, such as a brown bag.
- Follow the steps for Race to the Top from Lesson 2 or use the following variations:
 - Read It: As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation or/correction.
 - Spell It: As cards are drawn, the picture side of the card is shown to the opposing player to be spelled (e.g., on a dry-erase board). The word side allows for confirmation or correction.

21

GRAMMAR

Verb Tense
and Root Words

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will state whether an action took place in the past, present, or future

✦ based on the verb tense in oral sentences. **TEKS 1.11.D.ii**

Students will write the inflectional endings *-ed* and *-ing* at the end of root words,

✦ doubling the final consonant where necessary. **TEKS 1.2.B.v; TEKS 1.3.C**

Reading

Students will read “The Spinning Wheel” with purpose and understanding and will answer written short-answer questions about key details in the text.

✦ **TEKS 1.4; TEKS 1.8.B; TEKS 1.8.C**

FORMATIVE ASSESSMENT

Activity Page 21.1

Root Words and Endings *-ed* and *-ing*

✦ **TEKS 1.2.B.v; TEKS 1.3.C**

Observation

Anecdotal Reading Record “The Spinning Wheel”

✦ (Group 1) **TEKS 1.4**

Activity Page 21.2

Story Questions “The Spinning Wheel”

✦ **TEKS 1.8.B; TEKS 1.8.C**

- ✦ **TEKS 1.11.D.ii** Edit drafts using standard English conventions, including past and present verb tense; **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 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Past, Present, and Future Tense Review	Whole Group	15 min.	
Root Words and Endings	Whole Group	20 min.	<input type="checkbox"/> Activity Page 21.1
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “The Spinning Wheel”	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 21.2
Take-Home Material			
“The Frog Jumping Contest”			<input type="checkbox"/> Activity Page 21.3

ADVANCE PREPARATION

Reading

➤ Digital Component 21.1

- Create the Preview Spellings chart (Digital Component 21.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following phrases and sentences on the board.

- | | |
|------------------|--------------------------------|
| 1. a bunk bed | 6. "Thank you!" |
| 2. a blank slate | 7. Drink your milk. |
| 3. an ink pen | 8. The ship sank fast. |
| 4. a pink dress | 9. Her cheeks were pink. |
| 5. Think twice. | 10. Keep your fingers crossed. |

Start Lesson

Lesson 21: Grammar Review Language

35M

Primary Focus

Students will state whether an action took place in the past, present, or future based on the verb tense in oral sentences. **TEKS 1.11.D.ii**



Students will write the inflectional endings *-ed* and *-ing* at the end of root words, doubling the final consonant where necessary. **TEKS 1.2.B.v; TEKS 1.3.C**



Challenge

Give an index card to students and divide them into small teams. Read a sentence that is correct except in its use of tense (e.g., "Yesterday I will walk to the park.") and ask students to write on the index card the correct use of the tense (e.g., "I walked."). When students are finished, ask them to turn over their notecards; every student who gets a right answer earns a point for their team. You may wish to continue the game.

PAST, PRESENT, AND FUTURE TENSE (15 MIN.)

- Remind students that they have been learning about sentences that occur in the past, present, and future.
- Tell students you will read sentences aloud to them. They should listen carefully and then tell you whether the action occurred in the past, present, or future.
- If time permits, ask students to change the tense of each sentence. For example, if you read the sentence: *I walked*. students can change it to future tense: *I will walk*. or present tense: *I am walking*.



TEKS 1.11.D.ii Edit drafts using standard English conventions, including: past and present verb tense; **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*.

- Read aloud the sentences in the box below.

1. Jill will go to the concert tomorrow.
2. Lee cheered for his pal at the race.
3. Beth will play games with her friends.
4. Juanita walked to the store.
5. The dog barked at the neighbors.
6. She scratched her back.
7. I will drive to the airport tomorrow.
8. Yesterday I started a good book.

Note: This exercise should be completed orally, as some of these sentences are not decodable for students at this time.

ROOT WORDS AND ENDINGS (20 MIN.)

- Remind students that they have learned about root words and suffix endings. Explain when you add the *-ed* suffix it indicates something *happend* in the past. When we add the *-ing* suffix it means something is *happening* now.
- Review with students that short vowel words with a single consonant ending change to a double consonant spelling when a suffix is added to it. For example, *hop* (short vowel, one consonant ending) changes to *hopping*.
- Distribute Activity Page 21.1.
- Explain that the words in the first column are root words. These are words to which endings can be added. Ask students to read root words in the table.
- Have students complete the first page of the activity page with a partner.
- Ask students to complete the second page of the activity page individually.



Activity Page 21.1: Root Words and Endings

Review answers. If students struggle with adding the additional consonant (e.g., from *beg* to *begged*, *begging*), help them identify the consonant ending and review the spelling patterns. You may also wish to turn back to the second page of Activity Page 11.2 with students for review.

Support

Focus on the final sentence, and read it aloud with the three tense options: “Yesterday I started a good book.”; “Yesterday I start a good book.”; “Yesterday I am starting a good book.” Ask students to identify the word that identifies which tense it should be (*yesterday* means the past) and identify which sentence sounds correct. Identify the *-ed* ending of the past tense as an indicator.

Activity Page 21.1



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Foundational Skills

Foundational Literacy Skills

Help students to segment sounds and identify the root word by underlining the sounds in *stopp* and circling the suffix *-ed* and *-ing* in each word. Have students complete this process for Activity Page 21.1.

ELPS 4.A

Lesson 21: “The Spinning Wheel”

Reading

25M

Primary Focus: Students will read “The Spinning Wheel” with purpose and understanding and will answer written short-answer questions about key details in the text. **TEKS 1.4; TEKS 1.8.B; TEKS 1.8.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story talks about all of the fun Grace and Jill have at an amusement park.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 21.1

/w/ > ‘wh’	/ng/ > ‘n’	/s/ > ‘c’	/oo/ > ‘oo’
wheel	pink	excitement	shoots
whizzing	drink		hoops
whooshing	think		food
while			
when			

Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story.

arms—n., narrow parts of a machine that are connected to the main part (64)

Example: The arms of the machine spun around in a circle.

tosses—v., throws with a quick, light motion (66)

Example: Cadence tosses her empty cup into the trash.

Reader



Page 64

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

Sayings and Phrases

shoots hoops—throws a basketball at the basket to try to make it go in the net (66)

Example: Ricardo shoots hoops in the gym with friends after school.

tosses darts—throw darts at a target to score points (66)

Example: She tosses darts at the dartboard.

Vocabulary Chart for “The Spinning Wheel”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			tosses
Multiple-Meaning Core Vocabulary Words		arms	
Sayings and Phrases	shoots hoops tosses darts		

Purpose for Reading

- Tell students to read today’s story to hear about Grace and Jill’s day at the amusement park.

READ “THE SPINNING WHEEL” (20 MIN.)

Small Group

Group 1: Meet with students needing additional support. Read “The Spinning Wheel” and complete Activity Page 21.2.

Group 2: Have students read “The Spinning Wheel,” either with a partner or by themselves, and complete Activity Page 21.2. Have students who finish early illustrate one of the phrases or sentences on the board, or reread a previous story in the Reader.



Observation: Anecdotal Reading Record

As you listen to Group 1 students read “The Spinning Wheel,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Activity Page 21.2



Challenge

Ask students to look at the picture in the Reader on page 65. For question 1 on Activity Page 21.2 ask them to add information from the picture to the information from the text to describe the spinning wheel. Ask students to underline the adjectives in their expanded description.



Reading

Reading/Viewing Closely

Beginning

Direct students to the final paragraph and discuss the final answer for Activity Page 21.2. Then work with them to identify the cause.

Intermediate

Support students in answering the final question of Activity Page 21.2. Ask them to then complete the following sentence: "When Grace says 'after all that food,' she means _____."

Advanced/Advanced High

Ask students to treasure hunt in the text for the reason why Grace says, "after all that food, it would not be safe."

ELPS 4.G

Activity Page 21.3



Activity Page 21.2: Story Questions

Collect Activity Page 21.2 to evaluate student progress with answering questions about key details in the story, "The Spinning Wheel."

Wrap-Up

- Review Activity Page 21.2 with the whole class.



Check for Understanding

Point to the two pictures in the Reader. Ask students to identify which answer in their Activity Page 21.2 the picture is referring to. (The first relates to question 2, and the second refers to question 4, and possibly question 3.)

End Lesson

Take-Home Material

"THE FROG JUMPING CONTEST"

- Distribute Activity Page 21.3 and have students take it home to read to a family member.

Lesson 21: Foundational Skills Remediation

Additional Support

MORE HELP WITH SPELLING ALTERNATIVES FOR /NG/

Match Maker

- Copy and cut apart Word/Picture Cards (**Activity Page TR 21.1**) onto card stock. Make one set of word/picture cards for each student or pair of students. (Card stock is suggested to prevent students from being able to see the images through the paper when they are turned over.)
- Cut apart the word and picture side of the cards.
- Follow the procedure for Match Maker in Lesson 3.

MORE HELP WITH PRONOUNS

- Make one copy of **Activity Page TR 21.2** for each student.
- Have students circle the nouns or noun phrases in each sentence. Then ask them to draw an arrow from the underlined pronoun to the correct noun/noun phrase.
- Have students write the nouns that the underlined pronouns replace on the lines.

MORE HELP WITH ORAL READING

Play Parts: “The Frog Jumping Contest”

- Make a copy of **Activity Page TR 21.3** for each student.
- Use a highlighter to mark parts students will read.
- Have each student read the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

22

REVIEW AND PRACTICE

Pronouns and Vowel Digraphs

PRIMARY FOCUS OF LESSON

Language (Grammar)

Students will pair pronouns with appropriate nouns and will use pronouns in oral sentences. **TEKS 1.11.D.vii**

Foundational Skills

Students will spell dictated words featuring vowel digraphs. **TEKS 1.2.B.iii; TEKS 1.2.C.i**

Reading

Students will read “Buster the Pig” with purpose and understanding and will answer written short-answer questions about the story. **TEKS 1.4; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Exit Pass

Dictation Vowel Digraphs

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

Observation

Anecdotal Reading Record “Buster the Pig”

(Group 2) **TEKS 1.4**

Activity Page 22.1

Story Questions “Buster the Pig”

TEKS 1.7.C

TEKS 1.11.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases; **TEKS 1.2.B.iii** Demonstrate and apply phonetic knowledge by decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; **TEKS 1.2.C.i** Demonstrate and apply spelling knowledge by spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Grammar)			
Warm-Up: Pronoun Review	Whole Group	15 min.	☐ index cards
Foundational Skills			
Practice: Vowel Digraphs (Phonics)	Whole Group	20 min.	☐ paper and pencils
Reading			
Introduce the Story	Whole Group	5 min.	☐ Preview Spellings Chart (Digital Components) ☐ <i>Grace</i>
Read “Buster the Pig”	Small Group/ Partner	20 min.	☐ Activity Page 22.1

ADVANCE PREPARATION

Language

- Write the following nouns and pronouns on index cards, one word per card: *he, she, it, mouse, Todd, princess, prince, blouse, Jane.*

Reading

➤ Digital Component 22.1

- Create the Preview Spellings chart (Digital Component 22.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Write the following phrases and sentences on the board.

- | | |
|------------------|--------------------------------|
| 1. a bunk bed | 6. "Thank you!" |
| 2. a blank slate | 7. Drink your milk. |
| 3. an ink pen | 8. The ship sank fast. |
| 4. a pink dress | 9. Her cheeks were pink. |
| 5. Think twice. | 10. Keep your fingers crossed. |

Start Lesson

Lesson 22: Grammar

Language

15M

Primary Focus: Students will pair pronouns with appropriate nouns and will use pronouns in oral sentences. **TEKS 1.11.D.vii**

WARM-UP (15 MIN.)

Pronoun Review

- Show the cards one at a time and have students read them. Once complete, display all the cards to students.
- Point to the word *mouse* and ask students to make a sentence with that word, for example, "The mouse runs."
- Ask students which of the pronouns could replace the word *mouse* in that sentence.
- Have students repeat the sentence with the pronoun *it*, for example, "It runs."

TEKS 1.11.D.vii Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

- Place the card with the word *it* next to the card with the word *mouse*.
- Repeat with the remaining cards.



Check for Understanding

Read aloud the following sentences, using pronouns, and ask students to identify the most appropriate card.

“He wore a crown.” (Students should identify *prince*. Ask them why *princess* is inappropriate.)

“She ran up the hill.” (Students should identify *Jane*, or maybe *princess*. Ask them why *Todd* or *prince* is inappropriate.)

“It was very brave.” (Students should identify *mouse*. Ask them why other cards are inappropriate.)

Lesson 22: Review and Practice

Foundational Skills



Primary Focus: Students will spell dictated words featuring vowel digraphs.

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

PRACTICE VOWEL DIGRAPHS (20 MIN.)

- Ask students to take out a pencil and piece of paper.
- Explain that you are going to say a number of words containing vowel digraphs, such as ‘oo’, ‘ou’, ‘oi’, ‘aw’, ‘u_e’, ‘o_e’, ‘i_e’, ‘ee’, and ‘a_e’.
- Tell students that you will call out a word for them to write. The words are below.

- | | |
|----------|--------------|
| 1. tool | 5. slope |
| 2. fuse | 6. seedling |
| 3. draw | 7. outline |
| 4. hoist | 8. statement |

- Starting with the first word (*tool*), say the word, then say it again slowly, holding up one finger for each sound.



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Foundational Skills

Foundational Literacy Skills

The Spanish vowel system is substantially simpler than English. Students will benefit from additional practice, particularly spelling long vowel sounds. Working in small groups, offer additional words with the targeted vowel sounds (e.g., *make*, *shape*, *kite*, *hope*). After the lesson, provide students with these words as a bank for them to practice spelling with their family.

ELPS 1.A; ELPS 2.B

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

- Ask students to count the sounds in the word and then, on their paper, draw a line for each sound in the word.
- Once students have drawn one line for each sound in the word, remind them that many of these vowel sounds are spelled with two letters. These two letters work together and are written on the same line. Allow time for students to write the first word.
- Before continuing with the second word (*fuse*), remind students that the long vowel sounds /ae/, /ie/, /oe/, and /ue/, are written on separate lines. Demonstrate for students using the word *bake*. Tell students that even though there are only three sounds in the word *bake*, /b/ /ae/ /k/, they should write four lines, because the 'a_e' are written separately.
- Say the word *fuse*, prompting students to draw four lines even though there are only three sounds. Have students write the spellings on their respective lines.
- Finally, ask students to read the word back to you.
- Continue dictating the remaining words. After dictating all of the words, write them on the board and have students self-correct their work.



Exit Pass: Vowel Digraphs

Collect student work to review and monitor student progress.

Lesson 22: “Buster the Pig”

Reading



Primary Focus: Students will read “Buster the Pig” with purpose and understanding and will answer written short-answer questions about the story.

✚ **TEKS 1.4; TEKS 1.7.C**

Reader



Page 68

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story introduces students to Buster, a pig whose owner is hoping to win a prize.

✚ **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 Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

➤ Digital Component 22.1

/ng/ > 'n'	/w/ > 'wh'	Other Two-Syllable Words
oinks	when	livestock
pink	white	Buster
tank	what	inspects
flank	whimpers	
thinks	which	

Preview Core Vocabulary

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

livestock—n., farm animals, such as cows, pigs, and horses (68)

Example: I helped my grandad feed the livestock in the barn.

tank—n., a short word for a tee shirt with no sleeves; a tank top (68)

Example: When it's hot outside, I like to wear my tank to stay cool.

flank—n., the side of an animal (68)

Example: The rider showed us how to pat the horse's flank.

brushing—v., smoothing an animal's fur to make it look nice (68)

Example: The neighbor is brushing her dog outside because it is very furry.

inspects—v., closely examines something (70)

Example: After I clean my room, my mom inspects it to make sure I did a good job.

Vocabulary Chart for “Buster the Pig”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	livestock flank	brushing inspects	
Multiple-Meaning Core Vocabulary Words		tank	
Sayings and Phrases			

Support

Point students to the last paragraph on page 68 and the fourth paragraph on page 70. Help students identify the pronoun and what it refers to.

Activity Page 22.1



Purpose for Reading

- Tell students to read today’s story to hear about the livestock contest at the park.

READ “BUSTER THE PIG” (20 MIN.)

Small Group

Group 1: Have students read “Buster the Pig,” either with a partner or by themselves, and complete Activity Page 22.1. If students finish early, they can illustrate one of the phrases or sentences on the board or reread a previous story in the Reader.

Group 2: Meet with these students and listen to them read “Buster the Pig” and complete Activity Page 22.1.



Observation: Anecdotal Reading Record

As you listen to Group 2 students read “Buster the Pig,” make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Review Activity Page 22.1 with the whole class.



Activity Page 22.1: Story Questions

Collect Activity Page 22.1 to evaluate student progress with answering questions about key details in the story, “Buster the Pig.”

End Lesson

Lesson 22: Foundational Skills Remediation

Additional Support

MORE HELP WITH PLURAL MARKERS

- Make one copy of **Activity Page TR 22.1** for each student.
- Have students write –s or –es on the line to make the noun in the sentence plural (more than one).

MORE HELP WITH SPELLING ALTERNATIVES

Yes or No?

- Make one copy of **Activity Page TR 22.2** for each student.
- Have students read the question and then write *yes* or *no* on the line.
- Ask students to pick one sentence to copy on a separate piece of paper. Have students draw a circle around the nouns (suggest they ask themselves “Is it a person, place, or thing?” to help identify the nouns) and draw a squiggly line below the action words (verbs). Then have students add an adverb that conveys time to the sentence they chose. **TEKS 1.11.D.v**

Push and Say

- Make a copy of the Push and Say Sound Boxes (**Activity Page TR 1.1**) and a set of Push and Say Letter Cards (**Activity Page TR 1.2**) for each student.
- Follow the procedure for Push and Say from Lesson 1 using the words in the box.

 **TEKS 1.11.D.v** Edit drafts using standard English conventions, including adverbs that convey time.

Support

Provide students with only the letter cards they will need for this activity.

- | | |
|----------|---------|
| 1. moose | 6. hope |
| 2. mouse | 7. fine |
| 3. take | 8. line |
| 4. lake | 9. fuse |
| 5. rope | |

MORE HELP WITH ORAL READING

Two Voices “Buster the Pig”

- Make one copy of **Activity Page TR 22.3** for each pair of students.
- Have one student read down column 1 while the other student reads down column 2, together completing the story. The lines in bold should be read chorally (voices together).

REVIEW AND PRACTICE

End-of-Unit Review

PRIMARY FOCUS OF LESSON

Foundational Skills

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

 **TEKS 1.2.A.vii**

Reading

Students will read “Whisper” with purpose and understanding; will answer written short-answer questions about the story; and will answer literal and inferential

 questions about the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

FORMATIVE ASSESSMENT

Observation

Anecdotal Reading Record “Whisper” (Group 1)

 **TEKS 1.4**

Activity Page 23.3

Story Questions “Whisper”

 **TEKS 1.7.C**

Observation

Discussion Questions “Whisper”

 **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 1.4** 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.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Segment and Blend Two-Syllable Words (Phonological Awareness)	Whole Group	15 min.	
Review and Practice (Phonics)	Small Group/ Independent	20 min.	<input type="checkbox"/> Activity Pages 23.1, 23.2
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read “Whisper”	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 23.3
Take-Home Material			
Pronoun Practice			<input type="checkbox"/> Activity Page 23.4

ADVANCE PREPARATION.

Foundational Skills

- Consider in advance which students may benefit from working more closely with you in a guided review of the sound/spellings taught in this unit as they complete Activity Pages 23.1 and 23.2. Plan to work with these students in a small group, while the remaining students complete the activity pages independently.

Reading

- Plan to work with Group 1 today listening to those students read aloud.

➤ Digital Component 23.1

- Create the Preview Spellings chart (Digital Component 23.1) for Introduce the Story on the board/chart paper, or use the digital version.

Universal Access

- Bring in images or objects to depict the following words to use when segmenting and blending two-syllable words: *starfish*, *toothpick*, *bobcat*, *campfire*, *eggshell*.

Lesson 23: Review and Practice

Foundational Skills

35M

Support

Continue using thumb-finger taps to represent sounds, returning to the forefinger-thumb tap for the first sound in the second syllable.

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Foundational Skills

Foundational Literacy Skills

Show students images or objects to depict the words *starfish*, *toothpick*, *bobcat*, *campfire*, and *eggshell* as you introduce each word for segmenting and blending.

ELPS 1.E; ELPS 2.E

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Foundational Skills

Foundational Literacy Skills

Spanish speakers may struggle with the word *toothpick*. Practice the vowel sounds with them.

**ELPS 1.B; ELPS 2.B;
ELPS 3.A**

Primary Focus: Students will segment and blend two-syllable words with up to seven phonemes. **TEKS 1.2.A.vii**

WARM-UP (15 MIN.)

Segment and Blend Two-Syllable Words

Note: Look at each word in the box and notice where they are marked with a syllable divider.

- Say the first word (*starfish*).
- Repeat the word, pausing slightly between the syllables.
- Model and ask students to accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/s/ /t/ /ar/).
- Next say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/f/ /i/ /sh/).
- Finally say the blended word while making a fist.
- Continue this process with the remaining words.
- Remind students that compound words are two one-syllable words combined into a two-syllable word. Ask if they heard any compound words in the activity.

1. star·fish (3+3) /s/ /t/ /ar/ · /f/ /i/ /sh/
2. tooth·pick (3+3) /t/ /oo/ /th/ · /p/ /i/ /k/
3. bob·cat (3+3) /b/ /o/ /b/ · /k/ /a/ /t/
4. camp·fire (4+3) /k/ /a/ /m/ /p/ · /f/ /ie/ /r/
5. egg·shell (2+3) /e/ /g/ · /sh/ /e/ /l/

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.

REVIEW AND PRACTICE (20 MIN.)

Small Group

Group 1: Work closely with students needing additional support to complete Activity Pages 23.1 and 23.2.

Group 2: Have other students work independently on Activity Pages 23.1 and 23.2. If students finish early, tell them to select an activity page from the Pausing Point section of their Activity Book to complete, or they may reread a previous story from the Reader.



Activity Pages 23.1, 23.2

Collect Activity Pages 23.1 and 23.2.

Activity Pages
23.1, 23.2



Support

Ask students to sound out the words as they read before choosing an appropriate picture. Cover the pictures the first time they read, then uncover them the second time.



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Foundational Skills

Foundational Literacy Skills

Spanish does not have the consonant sound/spelling /n/ > 'kn'. Spanish speakers may need additional support with these words by providing a list of other words that are similar.

