K–3 Foundational Skills

ENGLISH

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 6

Teacher Guide

EDITION 1

Kindergarten

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.

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Introduction

This unit differs from Units 3–5 in several ways. In each of the three previous units, you introduced eight or nine letter-sound correspondences. In this unit, you will introduce only one new letter-sound correspondence, the 's' spelling for the /z/ sound. Students have already learned the spelling 'z' for the /z/ sound. In this unit, they will learn that the spelling 's' is a spelling alternative for /z/. One goal for this unit is to encourage students to automatize the letter-sound correspondences and blending procedures they learned in Units 3–5.

There are three additional new elements in this unit:

1. consonant clusters
2. letter names
3. reading text independently

BLENDING

By the time you begin teaching this unit, most students should be able to blend. Students blending at a slower pace will improve with practice. It is more problematic if you have students who cannot blend at all. If students are still not blending, you should pause to work on blending before beginning this unit. Here are some reasons why:

First, letter names are introduced in this unit. Blending can be, and sometimes is, disrupted by letter names. A student may try to pronounce a word like *dog* using the letter names "dee" "oh" "gee" instead of the sound values /d/ /o/ /g/. There is potential for confusion between letter names like "oh" and sound values like /o/. It is probably best not to introduce the letter names until most students know the sound values and are using them to blend.

Second, consonant clusters are also introduced in this unit. These may pose a problem for students who are already having difficulty blending three phonemes. Many consonant sounds last only a split-second, and can be difficult to hear. They are especially difficult to hear when they occur immediately before or after other consonant sounds (i.e., in consonant clusters). A student who cannot blend the three sounds in *cap* is unlikely to blend the four sounds in *clap* or the five sounds in *claps*. Such a student will benefit from additional work with short words rather than moving ahead to work with longer words.

There are more challenges ahead for nonblenders. In the next unit, Unit 7, students will be introduced to digraphs, in which two letters stand for a single sound. Digraphs introduce an additional complexity requiring students not only to blend but also to break words into segments—to determine when a single letter stands for a sound all by itself and when it is part of a digraph or "letter team," such as /sh/ or /th/. Students who have not mastered blending with single-letter spellings are likely to struggle even more when digraphs are added to the mix.

In short, it is critical to have all students blending, either before beginning this unit or, at the latest, by the end of this unit.

CONSONANT CLUSTERS

A consonant cluster consists of two or more consonant sounds, one after another, without an intervening vowel sound. (In other programs, these may be called blends.) In the word *stop*, the first two letters represent an initial consonant cluster. In the word *ask*, the last two letters represent a final consonant cluster. In both cases, the cluster is a multisound segment. Although sometimes initially difficult for students to segment or hear, each letter in these clusters represents a separate, individual sound. In the lessons that follow, initial clusters are introduced first and final clusters are introduced a few lessons later. Students continue to complete chaining and dictation exercises, but will now move forward with CCVC, CVCC, CCCVC, CVCCC, and CCVCC words up to a maximum length of five sounds. All of these words still have only one syllable. **Note:** 'C' stands for consonant sound and 'V' stands for vowel sound. So, CVCCC stands for a word like *pants*.

LETTER NAMES

In earlier units, instruction focused on sounds and on the graphemes representing those sounds. You were encouraged to avoid using letter names so students would not confuse the letter names with the sounds the letters represent. Most students should now have developed a solid command of letter-sound correspondences and blending skills. It is now less likely they will confuse the letter names with the sounds. The letter names are introduced and practiced several times in this unit.

From this point on, you should use letter names whenever it is convenient to do so. One of the reasons letter names are introduced at this point is because it will be helpful to have them available as you begin to introduce digraphs and other multispelling units. For example, when describing the 'ng' spelling for /ng/ as in *sing*, it is useful to be able to say the spelling consists of an 'n' followed by a 'g'. Likewise, when describing the 'bb' spelling for /b/, it is helpful to be able to say this spelling consists of two 'b's.

THE TRICKY SPELLING LESSON

A tricky spelling is a spelling unit (either a single letter or multi-letter grapheme) that is ambiguous because it can be pronounced more than one way. The digraph 'ow' is an example of a tricky spelling. It is ambiguous because it can be pronounced /oe/ as in *snow* or /ou/ as in *plow*. The letter 'a' is a tricky spelling as well. It is a highly ambiguous spelling unit that can be pronounced /a/ as in *apple*, /ae/ as in *able*, /ə/ (schwa) as in *about*, or /o/ as in *father*.

The point of the Tricky Spelling Lesson is to make students aware of a particular tricky spelling and give them opportunities to practice sounding out words and try different pronunciations. When teaching the Tricky Spelling Lesson, you will first make students aware of the dilemma by showing them a spelling that can stand for two (or more) different sounds. You will then give students a sense of which pronunciation is most likely. Then you will guide students through some exercises to practice reading sentences containing a word with the tricky spelling.

The first tricky spelling is taught in this unit, when students learn that 's' is sometimes sounded /z/, as in *is*, *his*, and *runs*.

TRICKY SPELLING 'S' PRONOUNCED /Z/

One of the most frequent spelling alternatives in the English language involves the letter 's'. The 's' is generally pronounced /s/ when it follows a voiceless sound (*ships*, *hits*, *rocks*) and /z/ when it follows a voiced sound (*dogs*, *runs*, *plays*).

Students already know about 's' pronounced as /s/. In this unit, they will learn that 's' is sometimes pronounced /z/, especially at the end of words. They will encounter this 's' spelling for /z/ in plurals and verb forms. It also occurs in some very common English words, including *is*, *as*, *his*, and *has*. All four of these words are introduced in this unit.

FROM BIG BOOKS TO INDEPENDENT READING

In the past two units you have shared Big Books (or images from the program's online material) with students. In this unit you will work with a Big Book (or images from the website) again, but students will also begin doing independent reading in the decodable student Readers. The first decodable Reader is called *Kit*. This Reader is available as a Big Book, on the program's onlina material, and as a student Reader.

For the first three stories in the Reader, you will model the reading process by presenting each story as a "Demonstration Story" using the Big Book or the images from the Teacher Resources website. Present an initial reading without interruption. Present a second reading during which you draw attention to new spellings, uppercase letters, punctuation, and other unfamiliar content. A number of discussion questions are also included for each story. Please be sure to ask these questions orally because they contain a number of nondecodable words.

In the remaining lessons you will also present the stories initially as demonstration stories. Then you will ask students to read the stories independently in their Readers. These stories are 100% decodable, which means students should be able to read all of the words via blending.

The first few stories in the Reader are, by necessity, very short and simple. The length of the stories and the level of complexity will increase as students learn more letter-sound correspondences and augment their decoding skills.

Use readings from the Big Book as opportunities to reinforce students' print awareness. Ask them to identify the front and back covers and title of the book and use the table of contents to find a story. Model holding the book properly and reading from top to bottom and left to right with a return sweep. Additional practice can be added to lessons and Pausing Points throughout the unit as needed.

Throughout the unit, encourage students to choose texts that appeal to them from the classroom library. Use the guidance in the Pausing Point to help students self-select a text.

For detailed information on Independent Reading and to further support students to read grade- and language proficiency-appropriate texts with independence, see the component Independent Reading Guide available on the program's online material. **TEKS K.4**

CORE VOCABULARY

Beginning in this unit, a reading lesson may be preceded by a core vocabulary list, with simple definitions, that is also depicted in a tiered chart similar to the Vocabulary Chart that precedes read-aloud lessons in the Knowledge Strand.

Vocabulary Chart for "Kit's Pants"

Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			camp
Sayings and Phrases	can't stand		

TEKS K.4 Self-select text and interact independently with text for increasing periods of time.

As noted earlier, students should be able to read (i.e., decode) all words in a given story via blending, based on the code knowledge they have learned. While the stories are simple, it is possible that some words may pose a challenge in terms of meaning for some or all students. Depending on your students' needs, you may choose to preview these vocabulary words before students read the story.

It is recommended that you use the following routine to preview words that may be unfamiliar to your students:

- Write the word on the board/chart paper and encourage students to blend/sound out the word as a class.
- Use the word in an oral sentence and ask students if they can explain (or demonstrate) the meaning of the word. If students are unable to provide an explanation, use the definition provided in the lesson to clarify the word.

Note: The provided definitions are intended to be used orally only. Do not provide written definitions, as many of the words used in the definitions are not yet decodable.

- Ask students to **Turn and Talk** to a partner, each using the word in an oral sentence.
- Tell students to turn to the Reader page on which the word is used for the first time. Ask them to point to the word and then read the entire sentence aloud.

See sidebars in given lessons for additional suggestions in presenting certain core vocabulary to Emergent Bilingual Students.

You will also note that the Vocabulary Chart sometimes identifies words used in the story that may have multiple meanings, as well as phrases or idioms which may be confusing for some students. Explain and discuss these words in the context of the story, as it is read. However, if students will be reading the story only as partners or independently, you may choose to also preview and preteach some or all of these words and phrases.

READING PRACTICE

In Unit 6, students will practice reading aloud from their Readers.

There are many ways to set up reading practice, and most of these are consistent with the program's philosophy of instruction. Partner reading, in which students sit in groups of two and take turns reading aloud to one another, is particularly recommended. Reading aloud is important because it allows you to determine if students are successfully turning print into speech; it makes reading difficulties audible and detectable in a way silent reading does not.

It is also beneficial for students to read stories more than once, preferably two to four times over a period of several days. The National Reading Panel (2000) found this kind of repeated reading led to gains in reading achievement.

Reading in assigned pairs provides each student the opportunity to spend almost half of the available time reading aloud. Contrast this with round-robin reading done with the whole class, in which an individual student might only be reading 1/20th of the time. Students participating in partner reading will get much more reading practice and spend more time on task than students participating in round-robin reading.

Partner reading is recommended, but it is recognized that it may not be suitable for all students, particularly in Kindergarten. Teachers are encouraged to exercise discretion and arrange reading practice as seems best for the particular classroom or group of students, using any combination of teacher modeling, choral or echo reading, partner reading, and small group work appropriate for your classroom. As you make arrangements for reading practice, keep the following principles in mind:

- Be sure students see you modeling reading.
- Students should have a lot of time to practice reading by themselves.
- Students should read aloud.
- Provide time for the stories to be read more than once.
- Require students to read only decodable materials until they begin to request trade books and demonstrate repeated success reading those books.

In this unit you are encouraged to create small groups to provide differentiated instruction. In program materials, Group 1 will always refer to the group that includes students who may need remediation and Group 2 will always refer to students who are better able to work independently. You will have opportunity to work with both groups of students, though the lessons often suggest working with each group on alternate days (i.e., you may work with Group 1 one day and then Group 2 the following day).

There are alternatives to the traditional ability-level groupings in which the strongest readers are grouped together in one group and weaker readers in other groups. Some teachers have found partner pairings joining a strong and weak reader can be very effective provided the stronger student is willing to help the weaker student. Consider any grouping or partnering as flexible and subject to change.

You may want to note in Lesson 17 that you should not put away the Readers from Unit 6. In Unit 7, students will not read from the new Reader until Lesson 9. You may wish to have the Unit 6 Readers available for students to reread until Lesson 9 of Unit 7.

REPEATED ORAL READING

Repeated oral reading will be an important exercise from this point on in the program. It is a regular exercise in this program partly because the National Reading Panel (2000) found that repeated oral reading is an effective method of building fluency.

Students benefit from reading the same story several times. Successive readings allow them to read with more overall understanding and help them develop rapid and accurate decoding skills. The lessons have been designed so students have an opportunity to read most stories multiple times.

The stories in *Kit* and the Readers that follow are 100% decodable provided they are read on or after the appropriate day of instruction. In other words, the story for Lesson 12 will be 100% decodable when Lesson 12 is taught, but the story for Lesson 13 may not be. It is best for students to avoid reading ahead because later stories often contain spellings and Tricky Words not yet taught.

Please make a conscious effort to listen to each student read aloud to you, on a weekly basis. At the start of each week, you may want to prepare the weekly Anecdotal Reading Record provided in Teacher Resources.

As you listen to each student, make note of any words misread, writing what the student said paired with the actual word. See the Formative Assessments and Additional Support section in this Introduction. Also note the approach the student uses when they encounter a word they do not immediately recognize: do they systematically try to sound the word, letter by letter, guess based on the initial sound of the word, or fail to respond at all? Look for any patterns in an individual student's errors or in the class as a whole. Consider providing additional practice in specific areas of weakness using the Additional Support activities at the end of each lesson or the Pausing Point activities as soon as you identify a weakness, rather than waiting until the end of the unit to provide remediation.

Remember that at this stage of early reading, nearly all students will read haltingly, sounding out each word letter by letter. Fluency will improve as students have more and more opportunities to practice reading orally.

Solidifying decoding skills and building fluency through repeated oral reading are major goals of this program.

STORY QUESTIONS

Comprehension is the goal of learning to read and comprehension and discussion questions are included in the Teacher Guide. In this unit, our primary focus is on literal questions about the character(s), setting, and events that can be answered by citing a specific text reference or illustration.

In some instances, particularly with questions about the setting, you may note that a question is classified as "Inferential." In these cases, students must infer what the setting is by referring to multiple story illustrations.

Take this opportunity to teach students to answer in complete sentences using the question stem as the initial part of the answer. This training will serve students extremely well as they progress through their school career.

Each story generally has three to five questions. Make a conscious effort to call on different students each day to answer questions to ensure that all students are engaged. A Discussion Questions Observation Record is included in the Teacher Resources section so you can monitor and record each student's comprehension; a sample of a completed Record and a blank Record are included. Over the course of a week, you should be able to collect data on each student's response to a question at least one or two times.

As the unit progresses, analyze trends in student performance, making notes, for example, on whether the student consistently responds in a complete sentence. Is the student able to identify the specific portion of the text or illustration that provided the answer to the question? Look for patterns in individual student errors or in the class as a whole, such as difficulties in answering particular types of questions about character(s), setting, or events.

Keep in mind that the stories in this first Reader are quite simple. Students who have difficulty answering the story questions may have more fundamental difficulties related to decoding and reading certain words.

You are strongly encouraged to use these questioning and answering techniques. In Unit 7, students will learn how to answer more inferential questions and in Unit 8, students will add evaluative question skills to their repertoire.

You may certainly ask additional questions. Our intention is not to script your discussion but to give you a resource. Ask students questions about the stories they are preparing to read (prediction). Or ask them questions about stories they have already read (recall, inferential, evaluative, compare/contrast, or descriptive questions). Students who engage with text and understand that it conveys meaning develop strong comprehension skills.

PHRASES AND WIGGLE CARDS

At the end of each lesson, under the Additional Support heading, a box titled "Phrases and Wiggle Cards" is included. In this unit, students can decode enough words to either read simple phrases, or read and act out phrases. Phrases that can be read and acted out can be copied on index cards and used as Wiggle Cards. You may use Wiggle Cards in a variety of ways:

- Write the Wiggle Cards and phrases on large index cards, punch a hole in the corner and place them on a ring. They will be readily available for practice during the school day at various times when there are only a few moments between activities.
- Use the Wiggle Cards and phrases while students are standing in line waiting for an activity to begin.
- Use Wiggle Cards and phrases mid-lesson and/or during Assessment time to give students a brief break with a movement activity to refocus attention.

TRICKY AND HIGH-FREQUENCY WORDS

Three new tricky words (i.e., words that are either not decodable at all or words that have at least some parts that are not yet decodable based on students' current code knowledge) are introduced in the Picture Reader and Activity Pages in Unit 6: *I*, *are*, *little*.

If you have a Tricky Word Wall in your classroom, you may want to write each of these words on yellow index cards and add them to the wall as they are introduced.

Included for your reference are the words from the Dolch Sight Word List and Fry's Instant Words List that students should be able to read at the beginning and end of Unit 6.

As of the beginning of this unit, students should be able to read **36 words from the Dolch Sight Word List** (Preprimer–Grade 2) and **31 words from Fry's Instant Words List** (first 300 words), as follows:

At the beginning of Unit 6:

	Dolch Words	Fry Words
Tricky Words	a, blue, look, one, the, three, two, yellow	a, look, one, the, two, three
Decodable Words	am, an, and, at, big, but, can, cut, did, get, had, him, hot, if, in, it, its, let, not, on, ran, red, run, sit, six, ten, up, us, yes	an, and, at, big, but, can, cut, did, get, got, had, him, if, in, it, its, let, man, men, not, on, run, set, sit, up, us

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing **a total of 53 Dolch Words and 53 Fry Words**.

By the end of Unit 6:

	New Dolch Words	New Fry Words
Tricky Words	are, I, little	are, I, little
Decodable Words	as, ask, best, fast, has, help, his, is, jump, just, must, stop, went	as, ask, end, hand, has, help, his, is, just, land, last, left, list, must, nest, plant, stop, went

Note the significant increase in words on both lists by the end of the unit, despite the fact that only three new Tricky Words are taught in this unit. This is because students are taught to read words with consonant clusters in Unit 6.

It is highly recommended that you assess each student's recognition of these words at both the beginning and end of the unit on one of these lists. Assessment materials are included in Teacher Resources. You may also choose to copy and send home the family letter and flash cards included in Teacher Resources.

WRITING

Left-handed Handwriting Guidance

- Consider your seating arrangement for left-handed students. The placement of the arms and elbows in relation to other students can impact their writing space.
- Encourage your students to hold their writing tools correctly to reduce hand strain. Allow time for students to develop their hand strength in writing.
- Providing pencil grips for students could alleviate the strain on their hands when writing.
- Orienting the paper at an angle can help left-handed students write more easily and comfortably. Consider using paper with a raised line for students to rest their hands on as they write.