ELPS 1.F; ELPS 2.B

Reader



Page 72

Lesson 23: "Whisper" Reading



Primary Focus: Students will read "Whisper" with purpose and understanding; will answer written short-answer questions about the story; and will answer literal and inferential questions about the text. **TEKS 1.4; TEKS 1.6.G; TEKS 1.7.C**

INTRODUCE THE STORY (5 MIN.)

- Tell students that today they will learn more about the livestock at the park.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

Digital Component 23.1

/ng/ > 'n'	/w/ > 'wh'	/n/ > 'kn'	Two-Syllable Words
thinks	whizbang	knit	udder
	whisper		bucket

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.

- You should also take a moment to teach *cow* as a Tricky Word. Write the word on the board and circle ‘ow’. Tell students that like the Tricky Word *how* they learned, the ‘ow’ is tricky and is pronounced /ou/.

Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story.

wool—n., the soft, thick fur of sheep (72)

Example: My sweater is warm because it is made of wool.

udder—n., the part of a cow, goat, or sheep that hangs beneath the belly and makes milk (72)

Example: The farmer squeezes the cow’s udder to fill the bucket with milk.

plops—v., drops or places something in a heavy way (74)

Example: The rain plops onto the ground outside my window.

Vocabulary Chart for “Whisper”

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

Purpose for Reading

- Tell students to read today’s story to learn which animal Grace likes best.

Support

Point students to the relevant paragraph of the story to help them identify the answers for Activity Page 23.3. For the second question, help students link Grace’s thoughts (she thinks it is “the softest thing she has ever petted”) with her desire in a later paragraph (to buy the chick).

READ “WHISPER” (15 MIN.)

Small Group

Group 1: Work with students needing additional support. Listen as students take turns reading aloud “Whisper.” Complete Activity Page 23.3 together.

Group 2: Tell students to take turns reading aloud “Whisper,” either with a partner or by themselves, and to complete Activity Page 23.3. If students finish early, they can reread a previous story in the Reader.



Observation: Anecdotal Reading Record

As you listen to Group 1 students read “Whisper” make notes regarding their individual reading ability in the Anecdotal Reading Record.



Activity Page 23.3: Story Questions

Collect Activity Page 23.3 to evaluate student progress with answering questions about key details in the story, “Whisper.”

Activity Page 23.3



Wrap-Up

- Use the following questions to guide discussion about the story.

Discussions Questions for “Whisper”

1. **Inferential.** Why is a man cutting wool off a sheep?
 - » The man is cutting wool off a sheep so it can be used to knit hats, scarves, and mittens.
2. **Literal.** What does Jill get to do?
 - » Jill gets to milk a cow.
3. **Literal.** What does Grace do?
 - » Grace gets to take a chick home.
4. **Inferential.** Why does Grace want to bring home a chick?
 - » Answers may vary, but should reference details from the text (e.g., Grace wants to bring home a chick because it is the softest thing she has ever petted.) You may also accept other plausible answers (it is smaller than a rabbit, it is cute, etc.).



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Speaking and Listening

Offering Opinions

Beginning

Ask questions: “Would you like to milk a cow like Jill?” “Would you rather bring home a chick like Grace?”

Intermediate

Provide sentence frames or sentence starters to support students in offering an opinion: “I would rather (milk a cow/take home a chick) because . . .”

Advanced/Advanced High

Encourage students to expand on their own responses: “Why else would you rather (take home a chick/milk a cow)?”

ELPS 2.G; ELPS 3.D



Check for Understanding

Have students **Turn and Talk** with a partner. Ask students to tell their partner whether they would rather milk a cow or take a chick home and why. (*Answers may vary, but should cite details from the text or images.*)



Observation: Discussion Questions

Call on a different student to answer each question. Note student performance in the Discussion Questions Observation Record, paying particular attention to whether the student stated an opinion and supported the opinion with examples from the text.

End Lesson

Take-Home Material

PRACTICE PRONOUNS

- Have students bring home Activity Page 23.4 to practice pronouns with a family member.

Activity Page 23.4



Lesson 23 Foundational Skills Remediation

Additional Support

SENTENCES AND PHRASES

- Use these additional sentences and phrases to enrich lessons, as needed.

- | | |
|------------------|--------------------------------|
| 1. a bunk bed | 6. Thank you! |
| 2. a blank slate | 7. Drink your milk. |
| 3. an ink pen | 8. The ship sank fast. |
| 4. a pink face | 9. Her cheeks were pink. |
| 5. Think twice. | 10. Keep your fingers crossed. |

MORE HELP SEGMENTING AND BLENDING TWO-SYLLABLE WORDS

- Say the first word (*whisper*).
- Repeat the word, pausing slightly between the syllables.
- Have students clap to help identify the number of syllables in the word.
- Model and have students accompany you as you say the first syllable in a segmented fashion, marking each sound with a thumb-finger tap, beginning with a thumb-forefinger tap (/w/ /i/ /s/).
- Next, say the second syllable in a segmented fashion, returning to the thumb-forefinger tap for the first sound (/p/ /er/).

- Finally, say the blended word while making a fist.
- Continue this process with the remaining words.

1. whisper (3+2) /w/ /i/ /s/ • /p/ /er/
2. bucket (3+2) /b/ /u/ /k/ • /e/ /t/
3. winner (3+1) /w/ /i/ /n/ • /er/
4. jumper (4+1) /j/ /u/ /m/ /p/ • /er/
5. number (3+2) /n/ /u/ /m/ • /b/ /er/
6. under (2+2) /u/ /n/ • /d/ /er/
7. fifteen (3+3) /f/ /i/ /f/ • /t/ /ee/ /n/
8. classmate (4+3) /k/ /l/ /a/ /s/ • /m/ /ae/ /t/
9. contest (3+4) /k/ /o/ /n/ • /t/ /e/ /s/ /t/
10. livestock (3+4) /l/ /ie/ /v/ • /s/ /t/ /o/ /k/

MORE HELP WITH PRONOUNS

Pick the Pronoun

- Make one copy of **Activity Page TR 23.1** for each student.
- Have students read the sentence and circle the correct pronoun for the underlined noun or noun phrase.

MORE HELP WITH ORAL READING

Silly Voices

- Copy and cut out the picture cards provided on **Activity Page TR 10.4** and place them in a **paper bag** (or something similar).
- Students pull out a picture card from the bag and reread the story “The Spinning Wheel” from the **Grace Reader** independently, with a partner, or to you, using a silly voice matching the character on the card.
- See Lesson 10 for explanation of the voices and gestures to read like the characters on the cards.

Note: 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.

24

UNIT ASSESSMENT

Word Recognition

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read and identify dictated words from a list of words with similar spellings. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**
- Students will use a dictionary to find words. **TEKS 1.2.E**

Reading

- Students will read “The Harvest” with purpose and understanding and will answer written short-answer questions about key details in the text.
- TEKS 1.4; TEKS 1.6.G**

FORMATIVE ASSESSMENT

Activity Page 24.1

Word Recognition Assessment

- TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Observation

Anecdotal Reading Record “The Harvest”

- (Group 2) **TEKS 1.4**

Activity Page 24.2

Story Questions “The Harvest”

- TEKS 1.6.G**

- 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; **TEKS 1.2.E** Demonstrate and apply spelling knowledge by alphabetizing a series of words to the first or second letter and using a dictionary to find words; **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			
Word Recognition Assessment (Phonics)	Whole Group	35 min.	<input type="checkbox"/> Activity Page 24.1 <input type="checkbox"/> Word Recognition Assessment Record Sheet and Analysis Directions
Using a Dictionary	Whole Group	10 min.	<input type="checkbox"/> Classroom or online dictionary
Reading			
Introduce the Story	Whole Group	5 min.	<input type="checkbox"/> Preview Spellings Chart (Digital Components) <input type="checkbox"/> <i>Grace</i>
Read "The Harvest"	Small Group/ Partner	20 min.	<input type="checkbox"/> Activity Page 24.2

ADVANCE PREPARATION

Reading

➤ Digital Component 24.1

- Create the Preview Spellings chart (Digital Component 24.1) for Introduce the Story on the board/chart paper, or use the digital version.
- Plan to work with students from Group 2 today, while Group 1 students partner read.
- Write the following decodable phrases on on the board/chart paper for Group 1 students who finish early.

- | | |
|-----------------------|--------------------------------------|
| 1. Dance in place. | 5. Spell your name with your finger. |
| 2. Knock your knees. | 6. Whisper your name. |
| 3. Slap a pal five. | 7. Slide from side to side. |
| 4. Hop like a rabbit. | 8. Smile wide. |

Universal Access

- You may wish to gather information from units students have studied to help them link this knowledge to an understanding of the relic in the story.

Lesson 24: Unit Assessment

Foundational Skills



Primary Focus: Students will read and identify dictated words from a list of words with similar spellings. **TEKS 1.2.B.ii; TEKS 1.2.B.iii**

Students will use a dictionary to find words. **TEKS 1.2.E**

WORD RECOGNITION ASSESSMENT (25 MIN.)

Administration

- Tell students to turn to Activity Page 24.1. Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are four word choices in each row on the activity page. Only one of the words in each row is the word you said. Tell students to circle the word in each row that you say.
- Read the words below.

- | | |
|-----------|------------|
| 1. bounce | 6. percent |
| 2. mice | 7. knot |
| 3. link | 8. wake |
| 4. whip | 9. knife |
| 5. tense | 10. sink |

Activity Page 24.1



Activity Page 24.1: Word Recognition Assessment

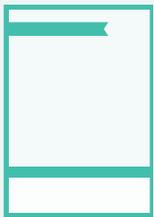
At a later time today, use the Unit 6 Word Recognition Assessment Record Sheet and Analysis Directions provided in Teacher Resources to analyze students' results. This will help you to plan exercises for remediation.

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; **TEKS 1.2.E** Demonstrate and apply spelling knowledge by alphabetizing a series of words to the first or second letter and using a dictionary to find words.

USING A DICTIONARY (10 MIN.)

- Remind students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. To clarify the meaning of words:
 - Identify the word.
 - Ask yourself: What other words surround this word? Where have you heard this word before?
 - Finally, identify which resource materials you can use to define the word, such as a simple dictionary or glossary.
- Choose a book from the classroom library that uses words that students may not know. Read a few pages aloud.
- Say, “I am not sure I know the word _____. Point to the word. I will think about the other words that are around this word. I will also think about where I have heard this word before. What words are around the word I have chosen? Let’s brainstorm where we may have heard this word before.”
- If the book has a glossary, say, “This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. When I find the word, I can confirm what it means.
- If the book does not have a glossary, say, “This book does not have a glossary, but I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. When I find the word, I can confirm the meaning.”
- Display a Read-Aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

Reader



Page 76

Lesson 24: “The Harvest”

Reading

25M

Primary Focus: Students will read “The Harvest” with purpose and understanding and will answer written short-answer questions about key details in the text.

 **TEKS 1.4; TEKS 1.6.G**

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

INTRODUCE THE STORY (5 MIN.)

- Tell students that today’s story introduces students to harvest time at the farm. Explain that the harvest occurs during the fall season, and it is when farmers collect the things they have grown all summer long.

Preview Spellings

- Refer to the chart you prepared in advance to preview the spellings before reading the story.

> Digital Component 24.1

/ng/ > ‘n’	/w/ > ‘wh’	Other Two-Syllable Words
Hank	when	harvest
chunk	what	combine
fingers		
think		relic
thanks		muffins

Preview Core Vocabulary

- Preview the following vocabulary before reading today’s story.

spoil—v., to go bad or lose freshness (76)

Example: My mom told me not to leave the milk out or it will spoil.

combine—n., a machine used to cut crops (76)

Example: The farmer rode a combine to cut down the corn.

relic—n., an object from the past (78)

Example: We saw an interesting relic at the museum.

shard—n., a sharp piece of something (78)

Example: When the glass broke, my teacher carefully swept up every shard so nobody would get cut.

Vocabulary Chart for “The Harvest”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	relic shard	spoil	
Multiple-Meaning Core Vocabulary Words	combine		
Sayings and Phrases			

Activity Page 24.2



**EMERGENT
BILINGUAL
STUDENTS**



Reading

Supporting Opinions

Beginning

Help students use background knowledge from relevant Knowledge units to decide where the relic came from. Offer sentence frames to help them formulate their answer: "I think that the relic is from . . . because I know that . . ."

Intermediate

Provide sentence starters to help them formulate their answer: "I think the relic . . ."

Advanced/Advanced High

As appropriate, ask prompting questions to help students link background knowledge to their answer: "What sort of people do we know might have lived here?"

ELPS 2.H; ELPS 4.G

- Explain that the word *combine* has more than one meaning (and pronunciation). Tell students that the verb *combine* (with the emphasis on the second syllable) means to mix two or more things together. This definition is for the usage in the story (with the emphasis on the first syllable). Have students repeat both pronunciations of the word after you.

Purpose for Reading

- Tell students to read today's story to hear what is discovered during harvest time.

READ "THE HARVEST" (20 MIN.)

Small Group

Group 1: Tell students to read "The Harvest," either with a partner or by themselves, and complete Activity Page 24.2 individually. Tell them if they finish early, they can illustrate one of the sentences on the board, or reread a previous story in the Reader.

Group 2: Meet with these students and listen as they read "The Harvest" and complete Activity Page 24.2.



Observation: Anecdotal Reading Record

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



Activity Page 24.2: Story Questions

Collect Activity Page 24.2 to evaluate student progress with answering questions about key details in the story, "The Harvest."

End Lesson

UNIT ASSESSMENT

Reading Comprehension

PRIMARY FOCUS OF LESSON

Reading

Students will read “The Prince Gets a Pet” and will answer multiple-choice comprehension questions about key details in the story.

✦ **TEKS 1.7.C**

Students will read “The Harvest Marvel” with purpose and understanding and will answer written short-answer questions about key details in the text.

✦ **TEKS 1.4; TEKS 1.7.C; TEKS 1.7.D**

FORMATIVE ASSESSMENT

Activity Page 25.2

Reading Comprehension Assessment

“The Prince Gets a Pet”

✦ **TEKS 1.7.C**

Observation

Anecdotal Reading Record “The Harvest Marvel”

✦ (Group 1) **TEKS 1.4**

Activity Page 25.3

Story Questions “The Harvest Marvel”

✦ **TEKS 1.7.C; TEKS 1.7.D**

✦ **TEKS 1.7.C** Use text evidence to support an appropriate response; **TEKS 1.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 1.7.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Reading Comprehension Assessment	Independent	25 min.	<input type="checkbox"/> Activity Pages 25.1, 25.2 <input type="checkbox"/> Reading Comprehension Record Sheet and Analysis Directions
Wiggle Cards (optional)	Whole Group	10 min.	<input type="checkbox"/> index cards
Read "The Harvest Marvel"	Small Group/ Partner	25 min.	<input type="checkbox"/> <i>Grace</i> <input type="checkbox"/> Activity Page 25.3

ADVANCE PREPARATION

Note to Teacher

Today you will administer the Unit 6 Reading Comprehension Assessment. Refer to the Unit 6 Reading Comprehension Record Sheet and Analysis Directions, found in Teacher Resources, to score and analyze student results.

Reading

- Write the following decodable sentences on the board/chart paper for Group 2 students who finish early, or use those you prepared in Lesson 24.

- | | |
|-----------------------|--------------------------------------|
| 1. Dance in place. | 5. Spell your name with your finger. |
| 2. Knock your knees. | 6. Whisper your name. |
| 3. Slap a pal five. | 7. Slide from side to side. |
| 4. Hop like a rabbit. | 8. Smile wide. |

Start Lesson

Lesson 25: Unit Assessment

Reading



Primary Focus

Students will read “The Prince Gets a Pet” and will answer multiple-choice comprehension questions about key details in the story.

TEKS 1.7.C

Students will read “The Harvest Marvel” with purpose and understanding and will answer written short-answer questions about key details in the text.

TEKS 1.4; TEKS 1.7.C; TEKS 1.7.D

READING COMPREHENSION ASSESSMENT (25 MIN.)

Administration

- Tell students to turn to Activity Pages 25.1 and 25.2.
- Tell students that you would like them to read the story on Activity Page 25.1 (“The Prince Gets a Pet”) and then answer the questions on Activity Page 25.2.
- Have students refer to the story to answer the questions.

TEKS 1.7.C Use text evidence to support an appropriate response; TEKS 1.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; TEKS 1.7.D Retell texts in ways that maintain meaning.

Activity Pages
25.1, 25.2



Reader



Page 80

Activity Page 25.3



**EMERGENT
BILINGUAL
STUDENTS**



Reading

Reading/Viewing/Closely

Beginning

Direct students to p. 84 and discuss the final answer for Activity Page 25.3. Then work with them to identify the cause.

Intermediate

Support students in answering the final question of Activity Page 25.3. Then ask them to complete the following sentence: "Grace knew Hank was the Harvest Marvel when she saw his . . ."

Advanced/Advanced High

Ask students to treasure hunt in the text on p. 84 for the reason why Grace knows the Harvest Marvel is Hank ("She recognized that jacket.").

ELPS 4.G



Activity Page 25.2: Reading Comprehension

Collect Activity Page 25.2 to evaluate student progress answering questions about key details in the story, "The Prince Gets a Pet." At a later time today, use the Unit 6 Reading Comprehension Assessment Record Sheet and Analysis Directions provided in Teacher Resources to analyze students' results. This will help you to plan exercises for remediation.

WIGGLE CARDS (10 MIN.)

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

READ "THE HARVEST MARVEL" (25 MIN.)

Small Group

Group 1: Meet with students needing more direct support. Read "The Harvest Marvel" and assist students in completing Activity Page 25.3.

Group 2: Tell students to read "The Harvest Marvel" independently and complete Activity Page 25.3. Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader and summarize it to a partner. If necessary review summarization.



Observation: Anecdotal Reading Record

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



Activity Page 25.3: Story Questions

Collect Activity Page 25.3 to evaluate student progress with answering questions about key details in the story, "The Harvest Marvel."

End Lesson

Pausing Point

This is the end of Unit 6. You should pause here and spend additional time reviewing the material taught in Unit 6. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

Distinguish Similar Sounds

Minimal Pairs	Page 252
Consonant Blends	Page 253
Match Me	Additional Support Lessons 18, 20
Name the Sound	Additional Support Lesson 5

Recognize and/or Write the Spellings Taught in Unit 6

Sound/Spelling Review with Code Flip Books	Page 253
Line Race	Page 253
Build the List	Page 254
Show and Tell	Page 255
Sound Dictation	Page 255
Highlight Spellings	Page 256
	Additional Support Lessons 1, 17
Spelling Bingo	Page 256
	Additional Support Lesson 18
Word Sort with Boxes	Page 257
Word Sort with Students	Page 257
Cut-and-Paste Word Sort	Page 257
	Additional Support Lesson 19
Word Sort Activity Page insert: for 'ce' and 'se'	Page 257
Word Sort Activity Pages	Additional Support Lessons 6, 10, 19
Circle the Sound	Additional Support Lesson 9

Read and/or Write Words with Tricky Spellings

Coloring Sort for Tricky Spelling 'n'	Page 258
Sentence Sort	Page 258

Read Words That Contain Spelling Alternatives

Teacher Chaining	Page 259
	Additional Support Lessons 4, 8, 11, 16, 19
Teacher Chaining with Two-Syllable Words	Page 259
	Additional Support Lesson 17
Word Collection	Page 260
Guess My Word	Page 260
Choose the Right Word	Page 261
Word Recognition	Page 262
Yes or No?	Page 263
	Additional Support Lessons 14, 22
Match Maker	Page 263
	Additional Support Lessons 3, 6, 17, 2
Push and Say	Additional Support Lessons 1, 2, 4, 6, 8, 11, 16
Race to the Top	Additional Support Lessons 2, 3, 20

Write Words That Contain Spelling Alternatives

Word Box	Page 263
Label the Picture	Page 263
Fill in the Missing Words	Page 263
Chaining Dictation	Page 264
Targeted Dictation	Page 265
Dictation with Words	Page 266

More Help with Tricky Words

Tricky Words	Additional Support Lesson 12
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Read and Write Sentences

Wiggle Cards	Page 267
Sentence Strips	Page 267
	Additional Support Lessons 11, 12

Sentence Pasting Page 268

Dictation with Sentences Page 268

Build Sentences with Adjectives and Prepositions

Build Sentences with Adjectives and Prepositions Additional Support
Lessons 9, 14

Reconstruct Sentences from the Reader Page 269

..... Additional Support Lesson 7

Plan and Draft

Describe an Object Page 278

Write Personal Narratives Additional Support Lessons 2, 4

Identify, Recognize, and Write Pronouns

Find the Noun Page 270

Pronouns Additional Support Lessons 9, 13, 21, 23

Read and/or Write Plural Nouns

Make Plural Words Page 270

..... Additional Support Lessons 15, 22

Dictation with Plural Words Page 270

Read Decodable Stories

Discussion Questions Page 271

Take-Home Stories Page 273

Play Parts Additional Support Lessons 9, 14, 21

Silly Voices Additional Support Lessons Lessons 10, 15, 23

Two Voices Additional Support Lessons 13, 16, 17, 18, 22

Answer Story Questions in Writing

Story Questions Activity Pages Page 273

Identify Verbs in Phrases/Sentences

Verb Identification Page 273

What's My Action? Page 273

DISTINGUISH SIMILAR SOUNDS

Minimal Pairs

- Tell students that you are going to say word pairs. The words will be very similar, but one word will begin with the /s/ sound, and the other word will begin with the /z/ sound.
- Have students repeat the sounds /s/ and /z/.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word begins with the /s/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Work through the remaining pairs.
- Use the following minimal pairs for the sound pairs /s/ and /z/; /m/ and /n/; and /n/ and /ng/.

Minimal Pairs for /s/ and /z/:

- | | |
|--------------|--------------|
| 1. sink—zinc | 4. Sue—zoo |
| 2. sap—zap | 5. seal—zeal |
| 3. sip—zip | |

Minimal Pairs for /m/ and /n/:

- | | |
|--------------|--------------|
| 1. mat—gnat | 5. boom—boon |
| 2. map—nap | 6. clam—clan |
| 3. mice—nice | 7. dime—dine |
| 4. moon—noon | 8. grim—grin |

Minimal Pairs for /n/ and /ng/:

- | | |
|-------------|---------------|
| 1. kin—king | 5. fan—fang |
| 2. ban—bang | 6. stun—stung |
| 3. run—rung | 7. thin—thing |
| 4. win—wing | 8. tan—tang |

Consonant Blends

- Use this routine when teaching one-syllable spoken words with consonant blends.
- Say the word *grow*. Follow the routine above to blend and segment the word. Point out that the first two sounds, /g/ and /r/, blend together to make 'gr'. Have students say 'gr' and notice how it feels on their tongues.
- Say the following words: *crop*, *best*. 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**

RECOGNIZE AND/OR WRITE THE SPELLINGS TAUGHT IN UNIT 6

Sound/Spelling Review with Code Flip Books

There are many ways to use Code Flip Books for review. Here are some ideas.