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

Throughout this unit, formative assessments are clearly marked for monitoring student performance and progress in the following key skills:

- oral blending of words with consonant clusters
- reading and spelling of words with consonant clusters
- reading words with the tricky spelling 's' > /s/ or /z/
- oral reading of decodable stories
- story comprehension of discussion questions

Observation records for recording student performance are included in Teacher Resources. Both a sample of a completed Anecdotal Reading Record and a blank form for making notes on each student's oral reading of decodable stories are also located in Teacher Resources.

You may want to have two separate clipboards—one for the Oral Blending Observation Record and the Discussion Questions Observation Record, and the second to hold the Anecdotal Reading Records—one for each student in the class, arranged in alphabetical order. Careful organization of these materials will mean that they are readily accessible when needed, so they can be used most efficiently.

To monitor student progress in reading and spelling of words with consonant clusters and reading words with the tricky spelling 's' > /s/ or /z/, teachers will be prompted to collect completed activity pages.

Quick "Checks for Understanding" are also designated in various lessons to monitor students' understanding of the letter names and rhyming. **TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii**

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.

You may wish to create a Dictation Journal for each student that focuses on correctly spelling high-frequency words and using sound-spellings to spell words in isolation and in sentences.

- 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. (8)

STUDENT PERFORMANCE ASSESSMENT

An end-of-unit Student Performance Assessment is included in Lesson 17. It assesses students' knowledge of letter names and rhymes (Part A and Part B, respectively) with the use of printed activity pages. This is followed by a two-part assessment of students' ability to read words with consonant clusters (Part C).

Part C, Part 1 is required for all students. This assessment directs you to pronounce ten one-syllable CVC, CCVC, or CVCC words. For each word you say, students are to circle the word on their activity page.

Part C, Part 2 requires you to assess students individually if they scored 7 or fewer points on Part 1. Each student reads a list of ten words.

Be sure to record the results on the Unit 6 Assessment Record Sheet provided in the Teacher Resources section of this Teacher Guide.

Review and analyze all students' assessment results. Pause for two days to provide enrichment and remedial practice using materials from the Pausing Point and the Additional Support section of each lesson. Note that you will be prompted during the Pausing Point to assess students' recognition of high-frequency words using the Dolch or Fry Word Assessment Record in Teacher Resources.

TEKS K.2.C Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list.

TEACHER RESOURCES

At the end of each unit, you will find a section titled Teacher Resources. This section includes forms and charts which may be useful, including the following:

- Oral Blending Observation Record
- Discussion Questions Observation Record
- Anecdotal Reading Record
- Unit 6 Additional Support Activity Pages
- Unit 6 Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 6

The following additional materials are needed in Unit 6; the number in parentheses indicates the first lesson in which the item is used.

- clipboard(s) for teacher for Oral Blending Observation Record, Discussion Questions Observation Record, and Anecdotal Reading Records. (1)
- pocket chart and stand (1)
- yellow index cards (1)
- white (or green) index cards (1)
- primary pencils for all students (2)
- display size lowercase alphabet strip (1)
- unlined large index cards or card stock (6)
- primary writing paper (8)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the online material for this unit. (1)

LESSON

1

TRICKY WORD

Introduce I

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Students will read the Tricky Word *I*. **TEKS K.2.B.iv**

Reading

As the teacher reads "Kit" aloud, students will track print from top to bottom, left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events. **TEKS K.2.D.i–iii; TEKS K.5.B; TEKS K.7.B; TEKS K.7.D**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.7.B; TEKS K.7.D**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.D** Demonstrate print awareness by (i) identifying the front cover, back cover and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe main characters; **TEKS K.7.D** Describe setting.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (45 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'
Introduce Letter Names (Print Concepts)	Whole Group	15 min.	❑ display-size lower case alphabet strip
Introduce Tricky Word: *I* (Word Recognition)	Whole Group	20 min.	❑ Tricky Word Wall (Digital Components) ❑ Picture Reader ❑ yellow index card ❑ Activity Page 1.1 ❑ Activity Page 1.1 (Digital Components)
Reading (15 min.)			
Introduce the Reader and Story	Whole Group	15 min.	❑ *Kit* Big Book ❑ white or green index cards
Teacher Demonstration: Read "Kit"			
Take-Home Material			
Reading and Spelling; Tricky Word *I*			❑ Activity Pages 1.2, 1.3

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Prepare and display a lowercase alphabet strip (or write the lowercase letters in alphabetical order on the board/chart paper). Be sure to use a lowercase alphabet strip because uppercase letters are not taught until Unit 9.
- At the start of each week, prepare the Oral Blending Observation Record provided in Teacher Resources, listing all student names in the far left column. Over the course of the week, systematically provide each student an opportunity to blend two or three words during the Warm-Up: Oral Blending Part A segment of the lessons. Make notes regarding each student's performance.

Digital Component 1.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Introduce Tricky Word: *I* (Digital Component 1.1) on the board/chart paper or display the online materials.
- Prepare to load "Skills 6" from the program's online materials.

Digital Component 1.2

- Create an enlarged version of Activity Page 1.1 (Digital Component 1.2) to display for Picture Reader and Activity Page 1.1, or use the digital version.

Reading

- You may wish to start a word wall specific to the *Kit* Reader. Add words to it throughout Unit 6 lessons. Be sure to use white (or green) index cards to indicate that the words are decodable.
- Prepare to display the story "Kit" from the *Kit* Big Book or the program's online materials.
- 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 questions about characters, setting, and main events.

Universal Access

- Bring in pictures of the following body parts to use with the last five words of Oral Blending: arms, legs, a chest, heads, and a shoulder.
- Bring in pictures of people doing flips to use in Preview Core Vocabulary.

Start Lesson

Lesson 1: Tricky Word I

Foundational Skills

45M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Students will read the Tricky Word *I*. **TEKS K.2.B.iv**

WARM-UP (10 MIN.)

Oral Blending

Note: In this exercise, students will practice blending sounds into three-, four-, and five-sound words. Special emphasis is placed on blending consonant clusters. Blending consonant clusters is a significant new skill in this unit.

- Tell students you will say sounds for them to blend into words.
- Be sure to use the finger blending motion depicted. Finger blending indicates how many sounds are in a word and easily allows for words with up to five sounds.

/b/	/i/	/g/	big

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

- Say each word in a segmented fashion. The first five words are in a chain. The last five words refer to the same conceptual category. After students have blended all of the words, have students tell you the category.

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

(3) /b/ /i/ /g/ > big	(3) /ar/ /m/ /z/ > arms
(3) /b/ /a/ /g/ > bag	(4) /l/ /e/ /g/ /z/ > legs
(4) /b/ /r/ /a/ /g/ > brag	(4) /ch/ /e/ /s/ /t/ > chest
(4) /b/ /r/ /a/ /t/ > brat	(4) /h/ /e/ /d/ /z/ > heads
(5) /b/ /r/ /a/ /t/ /s/ > brats	(5) /sh/ /oe/ /l/ /d/ /er/ > shoulder

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Tell students you will show a card with a spelling and ask them to provide the sound.
- Hold up the Large Letter Card for 'm'.
- Have students say the sound, not the letter name.
- Continue with the remaining cards.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students the next set of words are all names of parts of the body. Show each body part picture and name the part. Direct students to point to the same part(s) on their own bodies and repeat the name. Proceed with the blending of the last five words.

ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 3.J; ELPS 4.F

Large Letter Cards

INTRODUCE LETTER NAMES (15 MIN.)

- Write the word *cat* on the board/chart paper. Tell students the spellings and sound pictures they have been learning are also called letters. They have been learning the sounds for letters so they can blend and read words.
- Tell students this word has three letters. Encourage students to sound out each letter as you point to it.
- Explain that in addition to representing sounds, letters also have names. (You may want to acknowledge students who may have learned the letter names at home or in preschool.) Tell students you are going to teach all of the letter names during the next two weeks.
- Point to the first letter in *cat*, asking students what sound it stands for. Then say, "The name of this letter is 'c'. The letter 'c' is a picture of the /k/ sound." Repeat with the remaining letters in the word.
- Refer to the lowercase alphabet strip (or write the lowercase letters in alphabetical order on the board/chart paper). Point and say these are all the letters of the English alphabet. Explain that when written this way, in this order, the letters are in "alphabetical order."
- Say each letter name as you point to it, asking students to repeat each letter name after you. Repeat at least one more time, continuing to point to each letter as you say its name.
- Tell students another way to remember the names of the letters of the alphabet is to sing the names in alphabetical order. Sing "The Alphabet Song" slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name using hand-clapping to prevent "elemenohpee"—as some students tend to think it is one letter name. Sing, "el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)."
- Ask students to sing the song with you one more time, as you point to each letter.

Check for Understanding

Write the word *fit* on the board/chart paper. Point to 'f'; choose a student and ask them to provide the sound for 'f'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'f'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word. Then ask all students to read the word aloud.

INTRODUCE TRICKY WORD: I (20 MIN.)

- Remind students that Tricky Words have parts that are not pronounced as we would expect them to be pronounced. These parts do not "follow the rules," so students must simply memorize how to pronounce and read these parts of the words.
- Review the previously taught Tricky Words on the Tricky Word Wall or use the online materials using established procedures. Be sure to point out that the tricky parts of each word are underlined.

Digital Component 1.1

1. the	5. blue
2. look	6. two
3. one	7. three
4. a	8. yellow

- Write the letter 'i' on the board/chart paper and ask students how they would pronounce the sound of this letter (i.e., /i/). Now write the word *I* on the board/chart paper, pointing out that this is the uppercase form of 'i.' Explain that when the uppercase 'I' is written as a single letter, it is a Tricky Word and is pronounced /ie/. Underline I to indicate that it is tricky.
- Point to the word *I* as you say the following sentence, "I like ice cream." Ask students to **Turn and Talk**, completing the sentence frame:"I like . . ."
- Write the Tricky Word *I* on the yellow card and add it to the Tricky Word Wall.

Picture Reader

Page 55

Picture Reader and Activity Page 1.1

- Display page 55 of the digital Picture Reader and ask students to turn to the same page in their own copies of the Picture Reader.
- Point to each of the following new pictures explaining that students should "read" these pictures as follows:

Picture Reader Key

swim	**jump**
run	**throw**

- Point to *I* at the top of the page, asking all students to read the word aloud. Remind students that in their Picture Reader, Tricky Words or parts of Tricky Words are underlined to remind them that they must pay attention and memorize these word parts, not just sound them out.
- Tell students to turn to the next page and follow along in their Picture Reader as you call on individual students to read each sentence aloud.
- Remind students to run a finger under the text and pictures as they read. Continue reading through page 62.

Activity Page 1.1

Digital Component 1.2

- Distribute and display Activity Page 1.1 and complete each item as a class. Ask one student to read each sentence aloud and direct all students to then say and write the word *I* in the blank space to complete the sentence.

Lesson 1: "Kit"

Reading

15M

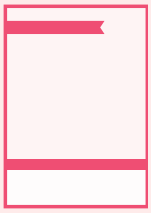
Primary Focus: As the teacher reads "Kit" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

TEKS K.2.D.i–iii; TEKS K.5.B; TEKS K.7.B; TEKS K.7.D

INTRODUCE THE READER AND STORY (5 MIN.)

- Load or display the *Kit* Big Book.
- Using the Big Book, point out the title of the book, printed on the cover. Tell students a book's title tells what the book is about. Ask students to read the title of the book. Tell students the book is about a little girl named Kit.
- Review the parts of the Big Book with students (cover page, title page, back cover, page numbers).

Big Book



Page 1

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students;

flip—*v.*, to turn over quickly (6)
Example: I flip the page in the book.

flop—*v.*, to drop down suddenly (6)
Example: I flop down on the couch after school.

Vocabulary Chart for "Kit"

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

TEKS K.2.D Demonstrate print awareness by (i) identifying the front cover, back cover and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult as sistance; **TEKS K.7.B** Identify and describe main characters; **TEKS K.7.D** Describe setting.

- Tell students you are going to write several words from today's story on the board/chart paper before they listen to the story.
- Write the first word, *flip*, on the board/chart paper, letter by letter, pausing to ask students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word.
- Explain the meaning of the word and ask students if they have seen someone doing a flip. Discuss situations when they may have seen someone do a flip.
- Repeat the same process with the word *flop.*

Purpose for Reading

- Tell students you will read a story about the things Kit can do. Tell students that Kit is the main character. (A character is a person in a book or story.) Ask students to pay special attention to the story so they can tell you some things Kit can do.

TEACHER DEMONSTRATION (10 MIN.)

Read "Kit"

Note: In this story, the uppercase letter 'K' is used. Uppercase 'K' looks very much like lowercase 'k'. It is not likely to cause students any difficulties, but you may want to point it out.

- Load or display the story "Kit" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Kit" aloud once without interruption, running a finger beneath the words as you read them.
- Tell students stories are made up of sentences and each sentence begins with an uppercase letter and ends with a period. Use a sentence from the story to demonstrate.
- Explain that a sentence is a complete thought. The period at the end of a sentence indicates it is time to stop, take a breath, and think about what the thought means. A period is a punctuation mark.
- Read the story a second time, pausing to point out sentences, capital letters, and periods.
- Finally, read the story again, having students read individual sentences.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Print Awareness

Model for students how to run your finger beneath the words to read from left to right and top to bottom. For additional support and to help individual students with left-to-right directionality, you may wish to place a large green "start star" on the left of the student's desk and a large red "stop dot" to the right.

ELPS 4.B

Wrap-Up Discussion

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question

Discussion Questions for "Kit"

Note: These questions are intended to be discussed orally.

1. **Literal.** Who is the main character of the story?

   » Kit is the main character of the story.

   Who is Kit?

   » Kit is a girl. Kit is a child.

2. **Literal.** What does the story say Kit can do?

   » Answers may vary, but could include: Kit can run; Kit can skip; Kit can flip and flop; Kit can swim.

3. **Inferential.** (Tell students the setting of a book or story is where the story takes place.) Is the setting of the story a warm place or cold place? You may look at the illustrations to help answer this question. (If needed, prompt students to look at how Kit is dressed outdoors in the different illustrations.)

   » The setting is a warm place.

4. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note each student's performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

READING AND SPELLING; TRICKY WORD: I

- Have students give Activity Pages 1.2 and 1.3 to a family member.

EMERGENT BILINGUAL STUDENTS

Reading

Reading Closely

Beginning
Ask yes/no questions using simple phrases: "Is Kit the main character?" "Can Kit flip and flop?"

Intermediate
When asking each question, provide students with a specific sentence frame:"In the water, Kit can . . ."

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

ELPS 1.D; ELPS 2.G; ELPS 4.I

Support

When discussing vocabulary, add gestures for flip and flop. When asking discussion questions, show illustrations from the Reader.

Activity Pages 1.2, 1.3

Additional Support

PHRASES AND WIGGLE CARDS

Note: Throughout this unit, phrases are included that you may copy on index cards and ask students to read and/or act out. Phrases are meant to be read by students. Wiggle Cards are meant to be read and acted out. Use any of these at your discretion throughout the school day for a quick break and extra reading practice.

1. slip up
2. big grin
3. glad kid
4. drop it
5. frog leg
6. swim in tub
7. plug it up
8. plug it in
9. slap on leg
10. drip on rug

MORE HELP BLENDING THREE PHONEMES

Blending Motions for Three-Phoneme Words (Arm Motion)

Note: For lessons targeting blending three-phoneme words, utilize the gross motor hand motions first learned in Skills, Unit 2, Lesson 3. This motion prompts students to do the following motions:

1. Hold your right arm in front of your body.
2. Touch your left shoulder as you say the first of the three phonemes (e.g., /f/).
3. Touch your left elbow as you say the second of the three phonemes (e.g., /u/).
4. Touch your left wrist as you say the third of the three phonemes (e.g., /n/).
5. Slide your right hand from your left shoulder down to your left wrist as you say the entire word with the phonemes blended (e.g., *fun*).

/f/	/u/	/n/	fun

- Tell students you will say sounds for them to blend into words.
- Say each word in a segmented fashion and use the gross motor hand motions previously described.

1. bat	6. lamb	11. ram
2. bad	7. lad	12. rat
3. back	8. lack	13. rag
4. bag	9. lag	14. ran
5. bass	10. laugh	15. rap

MORE HELP BLENDING CONSONANT CLUSTERS

Find My Word

- Provide students with a copy of **Activity Page TR 1.1 (Find My Word)**.
- Review the names of the depicted items with students.

1. bread	4. drum	7. grass
2. treats	5. crow	8. prize
3. crab	6. branch	9. prince

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Manipulatives can be used to cover pictures as they are identified.

Students can also practice segmenting phonemes by breaking apart the phonemes in names of the objects on Activity Page TR 1.1.

ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 3.J

- Now pronounce the name of an image on the page in random order, saying the phonemes with a pause in between each sound (e.g., /g/ [pause] /r/ [pause] /a/ [pause] /s/).
- Ask students to blend the phonemes, say the word, and point to the picture of the object.
- Repeat until all the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.

Push and Say

Note: This activity is valuable for developing readiness for phonics work with four-and five-phoneme words. Representing phonemes with objects allows for cognitive focus on discriminating sounds in larger (four- and five-phoneme) words before requiring the additional demand of matching letter knowledge to those sounds.

- Provide students with a copy of **Activity Page TR 1.2 (Sound Boxes)** and a handful of **small objects (e.g., cubes, tiles, beans, buttons, etc.)** for each student.
- Tell students you will say sounds for them to blend into words.
- Use familiar blending motions (e.g., finger tapping) as you say the words in segmented fashion.
- Have students use Sound Boxes as they repeat the sounds and push an object into the boxes for each phoneme (from left to right). Students then run their finger under the boxes (from left to right) and blend the sounds to say the word. Tell students that although they may not always use every box, they should always start with the first box on the left.

Support

Demonstrate the objects being pushed from left to right from the students' perspective, which will be right to left from your perspective if you are sitting across from students. Tell students they will not always use all of the sound boxes.

Initial r- Chain
1. cop > crop > drop > drip > grip > rip > rap > cap
2. pop > prop > drop > drip > rip > rib > crib > crab > cab > tab > tap > top
3. tap > trap > trip > grip > rip > rim > brim > trim > tram > ram > rap

Note: All chains are designed to be looped. If you get to the end and wish to continue, you may simply repeat the chain. However, some chains are too lengthy to incorporate more than one consonant cluster. Chains may be sectioned if students do not sustain attention for the entire chain.

MORE HELP WITH LETTER NAMES

"The Alphabet Song"

- Sing "The Alphabet Song" while students point to the corresponding letters on **Activity Page TR 1.3 (Lowercase Alphabet Board)**. Letters are arranged in lines to match the pauses in the song. **Note:** "l-m-n-o-p" should be sung with a clap between each letter.

Letter Match

- Provide students with cut-out **Lowercase Letter Cards (Activity Page TR 1.4)** to match with the letters on the Lowercase Alphabet Board. Make it game-like by putting select letters in a bag and taking turns selecting one to match to the board.

I Spy

- Using the **Lowercase Alphabet Board**, provide clues for students to identify letters. Students should point to and name the letter they identify. Below are a few sample clues:
  - I spy the letter your name starts with.
  - I spy two letters made with a tall line and a circle (i.e., 'b' and 'd').
  - I spy the letter after 't'.

LESSON

2

BASIC CODE

Consonant Clusters

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will demonstrate spelling knowledge by spelling words with VC, CVC, and CCVC. **TEKS K.2.C.i**

Students will demonstrate phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC. **TEKS K.2.B.ii**

Reading

As the teacher reads "Kit and Stan" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.
TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**
Activity Page 2.1	Reading Consonant Clusters (Group 2 only) **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge awareness by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (ii) spelling words using sound-spelling patterns; (i) spelling words with VC, CVC, and CCVC; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC; **TEKS K.2.D** Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (30 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'
Review Letter Names (Print Concepts)	Whole Group	5 min.	❏ display-size lowercase alphabet strip
Pocket Chart Chaining for Spelling (Phonics)	Whole Group	15 min.	❏ pocket chart ❏ cards for 'i', 'e', 'a', 'o', 't' (2), 'd' (2), 'f', 's' (2), 'p' (2), 'l', 'r'
Reading (15 min.)			
Introduce the Story	Whole Group	15 min.	❏ *Kit* Big Book
Teacher Demonstration: Read "Kit and Stan"			
Foundational Skills (15 min.)			
Reading Consonant Clusters	Small Group/ Independent	15 min.	❏ Phrases Table (Digital Components) ❏ Activity Page 2.1 (Digital Components) ❏ Activity Page 2.1
Take-Home Material			
Tricky Word: *I*			❏ Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Display a lowercase alphabet strip or write the lowercase letters on the board/chart paper.
- Prepare the pocket chart as shown.

Pocket Chart Setup

Reading

- Prepare to display the story "Kit and Stan" from the *Kit* Big Book or the program's online materials.

Foundational Skills

- Prepare to divide students into small groups for differentiated instruction. Group 1 students, who are students who need more support, will work with the teacher. Group 2 students will work independently.

Digital Component 2.2

- **Small Group 1:** Create an enlarged version of Activity Page 2.1 (Digital Component 2.2) to review with Small Group 1, or use the online materials.

Digital Component 2.1

- **Small Group 2:** Create the chart with sentences (Digital Component 2.1) for Small Group 2 on the board/chart paper or use the online materials.

Universal Access

- Bring in a picture of a tree that shows leaves, branches, and the trunk as well as a picture of a small twig to use with the last five words in Oral Blending.

Lesson 2: Consonant Clusters

Foundational Skills

30M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will demonstrate spelling knowledge by spelling words with VC, CVC, and CCVC. **TEKS K.2.C.i**

Students will demonstrate phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC. **TEKS K.2.B.ii**

WARM-UP (10 MIN.)

Oral Blending

- Use the previously established blending procedures. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

/l/	/e/	/g/	leg

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (ii) spelling words using sound-spelling patterns; (i) spelling words with VC, CVC, and CCVC; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of parts of a tree. Point to the picture of the tree, say, "tree" and ask students to repeat. Then point to and name each part, asking students to repeat. Proceed with blending the last five words.

ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 3.J

(3) /l/ /e/ /g/ > leg	(3) /t/ /r/ /ee/ > tree
(3) /l/ /o/ /g/ > log	(4) /l/ /ee/ /v/ /z/ > leaves
(4) /k/ /l/ /o/ /g/ > clog	(4) /t/ /w/ /i/ /g/ > twig
(4) /k/ /l/ /o/ /t/ > clot	(5) /b/ /r/ /a/ /n/ /ch/ > branch
(5) /k/ /l/ /o/ /t/ /s/ > clots	(5) /t/ /r/ /u/ /ng/ /k/ > trunk

Observation: Oral Blending Observation Record

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

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Tell students you will show a card with a spelling and they should provide the sound.
- Hold up the Large Letter Card for 'm'.
- Have students say the sound, not the letter name.

REVIEW LETTER NAMES (5 MIN.)

"The Alphabet Song"

- Remind students that the spellings they have been using are also called letters and they are arranged in a special order called "alphabetical order."
- Refer to the lowercase alphabet strip you prepared in advance, and say each letter's name as you point to it.
- Tell students you are going to sing a song that will help them learn the letter names. It is called "The Alphabet Song."
- Explain that the alphabet is what we call the set of letters we use to write the sounds of English.

- Sing "The Alphabet Song" slowly, pointing to each letter as you sing its name. Be careful to enunciate each letter name using hand clapping to prevent "elemenohpee"—as some students tend to think it is one letter name. Say, "el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)."
- Repeat the song, inviting students to sing and clap along.

POCKET CHART CHAINING FOR SPELLING (15 MIN.) TEKS K.2.C.i

Note: In this chaining exercise, you will use words with up to four sounds containing initial consonant clusters.

- Point to the letters and have students say the sounds, not the letter names.
- Say the word *sip* and then break it into its three sounds: /s/ . . . /i/ . . . /p/.
- Repeat /s/ and ask students to find the spelling for /s/ on the pocket chart.
- Have a student identify the 's' card and place it in the middle of the pocket chart.
- Repeat for the remaining two sounds in the word.
- Model reading the word, letter sound by letter sound, to check for spelling accuracy.
- Say to students, "If that is *sip*, who can show me *sap*?"
- Select a student to come to the pocket chart and replace the picture of /i/ with the picture of /a/.
- After changing the word, say, "Which letter did we change to make *sip* into *sap*?" Repeat this process with each word change in the activity.
- When you come to the four-sound words, tell students some words have two consonant sounds at the beginning.

1. sip > sap > sat > slat > spat > spot > slot > slit > slip > slop > stop
2. dip > rip > drip > drop > prop > plop > flop > slop > slip > slap

Pocket Chart Setup

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Model for students how to segment sounds for the word *sip* using the oral segmenting routine. For additional support and to help individual students with letter-sound correspondences, you may wish to review each letter sound using the Sound Posters and Cards. **ELPS 4.A**

TEKS K.2.C.i Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.

Lesson 2: "Kit and Stan"

Reading

15M

Primary Focus: As the teacher reads "Kit and Stan" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

INTRODUCE THE STORY (5 MIN.)

Preview Vocabulary

- Before reading today's story, preview the following vocabulary with students.

hid—*v.*, past tense of hide; to keep from view (12)
Example: I hid under the bed.

Vocabulary Chart for "Kit and Stan"

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

TEKS K.2.D Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.B** generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

- Tell students you are going to write a word from today's story on the board/chart paper before they listen to the story.
- Write the word *hid* on the board/chart paper, letter by letter, pausing to ask students to provide the sound of the letter as soon as you write it. Ask students to blend and read the word after you have finished writing it.
- Explain the meaning of the word and ask students if they have ever hidden. Discuss situations when they may have seen someone hide.

Purpose for Reading

- Tell students they will read about Kit playing a game with her friend Stan. Ask students to pay special attention to the story so they can tell you what game they think Kit and Stan are playing.

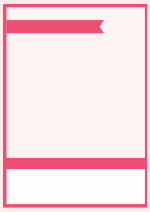
TEACHER DEMONSTRATION (10 MIN.)

TEKS K.2.D.iii; TEKS K.2.D.v

Read "Kit and Stan"

Note: In this story, the uppercase letters 'K' and 'S' are used. Both are similar to lowercase letters. You may want to point out that these uppercase letters are used in the characters' names (i.e., *Kit* and *Stan*).

Big Book



Page 11

- Load the digital materials of the story "Kit and Stan" from the *Kit* Big Book.
- Have students read the title of the story.
- Point out the letters 'K' and 'S' in the title. Ask students how they are different from lowercase 'k' and 's.' Guide students to the recognition that these are uppercase (big, capital) letters. They have the same sounds as lowercase letters but are used to add meaning in certain places. They can tell you that a word is a name or a title, or the beginning of a sentence.
- Read the story "Kit and Stan" once without interruption, running a finger beneath the words as you read them.
- Remind students that stories are made up of sentences, and each sentence begins with an uppercase letter and ends with a period.
- Also remind students that a sentence is a complete thought. The period at the end of a sentence indicates it is time to stop, take a breath, and think about the meaning of the sentence. A period is a punctuation mark.

TEKS K.2.D Demonstrate print awareness by (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries, (v) identifying all uppercase and lowercase letters.

- Read the story a second time, pausing to point out sentences, capital letters, spaces between words, and periods.
- Finally, read the story again, having students read individual sentences.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Discussion Questions for "Kit and Stan"

Reminder: Please discuss these questions orally.

1. **Literal.** Who are the main characters in the story?
   - » The main characters are Kit and Stan.
2. **Inferential.** What are the two settings in the story? Look at the illustrations to answer this question.
   - » The settings are inside and outside.
3. **Literal.** Where did Kit hide?
   - » Kit hid near the goat's pen.
4. **Literal.** Where did Stan hide?
   - » Stan hid behind a tree.
5. **Literal.** Did Kit and Stan have fun?
   - » Yes, Kit and Stan had fun.
6. Do you have questions you would like to ask to clarify your understanding of the story?

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Did Kit hide behind a tree?" "Do Kit and Stan play inside?"

Intermediate
After asking each question, provide students with a specific sentence frame: "When Kit ran and hid, she hid . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

Lesson 2: Consonant Clusters

Foundational Skills

15M

Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will demonstrate phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC. **TEKS K.2.B.ii**

READING CONSONANT CLUSTERS (15 MIN.) TEKS K.2.B.ii

Small Group 2—Independent

- Distribute Activity Page 2.1, directing students to first read the words in the box and then write each word under the meaning picture.
- Refer to the decodable phrases you prepared in advance, telling students that if they finish early, they may read, copy, and illustrate some of the phrases.

Digital Component 2.1

1.	step in mud	5.	mom can swim
2.	trip on rug	6.	spot on dog
3.	frog on log	7.	big blob
4.	dad can clap	8.	red crab

Activity Page 2.1

Activity Page 2.1: Reading Consonant Clusters (Group 2 only)

Collect Activity Page 2.1 from Group 2 students to review at a later point to monitor student progress.

TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

Small Group 1—With Teacher

Digital Component 2.2

- Distribute and display Activity Page 2.1.
- Point to the 'f' in *frog* and ask students for the sound.
- Repeat with the 'r', then the 'o', and then the 'g'.
- Select a student to blend the word.
- Ask students which of the pictures match the word *frog*.
- Have students write *frog* under the picture of the frog, saying each letter's sound as they write it.
- Complete the remaining items.

End Lesson

Take-Home Material

TRICKY WORD: I

Activity Page 2.2

- Have students give Activity Page 2.2 to a family member.

Lesson 2: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. red flag	6. slip in mud
2. big crop	7. sit in trap
3. hit drum	8. pig in slop
4. grim man	9. clip it on
5. crab leg	10. plop on bed

MORE HELP BLENDING CONSONANT CLUSTERS

Relay Blending

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

1. flag	4. flap	7. pant
2. flat	5. plant	8. plop
3. punt	6. slot	9. fist

MORE HELP READING CONSONANT CLUSTERS

Fishing Pond

- Make four copies of **Activity Page TR 2.1 (Fishing Pond Template)** on card stock or construction paper.
- Write a decodable word on each fish, using the list of decodable words provided.
- Attach a **paper clip** to the **top of each fish**.
- Make a **fishing pole** from **a pole**, **a string**, and **a magnet**.
- Have students take turns fishing.
- When a student catches a fish, they should read the word written on the fish and copy it onto a piece of paper.

1. flag	4. stem	7. spin	10. grim
2. trap	5. plot	8. snap	11. crab
3. plus	6. drum	9. skip	12. twig

Teacher Chaining

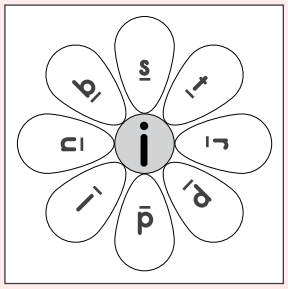
- Write *wig* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'i' and add 'a' to create *wag*.
- As you make this change, say to students, "If that is *wig*, what is this?"

1. wig > wag > rag > brag > bag > bags > lags > flags > flag > flat
2. hit > fit > flit > flat > slat > slant > plant > pant > pants > punts
3. lap > flap > flaps > flips > flops > plops > pops > mops > maps > mats
4. fist > fit > flit > slit > sit > lit > lot > slot > plot > plots

- Complete the remaining chains.

MORE HELP SPELLING CONSONANT CLUSTERS

Spelling Hopscotch



- Write the vowel spellings 'i', 'e', 'a', 'u', and 'o' on **circular sheets of paper**, underlining each spelling. (You may wish to use gray paper so the sheets match the cards on the student Chaining Folders, but this is not essential.)
- Write the consonant spellings 's', 't', 'r', 'p', 'd', 'l', 'n', and 'b' on **oval or petal-shaped white sheets of paper**, underlining each spelling.
- Arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside.
- Show students how to spell a real or silly word by starting on the outside, hopping to the inside to include the vowel spelling, and then hopping back to the outside [e.g., /p/ . . . /i/ . . . /n/ (*pin*)]. Repeat with one or two additional words.
- Ask a student to spell a real or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters (e.g., /r/ . . . /i/ . . . /p/) and blend them to make the real or silly word (e.g., *rip*).
- Ask students whether the word is a real or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

Tap and Spell

- Distribute the following **Large Letter Cards**, reviewing each card's sound: **'c', 'd', 'f', 'g', 'k', 'l', 'm', 'n', 'p', 'r', 's', 't', 'w', 'a', 'e', 'i', 'o', 'u'.**
- Arrange the spellings on the floor or on the board/chart paper to resemble the setup on a pocket chart or **Chaining Folder**—vowel spellings on top, consonant spellings below.
- Choose a student to review the vowel spellings by tapping each one with their foot or a yardstick and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *wax* for the student to "tap spell." The student should use their foot or a yardstick to tap each letter in the word to spell it, saying the sound of each spelling as they tap it.
- Repeat with the remaining words listed.

1. flag	4. stem	7. spin	10. grim
2. trap	5. plot	8. snap	11. crab
3. plus	6. drum	9. skip	12. twig

LESSON

3

TRICKY SPELLING

Introduce ‘s’ › /z/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters. **TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read and write words in which ‘s’ > /s/ as in *cats* or /z/ as in *his*. **TEKS K.2.B.i**

Reading

As the teacher reads “Kit’s Hats” aloud, students will track print from top to bottom, left to right; identify apostrophes and periods at the end of sentences; and answer questions about characters, setting, and main events.
TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.A; TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.2.D** Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep, (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (50 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o' ❑ display-size lowercase alphabet strip
Review Letter Names (Print Concepts)	Whole Group	5 min.	
Introduce Tricky Spelling 's' > /z/ (Phonics)	Whole Group	10 min.	❑ Sound Card 26 (*pans*)
Complete the Sentences (Phonics)	Independent	15 min.	❑ Activity Page 3.1 ❑ Activity Page 3.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	10 min.	❑ pocket chart ❑ cards for 'i', 'a', 'u', 'n' (2), 't' (2), 'g', 's' (2), 'p' (2), 'b' (2), 'l', 'r'
Reading (10 min.)			
Introduce the Story	Whole Group	10 min.	❑ *Kit* Big Book
Teacher Demonstration: Read "Kit's Hats"			
Take-Home Material			
Take-Home Story: "Kit"			❑ Activity Page 3.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Display a lowercase alphabet strip or write the lowercase letters on the board/chart paper.

Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Complete the Sentences, or use the online materials.
- Prepare the pocket chart as shown.

Pocket Chart Setup

Reading

- Prepare to display the story "Kit's Hats" from the *Kit* Big Book on the program's online materials.

Universal Access

- Bring in pictures of a frog, crane, slug, swan, and snake to use with the last five words of Oral Blending.