1. Say a sound and ask the students to show you the spelling(s) for that sound.
2. Ask students to show you the spelling alternatives for a sound (e.g., for the /s/ sound).
3. Ask students to show you spellings that stand for more than one sound ('n', 'c', 'ed', 'g', 's').
4. Ask students to show you the most common or least common spelling for a sound.
5. Ask students to show you the spellings they have learned in Unit 6.

Line Race

- Divide the class into two groups and line them up in front of the board/chart paper.
- Tell students that you will call out a sound and that you want the two students at the front of the lines to write a spelling for that sound on the board/chart paper.
- The student who writes a correct answer goes to the end of their line. The other student sits down and watches for the rest of the game.
- If both students write the same correct answer, the one who wrote it faster continues the game and goes to the back of the line.
- If both students write a correct answer but not the same (because of spelling alternatives), the student who wrote it down faster goes to the end of the line.
- Continue until only one student is left standing in line.

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.

- **Modification:** If you have a helper in your classroom, play this game in smaller groups.

Note: You can also play this game so students try to beat the clock instead of the other team or student.

Build the List

- Tell students that you want to review the spellings for the sounds /s/, /z/, /m/, /n/, /ng/, and /w/ that they learned/reviewed in Unit 6.
- Tell students that they have learned five spellings for the /s/ sound.
- Ask students to name those spellings. Then ask students for example words.
- Work with students to complete a list like the one shown in the following chart, in which each spelling is listed with at least one example word.
- If students cannot remember a spelling pattern, write a word containing that pattern on the board. Have students read it. Then ask which letters stand for /s/ in the word. Add the spelling and the example word to the list.

<p>/s/:</p> <ol style="list-style-type: none"> 1. 's': sun 2. 'ss': kiss 3. 'c': cent 4. 'se': rinse 5. 'ce': prince 	<p>/w/:</p> <ol style="list-style-type: none"> 1. 'w': win 2. 'wh': when
<p>/ng/:</p> <ol style="list-style-type: none"> 1. 'ng': sing 2. 'n': think 	<p>/m/:</p> <ol style="list-style-type: none"> 1. 'm': map 2. 'mm': hammer
<p>/z/:</p> <ol style="list-style-type: none"> 1. 'z': zip 2. 'zz': jazz 3. 's': pigs 	<p>/n/:</p> <ol style="list-style-type: none"> 4. 'n': nut 5. 'nn': running 6. 'kn': knit

Show and Tell

Note: This exercise can be done for any of the sounds taught in this unit.

- The day before doing this exercise, ask students to bring in objects that contain the /s/ sound, or pictures of things that contain the /s/ sound.
- Ask each student to show and name their object.
- Write each word on the board under a heading (e.g., all 's' words under an 's' heading, all 'ss' words under an 'ss' heading, all 'c' words under a 'c' heading, all 'se' words under an 'se' heading, all 'ce' words under a 'ce' heading, and all other /s/ spellings under an 'odd ducks' heading).

Note: Most of the words you will be writing will have /s/ spelled with one of the spelling alternatives taught in this unit, but they may also contain other spellings that students do not know yet, especially vowel spellings. You should be prepared to explain any bits that are beyond students' current code knowledge. For example, if a student brings in a bottle of juice, you would want to briefly explain that the 'ui' spelling in *juice* stands for the sound /oo/.

Sound Dictation

Note: This exercise can be done for any of the sounds/spellings taught so far.

- Distribute whiteboards and dry-erase markers (or clipboards, paper, and pencils) to students.
- Tell students that they will practice writing the spellings of consonant sounds they studied in Unit 6.
- Say the sounds listed below and have the students write the spellings for each sound. Tell students how many spellings to write for each sound.
- Periodically, have students show you what they have written.

Spellings Taught/Reviewed in Unit 6:

- | | |
|--|-----------------------------|
| 1. /s/: (5) 's', 'ss', 'c', 'ce', 'se' | 4. /n/: (3) 'n', 'nn', 'kn' |
| 2. /z/: (3) 'z', 'zz', 's' | 5. /ng/: (2) 'ng', 'n' |
| 3. /m/: (2) 'm', 'mm' | 6. /w/: (2) 'w', 'wh' |

Highlight Spellings

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

- Write a number of decodable words that contain the consonant spellings taught in this unit on a sheet of paper.
- Ask students to read the words and highlight the letters of each new spelling.

Possible Words:

- | | |
|-------------------|---------------------|
| 1. chance ('ce') | 9. knife ('kn') |
| 2. fence ('ce') | 10. knotted ('kn') |
| 3. force ('ce') | 11. kneeling ('kn') |
| 4. ounce ('ce') | 12. knock ('kn') |
| 5. glimpse ('se') | 13. wheezing ('wh') |
| 6. sense ('se') | 14. whisk ('wh') |
| 7. verse ('se') | 15. whether ('wh') |
| 8. goose ('se') | 16. whine ('wh') |

Spelling Bingo

- Make Bingo cards with the spellings taught/reviewed in Unit 6 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!"

Note: Use locally approved free Bingo card generators.

Spellings Taught/Reviewed in Unit 6:

- | | |
|------------------------------------|-------------------------|
| 1. /s/: 's', 'ss', 'c', 'ce', 'se' | 4. /n/: 'n', 'nn', 'kn' |
| 2. /z/: 'z', 'zz', 's' | 5. /ng/: 'ng', 'n' |
| 3. /m/: 'm', 'mm' | 6. /w/: 'w', 'wh' |

Word Sort with Boxes

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words that contain either of two target spellings (e.g., 'w' and 'wh') on cards.
- Label two boxes with the target spellings (e.g., 'w' and 'wh').
- Have students read the words on the word cards and ask them if they contain the spelling 'w' or the spelling 'wh'.
- Have students place the cards in the appropriate boxes.

Word Sort with Students

Note: This exercise can be done for any of the sounds/spellings taught or reviewed in this unit.

- Write a number of decodable words with the five spellings for /s/ on word cards, one word per card. You can also use whiteboards.
- Distribute the cards/whiteboards to students.
- Explain that you want students to form groups: one group for words with /s/ spelled 's', one for /s/ spelled 'ss', one for /s/ spelled 'c', one for /s/ spelled 'ce', and one group for /s/ spelled 'se'.

Cut-and-Paste Word Sort

- Distribute Activity Pages PP.1 and PP.2.
- Have students read the words on Activity Page PP.1 and cut them out.
- Have students sort the words by their spellings for /s/ and paste them in the table on Activity Page PP.2 under the right heading.
- **Extension:** Have students use highlighters to mark the spelling 'c', 'ce', or 'se' in each word pasted on their sheet.
- Activity Pages PP.3 and PP.4 are for the spellings of the sound /n/; Activity Pages PP.5 and PP.6 are for the spellings of the sound /ng/; Activity Pages PP.7 and PP.8 are for the spellings of the sound /w/; Activity Pages PP.9 and PP.10 are for the spellings of the sound /z/.

Word Sort Activity Page for 'ce' and 'se'

- Have students complete Activity Page PP.11.

Activity Pages
PP.1 – PP.11



READ AND/OR WRITE WORDS WITH TRICKY SPELLINGS

Activity Page PP.12



Coloring Sort for Tricky Spelling 'n'

- Distribute Activity Page PP.12.
- 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 letter 'n' is pronounced /n/ as in *nap* and in another color if it is pronounced /ng/ as in *pink*.

Sentence Sort

- Write headers for each of the pronunciations of 'c' (/k/ as in *cat* and /s/ as in *cent*) or 'n' (/n/ as in *nap* and /ng/ as in *pink*) on the board/chart paper.
- Write a number of decodable sentences on long slips of paper. Each sentence should contain one word that has the 'c' (or 'n') spelling, and this spelling should be underlined.
- Ask students to sort the sentences into /k/ and /s/ sentences (or /n/ and /ng/ sentences) by taping them under the proper headers.

Tricky Spelling 'c'

1. I have ten cents.
2. A cactus has sharp spines.
3. Francis can write well.
4. Close your books!
5. What is the time on our clock?
6. Who would like to be a princess?

Tricky Spelling 'n'

1. Our horses sleep in the barn.
2. We keep cash in a bank.
3. There are benches at the park.
4. My sister and I sleep on bunk beds.
5. Who drank all the milk?
6. The grass in our yard is green.

READ WORDS THAT CONTAIN SPELLING ALTERNATIVES

Teacher Chaining

- Write *knife* on the board.
- Ask a student to read the word.
- Remove 'kn' and add 'l' to create *life*.
- As you make this change, say to students, "If that is *knife*, what is this?"
- Ask students what change you made to the word *knife* to get the word *life*.
- 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. knife > life > wife > wine > whine > pine > pin > pen > pence > hence
2. job > knob > knot > knock > sock > sick > sip > whip > whiff > whim
3. funk > fink > link > blink > blank > bank > bunk > dunk > sunk > skunk
4. mite > mice > dice > lice > lace > lake > fake > face > race > rice
5. house > mouse > moose > noose > loose > loop > whoop > whoops
6. check > wreck > wren > when > pen > pence > pounce > bounce > ounce

Teacher Chaining with Two-Syllable Words

- Write *knitting* on the board.
- 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 the ending *-ing* and add the ending *-ed* to make *knitted*.
- As you make this change, say to the students, "If that is *knitting*, what is this?"
- Continue this process with the remaining words.

1. knitt·ing > knitt·ed > knott·ed > pott·ed > pott·ing > pott·er
2. princ·es > danc·es > danc·er > danc·ing
3. damp·er > whimp·er > whisp·er > whisk·er

Word Collection

Note: This exercise can be done for any of the sounds/spellings taught and/or reviewed in this unit.

- Tell students that you would like them to help you make a collection of words that have the /s/ sound.
- Ask students to tell you the spellings for the /s/ sound that they remember.
- Write 's', 'ss', 'c', 'ce', and 'se' as headers on the board.
- Ask students to tell you words that contain the /s/ sound.
- Write the words on the board, placing them under the proper header.
- Repeat until you have multiple examples of each spelling pattern.
- If the 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 *nurse*, you would want to briefly explain the 'ur' spelling for /er/.
- If students give you words with /s/ spelled with a spelling different from the ones taught, add an 'odd duck' column and explain that the spelling for /s/ has not been taught. For example, if a student says the word *science*, you would want to add it to the 'odd duck' column and explain that 'sc' > /s/ has not yet been taught.

Guess My Word

- You may use a pocket chart for this activity, or you may lay the cards out on a table for students to read in small groups.
- Arrange cards for the following vowel spellings along the top row: 'i', 'e', 'a', 'o', 'ee', 'oi'.
- Arrange cards for the following consonant spellings along the bottom row: 'c', 'ce', 'se', 'kn', 'n', 'wh', 'ch', 'r', 't', 'p', 'k', 'f', 'g'.
- Think of a decodable word that you can build using the spellings shown, but do not tell the class your word. (See box for possible words.)
- Tell students how many sounds are in your word.

Pocket Chart Setup



- 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 row.
- Continue until the word has been spelled in the center of the pocket chart.
- Repeat with one or two additional words.

Possible Words:

- | | |
|-----------|----------|
| 1. cent | 9. pink |
| 2. choice | 10. rank |
| 3. geese | 11. tank |
| 4. fence | 12. rink |
| 5. which | 13. ink |
| 6. knee | 14. whip |
| 7. knit | 15. when |
| 8. knot | |

Choose the Right Word

- Write the words *fingers*, *mouse*, *whale*, and *dice* 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 is a small animal that eats cheese?”
- Have students find the answer (*mouse*) on the board and then copy it onto a sheet of paper or white board.
- Continue this process with the remaining sets of questions.

- 1a. Which word describes five things that are part of your hand? (*fingers*)
1b. Which word is a small animal that eats cheese? (*mouse*)
1c. Which word is a large sea mammal that has a blowhole? (*whale*)
1d. Which word describes something you need when you play a board game? (*dice*)

- 2a. Which word describes what your grandma does when she makes a sweater? (*knit*)
2b. Which word describes a gentle summer wind? (*breeze*)
2c. Which word tells what you do with the dishes after washing them? (*rinse*)
2d. Which word describes what you do when you speak very softly? (*whisper*)

- 3a. Which word describes the front part of your head? (*face*)
3b. Which word describes what we do with our brains? (*think*)
3c. Which word describes what we sometimes call pennies? (*cents*)
3d. Which word is the place where adults keep their money? (*bank*)

- 4a. Which word is the opposite of black? (*white*)
4b. Which word describes how you move to music? (*dance*)
4c. Which word describes what you do when you are thirsty? (*drink*)
4d. Which word is an animal that honks? (*goose*)

Activity Page PP.13



Word Recognition

- Distribute Activity Page PP.13.
- Tell students that you are going to say a number of words.
- Explain that for each word that you say, there are two words printed on the activity page: your word and another word.
- Tell students to circle each word that you say.
- **Extension:** Have students copy the circled words on the lines.

- | | |
|------------|-----------|
| 1. fence | 6. dancer |
| 2. mouse | 7. knock |
| 3. drink | 8. knee |
| 4. whisker | 9. bank |
| 5. center | 10. dense |

Yes or No?

- Have students complete Activity Page PP.14.

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 the students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, they keep the cards.
- Let the game continue until all matches have been found.

Activity Page PP.14



WRITE WORDS THAT CONTAIN SPELLING ALTERNATIVES

Word Box

- Have students complete Activity Pages PP.15 and PP.16 (both sides).

Label the Picture

- Have the students complete Activity Page PP.17 (both sides).

Fill in the Missing Words

- Distribute Activity Page PP.18.
- 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.

Activity Pages
PP.15–PP.18



1. I baked muffins while you were sleeping.
2. Rinse your mouth well after brushing your teeth.
3. Who is honking their horn like that?
4. I made that mistake twice!
5. This is a short sentence.
6. Do you like to knit?
7. I have a soft blanket on my bed.
8. This tree has a thick trunk.

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 *ink*, show me *think*."
- For each word that you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *ink*, 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: i n k.
- Finally, ask students to read the word back to you.
- Write the words on the board and have students self-correct.

Note: You do not need to dictate both chains in one sitting.

1. ink > think > pink > sink > sank > bank > thank > think > link > mink
2. south > mouth > mouse > moose > loose > loot > loop > whoop > whip

Targeted Dictation

- Have students take out pencil and paper and choose a set of words to dictate from the boxes on the next page.
- 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 the code posters if they are having difficulty remembering how to write the spellings.

Note: Please select five pairs to dictate.

Words with 'p' and 'pp': 1. tip—tipped 2. flip—flipped 3. trip—tripped 4. hop—hopped 5. drop—dropped	6. map—mapped 7. shop—shopped 8. chop—chopped 9. skip—skipped 10. step—stepped
Words with 'b' and 'bb': 1. grab—grabbed 2. rub—rubbed 3. scrub—scrubbed	4. sob—sobbed 5. snub—snubbed
Words with 'm' and 'mm': 1. jam—jammed 2. hem—hemmed 3. slam—slammed 4. dim—dimmed 5. skim—skimmed	6. rim—rimmed 7. drum—drummed 8. stem—stemmed 9. trim—trimmed 10. sum—summed

Words with 'n' and 'nn':

- | | |
|-----------------|------------------|
| 1. thin—thinned | 6. plan—planned |
| 2. grin—grinned | 7. stun—stunned |
| 3. pin—pinned | 8. scan—scanned |
| 4. can—canned | 9. tan—tanned |
| 5. span—spanned | 10. skin—skinned |

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 contain the alternative spellings for /s/, /n/, /ng/, and /w/ taught in this unit.
- Write the spellings 'c', 'se', 'ce', 'kn', 'n', and 'wh' 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 *think*, four lines would be drawn on the paper: _ _ _ _.
- Once students have drawn one line for each sound, remind them that the sound /ng/ in the word *think* is spelled with the letter 'n'.
- Have students write the spellings on their respective lines: th i n k.
- 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 code posters if they are having difficulties remembering how to write the spellings.

Note: You do not need to dictate all of these words. Please make a selection based on student needs.

The numbers in parentheses indicate the number of lines that need to be drawn for each word.

- | | | | |
|--------------|----------------|----------------|----------------|
| 1. think (4) | 10. else (3) | 19. price (4) | 28. thank (4) |
| 2. place (4) | 11. bounce (4) | 20. nice (3) | 29. knock (3) |
| 3. house (3) | 12. cells (4) | 21. drink (5) | 30. dance (4) |
| 4. while (4) | 13. sense (4) | 22. twice (4) | 31. knees (3) |
| 5. since (4) | 14. trunk (5) | 23. choice (3) | 32. pink (4) |
| 6. white (4) | 15. horse (3) | 24. wheel (3) | 33. yank (4) |
| 7. face (3) | 16. chance (4) | 25. spouse (4) | 34. whale (4) |
| 8. loose (3) | 17. pink (4) | 26. glance (5) | 35. longer (5) |
| 9. voice (3) | 18. rice (3) | 27. fence (4) | 36. center (5) |

READ AND WRITE SENTENCES

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 exercises.

- | | |
|-----------------------------|----------------------------|
| 1. Make a sad face. | 10. Clap your hands twice. |
| 2. Point with your finger. | 11. Glance at a pal. |
| 3. Dance a jig. | 12. Honk like a goose. |
| 4. Blink twice. | 13. Bend your knees. |
| 5. Scratch your knee. | 14. Feel your pulse. |
| 6. Knock on your desk. | 15. Think hard. |
| 7. Wink at a pal. | 16. Thank a pal. |
| 8. Sink down to the ground. | 17. Hush your voice. |
| 9. Think of something nice. | 18. Bounce up and down. |

Sentence Strips

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

- Choose sentences from the *Grace Reader* that can be illustrated and copy them onto long slips of paper. Place the slips of paper in your pocket chart.
- Have students choose a sentence to copy and illustrate.

Sentence Pasting

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

- Write a number of decodable statements, questions, and exclamations on paper and cut them into individual words. Keep the period, question mark, or exclamation mark on the same slip with the final word in each sentence. Place each sentence in an envelope.
- Have students choose an envelope, form sentences, and paste them on paper.
- **Extension:** If there are pronouns in the sentences, have students draw a connecting line from each pronoun to the noun it replaces.

Dictation with Sentences

- Tell students to take out a pencil and a piece of paper.
- Explain that you are going to say a number of sentences. There will be statements, questions, and exclamations. Be sure to use the proper intonation when reading the sentences.
- Tell students to write each sentence that you say.
- For each sentence that you say, hold up one finger for each word.
- Ask students to count the words and then draw a line on their paper for each word that they hear, leaving a finger space between the lines.
- Once students have drawn the lines, ask them to write each word, sound by sound. Finally, ask the students to read the sentence back to you.
- Write the sentences on the board and have students self-correct.

- | | |
|----------------------------------|---|
| 1. Our car has a large trunk. | 10. Who drinks milk with their dinner? |
| 2. Where can you see a whale? | 11. There is not a trace of it! |
| 3. The horse ran a good race. | 12. There are ten cents in a dime. |
| 4. Our skin is made up of cells. | 13. Some pigs have pink skin. |
| 5. Did you fix the fence? | 14. The fence keeps the deer out of our garden. |
| 6. Thank you so much! | 15. I saw a flock of geese outside. |
| 7. This page is no longer blank. | 16. The car got stuck and spun its wheels. |
| 8. How much is a tank of gas? | 17. I will knit you some socks. |
| 9. A skunk can make you stink. | 18. He fell and skinned his knee. |

BUILD SENTENCES WITH ADJECTIVES AND PREPOSITIONS

Reconstruct Sentences from the Reader

- Copy sentences from *Grace* that contain adjectives on paper.
- Cut the sentences into their individual words and place them in envelopes. Keep ending punctuation with the final word of each sentence.
- Have students reconstruct the sentences.
- Have students copy the sentences on paper.
- Ask students to identify the adjectives and to connect them with arrows to the nouns they define.

PLAN AND DRAFT

Describe an Object

Note: This exercise is intended for enrichment.

- Have students choose an object from your classroom to describe. Describing a food item or your class pet, if you have one, might also be fun.
- Explain that you want students to plan and draft a description of the object they have chosen.
- Distribute Activity Page PP.19.
- Have students write the name of their object on the first line. This is the title.
- Ask students to think about their description first and to write down words and/or phrases that describe their object, using as many of their senses as possible.
- Distribute Activity Page PP.20.
- Explain to students that you would like them to complete the draft by writing down complete sentences. They need to write the title on the line at the top, finish the starting sentence, write down at least one sentence for each applicable sense, and write an ending sentence.
- **Extension:** Have students copy their draft into paragraph format.

Activity Pages
PP.19, PP.20



IDENTIFY, RECOGNIZE, AND WRITE PRONOUNS

Find the Noun

Activity Page PP.21



- Distribute Activity Page PP.21.
- Have students read each sentence and identify the noun that was replaced by the underlined pronoun. Students should then write the noun on the provided lines.
- Students can generate their own noun-pronoun sentence pairs on the back of the activity page.

READ AND/OR WRITE PLURAL WORDS

Make Plural Words

Note: This exercise is best done in small groups or in centers.

- Write decodable singular nouns and the plural endings 's' and 'es' on cards, one word or ending per card.
- Have students create plural words with these cards.
- Then have students copy the plural words on paper.

- | | |
|--------------------|-------------------|
| 1. matches ('es') | 7. cupcakes ('s') |
| 2. boxes ('es') | 8. stars ('s') |
| 3. brushes ('es') | 9. hammers ('s') |
| 4. stitches ('es') | 10. markets ('s') |
| 5. lunches ('es') | 11. sharks ('s') |
| 6. benches ('es') | 12. zippers ('s') |

Dictation with Plural Words

Activity Page PP.22



- Distribute Activity Page PP.22.
- Tell students that you are going to say a number of sentences.
- Explain that the sentences are written on the activity page, but that one word (the noun) in each sentence is singular and needs to be made plural.
- Tell students to fill in the blanks as you read the sentences.

- | | |
|--------------------------------|--|
| 1. Ants make anthills. | 5. A tree has lots of branches. |
| 2. My pal Tom has three bikes. | 6. I do not like to take pills. |
| 3. I have fifteen classmates. | 7. In the park are a lot of benches to sit on. |
| 4. Our cat had two litters. | 8. My mom has five summer dresses. |

READ DECODABLE STORIES

Discussion Questions **TEKS 1.2.D**

- Have students read stories from their Readers, including the stories listed under the section “Pausing Point (Stories for Enrichment).”

Discussion Questions for “The Harvest Marvel”

- How do we find the page number for the story?
 - » Look at the table of contents.
- Literal.** What is the Harvest Fest?
 - » It is a festival that comes after the harvest.
- Look at page 81 and describe the types of activities that take place at the Spencers’ Harvest Fest.
 - » There is a bonfire, bobbing for apples, food to eat, music to listen to, and a pig to ride.
- Inferential.** Why do the Spencers have a Harvest Fest?
 - » They are celebrating all of the crops and good food that is harvested.
- Literal.** The children ask, “What’s the Harvest Marvel?” What does Mister Spencer tell them?
 - » At the Harvest Fest, someone dresses as the Harvest Marvel. No one knows who the Harvest Marvel is.
- Literal.** What does the Harvest Marvel look like?
 - » It has arms and legs wrapped in corn husks and a pumpkin mask on its face.
- Evaluative.** When the kids saw the Harvest Marvel, why do you think it spooked them?
 - » Answers may vary, but students may explain that because they didn’t recognize the voice and were unable to tell who or what the Harvest Marvel was, they felt a little scared.
- Literal.** How did Grace figure out who the Harvest Marvel is?
 - » Grace recognized that the Harvest Marvel’s jacket belonged to Hank.
- Inferential.** How did the children feel after they realized the Harvest Marvel was Hank? How do you know?
 - » They felt happy; the story says they were all smiles.

 **TEKS 1.2.D** Demonstrate print awareness by identifying the information that different parts of a book provide.

Discussion Questions for “The Jumping Fish”

1. How do we hold the book?
 - » Right side up
2. **Literal.** Where are Grace and Jill and their mom?
 - » They are at the lake in a boat.
3. **Literal.** What makes Grace blink and squint?
 - » The strong wind on her face makes Grace blink and squint.
4. **Literal.** What does Grace point out to her mom and Jill?
 - » She points to a jumping fish.
5. **Literal.** After the fish jumps and makes a big splash three times, Jill says, “I think she likes us!” Why does Jill say this?
 - » Jill thinks the fish likes them and was showing them what a good jumper she is.
6. **Literal.** What does Grace’s mom say is the reason the fish jumped next to them?
 - » She says that the fish was scared of the loud sound the boat made, so that’s why it jumped.

Discussion Questions for “Snakes”

1. How do we know the title of the book?
 - » We look at the title page.
2. **Literal.** What does Kate give a speech about to her class?
 - » She gives a speech about snakes.
3. **Literal.** What things does Kate show the class when giving her speech?
 - » She shows them a picture of a snake and a snake skin from her backyard.
4. **Literal.** Where do snakes make their home?
 - » They live in dark holes, but they like to coil up on rocks and let the sun shine on them as well.
5. **Literal.** What are some examples of things that snakes like to eat?
 - » They eat mice, rats, and frogs.
6. **Inferential.** After hearing Kate’s speech, what are some adjectives you can use to describe snakes?
 - » Answers may vary, but could include snakes are cool, fun, scaly, etc.

Take-Home Stories

- Distribute Activity Page PP.23, PP.24, PP.25, PP.26, or PP.27.
- Have students take the activity pages home they can practice reading the stories with a family member.

ANSWER STORY QUESTIONS IN WRITING

Story Questions Activity Pages

- Have students complete Activity Pages PP.28 (“The Jumping Fish”) and PP.29 (“Snakes”).

IDENTIFY VERBS IN PHRASES/SENTENCES

Verb Identification

- Have students look through the stories from *Grace* and identify verbs. Record their answers and ask students to act out the verbs.

What’s My Action?

- Show students Wiggle Cards and have them identify the verbs.

Activity Pages
PP.23–PP.29



Teacher Resources

Grade 1	Foundational Skills 6
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Teacher Guide

Teacher Resources

Anecdotal Reading Record—Unit 6	277
Discussion Questions Observation Record—Unit 6	278
Spelling Alternatives Observation Record for /s/	279
Tricky Word Family Letter	280
Tricky Word Flash Cards	281
Tricky Word Assessment—Unit 6 (optional)	287
Tricky Word Assessment Record: Beginning and End of Unit 6 (optional)	289
Spelling Tree Template	292
Spelling Tree Leaves Template	293
Spelling Tree Odd Ducks Template	294
The Writing Process	295
Lesson 5: Spelling Analysis Directions and Analysis of Student Errors	296
Editing Checklist	299
Lesson 10: Spelling Analysis Directions and Analysis of Student Errors	300
Spelling Alternatives Observation Record for /n/	304
Lesson 15: Spelling Analysis Directions and Analysis of Student Errors	305
Spelling Alternatives Observation Record for /w/	308
Lesson 20: Spelling Analysis Directions and Analysis of Student Errors	309
Unit 6 Word Recognition Assessment Record Sheet	312
Unit 6 Word Recognition Assessment Analysis Directions	313
Unit 6 Reading Comprehension Assessment Record Sheet	317
Lesson 25: Reading Comprehension Assessment Analysis Directions	318
Additional Support Activity Pages	319
Activity Book Answer Key	400
Appendix: Using Chunking to Decode Multisyllable Words	422
Texas Essential Knowledge and Skills Correlation Chart	427
English Language Proficiency Standards Correlation Chart	433

ANECDOTAL READING RECORD—UNIT 6

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

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 them. Remember any tricky parts are underlined. Your student will be taught to read only one new Tricky Word: cow (Lesson 23). You have been provided with flash cards that include the new words learned in this unit. Your student should already be able to read all of the other words on the flash cards successfully at the beginning of this unit, 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 time each week.

TRICKY WORD FLASH CARDS

he

down

my

the

because

why

she

they

who

once

to

we

are

you

could

two

were

one

be

do

a

noo

some

your

have

I

says

which

their

soo

where

should

of

there

mee

too

byy

all

was

when

from

word

said

what

would

here

cow

today

yesterday

tomorrow

how

stagecoach

picture

TRICKY WORD ASSESSMENT—UNIT 6 (OPTIONAL)

1. hee
2. myy
3. thee
4. why
5. shee
6. they
7. who
8. once
9. to
10. wee
11. are
12. yo
13. two
14. were
15. one
16. bee
17. do
18. a
19. no
20. some
21. your
22. have
23. I
24. says
25. which
26. therir
27. so

28. where

29. of

30. there

31. me

32. by

33. all

34. was

35. when

36. from

37. word

38. said

39. what

40. here

41. today

42. yesterday

43. tomorrow

44. cow

45. down

46. because

47. could

48. should

49. would

50. how

51. stagecoach

52. picture

TRICKY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 6 (OPTIONAL)

This is an optional assessment of words from the Tricky Word List. At the beginning of Unit 6, show the student the Tricky Word List that precedes this record.

Ask the student to read each word on the list from left to right, top to bottom. We suggest that you provide students with either a blank sheet of paper or cardboard 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. The goal is to learn all of these tricky words by the end of Unit 6.

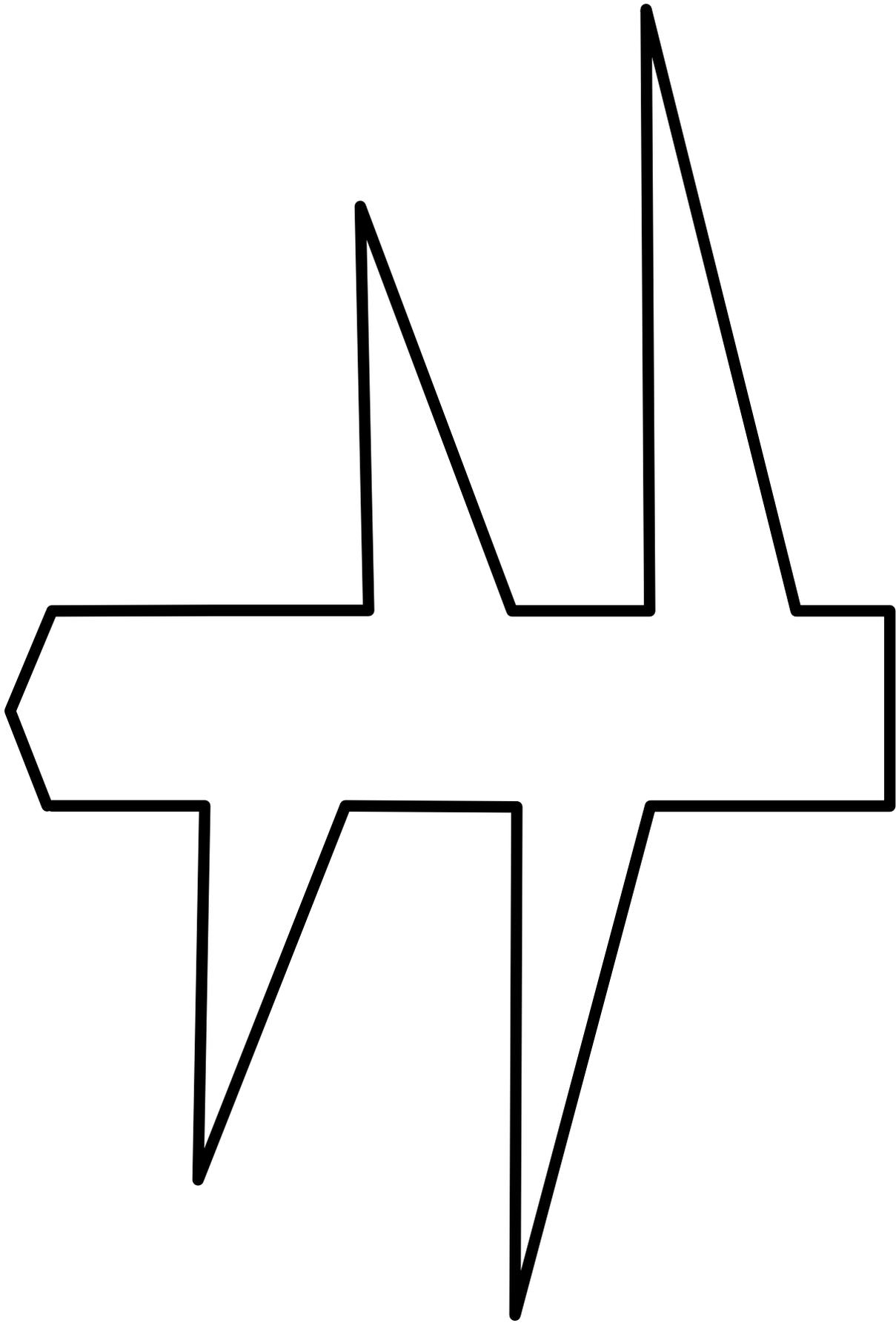
Repeat the assessment at the end of Unit 6.

Tricky Word	Beginning of Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
1. he		
2. my		
3. the		
4. why		
5. she		
6. they		
7. who		
8. once		
9. to		
10. we		
11. are		
12. you		
13. two		
14. were		
15. one		
16. be		
17. do		

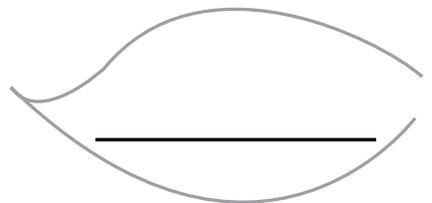
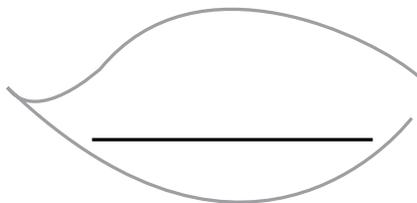
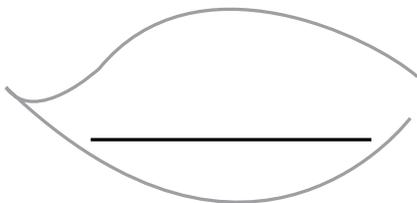
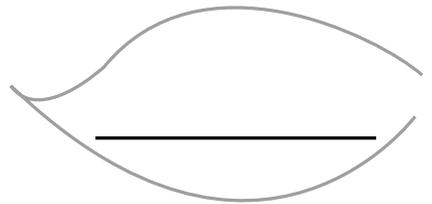
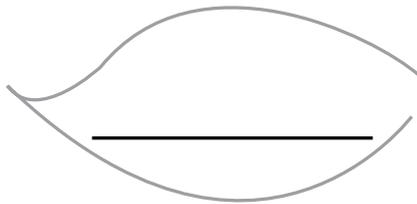
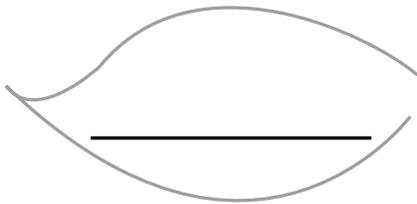
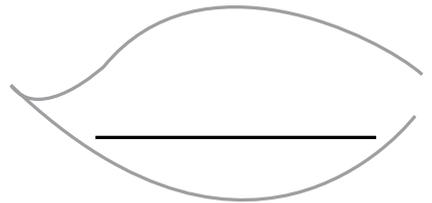
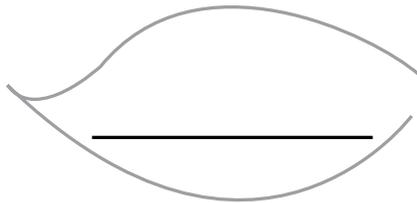
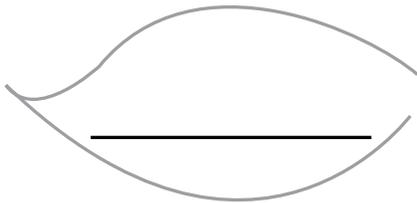
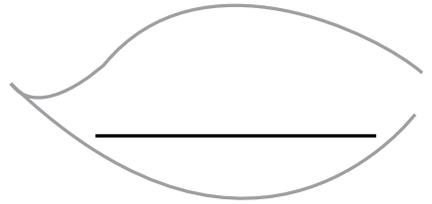
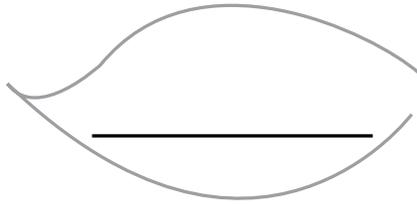
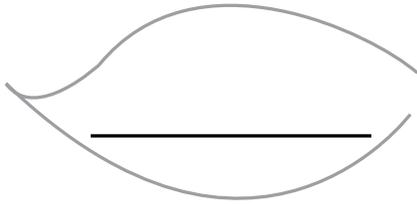
Tricky Word	Beginning of Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
18. a		
19. no		
20. some		
21. your		
22. have		
23. I		
24. says		
25. which		
26. their		
27. so		
28. where		
29. of		
30. there		
31. me		
32. by		
33. all		
34. was		
35. when		
36. from		
37. word		
38. said		
39. what		
40. here		
41. today		
42. yesterday		
43. tomorrow		
44. cow		
45. down		

Tricky Word	Beginning of Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
46. <u>because</u>		
47. <u>could</u>		
48. <u>should</u>		
49. <u>would</u>		
50. <u>how</u>		
51. <u>stagecoach</u>		
52. <u>picture</u>		
Subtotal	_____/52	_____/52

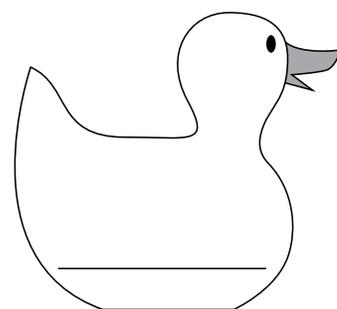
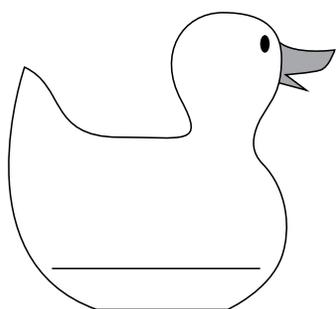
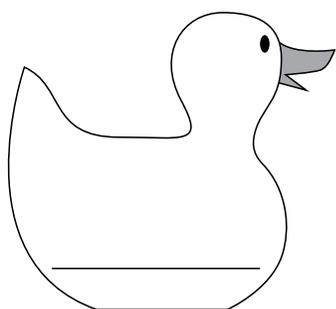
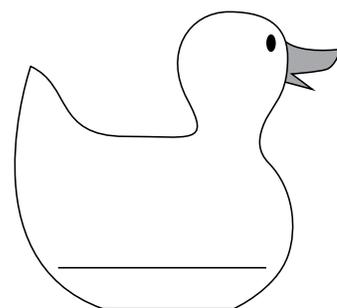
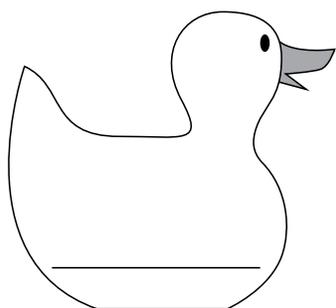
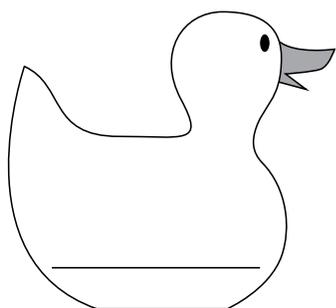
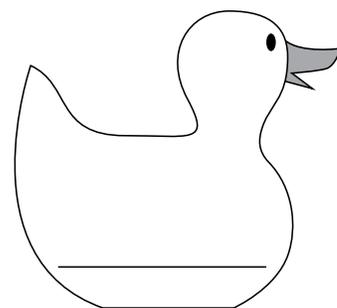
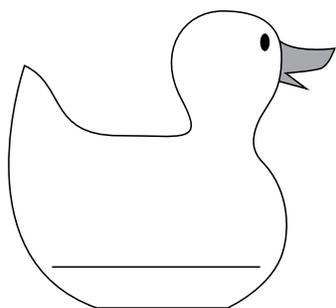
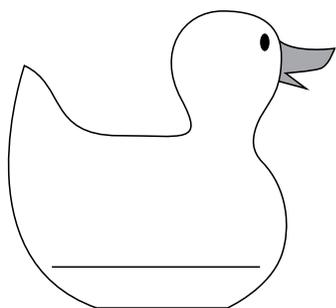
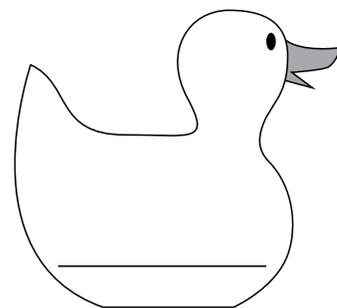
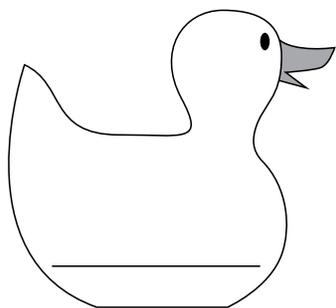
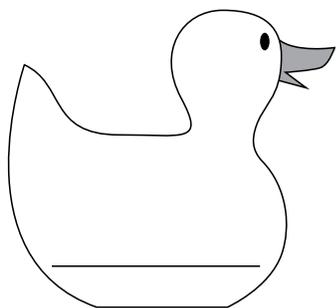
SPELLING TREE TEMPLATE



SPELLING TREE LEAVES TEMPLATE



SPELLING TREE ODD DUCKS TEMPLATE



THE WRITING PROCESS



PLAN



DRAFT



EDIT

LESSON 5: SPELLING ANALYSIS DIRECTIONS AND ANALYSIS OF STUDENT ERRORS

Write students' names in the column provided. The words on today's spelling assessment are grouped according to spelling patterns on the analysis chart. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words.

The words on this week's spelling assessment can be analyzed in many different ways. Below, analyses that focus on errors in encoding consonant doublings in these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words

Column 1

What an error in this column means: The spelling 'mm' for the /m/ 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 Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 2

What an error in this column means: The spelling 'tt' for the /t/ 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 Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 3

What an error in this column means: The spelling 'dd' for the /d/ 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 Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 4

What an error in this column means: The spelling 'pp' for the /p/ 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 Unit 5 Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 5

What an error in this column means: The word *their* 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 *their*, the 'eir' work together to represent the sounds /ae/ + /r/. 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 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 the Pausing Point.

Check the Draft Step by Step

1. Check that you described who was in the tale.	
2. Check that you described where the tale took place.	
3. Check that you described when the tale took place.	
4. Check that you described what happened in the tale in order from start to finish.	
5. Check that you described why the tale happened or why it was important.	
6. Aa, Bb, Cc, I	
7. ? . !	
8. Check that the words are spelled well.	

LESSON 10: SPELLING ANALYSIS DIRECTIONS AND ANALYSIS OF STUDENT ERRORS

The words on today's spelling assessment are grouped according to spelling patterns on the analysis chart. Write students' names in the column provided. 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.

Column 1

What an error in this column means: The spelling 's' for the /s/ sound is the basic code spelling. Students need practice encoding words with this basic code spelling and spelling alternatives to know when to use the basic code spelling and when to use spelling alternatives.

What you should do: Please refer to the Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 2

What an error in this column means: The spelling 'ss' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for 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: The spelling 'c' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for 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 spelling 'ce' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 5

What an error in this column means: The spelling 'z' for the /z/ sound is the basic code spelling. Students need practice encoding words with this basic code spelling and spelling alternatives to know when to use the basic code spelling and when to use spelling alternatives.

What you should do: Please refer to the Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 6

What an error in this column means: The spelling 'zz' for the /z/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 7

What an error in this column means: The spelling 's' for the /z/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling. Students may need practice encoding the -s and -es markers in plural nouns.

Column 8

What an error in this column means: The word *here* 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 the 'ere' in the word *here* work together to represent the /ee/ + /r/ sounds. 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 9

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 the Pausing Point.

LESSON 15: SPELLING ANALYSIS DIRECTIONS AND ANALYSIS OF STUDENT ERRORS

The words on today's spelling assessment are grouped according to spelling patterns on the analysis chart. Write students' names in the column provided. 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 common errors within these words. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

Column 1

What an error in this column means: The spelling 'mm' for the /m/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 2

What an error in this column means: The spelling 'c' for the /s/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for 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: The words in this column contain consonant clusters, both at the beginning and end of the words. Students may have difficulty segmenting the consonant clusters to encode them.

What you should do: Please refer to the Pausing Point for additional activities that practice segmenting and blending words with consonant clusters.