Lesson 3: Introduce 's' > /z/

Foundational Skills

50M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters. **TEKS K.2.B.iii; TEKS K.2.C.ii**

Students will read and write words in which 's' > /s/ as in *cats* or /z/ as in *his*. **TEKS K.2.B.i**

WARM-UP (10 MIN.)

Oral Blending

- Use the previously established blending procedures. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

/t/	/i/	/p/	tip

1. (3) /t/ /i/ /p/ > tip
2. (4) /t/ /r/ /i/ /p/ > trip
3. (4) /d/ /r/ /i/ /p/ > drip
4. (4) /g/ /r/ /i/ /p/ > grip
5. (4) /g/ /r/ /i/ /n/ > grin
6. (4) /f/ /r/ /o/ /g/ > frog
7. (4) /k/ /r/ /ae/ /n/ > crane
8. (4) /s/ /l/ /u/ /g/ > slug
9. (4) /s/ /w/ /o/ /n/ > swan
10. (4) /s/ /n/ /ae/ /k/ > snake

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words;
TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap;
TEKS K.2.C.ii Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students the next set of words to be blended are all names of animals. Show the picture of each animal and name the animal, asking students to repeat each word. Proceed with blending the last five words.

ELPS 2.A; ELPS 2.C; ELPS 3.A; ELPS 3.J

Observation: Oral Blending Observation Record

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

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Tell students you will show a card with a spelling and students will provide the sound.
- Hold up the Large Letter Card for 'm'.
- Have students say the sound, not the letter name.

REVIEW LETTER NAMES (5 MIN.)

"The Alphabet Song"

- Refer to the lowercase alphabet strip or the lowercase letters on the board/chart paper, and say each letter's name as you point to it.
- Tell students you are going to sing "The Alphabet Song" again.
- Remind them that the alphabet is what we call the set of letters we use to write down the sounds of English.
- Sing "The Alphabet Song" using the procedures described in the earlier lessons of this unit.

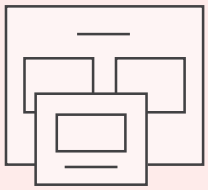
Check for Understanding

Write the word *gum* on the board/chart paper. Point to 'g'; choose a student and ask them to provide the sound for 'g'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'g'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word. Then have all students read the word aloud.

INTRODUCE TRICKY SPELLING 'S' → /Z/(10 MIN.)

- Write the letter 's' on the board/chart paper and ask students to recall the letter name.
- Ask students for the sound of this letter. (They should say /s/ as in *sing*.) Refer to the /s/ Sound Poster and Sound Card 11 (*sit*).
- Tell students the letter is usually pronounced /s/, but sometimes it is pronounced /z/.
- Tell students an 's' at the beginning of a word will almost always be sounded /s/. However, in other positions in a word, especially at the end of words, the letter 's' is sometimes pronounced /z/.
- Tell students some very common words have an 's' pronounced /z/ at the end.
- Write the following words on the board/chart paper one at a time and have students read them: *is, his, as, has*.
- Explain the following strategy for reading: "When you are reading and you see an 's', try pronouncing it /s/. If that does not sound right, try /z/."
- Show students Sound Card 26 (*pans*) and add it to the /z/ Sound Poster.

Sound Poster and Card



COMPLETE THE SENTENCES (15 MIN.)

Activity Page 3.1

Digital Component 3.1

- Distribute and display Activity Page 3.1.
- Tell students four words are printed at the top of the activity page. Each of these words completes one of the sentences printed below.
- Ask students to read the first word.
- Complete the remaining three words in the same fashion. Be sure to point out all of the words end with /z/ spelled as 's'.
- Demonstrate reading the first sentence four times: once with the word *as*, once with the word *his*, once with the word *is*, and once with the word *has*.
- Ask students which word completes the sentence.
- Have students print the word *is* on the line provided, following your example.
- Continue demonstrating until students are ready to work independently.

POCKET CHART CHAINING FOR READING (10 MIN.)

Pocket Chart Setup

Note: In this exercise you will chain four-sound words having either initial or final consonant clusters. You will also chain words having final 's' pronounced /s/ or /z/.

- Point to the letters and have students say the sounds, not the letter names. (Students should now say both /s/ and /z/ for the letter 's'.)
- Move the 'p', 'a', and 'n' cards to the center of your pocket chart to spell *pan*.
- Ask a student to read the word.
- Add the 't' card to the end of *pan* and say to the class, "If that is *pan*, what is this?"
- Ask a student to read the word. *(pant)*
- After changing the word, say, "What did we change to make *pan* into *pant*? Repeat this process with each word change in the activity.
- Complete the remaining chains.

1. pan > pant > punt > runt > bunt > bust > rust > gust > gut > nut
2. rips > tips > sips > sip > slip > slap > sap > sat > at > as > is

Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.

Lesson 3: "Kit's Hats"

Reading

10M

Primary Focus: As the teacher reads "Kit's Hats" aloud, students will track print from top to bottom, left to right; identify apostrophes and periods at the end of sentences; and answer questions about characters, setting, and main events.

TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.A; TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

INTRODUCE THE STORY (5 MIN.)

Note: In this story, the uppercase letters 'K' and 'H' and the spelling 's' for the sound /z/ are used. Uppercase 'H' does not look like lowercase 'h'. Tell students 'H' is another way of writing the letter 'h' (i.e., it is the uppercase version of 'h'). The uppercase 'H' is used in the title, "Kit's Hats."

Purpose for Reading

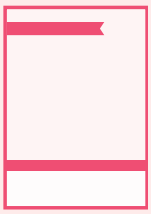
Tell students they will read a story about Kit's hats. Ask students to pay special attention to the story so they can tell you what kind of hats Kit has.

TEACHER DEMONSTRATION (5 MIN.)

Read "Kit's Hats"

- Load the digital version of the story "Kit's Hats" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Kit's Hats" once without interruption, running a finger beneath the words as you read them.

Big Book



Page 23

Support

Write the names of different students with an apostrophe 's' ('s)on the board/chart paper. Read the names, pointing out the 's while pointing to something that belongs to each student (José's shirt, Maria's book, etc.).

TEKS K.2.D Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting.

- Point to *Kit's* in the title and explain the little mark in *Kit's* is called an apostrophe. Have students say *apostrophe*.
- Tell students an apostrophe can be used to show ownership. Here the apostrophe shows the hats belong to Kit.
- Read the story a second time, pausing to point out words with apostrophes and the spelling 's' pronounced /z/. Finally, read the story again, having students read individual sentences.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Discussion Questions for "Kit's Hats"

1. **Literal.** What is the story about?
   - » The story is about Kit's hats.
2. **Literal.** What kinds of hats does Kit have?
   - » Answers may vary, but could include Kit has big hats. Kit has flat hats. Kit has fun hats.
3. **Inferential.** Where does Kit keep her hats? Look at the illustrations to answer this question.
   - » Kit keeps her hats on her head.
4. **Literal.** Who is the main character in this story?
   - » The main character in this story is Kit.
5. **Literal.** What is the setting of this story? *Remind students that the setting is where the story takes place.*
   - » The story takes place at the beach and at an aquarium.
6. Do you have questions you would like to ask to clarify your understanding of the story?

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Does Kit have flat hats?" "Is Kit's last hat fun?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Kit keeps her hats on her . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

Take-Home Material

TAKE-HOME STORY: "KIT"

- Have students give Activity Page 3.2 to a family member.

Activity Page 3.2

Lesson 3: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. step in hot sand	6. jump on bed
2. swim in pond	7. dust desk
3. clap and snap	8. sip his milk
4. frog on log	9. has bump on leg
5. get a gift	10. bug on hand

MORE HELP BLENDING CONSONANT CLUSTERS

Push & Say

- Provide students with a copy of **Activity Page TR 1.2 (Sound Boxes)** and a handful of **small objects (e.g., cubes, tiles, beans, buttons, etc.)** for each student.
- Follow the Push & Say directions in Lesson 1 of this Teacher Guide using these chains.

Initial 's' Chain
1. sit > skit > spit > spin > pin > pit > pot > spot > spat > sat
2. sip > snip > snap > sap > tap > top > stop > step > stem > hem > him > hip
3. cab > scab > scat > cat > sat > sap > sip > skip > skin > skit > sit > fit > fat > fan > can

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Manipulatives can be used to cover pictures as they are identified.

Students can also practice segmenting phonemes by breaking apart the phonemes in names of the objects on Activity Page TR 3.1.

ELPS 2.A; ELPS 2.E; ELPS 3.A; ELPS 3.J

Find My Word

- Provide students with a copy of **Activity Page TR 3.1 (Find My Word)**.
- Follow Find My Word directions in Lesson 1 of this Teacher Guide.

1. stick	4. sneeze	7. stem
2. scarf	5. spots	8. stars
3. smiles	6. steps	9. swims

MORE HELP READING AND SPELLING CONSONANT CLUSTERS

Race to the Top

- Give each student a copy of **Activity Page TR 3.2 (Ladder Game Board)** and **small items** to use as game pieces. Make one set of **game cards (Activity Page TR 3.3)**.

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

- Place Word/Picture Cards in a **container**, such as a brown bag, so that students may select one card at a time.
- There are two versions of this game:
  - Read It: As cards are drawn, the word side of the card is shown to the opposing player to read. The picture allows for confirmation/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 **whiteboard**). The word side allows for confirmation/correction.
- For correct answers, students move up a rung; for incorrect answers, students fall down a rung. First one to the top wins.

MORE HELP WITH TRICKY SPELLING 'S' → /S/ OR /Z/

Word Sort

- Distribute **Activity Page TR 3.4**. Point out that there are words on both sides of the activity page.
- Ask students to read the first word.
- Ask students if the 's' in *bugs* is pronounced like the 's' in *cats* (/s/) or the 's' in *dogs* (/z/).

- Have students write *bugs* in the second column.
- Continue in the same fashion until students are ready to work independently.

Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 140 and 192 of those words would be completely decodable.

After today's lesson: If students attempted to read 1,000 words in a trade book, on average, between 170 and 217 of those words would be completely decodable.

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

The sound /z/ is found in approximately 20 percent of English words.

The sound /z/ is spelled 's' approximately 90 percent of the time.

The spelling alternative 'zz' as in *buzz* is taught later in this grade.

The spelling alternatives 'se' as in *cause* and 'ze' as in *bronze* are taught in later grades.

LESSON

4

TRICKY SPELLING

Review ‘s’ > /z/

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will read and write words in which ‘s’ > /s/ as in *cats* or /z/ as in *his*. **TEKS K.2.B.i; TEKS K.10.D.iii; TEKS K.10.D.ix**

Reading

Students will demonstrate print awareness by identifying a book’s front cover, reading from left to right and top to bottom, turning pages correctly, and recognizing spaces between sentences and then will read “Kit’s Hats” with purpose and understanding. **TEKS K.2.D.i–iii; TEKS K.5.A; TEKS K.5.B; TEKS K.5.G**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Activity Page 4.1	Word Sort (‘s’ > /s/ or /z/) **TEKS K.2.B.i**
Observation	“Kit’s Hats” Anecdotal Reading Record **TEKS K.2.D.i–iii; TEKS K.5.A**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.5.G**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.10.D** Edit drafts using standard English conventions, including (iii) singular and plural nouns; (ix) correct spelling of words with grade-appropriate orthographic patterns, rules, and high-frequency words; **TEKS K.2.D** Demonstrate print awareness by (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (40 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o'
Review Tricky Spelling 's' > /s/ and /z/ (Phonics)	Whole Group	15 min.	
Word Sort (Phonics)	Independent	15 min.	❏ Activity Page 4.1 ❏ Activity Page 4.1 (Digital Components)
Reading (20 min.)			
Reread "Kit's Hats"	Partner	20 min.	❏ *Kit* Reader
Take-Home Material			
Label the Picture			❏ Activity Page 4.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) to display for Word Sort, or use the digital version.

Reading

- Give some thought prior to the lesson as to how you will pair students as partners.

Lesson 4: Review 's' > /z/

Foundational Skills

40M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will read and write words in which 's' > /s/ as in *cats* or /z/ as in *his*.

TEKS K.2.B.i; TEKS K.10.D.iii; TEKS K.10.D.ix

WARM-UP (10 MIN.)

Oral Blending

- Use the previously established blending procedures. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

/l/	/i/	/p/	lip

(3) /l/ /i/ /p/ > lip	(4) /s/ /t/ /a/ /n/ > Stan
(4) /l/ /i/ /m/ /p/ > limp	(4) /k/ /r/ /i/ /s/ > Chris
(4) /l/ /a/ /m/ /p/ > lamp	(4) /s/ /k/ /o/ /t/ > Scott
(4) /l/ /u/ /m/ /p/ > lump	(4) /b/ /r/ /a/ /d/ > Brad
(5) /s/ /l/ /u/ /m/ /p/ > slump	(5) /g/ /r/ /a/ /n/ /t/ > Grant

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.10.D** Edit drafts using standard English conventions, including (iii) singular and plural nouns; (ix) correct spelling of words with grade-appropriate orthographic patterns, rules, and high-frequency words.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students the next set of words to be blended are all boys' first names. Say each name to the class and direct the class to repeat the name back. Proceed with blending the last five words.

ELPS 2.A; ELPS 3.A; ELPS 3.B

Observation: Oral Blending Observation Record

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

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Tell students you will show a card with a spelling and you want them to provide the sound.
- Hold up the Large Letter Card for 'm'.
- Have students say the sound, not the letter name. (When you show the card for 's', make sure students say both sounds, /s/ and /z/.)

REVIEW TRICKY SPELLING 'S' → /S/ AND /Z/ (15 MIN.)

's' > /s/ and /z/ in Plural Nouns and Verbs

- Tell students the letter 's' is added to the end of some words to show we are talking about more than one thing. (You can introduce the word *plural* here if you wish.)
- Write the word *hat* on the board/chart paper and ask students to read it.
- Write *hats* on the board/chart paper and explain the final 's' shows there is more than one hat.
- Point out, in this case, the 's' is pronounced /s/.
- Write the word *kid* on the board/chart paper and ask students to read it.
- Write the word *kids* on the board/chart paper and point out that the final 's' shows there is more than one kid. In this case, the 's' is pronounced /z/: /k/ /i/ /d/ /z/. Stretch out the final sound so students can hear it.
- Summarize by explaining the letter 's' for plurals is sometimes sounded /s/ and sometimes sounded /z/.
- Point out that for the next several lessons, any 's' pronounced /z/ will be printed in bold letters in stories that students read.

WORD SORT (15 MIN.)

Digital Component 4.1

- Distribute and display Activity Page 4.1.
- Ask students to read the first word.
- Ask students if the 's' in *legs* is pronounced like the 's' in *cats* (/s/) or the 's' in *dogs* (/z/).
- Have students write *legs* in the second column, following your example.
- Continue demonstrating until students are ready to work independently.

Note: The words in the box on the front of the activity page are plural nouns. Those in the box on the back of the activity page are verbs showing action.

Activity Page 4.1

Activity Page 4.1: Word Sort ('s' → /s/ or /z/)

Collect Activity Page 4.1 to review and monitor student progress in reading words in which 's' may represent either /s/ or /z/.

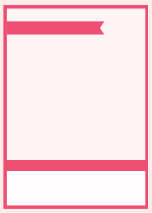
Lesson 4: "Kit's Hats"

Reading

20M

Primary Focus: Students will demonstrate print awareness by identifying a book's front cover, reading from left to right and top to bottom, turning pages correctly, and recognizing spaces between sentences and will read "Kit's Hats" with purpose and understanding. **TEKS K.2.D.i–iii; TEKS K.5.A; TEKS K.5.B; TEKS K.5.G**

Reader



Page 1

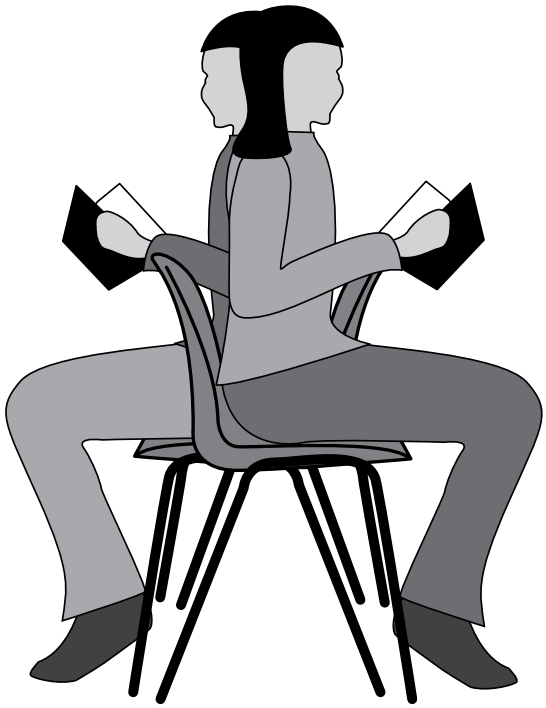
REREAD "KIT'S HATS" TEKS K.2.D.i–iii

Partner Reading

- Tell students they will receive their own copy of the book *Kit*. Explain that students will have time each day to read at least one story in this book. Students will work together with a partner to read each story aloud.

TEKS K.2.D Demonstrate print awareness by (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.

- Call one student to the front of the room to act as your partner. Model for students the correct seating position for partner reading as shown in the illustration. Ensure students are sitting shoulder to shoulder to facilitate voices directed at the partner's ear.