Column 4

What an error in this column means: The word could 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 the 'oul' in the word *could* work together to stand for the /oo/ sound, as in *look*. 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 with encoding certain vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point.

LESSON 20: SPELLING ANALYSIS DIRECTIONS AND ANALYSIS OF STUDENT ERRORS

The words on today's spelling assessment are grouped according to spelling patterns on the analysis chart. Write students' names in the column provided. 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 spelling alternatives for the /n/ sound. Some of these words are also two-syllable words, and you should take note of any difficulty students have in encoding both syllables of two-syllable words. Please refer to the Unit 4 Appendix, "Using Chunking to Decode Multisyllable Words," for more information on assisting students who have difficulty with multisyllable words.

Column 1

What an error in this column means: The spelling 'n' for the /n/ sound is the basic code spelling. Students need practice encoding words with the basic code spelling and spelling alternatives to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for spelling alternative exercises and targeted lessons that provide students with practice sorting words according to their spelling.

Column 2

What an error in this column means: The spelling 'nn' for the /n/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for additional activities. Students may need more explicit instruction regarding when to double consonants before adding endings.

Column 3

What an error in this column means: The spelling 'kn' for the /n/ sound is a spelling alternative. Students need practice encoding words with this spelling alternative to know when to use the basic code spelling and when to use the spelling alternative.

What you should do: Please refer to the Pausing Point for 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 *why* 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 the 'y' in the word *why* stands for the /ie/ sound and the 'wh' is a spelling alternative they have recently learned for the /w/ 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 with encoding certain vowel sounds. Please also consider the influence of students' home language on encoding. Analyze any patterns and provide targeted remediation using the Pausing Point.

WORD RECOGNITION ASSESSMENT ANALYSIS DIRECTIONS

Directions

Using the Word Recognition Assessment Record Sheet, write students' names in the column provided. Place an X in the column of any word that the student did not select correctly; also write the word selected. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to read aloud the words in the row and 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 Additional Support activities to address errors.

Column 1

Sound/spelling analysis: Selecting *blouse* or *pounce* instead of *bounce* indicates confusion with the initial sound. Selecting *bound* indicates confusion with the final sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Segmenting and blending exercises can help students who have difficulty encoding consonant clusters, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 2

Sound/spelling analysis: Selecting *moose* or *mouse* instead of *mice* indicates confusion with the medial vowel sound. Selecting *nice* indicates confusion with the initial consonant sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 3

Sound/spelling analysis: Selecting *long* or *like* instead of *link* suggests confusion with the medial vowel sounds. Selecting *lick* indicates confusion with the final consonant sounds.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 4

Sound/spelling analysis: Selecting *wilt* or *wind* instead of *whip* indicates confusion with the final sound. Selecting *wipe* indicates confusion with the medial vowel sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Segmenting and blending activities can help students with discrimination between sounds, particularly consonant clusters, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 5

Sound/spelling analysis: Selecting *fence* for *tense* represents confusion of the initial sound. Selecting *ten* represents failure to attend to the final sound. Selecting *twice* indicates confusion of the initial and medial sounds.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while segmenting and blending activities can aid in practicing encoding consonant clusters. Word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 6

Sound/spelling analysis: Selecting *perch* for *percent* indicates failure to attend to the second syllable. Selecting *plaster* or *partner* may indicate multiple sound/spelling confusions.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while segmenting and blending activities can aid in

practicing encoding consonant clusters. Word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. *Percent*, *plaster*, and *partner* are multisyllable words. Please refer to the appendix for more information on chunking and decoding multisyllable words. These activities and more can be found in the Pausing Points.

Column 7

Sound/spelling analysis: Selecting *note* for *knot* indicates confusion with the medial vowel sound. Selecting *cot* indicates failure to attend to the beginning sound. Selecting *knock* indicates failure to attend to the ending sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between vowel sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 8

Sound/spelling analysis: Selecting *wage* or *waste* instead of *wake* indicates confusion with the ending consonant sound. Selecting *whack* indicates confusion with the medial vowel sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between sounds, while segmenting and blending activities can aid in practicing encoding. These activities and more can be found in the Pausing Points.

Column 9

Sound/spelling analysis: Selecting *nine* for *knife* represents confusion with the ending sound, while selecting *wife* represents confusion with the beginning sound. Selecting *knave* indicates confusion with the medial vowel sound and ending consonant sound.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Minimal pairs activities can help students with discrimination between sounds, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 10

Sound/spelling analysis: Selecting *sing* or *since* instead of *sink* indicates confusion with the ending sound. Selecting *simmer* indicates failure to attend to the entire second syllable.

Remediation: If possible, an individual conversation with the student regarding their choice may inform the specific area with which the student struggled. Segmenting and blending activities can aid in encoding consonant clusters, while word sorts and other spelling alternative activities can help students who have difficulty encoding with spelling alternatives. These activities and more can be found in the Pausing Points.

Column 11

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 the Pausing Points.

READING COMPREHENSION ASSESSMENT ANALYSIS DIRECTIONS

Directions

The questions on the Reading Comprehension Assessment are grouped on the record sheet according to whether the question is literal or inferential. Place an X in the column of any question that the student did not correctly identify. For each column, please mark the number of any question answered incorrectly. 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.

Literal

What an error on these questions means: Literal questions assess students' recall of key details from the story; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the text in which the specific answer to the question is provided.

What you should do: Remind students that they should always go back to the text to find an answer. Most questions ask them to retell details from the text, and students should always find the answer in the text and never skip this important step. Have students retell the plot of the story to you in order.

Inferential

What an error on these questions means: Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent but require students to paraphrase and/or refer back to the different portions of the text that provide information leading to and supporting the inference they are making.

What you should do: Inferential questions ask students to come to a conclusion based on facts and/or evidence from the text. These inferential questions ask students to use details from the text to make connections and draw conclusions. In prompting students to answer these questions correctly, first make sure students understand the story at a literal level. Then, lead students in a discussion that uses the facts and details presented in the story to help students make the inferences asked in the questions.

General Guidelines

Students scoring 7 or more are doing well. However, if you have students who score 6 or less on the assessment, look for opportunities during the remainder of the unit to have these students read aloud "The Prince Gets a Pet" to you and discuss each question with you.

Additional Support Activity Pages

Grade 1

Foundational Skills 6

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Push and Say Sound Boxes

Directions: Use this page for Push and Say. Students represent sounds with letter cards.

--	--	--	--	--

NAME: _____

DATE: _____

TR 1.2

Push and Say Letter Cards 1

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	<u>d</u>	<u>d</u>
e	f	g	g	h	i
j	k	k	l	m	m
<u>n</u>	<u>n</u>	o	<u>p</u>	<u>p</u>	r
s	s	t	t	<u>u</u>	v
w	x	y	z	z	ch
sh	sh	th	qu	ng	ck
ff	ll	ss	ee		

NAME: _____

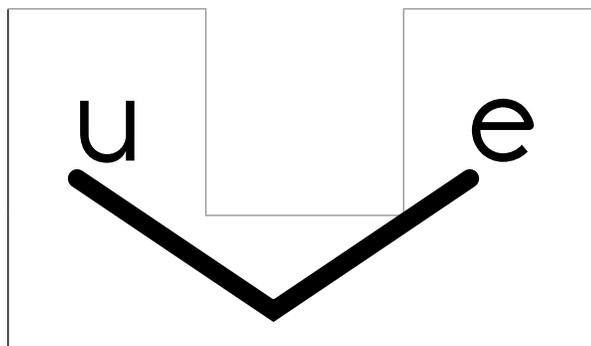
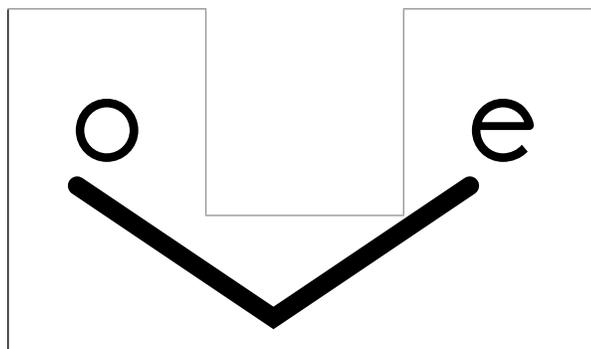
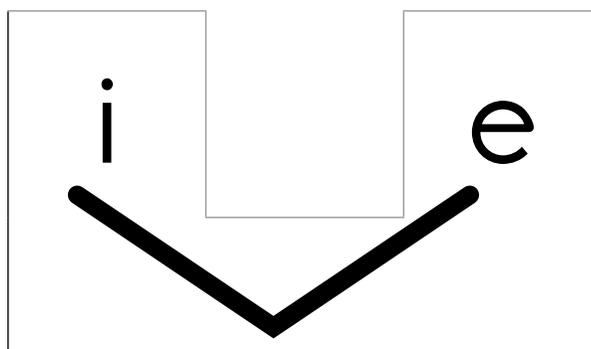
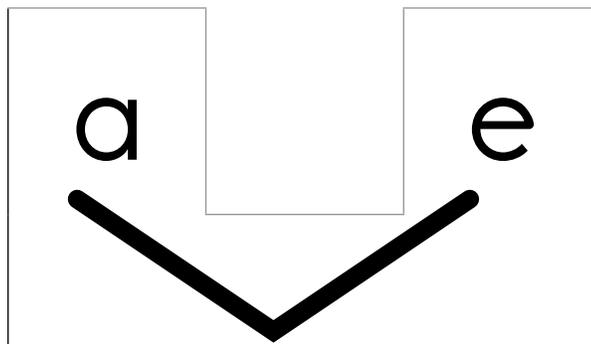
DATE: _____

TR 1.2

CONTINUED

Push and Say Letter Cards 2

Directions: Copy and cut out the letter cards for use with Push and Say.



NAME: _____

DATE: _____

TR 1.2

CONTINUED

Push and Say Letter Cards 3

Directions: Copy and cut out the letter cards for use with Push and Say.

oo	ou	oi	aw
er	ar	or	-ed
pp	bb	cc	gg
tt	dd	rr	tch
ge	ve	wr	

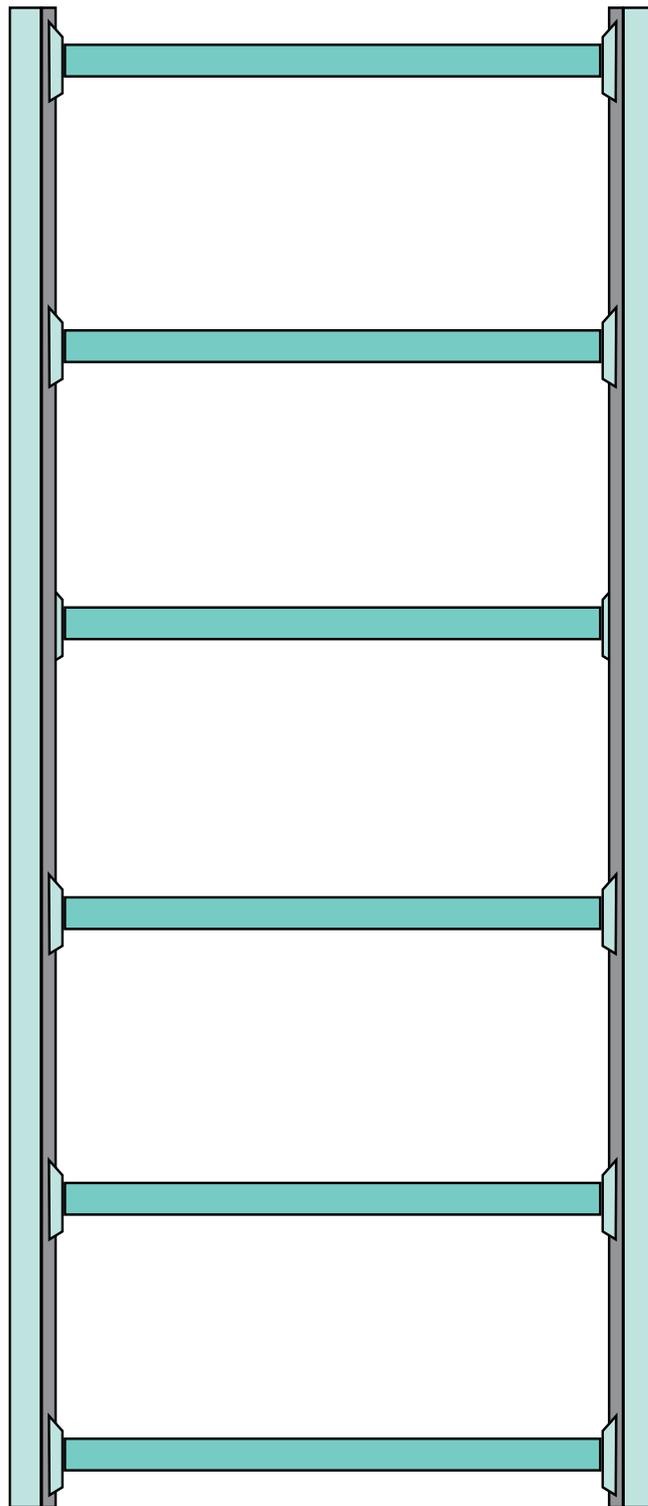
NAME: _____

DATE: _____

TR 2.1

Race to the Top Game Board

Directions: Copy this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 2.2

Letter Cards 1 (Single Letter)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

a

b

c

d

e

f

g

h

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 2 (Single Letter)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

i	j
k	i
m	n
o	p

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 3 (Single Letter)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

r	s
t	u
v	w

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 4 (Single Letter)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

x	y
z	

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 5 (Digraph)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

ch

sh

th

qu

ng

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 6 (Double Letter)

ck

bb

dd

ff

gg

ll

mm

ss

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 7 (Double Letter)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

cc

nn

pp

rr

tt

zz

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 8 (Vowel Digraph)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

ee	ae
ie	oe
ue	

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 9 (Vowel Digraph)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

oo

ow

oi

ow

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 10 (r-Controlled Vowels)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

er

ar

or

NAME: _____

DATE: _____

TR 2.2

CONTINUED

Letter Cards 11 (Vowel Digraph and -ed)

Directions: Copy and cut out these letter cards for use with Match Me or Race to the Top.

tch	ge
ve	wr
ed	

NAME: _____

DATE: _____

TR 2.3

My Tale

When I was with ...

When I went to ...

The first time I ...

The day it ...

When I got ...

One day ...

NAME: _____

DATE: _____

TR 3.1

Word/Picture Cards 1

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



cent



mice



race



rice

NAME: _____

DATE: _____

TR 3.1

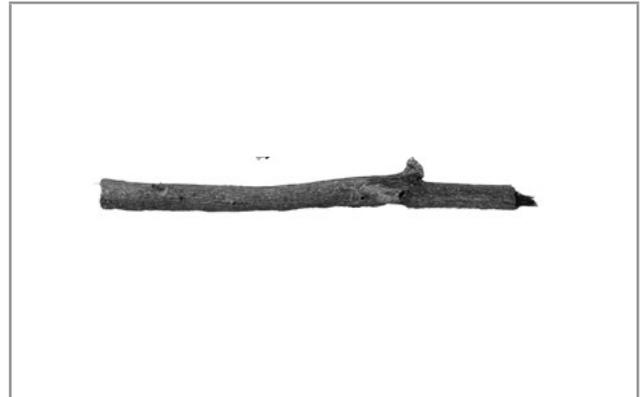
CONTINUED

Word/Picture Cards 2

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



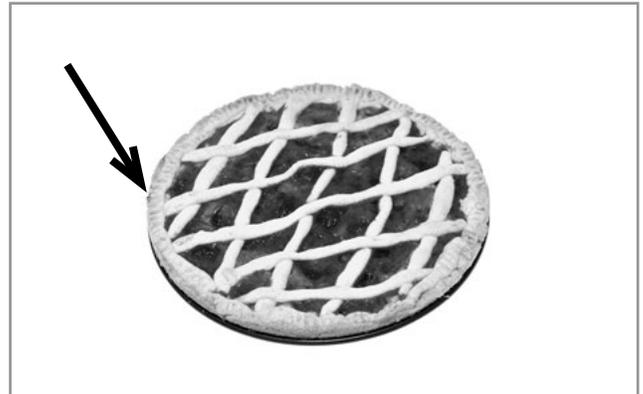
sled



stick



bus



crust

NAME: _____

DATE: _____

TR 3.1

CONTINUED

Word/Picture Cards 3

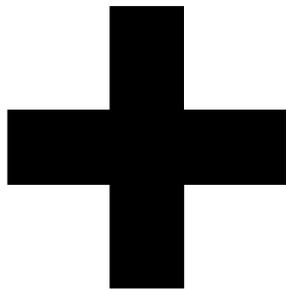
Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



crops



nuts



cross



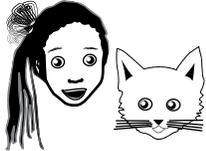
dress

NAME: _____

DATE: _____

TR 4.1

Plan a Tale



Who?



Where?



When?

NAME: _____

DATE: _____

Plan a Tale	
What?	First ...
	Next ...
	Then ...
	Last ...
Why?	Because ...

NAME: _____

DATE: _____

TR 4.2

Draft a Tale

Who?

Where?

When?

NAME: _____

DATE: _____

TR 4.2

CONTINUED

What?

First?

Next?

Then?

Last?

Why?

NAME: _____

DATE: _____

TR 5.1

Word Cards for Progress Monitoring 1

else	force	twice
cell	since	goose
voice	house	cinch
place	chance	rinse

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 5.2

Record Sheet for Progress Monitoring 1

Word	Student Pronunciation				
Sample: cent	/s/	/e/	/n/	/t/	
1. else	/e/	/l/	/s/	-	____/1
2. force	/f/	/or/	/s/	-	____/1
3. twice	/t/	/w/	/ie/	/s/	____/1
4. cell	/s/	/e/	/l/	-	____/1
5. since	/s/	/i/	/n/	/s/	____/1
6. goose	/g/	/oo/	/s/	-	____/1
7. voice	/v/	/oi/	/s/	-	____/1
8. house	/h/	/ou/	/s/	-	____/1
9. cinch	/s/	/i/	/n/	/ch/	____/1
10. place	/p/	/l/	/ae/	/s/	____/1
11. chance	/ch/	/a/	/n/	/s/	____/1
12. rinse	/r/	/i/	/n/	/s/	____/1
Total Correct					____/12

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

/s/ > 'c' (3,4,9,10) ____/4

/s/ > 'ce' (2,5,7,11) ____/4

/s/ > 'se' (1,6,8,12) ____/4

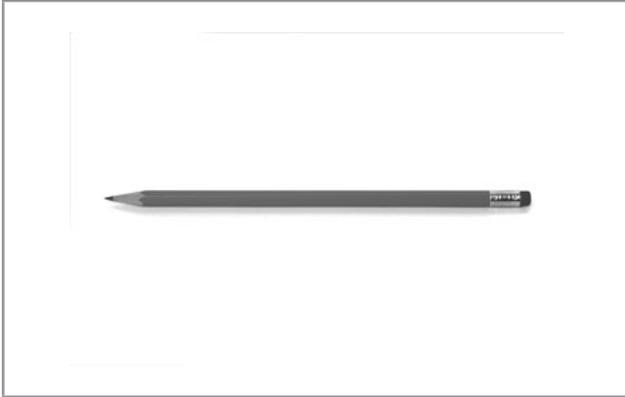
NAME: _____

DATE: _____

TR 6.1

Word/Picture Cards 4

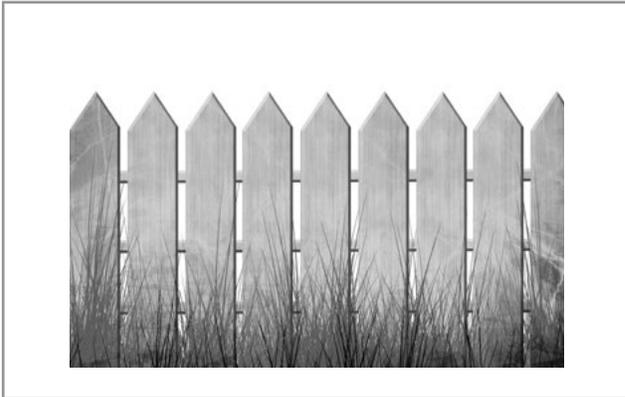
Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



pencil



dance



fence



prince

NAME: _____

DATE: _____

TR 6.1

CONTINUED

Word/Picture Cards 5

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



geese



horse



house



moose

NAME: _____

DATE: _____

TR 6.1

CONTINUED

Word/Picture Cards 6

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



rínse



mæss



sspd

NAME: _____

DATE: _____

TR 6.2

Word Sort /s/ > 'ce', 'se'

Sort the words by their spellings for /s/.

prince	horse	since	rinse	choice
fence	dance	house	mouse	goose

/s/ → 'ce'

/s/ → 'se'

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----
_____	_____
-----	-----

NAME: _____

DATE: _____

TR 7.1

Scrambled Sentences

Grace

and

Jill

yelp

in

the

cool

waves.

Grace

and

her

mom

gather

fresh

greens

from

the

garden.

Directions: Make a copy and cut apart the word cards for Scrambled Sentences.

NAME: _____

DATE: _____

TR 7.1

CONTINUED

Scrambled Sentences

Directions: Make a copy and cut apart the word cards for Scrambled Sentences.

Grace

and

her

mom

cook

two

chickens

in

a

big

pan.

They

bake

fresh

corn

muffins

and

a

red

velvet

cake.

NAME: _____

DATE: _____

TR 9.1

Circle the Sounds

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. choice

2. cent

3. glance

4. grouse

5. house

6. cells

7. prince

8. center

NAME: _____

DATE: _____

TR 9.2

Prepositions

to

from

with

in

on

under

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 9.2

CONTINUED

Pronouns

he

she

it

we

they

I

you

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 9.3

Fluency: Play Parts "Ants"

Ants

Directions: Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

★ Grace came running home after class. She raced into the kitchen.

Grace: "Mom! We got an ant farm for our classroom! It's made of plastic so you can see into it. You can look inside and see what the ants are up to. You can see them when they take bits of food back to their nest. It is so cool because you get a glimpse into the lives of ants."

★ Mom smiled and nodded. She was glad to see Grace filled with excitement.

Grace: "Miss Francis says that ants are insects. All insects have six legs. Bees and termites are insects, too! But they are not as cool as ants! In fact, some ants can lift objects that are one hundred times bigger than they are."

Mom: "Cool! What else did Miss Francis tell you?"

Grace: "Ants have a queen but not a king. The queen is the top ant. She is the boss. The rest of the ants feed her and take good care of her."

Mom: "I like the sound of that!"

NAME: _____

DATE: _____

TR 10.1

Word Cards for Progress Monitoring 2

know	knife	knot
knee	knock	inch
skin	ounce	horse
nice	cent	knit

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 10.2

Record Sheet for Progress Monitoring 2

Word	Student Pronunciation				
Sample: knot	/n/	/o/	/t/		
1. knock	/n/	/o/	/k/	-	____/1
2. knife	/n/	/ie/	/f/	-	____/1
3. know	/n/	/o/	/t/	-	____/1
4. knee	/n/	/ee/	-	-	____/1
5. inch	/i/	/n/	/ch/	-	____/1
6. skin	/s/	/k/	/i/	/n/	____/1
7. ounce	/ou/	/n/	/s/	-	____/2
8. horse	/h/	/or/	/s/	-	____/1
9. nice	/n/	/ie/	/s/	-	____/2
10. cent	/s/	/e/	/n/	/t/	____/2
11. knit	/n/	/i/	/t/	-	____/1
Total Correct					____/14

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

/n/ > 'n' (5,6,7,9,10) ____/5

/s/ > 'se' (8) ____/1

/n/ > 'kn' (1,2,3,4,11) ____/5

/s/ > 'ce' (7) ____/1

/s/ > 'c' (9,10) ____/2

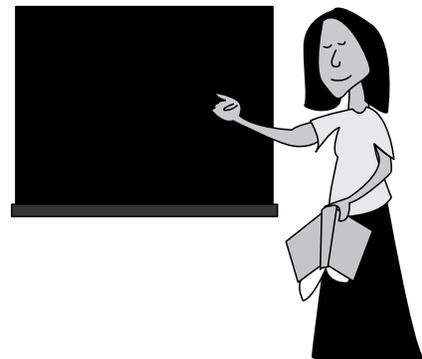
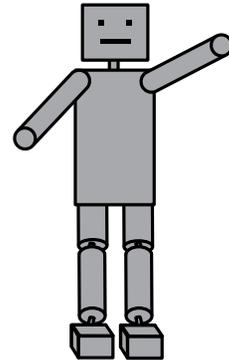
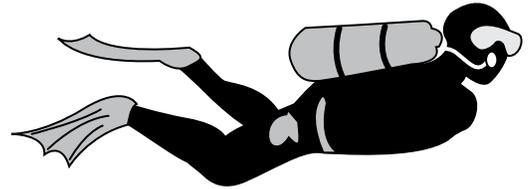
NAME: _____

DATE: _____

TR 10.4

Fluency: Silly Voices Cards

Directions: Make a copy and cut apart the character cards to use with Silly Voices.



NAME: _____

DATE: _____

TR 12.1

Word/Picture Cards 7

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



knot



kneel



knife



knit

NAME: _____

DATE: _____

TR 12.1

CONTINUED

Word/Picture Cards 8

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



net



nut



inch



pan

NAME: _____

DATE: _____

TR 12.2

Tricky Word Cards

a

l

no

so

of

all

some

from

word

are

were

have

one

once

to

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 12.2

CONTINUED

Tricky Word Cards

do

two

who

the

said

says

was

when

where

why

what

which

here

there

he

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 12.2

CONTINUED

Tricky Word Cards

she

we

be

me

they

their

you

your

because

could

would

should

down

today

yesterday

tomorrow

how

Directions: Make a copy and cut apart the word cards.

NAME: _____

DATE: _____

TR 12.3

Sentence Strips

1. Grace is drifting off to sleep.

2. Grace is not scared of thunder.

3. Jill is sitting up.

4. Grace and Jill wade in the waves.

5. The ducks will be just fine.

Directions: Make a copy for each student, and cut apart each sentence strip. Have students read each sentence, rewrite one of the sentences on a separate piece of paper, and use a red marker to underline the noun or noun phrase that is the subject of the sentence. Then, students will use the pronoun word cards to select the pronoun and write another sentence using the pronoun.

NAME: _____

DATE: _____

TR 13.1

Sentence Strips

1. The Spencers sit down.

2. They munch on lunch.

1. Mister Spencer glances up.

2. He sees dark clouds.

1. The Spencers pick up their things.

2. They put it in the picnic basket.

1. Grace grabs the cups.

2. She also grabs the napkins.

1. The storm shelter is like a basement.

2. It is a safe place.

Directions: Make a copy for each student, and cut apart each sentence pair.

NAME: _____

DATE: _____

TR 13.2

Fluency: Two Voices

The Band

1

2

Grace and Jill are in a band.

Grace and Jill are in a band.

Grace toots on her trumpet.

Jill toots on her trombone.

When the children started out,

they did not sound too good.

they did not sound too good.

Grace and her trombone sounded like a sick moose.

Jill and her trumpet sounded like a flock of geese.

The two of them made quite a racket.

The two of them made quite a racket.

It was so bad that Mister Spencer would yell,

“I can’t take it!”

“I can’t take it!”

Then he would run out of the house and hide in the barn.

Since then, the children have gotten a lot better, just as Mister Vance said they would.

Mister Vance is the band master.

He spends a lot of time with the children, helping them get better.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 13.2

CONTINUED

Fluency: Two Voices

The Band	
1	2
In the spring there is a band concert in the park.	
	Mister Vance gets up on the bandstand and waves his hands.
The band starts belting out a jazz song.	
They sound good.	They sound good.
	Grace hits the notes on her trumpet.
Jill's trombone sounds good, too.	
	The drummer is drumming up a storm.
The band is knocking it out of the park.	The band is knocking it out of the park.
Mister Vance has a big smile on his face. He is proud of Grace and Jill.	
	Mister Spencer smiles, too. He has gotten tired of spending so much time in the barn.

NAME: _____

DATE: _____

TR 14.1

Yes or no? Write *yes* or *no* on the lines.

1. Is a **knife** sharp?

2. Is ten **cents** less than a dime?

3. Can a **mouse** write with a pen?

4. Can you feel your **pulse**?

5. Is an **iceberg** made of ice?

6. Is **pepper** a spice?

7. Do you have a **loud voice**?

8. Do you like to **dance**?

NAME: _____

DATE: _____

TR 14.2

Fluency: Play Parts

The Storm

★ There is a big storm on the farm. Dark clouds have blocked out the moon and stars. Thunder booms in the darkness. Gusts of wind sweep past the barn. Grace is not scared of the thunder. Jill is not as brave as Grace. Jill yells in a scared voice. She winces when the thunder booms. Her knees knock when the wind gusts.

Grace: “What’s the matter, Jill?”

Jill: “I’m scared!”

★ Grace hugs her sister and sits next to her on the bed.

Grace: “It’s just a summer storm. We will be safe inside the house.”

★ Her big sister’s words make Jill feel better. The hug helps, too. But there is still one thing that has her scared.

Jill: “The ducks! Will they be safe out in the storm?”

Grace: “Yes, those ducks are smart. When the thunder booms, they scamper off and take shelter.”

Jill: “I am glad the ducks have a safe place to run in the storm. That makes me feel better!”

Directions: Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

NAME: _____

DATE: _____

TR 16.1

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

In the Storm Shelter	
1	2
The Spencers are down in their storm shelter.	
	Outside the shelter, the storm has started.
The wind gusts. Thunder cracks and crashes.	The wind gusts. Thunder cracks and crashes.
Down in the shelter the Spencers can't tell how bad the storm is.	
	But the Spencers will be safe down in their storm shelter.
Their storm shelter can stand up to strong storms.	Their storm shelter can stand up to strong storms.
When the thunder booms, Jill grabs her mom's arm.	
	"I expect it," she says. "But still, it scares me!"
Her mom hugs her.	
	When it sounds like the storm is finished, Mister Spencer peeks out.
"It's safe," he says.	"It's safe," he says.
The Spencers step outside.	
	Mister Spencer checks the barn.

NAME: _____

DATE: _____

TR 16.1

CONTINUED

Fluency: Two Voices

In the Storm Shelter	
1	2
It is fine.	
	Grace and Jill pick up some pots that were knocked off the porch by the wind.
“Things look to be in good shape,” says Mister Spencer.	
	“Good!” Mom says.
“Let’s sit down and finish our picnic!”	“Let’s sit down and finish our picnic!”

NAME: _____

DATE: _____

TR 17.1

Word/Picture Cards 9

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



web



whale



wheel



whisk

NAME: _____

DATE: _____

TR 17.1

CONTINUED

Word/Picture Cards 10

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



whisker



whisper



wig



swim

NAME: _____

DATE: _____

TR 17.2

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

Supper	
1	2
Grace invites two of her pals from soccer to visit her house for supper.	Grace invites two of her pals from soccer to visit her house for supper.
They are twin sisters.	
	Their names are Kim and Jane Knox.
Grace and her mom spend the morning cooking.	Grace and her mom spend the morning cooking.
They gather fresh greens from the garden.	
	They cook two chickens in a big pan.
They bake fresh corn muffins and a cake.	
	Grace gets to crack the eggs and mix the cake.
Her mom lets her help whip up the frosting, too.	
	And, best of all,
she gets to lick the spoon when the frosting is finished!	she gets to lick the spoon when the frosting is finished!
At six a car drives up and toots the horn.	
	Mister Knox is at the wheel.
“That’s them!”	“That’s them!”
Grace shouts.	

NAME: _____

DATE: _____

TR 17.2

CONTINUED

Fluency: Two Voices

Supper	
1	2
	She runs out to meet her classmates.
They sit down for dinner.	
	Kim Knox cuts the chicken with her knife.
“Yum!” she says. “This chicken is the best! It’s so much better than the stuff our dad makes!”	
	Jane nods. She would tell Grace how good the chicken is, but her mouth is stuffed with chicken.
“Save room for cake!”	“Save room for cake!”
Grace says.	
	After supper Grace brings in the cake she and her mom made.
She helps her mom slice up the cake.	
	“Ooo!” says Kim. “What sort of cake is it?”
“Red velvet!” says Grace.	
	“Yum!” says Kim.
“Can we visit next weekend, too?”	“Can we visit next weekend, too?”

NAME: _____

TR 18.1

DATE: _____

Bingo Boards 1

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

sunk	well	knack
glance	face	whine
drinks	bring	class

worn	sense	fast
cinch	noon	knit
what	think	loose

NAME: _____

DATE: _____

TR 18.1

Bingo Boards 2

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

wheel	bounce	then
noon	street	bank
strong	else	knack

oink	price	choice
knot	well	drinks
think	sense	what

NAME: _____

DATE: _____

TR 18.1

Bingo Boards 3

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

yank	whine	class
glance	knit	fast
sunk	price	whoosh

knelt	then	face
whip	spots	north
bring	choice	worn

NAME: _____

DATE: _____

TR 18.1

Bingo Boards 4

Directions: Copy and cut out the game boards (card stock is recommended to allow for reuse). Students apply phonics knowledge by reading words to play the traditional game Bingo.

spots	whip	else
knot	fuss	oink
strong	cinch	north

wheel	loose	street
knelt	yank	fuss
whoosh	bounce	bank

NAME: _____

DATE: _____

TR 18.2

Bingo Word Cards

Directions: Copy and cut out the word cards for use with Bingo Boards (card stock is recommended to allow for reuse).

cinch	face	price	street
fast	drinks	spots	bounce
choice	glance	else	loose
sense	class	fuss	knack
knelt	knit	knot	noon
north	then	what	wheel
whine	whip	whoosh	well
worn	bank	oink	sunk
think	yank	bring	strong

NAME: _____

DATE: _____

TR 18.3

Fluency: Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

The Visit	
1	2
The Spencers are on a trip to visit their Gran.	
	It's a long car ride from the farm.
Their dad drives in the morning.	
	Then their mom drives after lunch.
Grace and Jill feel like the trip will never end.	Grace and Jill feel like the trip will never end.
At last, they get to Gran's place.	
	Grace and Jill run up to their Gran and hug her.
"It's so nice to see you!" says Gran.	"It's so nice to see you!" says Gran.
"Gran," Jill says, "can we run down and swim?"	
	After the long car ride, the children need some exercise.
Gran smiles.	
	She grabs her knapsack and points to the flip-flops on her feet and says,
"I'm all set!"	"I'm all set!"
Grace and Jill get dressed for swimming.	

NAME: _____

DATE: _____

TR 18.3

CONTINUED

Fluency: Two Voices

The Visit	
1	2
	They rub sunscreen on their arms and legs.
Mister Spencer helps them rub the sunscreen on their backs.	
	Once the sunscreen is on,
Grace and Jill run down the path to the cove.	Grace and Jill run down the path to the cove.
When they get there, they wade in, yelping as the cool waves crash past them.	
	Grace and Jill splash and ride the waves.
They dig for crabs and pick up shells.	
	They toss a frisbee back and forth.
They munch on snacks and sit in the sun.	
It's fun to visit with Gran.	It's fun to visit with Gran.

NAME: _____

DATE: _____

TR 19.1

Sort the words by their spellings for /ng/.

pink	long	think	wing
sang	chunk	feeling	bank
string	finger	sting	singer

/ng/ → 'ng'

/ng/ → 'n'

NAME: _____

TR 19.2

DATE: _____

Cut out the word cards and stick them in the boxes.

think

feeling

string

drink

hopping

wrong

finger

fling

stink

pink

singer

hunger

NAME: _____

DATE: _____

TR 19.2

CONTINUED

Sort the word cards by their spellings for /ng/ and stick them in the boxes.

/ng/ → 'ng'	/ng/ → 'n'

NAME: _____

DATE: _____

TR 20.1

Word Cards for Progress Monitoring 3

pink	while	wink
chunk	when	thank
white	which	honk

NAME: _____

DATE: _____

TR 20.2

Record Sheet for Progress Monitoring 3

Word	Student Pronunciation				
Sample: pink	/p/	/i/	/ng/	/k/	
1. while	/w/	/ie/	/l/	-	____/1
2. wink	/w/	/i/	/ng/	/k/	____/2
3. chunk	/ch/	/u/	/ng/	/k/	____/1
4. when	/w/	/e/	/n/	-	____/2
5. thank	/th/	/a/	/ng/	/k/	____/1
6. white	/w/	/ie/	/t/	-	____/1
7. which	/w/	/i/	/ch/	-	____/1
8. honk	/h/	/o/	/ng/	/k/	____/1
Total Correct					____/10

Note: Student performance with all phonemes should be noted for evaluation; however, only consonant spelling alternatives are scored for this assessment.

/n/ > 'n' (4) ____/1

/w/ > 'wh' (1,4,6,7) ____/4

/ng/ > 'n' (2,3,5,8) ____/4

/w/ > 'w' (2) ____/1

NAME: _____

DATE: _____

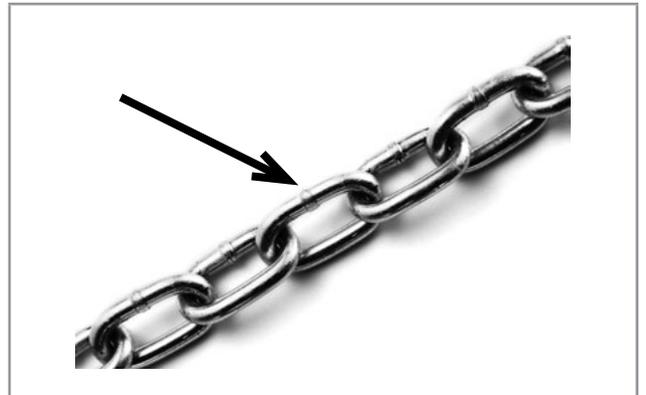
TR 21.1

Word/Picture Cards 11

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



drink



link



sink



tank

NAME: _____

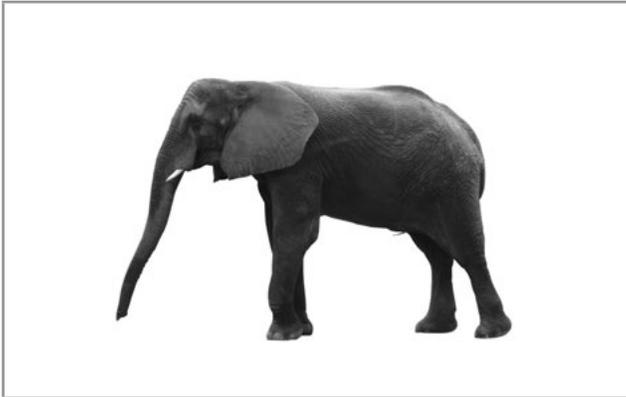
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TR 21.1

CONTINUED

Word/Picture Cards 12

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



trunk



rain



wing



hang

NAME: _____

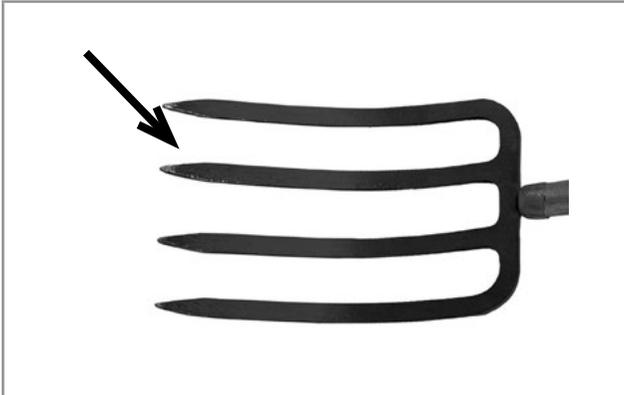
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TR 21.1

CONTINUED

Word/Picture Cards 13

Directions: These word/picture cards are provided for use with the games Race to the Top and Match Maker. For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



prong



sing



swing

NAME: _____

DATE: _____

TR 21.2

Directions: Have students write the nouns that the underlined pronouns replace on the lines.

1. Jim went to France. He has a pal there.

Jim

2. Francis said, "I saw a goose outside."

3. Jen has a knit hat. It itches.

4. Gran said, "Kate, can you hand me the coin?"

5. Deb has a dress. She likes it.

6. Dan and Sam said, "We plunged into the pool."

7. Marge and Jim got a dog. They are glad.

NAME: _____

DATE: _____

TR 21.3

Fluency: Play Parts

The Frog Jumping Contest

★ There is a frog jumping contest at the park this week.

Ken: “Did you get a frog for the contest.”

★ Grace nods. She sticks her hand in her bag and grabs her frog. The frog sits on her fingers.

Ken: “Cool! What’s his name?”

Grace: “It’s a she! Her name is Hopper.”

Ken: “I got one, too. His name is Jumper. He has longer legs than Hopper.”

★ Grace and Ken take their frogs to the starting line. They set the frogs down.

Starter: “On your mark! Get set! Hop!”

Ken: “Jump! Jump!”

★ Jumper hops off. Hopper jumps, too, but she jumps off to the side.

Grace: “No, Hopper!”

Directions: Each student reads the lines for a selected character, together completing the story. Narrator lines are indicated by a star.

NAME: _____

DATE: _____

TR 21.3

CONTINUED

Fluency: Play Parts

★ Grace runs and grabs her frog. Then she sets her down with her face pointing at the finish line. Hopper hops off. This time she is lined up and on target. Ken and Grace chase their frogs down the track. The frogs are fast. It is a close race. The two frogs cross the finish line at the same time.

Ken: “Did Jumper win?”

Grace: “Did Hopper win?”

Starter: “We have two winners! Hopper and Jumper crossed the line at the same time. They will share the prize!”

★ The man hands Grace and Ken a cup for their prize. Grace plops Hopper in the cup. Ken adds Jumper. Then they hoist the cup up.

Ken and Grace: “Here’s to the champs!”

NAME: _____

DATE: _____

TR 22.1

Add 's' or 'es' to the gaps based on the word.

1. Ants make anthill _____.

2. My pal Tom has three bike _____.

3. I have fifteen classmate _____.

4. Our cat had two litter _____.

5. A tree has lots of branch _____.

6. I do not like to take pill _____.

7. In the park are a lot of bench _____ to sit on.

8. My mom has five summer dress _____.

NAME: _____

DATE: _____

TR 22.2

Yes or no? Write *yes* or *no* on the lines.

1. Do you have a bunk bed?

2. Do snakes have **whiskers**?

3. Is a quilt like a blanket?

4. Is rice a food?

5. Do skunks smell good?

6. Can a horse run fast?

7. Do cars have six **wheels**?

8. Can a **whale** jump rope?

NAME: _____

DATE: _____

TR 22.3

Fluency: Two Voices

Buster the Pig

1

2

There are contests at the park.

Grace is at a livestock contest with her dad.

When a livestock contest is held, farmers bring their best sheep and pigs and hope to win a prize.

“Look at the size of that pink pig!”
Grace says.

“Look at the size of that pink pig!”
Grace says.

“His name is Buster,” says a teen in a white tank standing next to the pig.

He is rubbing the pig’s flank with a rag.

“And my name is Rod.”

“What are you doing to him?”
Grace asks.

“What are you doing to him?”
Grace asks.

“I’m brushing him,” says Rod. “Buster needs to look his best so he can win the top prize. Would you like to help?”

When it’s time to take Buster out into the ring, Grace rubs him under his chin. Buster likes this so much he oinks and whimpers.

There are lots of pigs in the ring, and they all look good.

A man in a black hat inspects the pigs.

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines that should be read chorally (voices together) are in bold.

NAME: _____

DATE: _____

TR 22.3

CONTINUED

Fluency: Two Voices

Buster the Pig	
1	2
	His job is to pick which pig he thinks is best.
That pig will be the winner.	
“I hope Buster wins!” Grace says.	“I hope Buster wins!” Grace says.
The man looks at the pigs one last time.	
	Then he points a finger at Buster and hands the top prize to Rod.
“Yippee!” says Grace. “Buster is number one!”	“Yippee!” says Grace. “Buster is number one!”

NAME: _____

DATE: _____

TR 23.1

Pick the Pronoun

Directions: Have students read the sentence and circle the correct pronoun for the underlined noun or noun phrase.

1. Grace and Jill splash in the waves.
a. We b. She c. They
2. Rod is brushing a pink pig.
a. We b. He c. It
3. Gran and Grace went swimming.
a. She b. They c. We
4. The pig won the top prize.
a. It b. He c. We
5. Grace wants to get a chick.
a. They b. She c. We
6. Mister Knox is the soccer coach.
a. We b. He c. They

ACTIVITY BOOK ANSWER KEY

NAME: _____ DATE: _____ **1.2** Activity Page

The Name of the Tale: In the Cave

Who?  I, narrator, Kate, Doba	Where? When?  Doba's house the Southwest a cave
---	---

What?

The tale starts with . . .
 Kate went to visit Doba. She missed her mom and dad, but she had fun.