- Demonstrate partner reading using student Readers, taking turns reading aloud from the previous story, "Kit." Review what students have learned about the front and back covers of a book and the title page, and how to hold a book, turn pages, and scan from left to right and top to bottom.
- Point out that the words on the page are separated by spaces and that the period that marks the end of each sentence.
- Model running your finger under the printed text from left to right and top to bottom on each page, both when you are reading aloud and when you are listening to your partner; explicitly prompt your partner to do the same. Model turning a page correctly and beginning by reading from the new page on the left. You may also want to demonstrate making a mistake when reading and encourage your partner to assist and correct you.

- Review any other rules for partner reading, such as reading just loud enough so only your own partner hears you and the locations in the classroom partners are permitted to use to read together, etc.
- Divide students into pairs, distributing a copy of the Reader to each student.
- Tell students this book is the same as the Big Book from which they have been reading. It includes all of the stories, but is smaller in size so it is easy for them to handle and read. They will read the entire book over the course of this unit.
- Guide students as they explore various parts of the book, calling attention to the cover, title, and title page. Call specific attention to the table of contents, explaining this page lists the titles of all of the stories included in the book and the page number for the beginning of each story.
- Ask students to read the names of the first three titles, telling you the page number for each story. Ask students to turn to the story "Kit's Hats" on page 23. Tell students that when they are reading with a partner, they should take turns reading one page at a time aloud. Remind them to run their finger under each word of text both as they are reading aloud and when listening to their partner.
- Tell students if they have difficulty sounding out a word, they should ask their partner for help in sounding out the word together. If they are still experiencing trouble, encourage them to raise their hands so you can assist them.
- Encourage students who finish early to reread the same story, but this time switch which pages they are reading aloud. If time still remains, tell students they may reread the stories "Kit" or "Kit and Stan." They should not read ahead.

Observation: "Kit's Hats" Anecdotal Reading Record

Circulate to listen to as many partner pairs as possible. Listen to each student read at least a sentence or two aloud on a weekly basis. Assess whether students know how to hold a book, turn pages, identify the covers and title page, and scan text from top to bottom and left to right. As you listen to each student, make notes in the Anecdotal Reading Record. Look for any patterns in an individual student's errors or in the class as a whole.

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions:"Is this story about Kit's cats?" "Does Kit have big hats?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Kit's first hat is . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Wrap-Up Discussion

- Discuss the following questions as a class. Students should respond in complete sentences.

Discussion Questions for "Kit's Hats"

1. **Literal.** What is this story about?
   - » This story is about Kit's hats.
2. **Literal.** How is Kit's hat on page 27 described in the story?
   - » That hat is big.
3. **Literal.** How is Kit's hat on page 29 described in the story?
   - » That hat is flat.
4. **Literal.** How is Kit's hat on page 31 described in the story?
   - » That hat is fun.
5. **Inferential.** How would you describe Kit's hats on page 24? Look at the illustration to answer this question.
   - » The hats are different colors and/or a blue one on her head, a yellow one in her right hand, and a pink one on her left arm.
6. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 4.2 to a family member.

Activity Page 4.2

Lesson 4: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. has bags	6. his dog runs
2. pops gum	7. pigs in pens
3. big dogs	8. cats and dogs
4. tin cans	9. rugs and mats
5. jump up	10. kids nap in beds

MORE HELP READING AND SPELLING CONSONANT CLUSTERS

Large Card Chaining

- Distribute the following **Large Letter Cards**, reviewing each card's sound: **'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 's', 'p', 'l', 'r', 'w'**.
- Tell students if they are holding a card with a picture of a sound or letter in *rim*, they should go to the front of the room and stand in the order that spells *rim*. If necessary, help students with correct order.
- Once students are standing in place, ask a seated student to sound out the letters in the order they are arranged to verify that the students at the front have spelled *rim* correctly.
- Say to students, "If that is *rim*, show me *trim*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.

- Have students trade cards.
- Proceed to the next chain.
- Have any student without Large Letter Cards write the chained words on the board/chart paper or in a notebook.

1. rim > trim > trip > rip > sip > sit > spit > spot > pot > plot > plots
2. sit > sift > soft > loft > left > let > leg > led > sled > fled > fed > fend > end
3. swim > swum > scum > sum > sun > stun > spun > pun > fun > fund
4. pen > ten > tin > tip > tips > lips > flips > clips > claps > laps > maps
5. slump > lump > limp > lip > rip > drip > drop > crop > cop > cap

Guess the Word and Spell It!

- Have students take out their **Chaining Folders**.
- Make sure students have the following vowel spellings along the top: **'i', 'e', 'a', 'u', 'o'.**
- Make sure students have the following consonant spellings along the bottom: **'m', 'n', 't' (2), 'k', 's', 'p', 'l'**.
- Tell students you will ask them riddles and you want them to spell the answers on their Chaining Folders.
- Have students clear their folder after every answer.

1. Something we drink that comes from cows is called _____. *(milk)*
2. A bird lays its eggs in a _____. *(nest)*
3. The piece of clothing you wear on your legs is called a pair of _____. *(pants)*
4. When you come to a red light, you have to _____. *(stop)*
5. The opposite of first is _____. *(last)*
6. The part of a tree remaining when you cut it down is called the _____. *(stump)*
7. When you go camping, you might sleep in a _____. *(tent)*
8. The part of a plant that supports the leaves and the flower is called the _____. *(stem)*

MORE HELP WITH TRICKY SPELLING 'S' → /S/ OR /Z/

Jump at the Sound

- Tell students you are going to say some words ending in either /s/ or /z/.
- Tell them to jump up and down and make the /s/ sound if they hear the /s/ sound at the end of the word.
- Tell them to turn around in circles and make the /z/ sound if they hear the /z/ sound at the end of the word.
- Practice this a few times with just the sounds /s/ and /z/.
- Repeat with the following words.

1. /z/ bugs
2. /z/ moons
3. /s/ slips
4. /z/ names
5. /s/ lights
6. /s/ ships
7. /z/ friends
8. /z/ grabs
9. /s/ jumps
10. /s/ tricks

LESSON

5

LETTER NAMES

Review Letter Names

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

- Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Reading

As the teacher reads "Kit's Cats" aloud, students will track print from top to bottom and left to right; identify periods and apostrophes; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.3.C; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

- Students will read "Kit's Cats" with purpose and understanding. **TEKS K.5.A**

Students will use letter-sound relationships to decode, including VC and CVC words.

TEKS K.2.B.ii

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Discussion Questions Observation Record **TEKS K.3.C; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**
Observation	"Kit's Cats" Anecdotal Reading Record **TEKS K.5.A**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D** Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (v) identifying all uppercase and lowercase letters; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (20 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o'
Review Letter Names (Print Concepts)	Whole Group	10 min.	❑ display-size lowercase alphabet strip ❑ Large Letter Cards for the letters of the alphabet
Reading (40 min.)			
Introduce the Story	Whole Group	10 min.	❑ *Kit* Big Book and Reader
Teacher Demonstration: Read "Kit's Cats"			
Read "Kit's Cats	Small Group/ Partner	30 min.	
Take-Home Material			
Word Wheel			❑ Activity Page 5.1

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.
- Prepare to display a lowercase alphabet strip or write the lowercase letters on the board/chart paper.

Reading

- Prepare to display the story "Kit's Cats" from the *Kit* Big Book or the program's online materials.
- Give some thought in advance as to which students need the greatest support in reading and place them in Group 1 to read aloud to the teacher. Group 2 students will read with partners.

Universal Access

- Bring in pictures of people swimming, jumping, tripping, skipping, and limping to use with the last five words of Oral Blending. Alternatively, plan ways to act out each action with students.

Lesson 5: Review Letter Names

Foundational Skills

20M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.

TEKS K.2.D.v

WARM-UP (10 MIN.)

Oral Blending

- Use the previously established blending procedures. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

/b/	/a/	/d/	bad

(3) /b/ /a/ /d/ > bad	(4) /s/ /w/ /i/ /m/ > swim
(4) /b/ /a/ /n/ /d/ > band	(4) /j/ /u/ /m/ /p/ > jump
(4) /l/ /a/ /n/ /d/ > land	(4) /t/ /r/ /i/ /p/ > trip
(4) /l/ /e/ /n/ /d/ > lend	(4) /s/ /k/ /i/ /p/ > skip
(5) /b/ /l/ /e/ /n/ /d/ > blend	(4) /l/ /i/ /m/ /p/ > limp

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all words for ways that people move. Show pictures of each movement and name the movement, asking students to repeat each word, or have students demonstrate and act out the words. Proceed with blending the last five words.

ELPS 2.A; ELPS 3.A; ELPS 3.B; ELPS 3.J; ELPS 4.F

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Following your established procedures, review the Large Letter Cards listed in the Lesson at a Glance chart. Ensure that students present the sound for each letter, not the name.

REVIEW LETTER NAMES (10 MIN.)

"The Alphabet Song"

Large Letter Cards

- Refer to the lowercase alphabet strip or lowercase letters written on the board/chart paper.
- If students are ready, ask a student to lead the class in reciting or singing the letter names. Have them point to each letter with a pointer in alphabetical order, slowly reciting or singing the alphabet with students.
- Several students may take turns.
- Gather the Large Letter Cards for the 26 letters of the alphabet.
- Hold up a card and tell students that they should now say the name of the letter printed on it as well as the letter's sound.
- Review the remaining cards.

Check for Understanding

Write the word *jet* on the board/chart paper. Point to 'j'; choose a student and ask them to provide the sound for 'j'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'j'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word. Then have all students read the word aloud.

Lesson 5: "Kit's Cats"

Reading

40M

Primary Focus

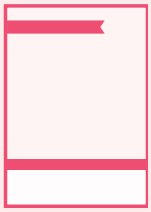
As the teacher reads "Kit's Cats" aloud, students will track print from top to bottom and left to right; identify periods and apostrophes; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.3.C; TEKS K.5.B; TEKS K.5.G; TEKS K.7.C; TEKS K.7.D**

Students will read "Kit's Cats" with purpose and understanding. **TEKS K.5.A**

Students will use letter-sound relationships to decode, including VC and CVC words. **TEKS K.2.B.ii**

INTRODUCE THE STORY (5 MIN.)

Big Book



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Note: In this story, the uppercase letters 'K' and 'C' and the spelling 's' for the sound /z/ are used.

Preview Core Vocabulary

Before reading today's story, preview the following vocabulary with students.

lap—*v.,* to drink a liquid by scooping it up with the tongue (38)
Example: The cat will lap milk from a bowl.

Vocabulary Chart for "Kit's Cats"

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

TEKS K.2.D Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.3.C** Identify and use words that name actions; directions, positions, sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC.

- Tell students you are going to write a word from today's story on the board/chart paper before they listen to the story.
- Write the word *lap* on the board/chart paper, letter by letter, pausing to ask students to give the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word.
- Ask students if they know the meaning of the word *lap*. If students do not respond, ask everyone to place their hands in their lap, explaining one meaning of the word *lap* is a name for the part of your body/legs when you are seated.
- Explain that some words have more than one meaning, depending on how the word is used in a sentence. The word *lap* can also mean to drink using one's tongue. Explain further this word is used most often when talking about animals drinking; for example, a dog might lap water from its bowl. In the story students are about to read they will hear the word *lap* used to describe animals drinking.

Purpose for Reading

- Tell students they will read a story about Kit's cats. Ask students to pay attention to what kinds of things Kit's cats do in the story.

TEACHER DEMONSTRATION (5 MIN.)

Read "Kit's Cats"

- Load the digital version of the story "Kit's Cats" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Kit's Cats" once without interruption, running a finger beneath the words as you read them.
- Point to *Kit's* in the title and remind students the little mark in *Kit's* is called an apostrophe. Have students say *apostrophe*.
- Remind students an apostrophe can be used to show ownership. Here, the apostrophe shows the cats belong to Kit.
- Read the story a second time, pausing to point out words with apostrophes, the spelling 's' pronounced /z/, and words with consonant clusters.
- If you have time, read the story again.

Wrap-Up

Discussion Questions for "Kit's Cats"

1. **Literal.** What kind of pets does Kit have?
   - » Kit has cats.
2. **Literal.** How do Kit's cats run?
   - » Kit's cats run fast.
3. **Literal.** What do Kit's cats lap up?
   - » Kit's cats lap up milk.
4. **Literal.** Who jumps up on Kit's bed?
   - » Kit's cats jump up on Kit's bed.
5. **Inferential.** What is the setting of this story? Look at the illustrations to answer this question.
   - » The setting of the story is inside Kit's house/in her room/on her bed.
6. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "KIT'S CATS" (30 MIN.)

Small Group

- **Group 2:** Have students take out their Readers, sit with their partners, and take turns reading "Kit's Cats" aloud. Encourage students to ask one another for help if they have trouble sounding out a word. Students who finish early should reread the stories "Kit's Hats" and "Kit and Stan." Students should not read ahead.

EMERGENT BILINGUAL STUDENTS

Reading

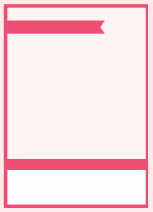
Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Do Kit's cats run fast?" "Do Kit's cats lap up juice?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Kit has pet . . ."

Advanced/Advanced High
Encourage students to expand and/or build from other students' responses.
ELPS 2.G; ELPS 4.F; ELPS 4.I

Reader



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Support

When sounding out the word *has*, be sure to call students' attention to the fact that the 's' stands for the /z/ sound in this word.

- **Group 1:** Before reading the story, "Kit's Cats," write each of the words in the box below on the board/chart paper, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use each word in an oral sentence. **TEKS K.2.B.ii**

has	fast	up	milk	jump	on

- Ask students to turn to the table of contents and locate the title "Kit's Cats," indicating the page on which this story starts (page 33). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in Kit's name, explaining the use of the apostrophe 's' shows that the cats belong to Kit.
- Let students know that as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit's* on the board/chart paper, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, students may read "Kit's Hats" and "Kit and Stan" in the same fashion.

Observation: "Kit's Cats" Anecdotal Reading Record

As you listen to each student read, make notes regarding any mispronunciations, decoding approach, etc., in the Anecdotal Reading Record.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC.

End Lesson

Take-Home Material

WORD WHEEL

- Have students give Activity Page 5.1 to a family member.

Activity Page 5.1

Lesson 5: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. lift hands	9. run fast
2. jump up	10. lift fists
3. clap hands	11. frog jump
4. stomp	12. grin at pal
5. bend legs	13. lift left leg
6. strut	14. limp
7. sit on desk	15. spin
8. slump	16. step up

BLENDING CONSONANT CLUSTERS PROGRESS MONITORING (OPTIONAL)

Note: You may wish to administer this assessment to students who perform poorly or inconsistently on Oral Blending Formative Assessments.

- Give each student a copy of **Activity Page TR 5.1**.
- Review the names of all pictures first.
- Tell students you are going to say groups of sounds and they should blend those sounds in their heads to make a word. Then they should circle the matching picture on the activity page.
- First, model with the sample word.

- Ask students to look at the first row marked with the ☆.
- Say *frog* in a segmented fashion, pausing slightly between each phoneme (/f/ /r/ /o/ /g/). Tell students to circle the word you said.
- Work through the remaining rows.

1. grin
2. gate
3. blob
4. milk
5. skunk

MORE HELP READING CONSONANT CLUSTERS

Phrase Flip Book

- Cut out **10 slips of paper**.
- Write the following decodable nouns on five of the slips of paper, one noun per slip: *kid*, *man*, *dog*, *vet*, *frog*.
- Write the following decodable verbs on five of the slips of paper, one verb per slip: *runs*, *stops*, *jogs*, *claps*, *jumps*.
- Stack the noun slips of paper and staple their top edge to a sheet of card stock.
- Stack the verb slips of paper and staple their top edge to the sheet of card stock to the right of the nouns.
- By flipping the slips of paper, students can make and read up to twenty-five decodable phrases, some of which are silly.

MORE HELP WITH ORAL READING

Silly Voices

- Print and cut out the picture cards on **Activity Page TR 5.2 (Silly Voices)** and drop them in a container. Students reach inside to pull out a picture card and reread "Kit's Cats" from the **Reader** using the voice matching the character on the card.
- Demonstrate the use of 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.

Support

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

    - 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 air guitar while reading.
    - 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.
- Feel free to add others that you or students think of!
- Use any of the following partner reading options:
    - Take turns reading the entire story.
    - Have one student be the leader, reading a line at a time for the partner to echo.
    - Read chorally, keeping voices together to read the story.

LESSON

6

TRICKY WORD

Introduce Are

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words.
TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.
TEKS K.2.D.v

Students will demonstrate and apply phonetic knowledge by reading the Tricky Word *are*. **TEKS K.2.B.iv**

Writing

Students will complete sentences with the correct form of the verb *is/are*.
TEKS K.10.D.ii

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**
Activity Page 6.2	Chaining Dictation (CVC and CCVC words) **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate phonetic knowledge by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.ii** Edit drafts with adult assistance using standard English conventions, including verbs; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (45 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 's', 'z', 'p', 'b', 'w', 'j', 'y', 'x', 'i', 'e', 'a', 'u', 'o'
Review Letter Names (Print Concepts)	Whole Group	15 min.	❑ two cards for each letter of the alphabet
Introduce Tricky Word: *Are* (Word Recognition)	Whole Group	20 min.	❑ Tricky Word Wall (Digital Components) ❑ Picture Reader ❑ green or white index card ❑ yellow index card ❑ Activity Page 6.1
Language (Spelling) (15 min.)			
Chaining Dictation (Phonics)	Whole Group	15 min.	❑ display-size lowercase alphabet strip ❑ Activity Page 6.2 ❑ Activity Page 6.2 (Digital Components)
Take-Home Material			
Tricky Word: *Are*			❑ Activity Page 6.3

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 6.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Introduce Tricky Word: *Are* (Digital Component 6.1) on the board/chart paper or display the digital version.
- Prepare to load "Skills 6" from the program's online components site.