Next in the tale . . .
 One day, Doba and Kate went on a hike. They went into a cave when it started to storm.

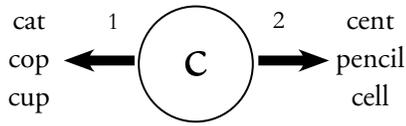
At the end of the tale . . .
 Kate saw a coin in the rock and grabbed it. Doba said they could take it to a coin expert the next day. Then they went on with the hike.

Directions: Have students fill in the story map to describe the characters, setting, and plot of the story.

Skills 6 3

NAME: _____ DATE: _____ **2.1** Activity Page

Sound out the words with the lines under them. Is the 'c' sounded /k/ as in *cat* or /s/ as in *cent*? Write the words where they fit best.



	/k/ as in <i>cat</i>	/s/ as in <i>cent</i>
1. She is a good dancer.		dancer
2. It's time to get in the car.	car	
3. That kite you have is so cool!	cool	
4. Set it down in the center of the room.		center
5. We had crabs for lunch.	crabs	
6. He gave me a lot of choices.		choices
7. Look up there! See that big cloud?	cloud	

Skills 6 7

NAME: _____ DATE: _____ **5.1** Assessment

Spelling Test

- hidden
- popping
- batter
- their
- swimming
- shredded
- nodded
- rotten

Skills X 17

NAME: _____ DATE: _____ **6.1** Activity Page

'c': /s/ or /k/ ?

color 1 clip	color 2 pencil	color 1 carve
color 2 cells	color 1 cage	color 2 bouncing
color 2 cent	color 2 center	color 1 bobcat
color 1 catch	color 2 dancer	color 1 magic

Directions: Have students color the boxes that contain words that have 'c' - /k/ as in cat in one color and the boxes that contain words that have 'c' - /s/ as in cent in another color.

Skills 6 21

NAME: _____ DATE: _____

6.2 Activity Page
CONTINUED

Sort the word cards by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'	else	dense	house	horse		
/s/ → 'ce'	voice	prince	twice	chance		
/s/ → 'c'	cell	center	percent	dancing		

Skills 6 25

NAME: _____ DATE: _____

6.3 Activity Page

Mister Spencer and the Rabbits

- What is the land like out in the Midwest?
 - The land has red rocks.
 - The land has no plants.
 - The land has rich soil.

Page 2

- What things are in Mister Spencer's garden?

Mister Spencer has eggplants,
beets, sprouts, and peppers in
his garden.

Page 2

Directions: Have students reread the story and answer the questions.

Skills 6 27

- What is the problem with Mister Spencer's garden?
 - He has rabbits in his garden.
 - He has a dog in his garden.
 - He has sprouts in his garden.

Page 4

- Pepper helps Mister Spencer when he . . .
 - has a snack from the garden.
 - barks at the rabbits so they run off.
 - sleeps out in the barn.

Page 6

Skills 6 28

NAME: _____ DATE: _____

7.1 Activity Page

- Kate is nine. She wrote a book.
She -
- Sa-ni has a shop. He sells coins.
 - He -
- Kate went on a trip. It was fun.
 - It -
- Kate found a coin. It is Spanish.
 - It -

Directions: Have students underline the pronouns and draw a connecting line from each pronoun to the noun it replaces. Then have students write the pronoun on the line below.

Skills 6 31

Directions: Have students replace the underlined nouns with the correct pronouns using he, she, or it.

1. Kate went on a trip. She had fun.
2. Sa-ni likes the coin. Sa-ni likes it.
3. Was Sa-ni Do-ba's pal? Yes, he was Do-ba's pal.
4. Kate made a book. She wrote the words.
5. Do-ba has a cabin. It is in the Southwest.
6. Gad is a kid. He is nine.

32

Skills 6

NAME: _____
DATE: _____

8.1 Activity Page

The Picnic by the River

1. What was in the picnic basket?

The picnic basket was filled with food. There were chicken wings, ham, grapes, chips, and cupcakes.

Page 8

2. Where had the Spencers set down their picnic basket?

Mister Spencer set their basket down next to the center of a big anthill.

Page 10

Directions: Have students read the story and answer the questions.

Skills 6

35

3. Why was the food in the picnic basket safe from the ants?

Much of the food was safe from the ants because it was in plastic bags.

Page 10

4. What did Grace do for the ants at the end?

At the end Grace set bits of cupcake and ham on the ground for the ants.

Page 12

36

Skills 6

NAME: _____
DATE: _____

9.1 Activity Page

he she it I you

1. The house is big. It has lots of rooms.

It

2. Mitch has a black goose. He likes the goose.

He

3. Ben said, "I have lots of red pencils."

I

4. Mom asked Reese, "Can you feed the horse?"

you

Directions: Have students underline the pronoun in each sentence pair and draw a connecting line from the pronoun to the noun it replaces. Then have students write the pronoun on the line.

Skills 6

37

5. The princess broke her leg. She has to use crutches.

She

6. The mouse is soft. It is a nice mouse.

It

38

Skills 6

NAME: _____ 9.2 Activity Page
DATE: _____

Ants

1. What is an ant farm?

An ant farm is a home for ants. It
is plastic so you can look inside
and see what the ants are up to.

Page 14

2. Who is the queen?

The queen is the top ant. She is
the boss.

Page 16

Directions: Have students read the story and answer the questions.

Skills 6

39

3. How do the rest of the ants take care of the queen?

The rest of the ants feed her.

Page 16

4. Why could the queen's life be a hard life?

The queen has to make lots of
eggs. She has to be deep in the
center of the anthill all the time.

Page 16

40

Skills 6

NAME: _____ 10.1 Assessment
DATE: _____

Spelling Test

1. cent
2. here
3. zip
4. kiss
5. prince
6. pigs
7. jazz
8. sun

Skills X

41

The Band

1. What did Grace and Jill sound like at the start?

Grace and Jill did not sound too good when they started out. Jill sounded like a sick moose and Grace sounded like a flock of geese.

Page 18

2. How did Mister Spencer act when the children started out?

Mister Spencer would run out of the house and hide in the barn.

Page 18

Directions: Have students read the story and answer the questions.

3. Who is Mister Vance?

Mister Vance is the band master. He spends a lot of time with the children, helping them get better.

Page 18

4. Describe the band concert.

Answers may vary, but should reference specific details from the story. For example, the band concert is at the park. First, Mister Vance gets up on the bandstand and waves his hands. Then, the band starts belting out a jazz song.

Page 20

Sort the words by their spellings for /n/.

sense	knit	dinner	nerve
running	winner	cent	fence
/n/ → 'n'	/n/ → 'nn'	/n/ → 'kn'	
sense	running	knit	
cent	winner	knee	
nerve	dinner	knot	
fence			

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
tan	tanned	tanning
grin	grinned	grinning
plan	planned	planning
scan	scanned	scanning

NAME: _____ DATE: _____ 11.2 Activity Page

Write the words on the correct lines.

cent	goose	fence
knot	mouse	prince
dance	knee	moose



goose

fence

knee



mouse

moose

prince



dancer

cent

knot

Skills 6

49

NAME: _____ DATE: _____ 11.3 Activity Page

The Yard Sale

1. What is for sale at the yard sale?

Answers may vary, but should include specific examples from the story.

Page 22

2. What is Grace's problem?

Grace did not have the cash she needed to get her book and one for Jill.

Page 22

Directions: Have students read the story and answer the questions.

Skills 6

51

3. How was Grace's problem solved?

The man having the yard sale said she could get two books for the price of one.

Page 24

4. Why did the man let Grace get two books for the price of one?

He let Grace get two books because she was not selfish.

Page 24

52

Skills 6

NAME: _____ DATE: _____ 12.1 Activity Page

The Storm

1. Describe the storm on the farm.

Dark clouds block out the moon and stars. Thunder booms in the darkness. Gusts of wind sweep past the barn.

Page 26

2. Did Grace like the storm?

Yes, Grace likes the storm. She is not scared of the thunder. She sleeps better when there is a storm.

Page 26

Directions: Have students read the story and answer the questions.

Skills 6

55

3. Did Jill like the storm?

Jill did not like the storm. She is not as brave. She winces when the thunder booms.

Page 26

4. What did Grace tell Jill to make her feel better?

Grace said, "We will be safe inside the house. When the thunder booms, the ducks scamper off and take shelter. They will be fine."

Page 28

NAME: _____ 13.1 Activity Page
DATE: _____

He She It

- Vince is a good catcher. He
- The mouse is on the fence. It
- The prince had goose for dinner. He
- The horse ran in a race. It
- Mom has a red blouse. She
- Gran knits socks for her grandkids. She

Directions: Have students write the pronouns that would replace the underlined nouns on the lines.

NAME: _____ 13.2 Activity Page
DATE: _____

Dark Clouds and Wind

1. What did Mister Spencer see as they finished up lunch?

As they finish up lunch, Mister Spencer sees dark clouds off to the west.

Page 30

2. What do the Spencers do when the clouds get darker and the wind picks up?

The Spencers pack up their picnic things and go to the storm shelter.

Page 32

Directions: Have students reread the story and answer the questions.

3. What is a storm shelter?

The storm shelter is a safe place where the Spencers can take shelter in a storm. It is like a basement.

Page 34

4. What did Grace shout as Mister Spencer started to lock up the shutters?

As Mister Spencer starts to lock up the shutters Grace shouts, "Not yet! Pepper's still out there!"

Page 34

NAME: _____ DATE: _____ 14.1 Activity Page

In the Storm Shelter

1. Why are the Spencers down in the storm shelter?

The Spencers are in the storm shelter so they will be safe from the storm. The storm shelter can stand up to strong storms.

Page 36

2. What did Mister Spencer see when he peeked out from the storm shelter?

When Mister Spencer peeks out he sees that the storm has finished.

Page 38

Directions: Have students read the story and answer the questions.

Skills 6

63

3. Describe what you do when it storms.

Answers may vary.

64

Skills 6

NAME: _____ DATE: _____ 15.1 Assessment

Spelling Test

- hammer
- maps
- mice
- trimmed
- skipped
- scrub
- space
- could

Skills X

65

NAME: _____ DATE: _____ 15.2 Activity Page

Directions: Have students underline the plural marker in each word. Then have students write the plural words that end in /s/ under the /s/ header, the plural words that end in /z/ under the /z/ header, and the plural words that end in /ez/ under the /ez/ header.

cats kids /s/ dogs dishes porches /z/ foxes sharks hands /ez/ forks crabs

cats kids /s/ dogs dishes porches /z/ foxes sharks hands /ez/ forks crabs

Skills 6

67

NAME: _____ DATE: _____ 15.3 Activity Page

The Visit

1. How do Grace and Jill feel in the car ride to visit their Gran?

Grace and Jill feel like the trip will never end.

Page 40

2. What do Grace and Jill do to get set to swim?

Grace and Jill get dressed for swimming. They rub sunscreen on their arms and legs.

Page 42

Directions: Have students reread the story and answer the questions.

Skills 6

69

3. Name three things Grace and Jill do with Gran.

Answers may vary, but should reference specific details from the story.

Page 42

70

Skills 6

NAME: _____ DATE: _____ 16.1 Activity Page

The Soccer Game

1. Why is Grace's soccer game this weekend such a big game?

It is a big game because if Grace and her pals win, they will be the state champs.

Page 44

2. Why did Grace sit on the grass and pout?

Answers may vary, but should reference specific details from the story.

Page 46

Directions: Have students reread the story and answer the questions.

Skills 6

71

3. What advice did Grace's dad tell Grace when she got upset?

Grace's dad yells, "Get back in the game! A quitter never wins, and a winner never quits!"

Page 46

4. What happens at the end of the game?

At the end, Grace scores a goal and her team wins the game. They are the state champs!

Page 48

72

Skills 6

NAME: _____ DATE: _____ 17.1 Activity Page

Supper

1. **Why** are Kim and Jane **Knox** at Grace's house?

Kim and Jane Knox are at Grace's house for supper.

Page 50

2. List the steps **Grace** takes to make the cake with her mom.

First, Grace cracks the eggs and mixes the cake.

Then, she helps whip up the frosting.

Last, she licks the frosting from the spoon.

Page 50

Directions: Have students reread the story and answer the questions.

Skills 6 75

3. If you had a supper at your house, **what** would you serve?

Answers may vary.

Page 50

Skills 6 76

NAME: _____ DATE: _____ 19.1 Activity Page

Sound out the words with the lines under them. Is the 'n' sounded /n/ as in *nap* or /ng/ as in *pink*?

nap

fun

nod

← 1

n

→ 2

pink

drink

bank

	/n/ as in <i>nap</i>	/ng/ as in <i>pink</i>
1. I'm hot. Can I have something to <u>dr</u> ink?		drink
2. I can count to <u>te</u> n.	ten	
3. I will not sell it to you, but I will <u>le</u> nd it to you.	lend	
4. When will this <u>en</u> d?	end	
5. I need some cash. Let's drive to the <u>ba</u> nk.		bank
6. At the park we can have lots of <u>fu</u> n.	fun	
7. It is a nice gift. Thank <u>s</u> !		Thanks

Skills 6 79

NAME: _____ DATE: _____ 19.2 Activity Page

Grace the Performer

1. **What** is the job of a mime?

The job of a mime is to make children smile but to keep mute at all times.

Page 54

2. **What** tricks did Grace do to make the children smile?

Grace did a bike trick, a rose trick, and a rope trick.

Page 56

Directions: Have students reread the story and answer the questions.

Skills 6 81

3. Which trick did you like best? Why?

Answers may vary, but should
reference details from the story.

NAME: _____ 20.1 Assessment
DATE: _____

Spelling Test

1. nose
2. winner
3. kneel
4. running
5. nugget
6. center
7. knit
8. why

NAME: _____ 20.2 Activity Page
DATE: _____

The Frog Jumping Contest

1. What are the names of Grace and Ken's frogs?

Grace's frog's name is Hopper. Ken's
frog's name is Legs.

Page 58

2. What happened to Hopper at the start of the race?

Hopper jumps off to the side at the
start of the race.

Page 60

Directions: Have students reread the story and answer the questions.

3. Which frog wins the race?

Hopper and Legs share the prize
because they cross the finish line at
the same time.

Page 62

NAME: _____ DATE: _____ 21.1 Activity Page

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
stop	stopped	stopping
munch	munched	munching
sip	sipped	sipping
kick	kicked	kicking
fish	fished	fishing
slip	slipped	slipping
dash	dashed	dashing
wrap	wrapped	wrapping

Skills 6

89

Can you see the spelling pattern? Fill in the chart.

Root Word	-ed Word	-ing Word
beg	begged	begging
tug	tugged	tugging
flash	flashed	flashing
park	parked	parking
pat	patted	patting
pin	pinned	pinning

90

Skills 6

NAME: _____ DATE: _____ 21.2 Activity Page

The Spinning Wheel

1. Describe the Spinning Wheel.

The Spinning Wheel is a fun ride with six arms. The arms spin round and lift up.

Page 64

2. What did Grace dare Jill to do while they rode the Spinning Wheel?

Grace dares Jill to keep her hands up while she rides.

Page 64

Directions: Have students reread the story and answer the questions.

Skills 6

91

3. What else do Grace and Jill do at the park?

Grace and Jill play games and have a snack.

Page 66

4. Why do Grace and Jill not ride the Spinning Wheel two times?

Grace and Jill do not ride the Spinning Wheel two times because after all that food they may get sick.

Page 66

92

Skills 6

Buster the Pig

1. **What** is a livestock contest?

A livestock contest is when farmers bring their best sheep and pigs and hope to win a prize.

Page 68

2. **Why** is Rod brushing Buster?

Rod is brushing Buster so he looks his best and can win top prize.

Page 68

Directions: Have students reread the story and answer the questions.

3. **Who** inspects the pigs? **What** is his job?

A man in a black hat inspects the pigs. His job is to pick which pig is the winner.

Page 70

4. **Which** pig wins the prize?

Buster wins the top prize.

Page 70

Write the word under the correct picture.

1. prince



prince

2. mouse



mouse

3. dancer



dancer

4. rinse



rinse

5. knot



knot

6. finger



finger

7. knit



knit

8. whale



whale

9. cent



cent

10. bounce



bounce

NAME: _____ 23.2 Activity Page
DATE: _____

Directions: For each word, have students circle and count the spellings, then write the number of sounds in the box and copy the word on the lines.

1. knob	3	knob
2. whiskers	6	whiskers
3. choice	3	choice
4. blink	5	blink
5. cent	4	cent
6. glance	5	glance
7. grouse	4	grouse
8. hitch	3	hitch

Skills 6 99

9. hunger	5	hunger
10. think	4	think
11. house	3	house
12. whale	3	whale
13. whisper	5	whisper
14. knocking	5	knocking
15. cells	4	cells
16. magic	5	magic

Skills 6 100

NAME: _____ 23.3 Activity Page
DATE: _____

Whisper

1. **What** can wool be used for?

Wool can be used to knit hats and scarves and mittens.

Page 72

2. **Why** did Grace ask to bring a chick home?

Grace asks to bring a chick home because she thinks it is the softest thing she has ever petted.

Page 72

Skills 6 101

3. **What** are some of the name choices Grace gets from her mom, dad, and Jill?

The name choices Grace gets from her mom, dad, and Jill are Snickers, Whizbang, and Gem.

Page 74

4. **What** did Grace name her chick? Why do you think she picks that name?

Grace names her chick Whisper because it is so soft.

Page 74

Skills 6 102

Mark the words that are said.

- 1. blouse bound **bounce** pounce
- 2. moose mouse nice **mice**
- 3. long **link** like lick
- 4. wipe wilt wind **whip**
- 5. **tense** fence ten twice
- 6. plaster perch **percent** partner
- 7. note **knot** cot knock
- 8. wage **wake** waste whack
- 9. nine wife knave **knife**
- 10. sing **sink** simmer since

The Harvest

1. Who helps Mister Spencer bring in the harvest?

Hank and Cedric help Mister Spencer
bring in the harvest.

Page 76

2. What do combines do?

Combines are used to cut down corn.

Page 76

Directions: Have students reread the story and answer the questions.

3. What did Hank spot on the ground?

Hank spots a chunk of a pot on the ground.

It could be a relic from the past.

Page 78

4. Where do you think the relic is from? Draw a picture to help you describe the tale of the relic.

Answers may vary.



The Prince Gets a Pet

1. Francis is _____.

- a princess
- a prince
- a cat
- a horse

2. Rose is _____.

- a princess
- a prince
- a skunk
- a horse

3. What did Rose tell Francis he should get?

- She said he should get a pig.
- She said he should get a skunk.
- She said he should get a horse.
- She said he should get a pet.

4. Francis saw something that was black with a **white** stripe. What was it?

- It was a cat.
- It was a horse.
- It was a skunk.
- It was a chipmunk.

5. **Why** did Francis need to be rinsed off when he got back?

- He was hot.
- A skunk made him stink.
- He fell off his horse and skinned his knee.
- He fell in the mud.

6. **What** pet did Rose pick for Francis in the end?

- She picked a cat.
- She picked a skunk.
- She picked a goose.
- She picked a dog.

112 Skills 6

NAME: _____ DATE: _____ **25.2** Assessment
CONTINUED

7. It says, "Prince Francis was nice, but he sometimes did things without thinking . . ." **What** was the *biggest* thing Prince Francis did without thinking in this tale?

- He asked his sister for advice.
- He grabbed a skunk and got covered in stink.
- He and his men rode out to look for a pet.
- He let his sister help him get a pet.

8. **Why** did Princess Rose think the goose was a perfect pet?

- He can pet the soft goose and it does not smell bad.
- He could tell the goose why he feels sad.
- The goose can make eggs.
- The goose looks better than a skunk.

113 Skills X

NAME: _____ DATE: _____ **25.3** Activity Page

The Harvest Marvel

1. **When** do the Spencers have a Harvest Fest?

The Spencers have a Harvest Fest after the harvest.

Page 80

2. **Who** did Mister Spencer tell the kids to look out for?

Mister Spencer tells the kids to look out for the Harvest Marvel.

Page 80

Directions: Have students reread the story and answer the questions.

115 Skills 6

3. **What** did the Harvest Marvel look like?

The Harvest Marvel's arms and legs are wrapped in corn husks. It has a pumpkin on its face as a mask.

Page 82

4. **Why** did Grace think the Harvest Marvel was Hank?

Grace thinks the Harvest Marvel is Hank because she recognizes his jacket.

Page 84

116 Skills 6

NAME: _____ PP.2 Activity Page
 DATE: _____

Sort the word cards from PP.1 by their spellings for /s/ and stick them in the boxes.

/s/ → 'se'	else	dense	house	horse		
/s/ → 'ce'	voice	prince	twice	chance		
/s/ → 'c'	cell	center	percent	dancing		

Skills 6

119

NAME: _____ PP.4 Activity Page
 DATE: _____

Sort the word cards from PP.3 by their spellings for /n/ and stick them in the boxes.

/n/ → 'kn'	/n/ → 'n'
knife	napkin
knobs	number
knees	nice
knocked	notch
kneeling	muffin
knitting	nest

Skills 6

123

NAME: _____ PP.6 Activity Page
 DATE: _____

Sort the word cards from PP.5 by their spellings for /ng/ and stick them in the boxes.

/ng/ → 'ng'	/ng/ → 'n'
feeling	think
string	drink
hopping	stink
wrong	pink
fling	finger
singer	hunger

Skills 6

127

NAME: _____ PP.8 Activity Page
 DATE: _____

Sort the word cards from PP.7 by their spellings for /w/ and stick them in the boxes.

/w/ → 'wh'	/w/ → 'w'
why	were
whimper	waves
whisk	winter
where	twelve
whale	wake
white	weeks

Skills 6

131

NAME: _____ PP.10 Activity Page
 DATE: _____

Sort the word cards from PP.9 by their spellings for /z/ and stick them in the boxes.

/z/ → 's'	farmers	cars	things	homes		
/z/ → 'zz'	buzz	fuzz	buzzing	jazz		
/z/ → 'z'	zoom	prize	freezer	zipper		

Skills 6 135

NAME: _____ PP.11 Activity Page
 DATE: _____

Sort the words by their spellings for /s/.

dance	bounce	blouse	prince	fence
rinse	voice	geese	dense	force

/s/ → 'ce' /s/ → 'se'

dance	rinse
bounce	blouse
voice	geese
prince	dense
fence	
force	

Skills 6 137

NAME: _____ PP.12 Activity Page
 DATE: _____

Directions: Have students color the boxes that contain words that have 'n' > /n/ as in nap in one color and the boxes that contain words that have 'n' > /ng/ as in pink in another color.

color 2 stink	color 2 trunk	color 1 wren
color 1 nest	color 2 plank	color 1 fence
color 1 pen	color 2 drink	color 1 green
color 2 chunks	color 1 snatch	color 1 notch

Skills 6 139

NAME: _____ PP.13 Activity Page
 DATE: _____

Mark the words that are said. Then write them on the lines.

- fence fetch fence
- moose mouse mouse
- drink drank drink
- whisker wither whisker
- cent center center
- dancer dander dancer
- knock not knock
- knee need knee
- bank blank bank
- tense dense dense

Skills 6 141

NAME: _____ PP.14 Activity Page
 DATE: _____

Yes or no? Write *yes* or *no* on the lines.

1. Is a **knife** sharp? yes
2. Is ten **cents** less than a dime? no
3. Can a **mouse** write with a pen? no
4. Can you feel your **pulse**? no/yes
5. Is an **iceberg** made of ice? yes
6. Is **pepper** a spice? yes
7. Do you have a loud **voice**? no/yes
8. Do you like to **dance**? no/yes

9. Do you have a **bunk** bed? no/yes
10. Do snakes have **whiskers**? no
11. Is a quilt like a **blanket**? yes
12. Is **rice** a food? yes
13. Do **skunks** smell good? no
14. Can a **horse** run fast? yes
15. Do cars have six **wheels**? no
16. Can a **whale** jump rope? no

NAME: _____ PP.15 Activity Page
 DATE: _____

In the box are six words. Write them on the correct lines.

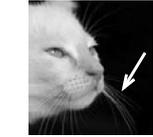
knitting	knot	nap
dinner	knee	nine

		
<u>knot</u>	<u>knee</u>	<u>nine</u>
		
<u>dinner</u>	<u>knitting</u>	<u>nap</u>

NAME: _____ PP.16 Activity Page
 DATE: _____

In the box are six words. Write them on the correct lines.

whiskers	wave	web
whale	wheel	weep

		
<u>weep</u>	<u>whale</u>	<u>web</u>
		
<u>whiskers</u>	<u>wheel</u>	<u>wave</u>

In the box are six words. Write them on the correct lines.

finger	sing	sink
drink	ring	skunk



drink

sink

ring



finger

sing

skunk

148

Skills 6

NAME: _____ PP.17 Activity Page
DATE: _____

Write the words on the correct lines.



1. knife

knife



2. blanket

blanket



3. house

house



4. cent

cent



5. fence

fence

Skills 6

149

6. goose



goose

7. kneel



kneel

8. links



link

9. whisper



whisper

10. wheel



wheel

150

Skills 6

NAME: _____ PP.18 Activity Page
DATE: _____

- I baked muffins while you were sleeping.
- Rinse your mouth well after brushing your teeth.
- Who is honking their horn like that?
- I made that mistake twice!
- This is a short sentence.
- Do you like to knit?
- I have a soft blanket on my bed.
- This tree has a thick trunk.

Directions: Have students write the missing word from the sentence that is said.

Skills 6

151

NAME: _____ PP.21 Activity Page
DATE: _____

Directions: Have students write the nouns that the underlined pronouns replace on the lines.

1. Jim went to France. He has a pal there. Jim
2. Francis said, "I saw a goose outside." Francis
3. Jen has a knit hat. It itches. hat
4. Gran said, "Kate, can you hand me the coin?" Kate
5. Deb has a dress. She likes it. Deb
6. Dan and Sam said, "We plunged into the pool." Dan and Sam
7. Marge and Jim got a dog. They are glad. Marge and Jim

Skills 6

157

NAME: _____ PP.22 Activity Page
DATE: _____

Add 's' or 'es' to the gaps based on the word.

1. Ants make anthill s.
2. My pal Tom has three bike s.
3. I have fifteen classmate s.
4. Our cat had two litter s.
5. A tree has lots of branch es.
6. I do not like to take pill s.
7. In the park are a lot of bench es to sit on.
8. My mom has five summer dress es.

Skills 6

159

NAME: _____ PP.28 Activity Page
DATE: _____

The Jumping Fish

Directions: Have students read the story and answer the questions.

1. **Where** are Grace and Jill?
Grace and Jill are at the lake with their mom.
Page 86
2. Describe **what** the big green fish did.
The big green fish jumps up next to them. It twists and then flops back into the lake with a big splash.
Page 86

Skills 6

171

3. **Why** did Grace's mom think the fish was jumping next to them?
Grace's mom thinks the fish was scared by the loud sound they made when they went past.

Page 88

4. **Why** did Jill think the fish was jumping next to them?
Jill thinks the fish jumps because it likes them!

Page 86, 88

172

Skills 6

NAME: _____ PP.29 Activity Page
DATE: _____

Snakes

1. **How** did Grace start her speech?

Grace shows a picture and asks the
kids if they have ever seen a snake.

Page 90

2. **What** happens **when** snakes get too big for their outside skin?

When snakes get too big for their
outside skin, they twist out of it.

Page 90

Directions: Have students read the story and answer the questions.

Skills 6

173

3. **What** happens **when** a snake catches a mouse?

When a snake catches a mouse, it will
not need food for a long time.

Page 92

4. **Why** is it not safe to grab a snake?

Snakes have sharp fangs and they can
bite you.

Page 92

174

Skills 6

Appendix: Using Chunking to Decode Multi-syllable Words

Mastering the various letter-sound correspondences taught in this program will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multi-syllable 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, 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 in the program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.). This program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multi-syllable 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:

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** pad, let, tin, pic-nic, rod, fun, un-til
- **Magic ‘E’ Syllables (V-C-E)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** cake, mis-take, Pete, stam-pede, like, home, mule
- **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/):** a-pron, me, com-pre-hend, hi, fi-nal, go
- **Consonant–LE Syllables (C–LE):** sim-ple, puz-zle, raf-fle, ca-ble, ri-fle

Note: Syllables exemplifying each type are underlined.

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. For students to become fluent readers of longer words in increasingly complex text, however, it is necessary 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 because the double-letter spellings have been taught as single spelling units in the program since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

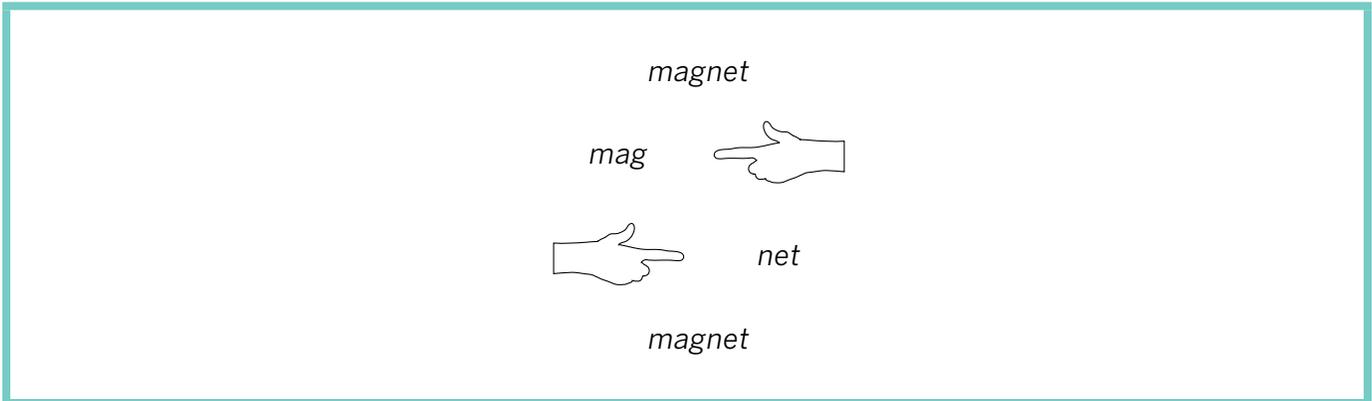
- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

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 multi-syllable words.

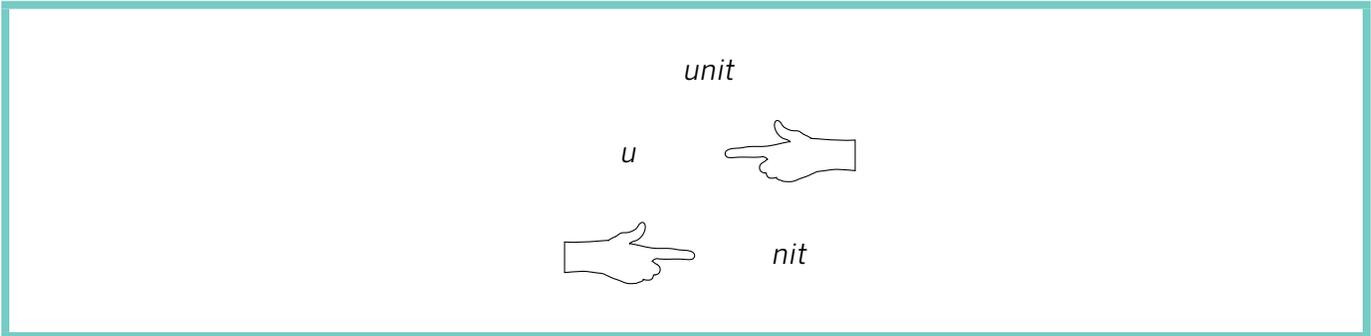
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility 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



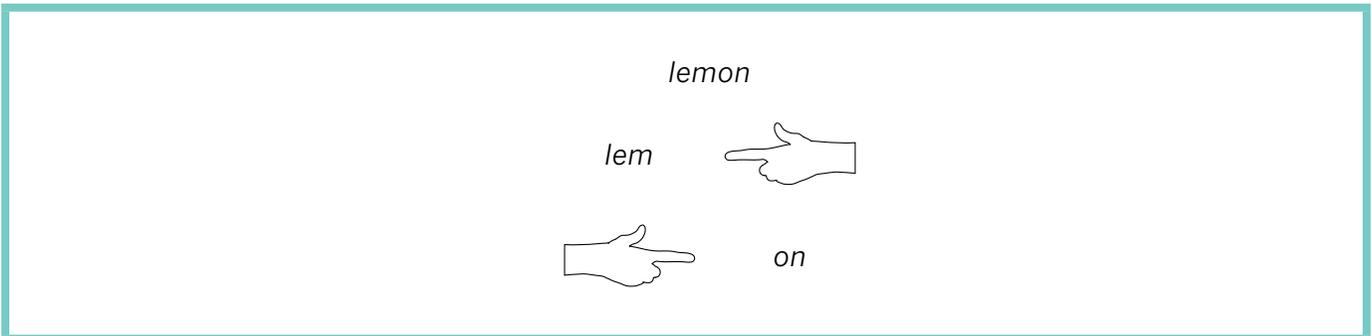
However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether 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

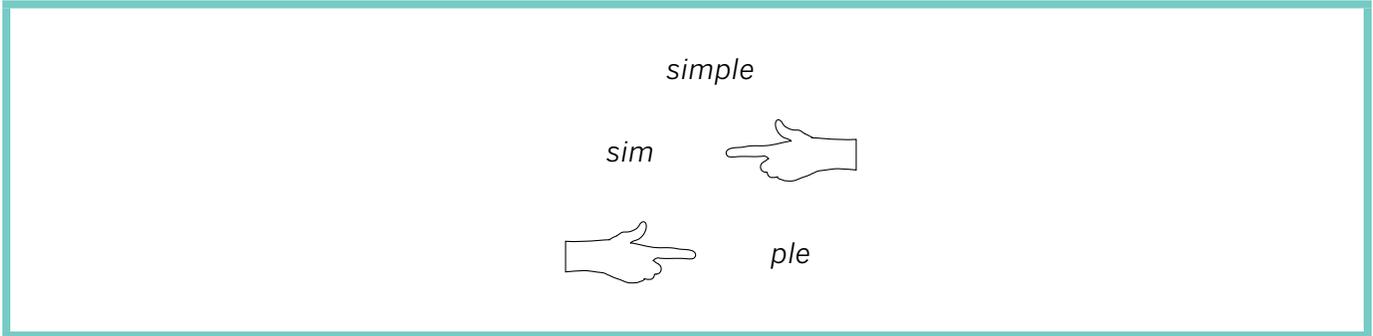
ban · gle

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 multi-syllable 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 6

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS 1.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	
TEKS 1.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions	
TEKS 1.1.C	share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	p. 19, p. 25, p. 31, p. 37, p. 40, p. 45
TEKS 1.1.D	Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	
TEKS 1.1.E	develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS 1.2.A.i	producing a series of rhyming words;	
TEKS 1.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS 1.2.A.iii	distinguishing between long and short vowel sounds in one-syllable words	
TEKS 1.2.A.iv	recognizing the change in spoken word when a specified phoneme is added, changed, or removed	
TEKS 1.2.A.v	blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends	
TEKS 1.2.A.vi	manipulating phonemes within base words	
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. 68, p. 71, p. 131, p. 134, p. 141, p. 143, p. 229, p. 232
(B) demonstrate and apply phonetic knowledge by:		
TEKS 1.2.B.i	decoding words in isolation and in context by applying common letter-sound correspondences	p. 7, p. 16, p. 19, p. 23, p. 31, p. 34, p. 40, p. 43, p. 58, p. 60, p. 65, p. 79, p. 83, p. 112, p. 114, p. 119, p. 160, p. 163
TEKS 1.2.B.ii	decoding words with initial and final consonant blends, digraphs, and trigraphs	p. 7, p. 12, p. 16, p. 58, p. 65, p. 100, p. 104, p. 112, p. 114, p. 119, p. 160, p. 163, p. 180, p. 183, p. 238, p. 241
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. 31, p. 34, p. 40, p. 43, p. 180, p. 183, p. 220, p. 223, p. 238, p. 241
TEKS 1.2.B.iv	using knowledge of base words to decode common compound words and contractions	
TEKS 1.2.B.v	decoding words with inflectional endings including -ed, -s, and -es	p. 150, p. 153, p. 212, p. 214
TEKS 1.2.B.vi	identifying and reading at least 100 high-frequency words from a research-based list	p. 122, p. 126, p. 160, p. 168, p. 171, p. 174, p. 191, p. 195
(C) demonstrate and apply spelling knowledge by:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS — GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
TEKS 1.2.C.i	spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	p. 7, p. 16, p. 50, p. 52, p. 58, p. 65, p. 68, p. 71, p. 100, p. 103, p. 112, p. 119, p. 150, p. 152, p. 160, p. 168, p. 201, p. 204, p. 220, p. 223
TEKS 1.2.C.ii	spelling words with initial and final consonant blends, digraphs, and trigraphs.	p. 7, p. 16, p. 50, p. 52, p. 58, p. 65, p. 100, p. 103, p. 112, p. 119, p. 150, p. 152, p. 160, p. 168, p. 191, p. 195, p. 201, p. 204
TEKS 1.2.C.iii	spelling words using sound-spelling patterns	p. 7, p. 12, p. 16, p. 19, p. 23, p. 50, p. 52, p. 58, p. 60, p. 65, p. 79, p. 83, p. 100, p. 103, p. 112, p. 114, p. 119, p. 150, p. 152, p. 160, p. 168, p. 171, p. 174, p. 201, p. 204
TEKS 1.2.C.iv	spelling high-frequency words from a research-based list	p. 7, p. 16, p. 50, p. 52, p. 58, p. 65, p. 100, p. 103, p. 112, p. 119, p. 150, p. 152, p. 160, p. 168, p. 201, p. 204
TEKS 1.2.D	demonstrate print awareness by identifying the information that different parts of a book provide	p. 150, p. 155, p. 171, p. 175
TEKS 1.2.E	alphabetize a series of words to the first or second letter and use a dictionary to find words	p. 31, p. 34, p. 238, p. 241
TEKS 1.2.F	develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
<p>(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:</p>		
TEKS 1.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS 1.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings.	
TEKS 1.3.C	identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i>	p. 212, p. 214
TEKS 1.3.D	identify and use words that name actions, directions, positions, sequences, categories, and locations	p. 79, p. 81, p. 88, p. 90, p. 91
<p>(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.</p>		
TEKS 1.4	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	p. 68, p. 74, p. 79, p. 85, p. 88, p. 94, p. 100, p. 106, p. 112, p. 115, p. 122, p. 126, p. 131, p. 136, p. 141, p. 145, p. 150, p. 155, p. 160, p. 165, p. 171, p. 175, p. 180, p. 186, p. 191, p. 198, p. 201, p. 207, p. 212, p. 216, p. 220, p. 224, p. 229, p. 233, p. 238, p. 242, p. 245, p. 247
<p>(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.</p>		
TEKS 1.5	self-select text and interact independently with text for increasing periods of time.	
<p>(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:</p>		
TEKS 1.6.A	establish purpose for reading assigned and self-selected texts with adult assistance	
TEKS 1.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	p. 180; p. 186
TEKS 1.6.C	make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
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	
TEKS 1.6.G	evaluate details to determine what is most important with adult assistance	p. 58, p. 61, p. 68, p. 74, p. 141, p. 145, p. 229, p. 233, p. 238, p. 242
TEKS 1.6.H	synthesize information to create new understanding with adult assistance	
TEKS 1.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS 1.7.A	describe personal connections to a variety of sources	
TEKS 1.7.B	write brief comments on literary or informational texts	p. 191, p. 198
TEKS 1.7.C	use text evidence to support an appropriate response	p. 79, p. 85, p. 88, p. 94, p. 100, p. 106, p. 112, p. 115, p. 122, p. 126, p. 131, p. 136, p. 150, p. 155, p. 160, p. 165, p. 191, p. 198, p. 201, p. 207, p. 220, p. 224, p. 229, p. 233, p. 245, p. 247
TEKS 1.7.D	retell texts in ways that maintain meaning	p. 201, p. 207, p. 245, p. 247
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	p. 58, p. 61, p. 68, p. 74, p. 160, p. 165, p. 171, p. 175, p. 180, p. 186, p. 212, p. 216
TEKS 1.8.C	describe plot elements including the main events, the problem, and the resolution, for texts read aloud and independently	p. 58, p. 61, p. 79, p. 85, p. 112, p. 115, p. 212, p. 216
TEKS 1.8.D	describe the setting	
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS 1.9.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;	
TEKS 1.9.B	discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
TEKS 1.9.C	discuss elements of drama such as characters and setting	p. 7; p. 14
(D) recognize characteristics and structures of informational text, including:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
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.D.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS 1.9.D.F	recognize characteristics of multimodal and digital texts	
<p>(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:</p>		
TEKS 1.10.A	discuss the author’s purpose for writing text	
TEKS 1.10.B	discuss how the use of text structure contributes to the author’s purpose	
TEKS 1.10.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS 1.10.D	discuss how the author uses words that help the reader visualize	
TEKS 1.10.E	listen to and experience first- and third-person texts	
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>		
TEKS 1.11.A	plan a first draft by generating ideas for writing such as by drawing and brainstorming	p. 19, p. 25, p. 40, p. 45
<p>(B) develop drafts in oral, pictorial, or written form by:</p>		
TEKS 1.11.B.i	organizing with structure	p. 191, p. 198
TEKS 1.11.B.ii	developing an idea with specific and relevant details	
TEKS 1.11.C	Revise drafts by adding details in pictures or words.	p. 50, p. 53
<p>(D) edit drafts using standard English conventions, including:</p>		
TEKS 1.11.D.i	complete sentences with subject-verb agreement	
TEKS 1.11.D.ii	past and present verb tense	p. 212, p. 214
TEKS 1.11.D.iii	singular, plural, common, and proper nouns	p. 150, p. 153
TEKS 1.11.D.iv	adjectives, including articles	p. 88, p. 90, p. 141, p. 144, p. 191, p. 194
TEKS 1.11.D.v	adverbs that convey time	p. 148, p. 227
TEKS 1.11.D.vi	prepositions	p. 88, p. 141, p. 144, p. 191, p. 194
TEKS 1.11.D.vii	pronouns, including subjective, objective, and possessive cases	p. 68, p. 88, p. 90, p. 122, p. 125, p. 131, p. 135, p. 201, p. 204, p. 220, p. 222
TEKS 1.11.D.viii	capitalization for the beginning of sentences and the pronoun “I”	p. 68, p. 72
TEKS 1.11.D.ix	punctuation marks at the end of declarative, exclamatory, and interrogative sentences	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
TEKS 1.11.D.x	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	
TEKS 1.11.E	publish and share writing	p. 50, p. 53, p. 54
(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	p. 7, p. 14, p. 19, p. 25, p. 31, p. 37, p. 40, p. 45
TEKS 1.12.B	dictate or compose informational texts, including procedural texts	
TEKS 1.12.C	dictate or compose correspondence such as thank you notes or letters	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 1.13.A	generate questions for formal and informal inquiry with adult assistance	
TEKS 1.13.B	develop and follow a research plan with adult assistance	
TEKS 1.13.C	identify and gather relevant sources and information to answer the questions with adult assistance	
TEKS 1.13.D	demonstrate understanding of information gathered with adult assistance	
TEKS 1.13.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Foundational Skills 6

Correlation—Teacher’s Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 223
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	p. 232
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 65
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	p. 13, p. 23, p. 35, p. 45, p. 71, p. 125, p. 135, p. 144, p. 154, p. 155, p. 165, p. 168, p. 185, p. 195, p. 232
ELPS 1.F	use accessible language and learn new and essential language in the process	p. 233
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	p. 65
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. 223, p. 232, p. 233
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 13, p. 23, p. 35, p. 71, p. 90, p. 91, p. 105, p. 107, p. 114, p. 125, p. 134, p. 135, p. 144, p. 154, p. 155, p. 165, p. 168, p. 185, p. 195, p. 232
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CDROM 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	p. 63, p. 64, p. 72, p. 76, p. 82, p. 92, p. 96, p. 109, p. 117, p. 127, p. 144, p. 157, p. 167, p. 177, p. 194, p. 235
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	p. 178, p. 188, p. 198, p. 209, p. 244
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	p. 232
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	p. 72, p. 82, p. 92
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	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 content-based vocabulary during extended speaking assignments	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	p. 127, p. 144, p. 194
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. 23, p. 35, p. 71, p. 90, p. 91, p. 105, p. 107, p. 114, p. 125, p. 127, p. 134, p. 135, p. 144, p. 154, p. 155, p. 165, p. 168, p. 185, p. 195
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	p. 143, p. 215
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	p. 13, p. 45
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. 63, p. 64, p. 76, p. 96, p. 109, p. 117, p. 157, p. 167, p. 177, p. 178, p. 188, p. 198, p. 209, p. 218, p. 244, p. 248
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 1

Foundational Skills 6		Correlation—Teacher’s Guide
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	p. 46
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 38, p. 45

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