Digital Component 6.2

- Create an enlarged version of Activity Page 6.2 (Digital Component 6.2) to display for Chaining Dictation, or use the digital version.

Universal Access

- Bring in a box and wrapping paper to use with the word *wrap* in Oral Blending. Also review the gestures that will be demonstrated with the other Oral Blending words.

Lesson 6: Tricky Word: Are

Foundational Skills

45M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Students will demonstrate and apply phonetic skills by reading the Tricky Word *are*. **TEKS K.2.B.iv**

Students will complete sentences with the correct form of the verb *is/are*. **TEKS K.10.D.ii**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/t/	/i/	/p/	tip

(3) /t/ /i/ /p/ > tip	(3) /r/ /a/ /p/ > wrap
(3) /l/ /i/ /p/ > lip	(4) /s/ /n/ /a/ /p/ > snap
(4) /c/ /l/ /i/ /p/ > clip	(4) /c/ /l/ /a/ /p/ > clap
(4) /s/ /l/ /i/ /p/ > slip	(4) /s/ /l/ /a/ /p/ > slap
(5) /s/ /l/ /i/ /p/ /s/ > slips	(5) /g/ /r/ /i/ /p/ /s/ > grips

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate phonetic knowledge by identifying all uppercase and lowercase letters; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.ii** Edit drafts with adult assistance using standard English conventions, including verbs.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students the next set of words to be blended are all actions performed with the hands. Put the box in the wrapping paper, wrap it up, and say, "wrap." Direct students to repeat the word back to you. Perform the actions described by the words, directing students to perform the action themselves for *snap* and *clap* and with a partner for *slap* and *grips*. Model slapping high-five for *slap* and shaking hands for *grips*. Proceed with the blending of the last five words.

ELPS 1.D; ELPS 2.A; ELPS 3.A

Large Letter Cards

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Following your established procedures, review the Large Letter Cards and/or Sound Posters listed in the Lesson at a Glance.

REVIEW LETTER NAMES (15 MIN.)

Letter Name Sprints

- Place two sets of letter cards at the far end of the classroom, the gym, or the playground. Lay out the cards in a row for each team.
- Select two students to race.
- Call out a letter name.
- Have students race to grab a corresponding letter card and bring it back.
- The first student to return with the correct letter is the winner.
- Repeat with additional letter names.

INTRODUCE TRICKY WORD: ARE (20 MIN.) TEKS K.2.B.iv

- Remind students that Tricky Words have parts that are not pronounced as we would expect them to be pronounced. These parts do not "follow the rules," so students must simply memorize how to pronounce and read these parts of the words. Students will approach many high-frequency words in this way.
- Review the previously taught Tricky Words using established procedures with the Tricky Word Wall or the digital version.

Digital Component 6.1

1. I	4. one	7. two
2. the	5. a	8. three
3. look	6. blue	9. yellow

TEKS K.2.B.iv Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list.

- Write the word *are* on the board/chart paper and ask students how they might sound out or pronounce this word. (Based on their current code knowledge, students should say /a/ /r/ /e/, which is not a recognizable or real word.)
- Tell students that all parts of this word are tricky (i.e., not pronounced as you would expect). Underline the entire word to show that all parts are tricky, then point to and read the word *are*.
- Point to the word *are* as you say the following sentence, "The cars are fast." Ask students to **Turn and Talk**, completing the sentence frame "The cars are . . ." with another word at the end.
- Write the Tricky Word *are* on a yellow card and add it to the Tricky Word Wall.

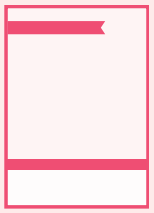
Note: Since students have learned that the letter 's' can represent the /z/ sound, they can read the word *is* as a decodable word. We have chosen to include the word *is* in this Tricky Word lesson and the Picture Reader, for two reasons: it is a high-frequency word that merits additional practice to ensure automatic student recognition, and it is also useful to pair reading of sentences that compare and contrast the use of *is* and the new Tricky Word *are*.

- Write the word *is* on the board/chart paper and ask students to read this word, pointing out that they have learned that in this word the 's' represents the /z/ sound, so they can read this word on their own.
- Point to *is* as you say the following sentence, "The car is fast." Ask students to **Turn and Talk**, completing the sentence frame "The car is . . ." with another word at the end.
- Call to students' attention that we use the word *are* when we are talking about more than one thing (i.e., "The cars are . . ."), but we use the word *is* when we are talking about only one thing (i.e., "The car is . . .").
- Quickly present the following oral examples, pausing to allow students to orally "fill-in-the-blank" with the correct choice, *is* or *are*:
  - The boy is mad, but the boys _____ mad. *(are)*
  - The truck is big, but the trucks _____ big. *(are)*
  - The oranges are juicy, but the orange _____ juicy. *(is)*
  - The drinks are cold, but the drink _____ cold. *(is)*

Picture Reader and Activity Page 6.1

- Display page 62 of the digital Picture Reader and ask students to turn to the same page in their own copies of the Picture Reader.

Picture Reader



Page 62

Activity Page 6.1

- Point to *is* at the top of the page, asking all students to read the word aloud.
- Next, point to *the*, again asking all students to read the word aloud.
- Now point to *The* and tell students that this word is also read as *the*. Point out that the first letter is an uppercase 't' and that this form of the word is used when it is at the beginning of a sentence.
- Tell students to turn to page 63.
- Now point to the first sentence on this page. Tell students that you can tell that this is a complete sentence because the first letter of the first word starts with an uppercase letter. Explicitly point out that the first letter 'T' is the uppercase form of 't' and that the first word is *The* because this is the first time students have encountered this word using the uppercase 'T'. Also, point out that there is a period after the last word, another indication that it is a complete sentence.
- Call on individual students to read the sentences aloud through page 67.
- Distribute Activity Page 6.1 and complete each item as a class. Ask one student to read each sentence aloud and direct all students to then say and write either the word *is* or *are*, as appropriate, in the blank space to complete the sentence. **TEKS K.10.D.ii**

Support

Remember to point out the use of *is* when the sentence is about only one thing and *are* when the sentence is about more than one thing.

Lesson 6: Spelling

Language

15M

Primary Focus: Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

Activity Page 6.2

CHAINING DICTATION (15 MIN.)

Digital Component 6.2

- Distribute and display Activity Page 6.2.
- Tell students you are going to say a number of words. Each new word will be very similar to the previous word, but one sound will be different.
- Say *in* and ask students how many sounds they hear. *(two)*

TEKS K.10.D.ii Edit drafts with adult assistance using standard English conventions, including verbs; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

- Say the word again, holding up one finger for each sound.
- Direct students' attention to the first two lines on Activity Page 6.2. Have students write the letter representing the first sound in *in* on the first line and the letter representing the second sound in *in* on the second line, following your example.
- Once students have finished writing the word, have them read it back to you.
- Dictation, or spelling words, is much more difficult than reading. If students need help remembering the letter forms during dictation, point out the lowercase alphabet strip or letters you have written on the board/chart paper, as well as the Sound Posters.
- As you move from one word to the next, use the chaining phrase, "If that is *in*, show me *bin*."

in > bin > tin > twin > twig > wig> big > bag > brag > rag

Activity Page 6.2: Chaining Dictation (CVC and CCVC Words)

Collect and review Activity Page 6.2 to monitor student progress. If needed, use the additional activity described in "More Help Spelling Consonant Clusters" at the end of the lesson for students who need more practice.

End Lesson

Take-Home Material

TRICKY WORD: ARE

- Tell students to take home Activity Page 6.3 to practice reading with a family member.

Activity Page 6.3

Lesson 6: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. left hand	6. dog runs fast
2. swim fast	7. cat gets milk
3. crab legs	8. dust on desk
4. drum set	9. lamp on desk
5. best band	10. gulp milk fast

MORE HELP BLENDING CONSONANT CLUSTERS

Push and Say

- Provide students with a copy of **Activity Page TR 1.2** (Sound Boxes) and a handful of **small objects (e.g., cubes, tiles, beans, buttons, etc.)** for each student.
- Follow the Push and Say directions in Lesson 1 of this Teacher Guide.

Initial l- Chain
1. sip > slip > lip > flip > flap > lap > cap > clap > clam > slam > slap > sap
2. lob > blob > glob > gob > sob > sop > sip > slip > slid > lid > lad > lab
3. pan > plan > clan > can > cab > cob > lob > lab > lad > glad > lad > pad

Find My Word

- Provide students with a copy of **Activity Page TR 6.1 (Find My Word)**.
- Follow Find My Word directions in Lesson 1 of this Teacher Guide.

1. flag	4. clock	7. plug
2. pleats	5. sled	8. globe
3. glue	6. flaps	9. glove

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Manipulatives can be used to cover pictures as they are identified.

Students can also practice segmenting phonemes by breaking apart the phonemes in names of the objects on Activity Page TR 6.1.

ELPS 2.A; ELPS 3.A; ELPS 3.B; ELPS 3.J

MORE HELP SPELLING CONSONANT CLUSTERS

Large Card Chaining

- Distribute the following **Large Letter Cards**, reviewing each card's sound: **'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 's', 'p', 'l', 'r', 'w'.**
- Follow Large Card Chaining directions in Lesson 4 of this Teacher Guide using the chains in the box.

1. lap > lamp > clamp > camp > ramp > rap > rip > lip
2. lip > limp > lump > bump > bum > bug > bag > lag > lap > lamp > camp
3. wet > went > sent > set > sat > pat > pant > pan > pin > spin > skin >skim > slim

MORE HELP WITH LETTER NAMES

Letter Find

- Students identify letters by pointing on the **Activity Page TR 1.4 (Lowercase Alphabet Board)**.
- Make it game-like by taking turns, allowing students to ask you to point to letters, too. Say, "Show me (letter name)" or "Which one is (letter name)?"

Letter Name Game

- Point to letters on the **Lowercase Alphabet Board** for students to identify by name.
- Make it game-like by taking turns, allowing students to point to letters for you to name, too. Say, "What's this letter called?" or "What's the name of this letter?"
- A variation is to ask students to point to and name a certain number of letters. Choose a number which will ensure student success based on the number of letters they have mastered.

LESSON

7

BASIC CODE

Consonant Clusters

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.

TEKS K.2.D.v

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.C.ii

Reading

Students will track print from top to bottom and left to right and will read "Kit's Cats" with purpose and understanding.

TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.5.A; TEKS K.5.B; TEKS K.5.G

Students will use words to describe actions. **TEKS K.3.C**

FORMATIVE ASSESSMENT

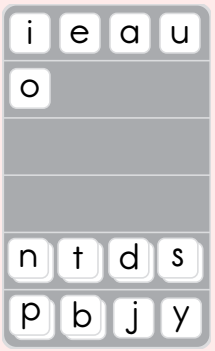
Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	"Kit's Cats" Anecdotal Reading Record **TEKS K.5.A**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.5.G**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; **TEKS K.2.D** Demonstrate print awareness by (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.C** Identify and and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (10 min.)			
Warm-Up: - Oral Blending - Alphabet Review (Phonological Awareness, Print Concepts)	Whole Group	10 min.	❑ display-size lowercase alphabet strip
Language (Spelling) (20 min.)			
Student Chaining (Phonics)	Independent	20 min.	❑ Chaining Folders ❑ pocket chart ❑ Small Letter Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'j', 'y'
Reading (30 min.)			
Wiggle Cards	Whole Group	10 min.	❑ cards for *spin*, *jump*, *snap*, *clap*, *grin*, *bend*, *skip*, *trip*
Reread "Kit's Cats"	Small Group/ Partner	20 min.	❑ *Kit* Reader
Take-Home Material			
Take-Home Story; Letter Names; Tricky Words			❑ Activity Pages 7.1, 7.2

Pocket Chart Setup



ADVANCE PREPARATION

Foundational Skills

- Display a lowercase alphabet strip (or write the lowercase letters in alphabetical order on the board/chart paper).
- Prepare the pocket chart as shown.
- Write each of the words listed in the Lesson at a Glance on an individual index card to use as Wiggle Cards.

Language

Note: Be sure to have the box of Small Letter Cards available so you can swap out cards with students during the lesson.

Reading

- Plan for students who read "Kit's Cats" with partners in the previous lesson (Group 2) to work with the teacher today. Group 1 students will partner read today.

Universal Access

- Bring in pictures of people running, kicking, jumping, stomping, and standing to use with the last five words of Oral Blending. Alternatively, plan ways to act out each action.

Lesson 7: Consonant Clusters

Foundational Skills

10M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.

TEKS K.2.D.v

WARM-UP (10 MIN.)

Oral Blending

- Use the previously established blending procedures. The first five words are in a chain and the last five words belong to the same category. Have students tell you the category.

/n/	/e/	/t/	net

(3) /n/ /e/ /t/ > net	(3) /r/ /u/ /n/ > run
(3) /w/ /e/ /t/ > wet	(3) /k/ /i/ /k/ > kick
(4) /w/ /e/ /n/ /t/ > went	(4) /j/ /u/ /m/ /p/ > jump
(4) /w/ /e/ /p/ /t/ > wept	(5) /s/ /t/ /o/ /m/ /p/ > stomp
(5) /s/ /w/ /e/ /p/ /t/ > swept	(5) /s/ /t/ /a/ /n/ /d/ > stand

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of ways to move your legs. Show the picture of each leg motion and name the motion. Proceed with blending the last five words.

ELPS 1.D; ELPS 2.A; ELPS 3.A

Observation: Oral Blending Observation Record

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

Alphabet Review

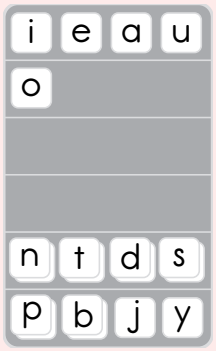
- Refer to the lowercase alphabet on display. Remind students that these are all the letters of the English alphabet and that when they are written in this order, the letters are in "alphabetical order."
- Sing "The Alphabet Song" slowly, using established procedures.
- If time permits, point to each letter in order, calling on students to name each letter.

Lesson 7: Spelling

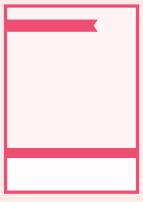
Language

20M

Pocket Chart Setup



Reader



Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.C.ii

STUDENT CHAINING (20 MIN.)

TEKS K.2.B.ii

- Ask students to take out their Chaining Folders and arrange the Small Letter Cards on the folder, with the letters for vowel sounds along the top and the letters for consonant sounds along the bottom.
- Collect 'x' and 'k' Small Letter Cards from all students.
- Give each student two Small Letter Cards showing a picture of the /s/ or /z/ sound (both spelled 's') and two Small Letter Cards showing a picture of the /p/ sound.
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.

TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folder: 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'j', 'y'.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Ask students to spell *net* in the middle of their Chaining Folders, starting on the left side at the green dot. While students are arranging cards, inspect as many Chaining Folders as you can. Ask a student to come to the pocket chart and spell the word *net*.
- If necessary, encourage students to correct what they have spelled on their Chaining Folders.
- When students have spelled *net*, say, "If that is *net*, show me *bet*."
- After changing the word, say, "Which letter did we change to make *net* into *bet*?"
- Repeat for the remaining words in the chain.
- Once students have spelled the last word in the chain, have students return the Small Letter Cards to their slots.
- Begin the next chain by saying the first word in the chain.

1. net > bet > yet > jet > jets > jots > jobs > bobs > bibs > bins
2. pat > spat > spot > pot > pop > top > stop > sop > sap > snap

Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.

Lesson 7: "Kit's Cats"

Reading

30M

Primary Focus: Students will track print from top to bottom and left to right and will read "Kit's Cats" with purpose and understanding.

TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.5.A; TEKS K.5.B; TEKS K.5.G

Students will use words that describe actions. **TEKS K.3.C**

WIGGLE CARDS (10 MIN.) TEKS K.3.C

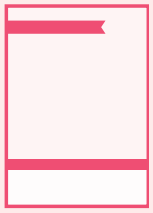
- Tell students you are going to show them some cards describing actions; they will read each card and perform the action listed.
- Show students a card, have them read it, and have them perform the action.
- If you have time, repeat some or all of the cards.

REREAD "KIT'S CATS" (20 MIN.)

Purpose for Reading

- Tell students they will read a story about Kit's cats. Ask students to pay attention to what kinds of things Kit's cats do in the story.

Reader



Page 33

Note: Students from Group 2 who partner read "Kit's Cats" in Lesson 5 should read aloud with the teacher today.

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Kit's Cats" aloud. Students who finish early should reread the stories "Kit's Hats" and "Kit and Stan." They should not read ahead. Encourage students to ask one another for help if they have difficulty sounding out a word.

Group 2: Ask students to turn to the table of contents and locate the title "Kit's Cats," indicating the page on which this story starts (page 33). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in Kit's name, explaining the use of the apostrophe 's' shows the cats belong to Kit.

- Tell students that as they practice reading these stories, they may start to recognize words they have read before. For example, write the word *Kit's* on the

TEKS K.2.D Demonstrate print awareness by (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

board/chart paper, explaining that they will see this word several times in the story. If they know the word, they can say it without sounding out each letter.

- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Ask students to identify the front and back covers and title page of the book. Observe whether students are holding the book correctly and reading from top to bottom and left to right.
- Have students reread the story, if time permits.
- If time permits, students may read "Kit's Hats" and "Kit and Stan" in the same fashion.

Observation: "Kit's Cats" Anecdotal Reading Record

As you listen to each student read "Kit's Cats," make notes regarding any mispronunciations, decoding approach, etc., in the Anecdotal Reading Record.

Wrap-Up

Note: You may choose to reconvene both groups to discuss the story, or you may choose to continue working with Group 2 only.

Discussion Questions for "Kit's Cats"

1. **Literal.** What is this story about?
   - » This story is about Kit's cats.
2. **Literal.** Who runs fast in the story?
   - » Kit's cats run fast.
3. **Literal.** What do Kit's cats do on Kit's bed?
   - » Kit's cats jump up on Kit's bed.
4. **Literal.** What does Kit's brown cat do on her bed? Look at the illustrations.
   - » Kit's brown cat sleeps on her bed.
5. Do you have questions you would like to ask to clarify your understanding of the story?

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Do Kit's cats run fast?" "Is this story about Kit's fish?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Kit's cats jump up on Kit's . . ." "Kit's cats run . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

End Lesson

Take-Home Material

TAKE-HOME STORY; LETTER NAMES; TRICKY WORDS

Activity Pages 7.1, 7.2

- Have students give Activity Pages 7.1 and 7.2 to a family member.

Lesson 7: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. best buds	6. jog west
2. help him up	7. glum kid
3. must swim	8. big pest
4. felt sad	9. fun trip
5. hand in hand	10. grip can

READING CONSONANT CLUSTERS PROGRESS MONITORING (OPTIONAL)

Note: You may want to administer this assessment one-on-one to students who performed poorly on Activity Page 6.2 (spelling clusters).

- Make one copy of the **word page** on **Activity Page TR 7.1**. Also make one copy of **Activity Page TR 7.2 (Record Sheet)** for each student you will assess.
- Tell the student you will ask them to read each of the words in the boxes.

- First, model reading the sample word *spin*.
- Ask the student to continue reading the rest of the words.
- Use the Record Sheet to record each word as the student reads.
- Students who have difficulty reading the words may need more practice blending clusters as well as reading clusters. Student who are able to read words with clusters on this assessment, but performed poorly on Activity Page 6.2 are on the right track. It is not unusual for spelling competency to lag behind reading competency. Make sure that you encourage these students to refer to the Sound Posters and lowercase alphabet strip during all spelling activities.

MORE HELP BLENDING CONSONANT CLUSTERS

Bingo

- Copy and cut out **word cards (Activity Page TR 7.4)**.

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

- Make enough copies of **Activity Page TR 7.3** (Bingo Boards) for each student to have one board.
- Any collection of **small objects** can be used for students to cover spaces on their game boards **(e.g., cubes, beans, tiles, etc.).**
- As the teacher selects and reads a word card, students will search for the word on their boards.
- Ask students to put their finger on the word if they find it, and to then read it, allowing you to confirm that 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 used is powerful for reinforcing learning.)
- The game may be played until one or all students have three spaces covered in a row, or until one or all students have "blackout" (covering the entire board).

Fishing Pond

- Make four copies of the template provided on **Activity Page TR 2.1** on card stock or construction paper.
- Follow Fishing Pond directions in Lesson 2.

Challenge

Allow a more capable student to select and read the word cards instead of the teacher.

1. drip
2. welt
3. blob
4. spot
5. vent
6. limp
7. fond
8. grin
9. plug
10. dust
11. plan
12. hand

MORE HELP SPELLING CONSONANT CLUSTERS

Chain and Copy

- Ask students to take out their **Chaining Folders**, **a pencil**, and **a piece of paper**.
- Make sure students have the following vowel spellings along the top of the folders: **'i', 'e', 'a', 'u', 'o'.**
- Make sure students have the following consonant spellings along the bottom of the folders: **'m' (2), 'n' (2), 'g', 'f' (2), 's' (2), 'p' (2), 'l', 'h'.**
- Review the letter-sound correspondences by pointing to a letter on the **pocket chart** and having students say the sound.
- Assign student pairs.
- Tell students you are going to say some words. For each word you say, you want one person to spell the word using their Chaining Folder and the other person to copy the word.
- Ask students to spell *hen* in the middle of their Chaining Folders. While the students are arranging cards, inspect as many Chaining Folders as you can.
- Ask a student to come up to the pocket chart and spell *hen*.
- Encourage students to make any necessary corrections.
- Once students have chained and copied the word, say, "If that is *hen*, show me *hem*."
- After students have chained and copied some of the words, have students switch roles.
- From time to time, choose a student to touch and say the individual sounds in a chained word and then read the word with the sounds blended together.

1. hen > hem > hum > hump > pump > pup > pulp > gulp > gulf
2. hogs > hog > fog > fig > figs > pigs > pins > spins > spans > pans
3. just > must > mist > mint > tint > tent > tend > lend > land > band
4. blot > plot > plop > prop > drop > drip > grip > grim > trim > brim

"KIT'S CATS"

Two Voices

- "Kit's Cats" has been recreated on **Activity Page TR 7.5** to be read by two voices. One student reads down column 1 while the other student reads down column 2, completing the story together. The lines that should be read chorally (voices together) are in bold. Invite a volunteer to the front of the room and model for students, if needed.
- Students may be encouraged to practice rereading for two voices to prepare to perform the story! Story copies for two voices may also be sent home to be read with family and friends.

LESSON

8

BASIC CODE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii ; TEKS K.2.C.iii**

Reading

As the teacher reads "Kit's Mom" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.C; TEKS K.7.D**

Students will read "Kit's Mom" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Activity Page 8.1	Dictation with Words (CVC, CCVC, CVCC) **TEKS K.2.C.ii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.7.C; TEKS K.7.D**
Observation	"Kit's Mom" Anecdotal Reading Record **TEKS K.5.A**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) by spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns (iii) spelling high-frequency words from a research-based list; **TEKS K.2.D.ii** Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (10 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics, Print Concepts)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'
Language (Spelling) (20 min.)			
Dictation with Words (Phonics)	Whole Group	20 min.	❑ Activity Page 8.1 ❑ Activity Page 8.1 (Digital Components)
Reading (30 min.)			
Introduce the Story	Whole Group	5 min.	❑ *Kit* Big Book
Teacher Demonstration: Read "Kit's Mom"	Whole Group	5 min.	
Read "Kit's Mom"	Small Group/ Partner	20 min.	❑ *Kit* Reader
Take-Home Material			
Take-Home Story; Letter Names; Tricky Words			❑ Activity Pages 8.2; 8.3

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Language

Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.1) to display for Dictation with Words, or use the digital version.

Reading

- Prepare to display the story "Kit's Mom" from the *Kit* Big Book or the program's online materials.

Universal Access

- Bring in a picture of a shirt, a skirt, socks, pants, and belts to use with the last five words of Oral Blending. Alternatively, you may bring in an example of each item.

Lesson 8: Basic Code

Foundational Skills

10M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.

TEKS K.2.D.v

WARM-UP

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/h/	/u/	/m/	hum

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

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all types of clothing. Show each picture or item of clothing and name the clothing, asking students to repeat the word. Proceed with blending the last five words.

ELPS 2.A; ELPS 3.A; ELPS 3.J

(3) /h/ /u/ /m/ > hum	(3) /sh/ /er/ /t/ > shirt
(4) /h/ /u/ /m/ /p/ > hump	(4) /s/ /k/ /er/ /t/ > skirt
(4) /j/ /u/ /m/ /p/ > jump	(4) /s/ /o/ /k/ /s/ > socks
(4) /l/ /u/ /m/ /p/ > lump	(5) /p/ /a/ /n/ /t/ /s/ > pants
(5) /p/ /l/ /u/ /m/ /p/ > plump	(5) /b/ /e/ /l/ /t/ /s/ > belts

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record. Consider using the activity from "More Help Blending Consonant Clusters" at the end of this lesson for students who are having difficulty.

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Tell students you will be asking them to give both the sound and letter name when you show them a card. Ask for the sound first, then the name.

Check for Understanding

Write the word *step* on the board/chart paper. Point to 's' and choose a student to provide the sound for 's'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 's'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word.

Lesson 8: Spelling

Language

20M

Primary Focus: Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii

DICTATION WITH WORDS

TEKS K.2.C.ii

Digital Component 8.1

- Distribute and display Activity Page 8.1.
- Tell students you are going to say a number of words for them to write on the activity page.
- Say the word *let*. Then segment the word, raising one finger for each sound: "/l/ (raise thumb) . . . /e/ (raise pointer finger) . . . /t/ (raise middle finger)."
- Ask students how many sounds are in the word *let*.
- Direct students' attention to the first three lines on Activity Page 8.1. Have students write an 'l' on the first line, following your example.
- Repeat for the remaining two sounds and spellings in *let*.
- Model reading the word, letter sound by letter sound, to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters and/or alphabet strip as a reference, if needed.

Activity Page 8.1

1. let	6. slip
2. sit	7. swim
3. run	8. jump
4. pot	9. flip
5. lips	10. bend

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns (iii) spelling high-frequency words from a research-based list.

- Then direct students to their Dictation Journals. Tell them you will dictate three words and one sentence that they will spell correctly in their Journal: *sand, flap, blue,* and *I can spin.*

Activity Page 8.1: Dictation with Words (CVC, CCVC, CVCC)

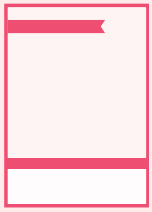
Collect and review Activity Page 8.1 to monitor student progress. Consider using students' Dictation Journals and the activity from "More Help Spelling Consonant Clusters" at the end of this lesson for students who are having difficulty.

Lesson 8: "Kit's Mom"

Reading

30M

Big Book



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Primary Focus

As the teacher reads "Kit's Mom" aloud, students will track print from top to bottom, left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.C; TEKS K.7.D

Students will read "Kit's Mom" with purpose and understanding. **TEKS K.5.A**

INTRODUCE THE STORY (5 MIN.)

Note: In this story, the uppercase letters 'K' and 'M' are used.

Purpose for Reading

- Tell students they will read a story about Kit's mom. Ask students to pay special attention to the story so they can tell you about what Kit's mom does when she gets up.

TEACHER DEMONSTRATION (5 MIN.)

Read "Kit's Mom"

- Load or display the story "Kit's Mom" from the *Kit* Big Book.

Foundational Skills

Foundational Literacy Skills

Write the names of different students with an apostrophe 's' ('s) on the board/chart paper. Read the names, pointing out the *'s* while pointing to something that belongs to each student (José's shirt, Maria's book, etc.).

ELPS 3.B; ELPS 4.C

TEKS K.2.D.ii Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

- Have students read the title of the story.
- Read the story "Kit's Mom" once without interruption, running a finger beneath the words as you read them.
- Point to *Kit's* in the title and remind students that the little mark in *Kit's* is called an apostrophe. Have students say *apostrophe*.
- Remind students that an apostrophe can be used to show ownership. Here, the apostrophe shows the mom belongs to Kit.
- Read the story a second time, pausing to point out words with apostrophes and words with consonant clusters.
- If you have time, read the story again, having students read aloud.

Wrap-Up Discussion

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Discussion Questions for "Kit's Mom"

1. **Literal.** What time does Kit's mom get up?
   - » Kit's mom gets up at six.
2. **Literal.** Who does Kit's mom get up first?
   - » Kit's mom gets Kit's dad up first.
3. **Literal.** Who gets Kit's pets fed?
   - » Kit's mom gets Kit's pets fed.
4. **Literal.** What does Kit's mom wear when she gets up? Look at the illustrations.
   - » Kit's mom wears a pink shirt.
5. **Inferential.** What is the setting of this story? Look at the illustrations.
   - » The setting is inside Kit's house.
6. Do you have questions you would like to ask to clarify your understanding of the story?

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Does Kit's mom get up at six?" "Does Kit's dad get Kit's pets fed?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Kit's mom wears a pink . . ."

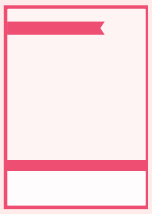
Advanced/Advanced High
Encourage students to expand and/or build from other students' responses.

ELPS 1.F; ELPS 2.G; ELPS 4.I

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

Reader



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READ "KIT'S MOM" (20 MIN.)

Small Group

Group 2: Have students take out their Readers, sit with their partners, and take turns reading "Kit's Mom" aloud to one another. Students who finish early should reread the stories "Kit's Cats" and "Kit's Hats." They should not read ahead. Encourage students to ask their partner for help if they have difficulty with a word.

Group 1: Before reading the story, "Kit's Mom," write each of the words in the box below on the board/chart paper, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.

1. Mom
2. gets
3. pets
4. six
5. dad

- Ask students to turn to the table of contents and locate the title "Kit's Mom," indicating the page on which this story starts (page 43). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in *Kit's*, explaining that the use of the apostrophe 's' shows the mom in this story belongs to Kit.
- Let students know that as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit's* on the board/chart paper, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.

- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, have students reread "Kit's Cats" and "Kit's Hats" in the same fashion.

Observation: "Kit's Mom" Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TAKE-HOME STORY; LETTER NAMES; TRICKY WORDS

- Have students give Activity Pages 8.2 and 8.3 to a family member.

Activity Pages 8.2, 8.3

Lesson 8: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. damp vest
2. just kids
3. ant on twig
4. best grub
5. grab him
6. stop it
7. prop it up
8. slim and fit
9. big red drum
10. snap it up

MORE HELP BLENDING CONSONANT CLUSTERS

Push & Say

- Provide students with a copy of **Activity Page TR 1.2 (Sound Boxes)** and a handful of **small objects (e.g., cubes, tiles, beans, buttons, etc.)** for each student.
- Follow the Push & Say directions in Lesson 1 of this Teacher Guide.

1. sad > sand > land > lend > bend > bed > bad
2. win > wig > twig > twin > tin > tan > tap > trap > tram > trim
3. cap > camp > lamp > lump > limp > lip > sip > sin > spin > pin > pan > can

MORE HELP SPELLING CONSONANT CLUSTERS

Tap and Spell

- Distribute the following **Large Letter Cards** to students, reviewing each card's sound: **'b', 'c', 'd', 'f', 'g', 'l', 'm', 'n', 'p', 'r', 's', 't', 'a', 'e', 'i', 'o', 'u'**.
- Follow the Tap and Spell directions in Lesson 2 of this Teacher Guide using the words listed.

1. lent	5. prod	9. sand
2. grip	6. flab	10. bump
3. camp	7. stun	11. dent
4. gust	8. flap	12. crud

MORE HELP WITH ORAL READING

Silly Voices

- Print and cut out the picture cards on **Activity Page TR 5.2 (Silly Voices)** and drop them in a container. Students reach inside to pull out a picture card and reread "Kit's Mom" from the **Reader** using the voice matching the character on the card.

Support

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

LESSON

9

BASIC CODE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

- **TEKS K.2.A.viii; TEKS K.2.B.i**
- Students will recognize and produce rhyming words. **TEKS K.2.A.i**

Language (Spelling)

- Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

Reading

- Students will read "Kit's Mom" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	"Kit's Mom" Anecdotal Reading Record **TEKS K.5.A**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (20 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'
Review Rhyming Words (Phonological Awareness)	Whole Group	10 min.	
Language (Spelling) (20 min.)			
Chain and Copy (Phonics)	Independent	20 min.	❑ Chaining Folders ❑ Small Letter Cards ❑ pocket chart ❑ pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 's' (2) 'p' (2), 'b' (2), 'l'
Reading (20 min.)			
Reread "Kit's Mom"	Small Group/ Partner	20 min.	❑ *Kit* Reader
Take-Home Material			
Connect It			❑ Activity Page 9.1

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Language

- Prepare the pocket chart as shown.
- Be prepared to assign student pairs for Chain and Copy.

Reading

- Plan for students who read "Kit's Mom" with partners in the previous lesson (Group 2) to work with the teacher today. Group 1 students will partner read today.

Universal Access

- Bring in pictures of a bed, a couch, a desk, a lamp, and a carpet to use with the last five words of Oral Blending.

Pocket Chart Setup

Lesson 9: Basic Code

Foundational Skills

20M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and produce rhyming words. **TEKS K.2.A.i**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/r/	/a/	/n/	ran

(3) /r/ /a/ /n/ > ran	(3) /b/ /e/ /d/ > bed
(4) /r/ /a/ /n/ /ch/ > ranch	(3) /k/ /ou/ /ch/ > couch
(5) /b/ /r/ /a/ /n/ /ch/ > branch	(4) /d/ /e/ /s/ /k/ > desk
(5) /b/ /r/ /a/ /n/ /d/ > brand	(4) /l/ /a/ /m/ /p/ > lamp
(4) /b/ /a/ /n/ /d/ > band	(5) /k/ /ar/ /p/ /e/ /t/ > carpet

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of things found in a house. Show pictures of each household item and name the item, asking students to repeat the word after you. Proceed with blending the last five words.

ELPS 1.D; ELPS 2.A; ELPS 3.A; ELPS 3.J

Large Letter Cards

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Point to a letter and ask students to provide the sound and letter name.

REVIEW RHYMING WORDS (10 MIN.) TEKS K.2.A.i

Do They Rhyme?

- Remind students that two words rhyme when they end with the same sound.
- Give students oral examples of rhyming words (e.g., *hat—cat, dog—hog, men—pen, bed—red*).
- Say a pair of words and ask if they rhyme; for contrast, say a pair of words that do not rhyme and ask if they rhyme.
- Complete the remaining word pairs in the same fashion.

1. hot—pot
2. big—net
3. tip—sun
4. hen—ten
5. fun—run
6. bag—rag
7. pot—pan
8. leg—let
9. rip—lip
10. fan—fin

TEKS K.2.A.i Demonstrate phonological awareness by identifying and producing rhyming words.

Lesson 9: Spelling

Language

20M

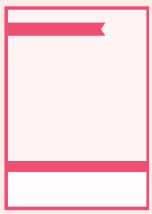
Primary Focus: Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

CHAIN AND COPY (20 MIN.)

- Ask students to take out their Chaining Folders, a pencil, and a piece of paper.
- Collect the 'j' and 'y' Small Letter Cards from all students.
- Give each student one 'l' Small Letter Card and two 'm' Small Letter Cards.
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folder: 'm' (2), 'n' (2), 't' (2), 'd' (2), 's' (2), 'p' (2), 'b' (2), 'l'.
- Review the letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Assign student pairs.
- Tell students you are going to say some words. For each word you say, ask one person to spell the word using their Chaining Folder and the other person to copy the word.
- Ask students to spell *dip* in the middle of their Chaining Folders. While the students are arranging Small Letter Cards, inspect as many Chaining Folders and papers as you can.
- Ask a student to come up to the pocket chart and spell *dip*.
- Encourage students to make any necessary corrections.
- Once students have chained and copied the word, say, "If that is *dip*, show me *lip*."
- After students have chained and copied some of the words, have students switch roles.

Pocket Chart Setup

Reader



Page 43

TEKS K.2.B.iii Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

- From time to time, choose a student to touch and say the individual sounds in a chained word and then read the word with the sounds blended together.

1. dip > lip > lop > plop > plot > slot > slat > slant > plant > pant
2. bump > pump > plump > slump > lump > lamp > lap > slap > slip > slit

Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.

Lesson 9: "Kit's Mom"

Reading

20M

Primary Focus: Students will read "Kit's Mom" with purpose and understanding.
TEKS K.5.A

Reader

REREAD "KIT'S MOM" (20 MIN.)

Small Group

Note: Students in Group 2 should read aloud with the teacher today.

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Kit's Mom" aloud. Students who finish early should reread the stories "Kit's Cats" and "Kit's Hats." They should not read ahead. Encourage students to ask their partner for help sounding out any difficult words.

Group 2: Ask students to turn to the table of contents and locate the title "Kit's Mom," indicating the page on which this story starts (page 43). Have students turn to this page and read the title of the story. Ask students to point to the apostrophe in *Kit's*, explaining the use of the apostrophe before the 's' shows the mom in this story belongs to Kit.

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance.

- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit's* on the board/chart paper, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, students may read "Kit's Cats" and "Kit's Hats."

Observation: "Kit's Mom" Anecdotal Reading Record

As you listen to each student read "Kit's Mom," make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Take-Home Material

CONNECT IT

- Have students give Activity Page 9.1 to a family member.

Activity Page 9.1

Lesson 9: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. help mom mop	6. sit on sand
2. rust on fan	7. plump bun
3. red belt	8. hen in nest
4. last drop	9. get in tent
5. swept it up	10. send him in

Support

If students struggle to think of a word, you may provide an alphabet strip and prompt them to try different beginning sounds to find a rhyme.

MORE HELP READING AND SPELLING CONSONANT CLUSTERS

Race to the Top

- Give each student a copy of **Activity Page TR 3.2 (Ladder Game Board)** and a game piece. Make one set of **game cards (Activity Page TR 9.1)**.

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

- Follow Race to the Top directions in Lesson 3 of this Teacher Guide to play either "Read It" or "Spell It."

MORE HELP WITH RHYMING WORDS

Give Me a Word

- Gather a collection of **blocks (e.g., unit blocks or locking cubes)**.
- Tell students you will provide a word and want them to say a rhyming word. For example: "Give me a word that rhymes with *pig*."
- As students provide rhyming words, give them a block. With each block, students get a turn to place it, building a collective structure as the game continues.

1. crab	4. sand	7. snug	10. clap
2. drag	5. raft	8. stamp	11. skunk
3. fast	6. clam	9. pant	12. lamp

Rhyme and Roll

- Get **a ball** and seat students in a circle on the floor.
- Tell students that you will say a word and then will roll the ball to someone. That student should say a rhyming word and then roll the ball to the next student.
- If the student with the ball cannot think of a rhyming word, ask around the group if anyone can. If someone else can, roll the ball to that student and continue. If no one can think of a rhyming word, the student with the ball gets to provide a new word to rhyme.

MORE HELP WITH ORAL READING

Two Voices

- "Kit's Mom" has been reprinted on **Activity Page TR 9.2** to be read by two voices. One student reads down column 1 while the other student reads down column 2, completing the story together. The lines that should be read chorally (voices together) are in bold. Students may be encouraged to practice rereading for two voices to prepare to perform the story. Story copies for two voices may also be sent home to be read with family and friends.

LESSON

10

BASIC CODE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.

TEKS K.2.D.v

Language (Spelling)

Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii; TEKS K.10.D.iii; TEKS K.10.D.ix**

Reading

As the teacher reads "Kit's Pants" aloud, students will track print from top to bottom and left to right; identify the contraction *can't* as a shortened form of *can* and *not*; and answer questions about characters, setting, and main events.

TEKS K.2.D.ii; TEKS K.7.B; TEKS K.7.C

Students will read "Kit's Pants" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Activity Page 10.1	Dictation with Words (CVC, CCVC, CVCC) **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii**
Observation	Discussion Questions Observation Record **TEKS K.7.B; TEKS K.7.C**
Observation	"Kit's Pants" Anecdotal Reading Record **TEKS K.5.A**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic awareness by identifying and matching the common sounds that letters represent; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list; **TEKS K.10.D** Edit drafts using standard English conventions, including (iii) singular and plural nouns; (ix) correct spelling of words with grade-appropriate orthographic patterns, rules, and high-frequency words; **TEKS K.2.D** Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (v) identifying all uppercase and lowercase letters; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (10 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Print Concepts)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'
Language (Spelling) (20 min.)			
Dictation with Words	Whole Group	20 min.	❑ display-size lowercase alphabet strip ❑ Activity Page 10.1 ❑ Activity Page 10.1 (Digital Components)
Reading (30 min.)			
Introduce the Story	Whole Group	15 min.	❑ *Kit* Big Book
Teacher Demonstration: Read "Kit's Pants"			
Read "Kit's Pants"	Partner	15 min.	❑ *Kit* Reader
Take-Home Material			
Take-Home Story; Letter Names			❑ Activity Page 10.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Language

Digital Component 10.1

- Create an enlarged version of Activity Page 10.1 (Digital Component 10.1) to display for Dictation with Words, or use the digital version.

Reading

- Prepare to display the story "Kit's Pants" from the *Kit* Big Book or the program's online materials.
- Plan to assign student pairs for Partner Reading.

Universal Access

- Bring in pictures of a lamb, a calf, a chick, a puppy, and a donkey to use with the last five words of Oral Blending.
- Bring in photos or illustrations of campsites to use in Preview Core Vocabulary.

Lesson 10: Basic Code

Foundational Skills

10M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words.

TEKS K.2.A.viii; TEKS K.2.B.i

Students will recognize and name the lowercase letters of the alphabet.

TEKS K.2.D.v

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/a/	/n/	/d/	and

(3) /a/ /n/ /d/ > and	(3) /l/ /a/ /m/ > lamb
(4) /h/ /a/ /n/ /d/ > hand	(3) /k/ /a/ /f/ > calf
(4) /b/ /a/ /n/ /d/ > band	(3) /ch/ /i/ /k/ > chick
(4) /b/ /o/ /n/ /d/ > bond	(4) /p/ /u/ /p/ /ee/ > puppy
(5) /b/ /l/ /o/ /n/ /d/ > blond	(5) /d/ /o/ /ng/ /k/ /ee/ > donkey

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic awareness by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of animals. Show the picture of each animal and name the animal, asking students to repeat the names after you. Proceed with blending the last five words.

ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 3.J

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Point to a letter and ask students to provide the sound and letter name.

Check for Understanding

Write the word *pots* on the board/chart paper. Point to 'p'; choose a student and ask them to provide the sound for 'p'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'p'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word.

Lesson 10: Spelling

Language

20M

Primary Focus: Students will spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).

TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii; TEKS K.10.D.iii; TEKS K.10.D.ix

DICTATION WITH WORDS (20 MIN.) TEKS K.2.C.i

Digital Component 10.1

- Distribute and display Activity Page 10. 1.
- Tell students you are going to say a number of words for them to write.
- Say the word *zip*. Then segment the word, raising one finger for each sound: "/z/ (raise thumb) . . . /i/ (raise pointer finger) . . . /p/ (raise middle finger)."
- Ask students how many sounds are in the word *zip*.
- Draw three lines on the board/chart paper—one for each sound in *zip*.
- Ask students for the first sound in *zip*. Fill in the first line on the board/chart paper with the letter 'z'. Have students do the same on Activity Page 10.1.
- Repeat for the remaining two sounds and spellings in *zip*.
- Model reading the word sound by sound to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Point out that *pants* and *drums* are plural nouns. Remind students what they learned in Lesson 4 about adding *-s* to regular singular nouns to make them plural.

1. zip	6. twig
2. jam	7. stamp
3. west	8. slept
4. frog	9. pants
5. fast	10. drums

Activity Page 10.1

Support

Dictation is much more difficult than reading. Make sure students can refer to a lowercase alphabet strip.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) by spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list; **TEKS K.10.D** Edit drafts using standard English conventions, including (iii) singular and plural nouns; (ix) correct spelling of words with grade-appropriate orthographic patterns, rules, and high-frequency words.

- Then direct students to their Dictation Journals. Tell them you will dictate three words and one sentence that they will spell correctly in their Journal: *hug, pond, look,* and *The lad slips.*

Activity Page 10.1: Dictation with Words (CVC, CCVC, CVCC)

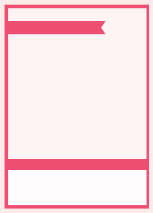
Collect Activity Page 10.1 to review and monitor student ability to spell CVC, CCVC, and CVCC words. Use students' Dictation Journals and one of the activities in the Additional Support section if students need more practice.

Lesson 10: "Kit's Pants"

Reading

30M

Big Book



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Primary Focus

As the teacher reads "Kit's Pants" aloud, students will track print from top to bottom and left to right; identify the contraction *can't* as a shortened form of *can* and *not;* and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.7.B; TEKS K.7.C**

Students will read "Kit's Pants" with purpose and understanding. **TEKS K.5.A**

INTRODUCE THE STORY (5 MIN.)

Preview Core Vocabulary

Preview the Core Vocabulary before reading today's story using established procedures. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

camp—*n.*, a place away from home where children go during the summer as part of their vacation to do different activities like swimming or sports (52)
Example: We sang songs and played games at camp this summer.

Sayings and Phrases

can't stand—disliking something intensely (54)
Example: I can't stand the sound of nails on a chalkboard.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to previewing the word *camp,* show students the pictures of campsites to help them understand the word. Ask students if they or a sibling has attended a camp before.

ELPS 1.A; ELPS 3.J; ELPS 4.D

TEKS K.2.D Demonstrate print awareness by (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

Vocabulary Chart for "Kit's Pants"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			camp
Sayings and Phrases	can't stand		

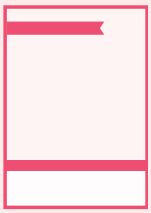
Purpose for Reading

- Tell students they will read a story about Kit's pants. Ask students to pay special attention to the story so they can tell you about what happens to Kit's pants.

TEACHER DEMONSTRATION (10 MIN.)

Read "Kit's Pants"

Big Book



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Note: In this story, the uppercase letters 'K' and 'P' and the contraction *can't* are used.

- Load or display the story "Kit's Pants" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Kit's Pants" once without interruption, running a finger beneath the words as you read them.
- Point to *Kit's* in the title and remind students the little mark in *Kit's* is an apostrophe which is used to show ownership. (The pants belong to Kit.)
- Point to *can't* in the story and tell students the apostrophe in *can't* does not show ownership but signals a type of word called a contraction. The words *can* and *not* have been contracted, or shortened, into the single word *can't*.
- Point to and reread the sentence, "Kit's mom can't stand lost pants." Ask students what two words the contraction *can't* stands for.
- Read the story a second time, pausing to point out words with apostrophes and words with consonant clusters.
- If you have time, read the story again.

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Does Kit lose her shirt?" "Does Kit's mom like lost pants?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Kit's pants got lost at . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

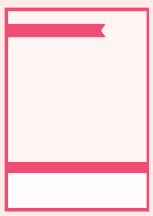
Discussion Questions for "Kit's Pants"

1. **Literal.** What happened to Kit's pants?
   - » Kit lost her pants.
2. **Literal.** What color pants did Kit have?
   - » Kit had red pants.
3. **Literal.** Where did Kit's pants get lost?
   - » Kit's pants got lost at camp.
4. **Inferential.** Why was Kit's mom glad?
   - » Kit's mom was glad Kit was back from camp.
5. **Literal.** Who are the main characters in this story?
   - » Kit and her mom are the main characters in this story.
6. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

Reader



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READ "KIT'S PANTS" (15 MIN.)

Partner Reading

- Give each student a *Kit* Reader.
- Assign student pairs.

- Tell students to sit with their partners and take turns reading "Kit's Pants" aloud. Remind them to track the print from left to right and top to bottom of each page when reading.
- Encourage students to ask for help if they have difficulty with a word.
- Encourage students who finish early to reread the stories "Kit's Mom" and "Kit's Cats." They should not read ahead.

Observation: "Kit's Pants" Anecdotal Reading Record

Listen as individuals read to their partner and record anecdotal notes on students' reading.

End Lesson

Take-Home Material

TAKE-HOME STORY; LETTER NAMES

Activity Page 10.2

- Have students give Activity Page 10.2 to a family member.

Lesson 10: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. gulp milk	6. crabs and clams
2. can't run	7. cramp in leg
3. swift run	8. sit at desk
4. plump hen	9. flags in wind
5. big plums	10. slept in tent

MORE HELP BLENDING CONSONANT CLUSTERS

Push and Say

- Provide students with a copy of **Activity Page TR 1.2 (Sound Boxes)** and a handful of **small objects (e.g., cubes, tiles, beans, buttons, etc.)** for each student.
- Follow the Push and Say directions in Lesson 1 of this Teacher Guide.

1. craft	4. pants	7. swift	10. twist
2. gifts	5. lamps	8. draft	11. twigs
3. frost	6. grasp	9. blast	12. nests

MORE HELP SPELLING CONSONANT CLUSTERS

Chain and Copy

- Ask students to take out their **Chaining Folders, a pencil, and a piece of paper.**
- Make sure students have the following vowel spellings along the top of the folders: **'a', 'i', 'o', 'u'**.
- Make sure students have the following consonant spellings along the bottom of the folders: **'b', 'c', 'd', 'g', 'h', 'l', 'm', 'n', 'p', 's' (2)**.
- Follow Chain and Copy directions in Lesson 7 of this Teacher Guide.

1. hug > mug > smug > slug > snug > snag > nag > bag > bags > bugs
2. pond > pod > pad > lad > clad > clam > clams > slams > slaps > slips

LESSON

11

TRICKY WORD

Introduce Little

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

- Students will recognize and name lowercase letters. **TEKS K.2.D.v**
- Students will recognize and produce rhyming words. **TEKS K.2.A.i**
- Students will read the Tricky Words *I*, *are*, and *little*. **TEKS K.2.B.iv**

Students will write and edit words with adult assistance, including articles. **TEKS K.10.D.iv**

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

FORMATIVE ASSESSMENT

Observation — Oral Blending Observation Record **TEKS K.2.A.viii**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.iv** Edit drafts with adult assistance using standard English conventions, including adjectives, including articles; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when words are changed, added, or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (45 min.)			
Warm Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Print Concepts)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'w', 'j', 'i', 'e', 'a', 'u', 'o'
Review Rhyming Words (Phonological Awareness)	Whole Group	15 min.	
Introduce Tricky Word: *Little* (Word Recognition)	Whole Group	20 min.	❑ Tricky Word Wall (Digital Components) ❑ Picture Reader ❑ yellow index card ❑ Activity Page 11.1 ❑ Activity Page 11.1 (Digital Components)
Language (Spelling) (15 min.)			
Chain and Copy (Phonics)	Whole Group	15 min.	❑ Chaining Folder ❑ Small Cards ❑ pocket chart ❑ pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 't' (2), 'd' (2), 'k', 's' (2), 'p' (2), 'b' (2), 'r'
Take-Home Material			
Tricky Word: *Little*			❑ Activity Page 11.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Digital Component 11.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Introduce Tricky Word: *Little* (Digital Component 11.1) on the board/chart paper or display the digital version.
- Prepare to display "Skills 6" from the online materials.

Digital Component 11.2

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.2) to display for Picture Reader and Activity Page 11.1, or use the digital version.

Language

- Prepare the pocket chart as shown.

Universal Access

- Bring in pictures of a fish, a whale, a crab, a squid, and a shrimp to use with the last five words of Oral Blending.

Pocket Chart Setup

Lesson 11: Tricky Word: Little

Foundational Skills

45M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

- Students will recognize and name lowercase letters. **TEKS K.2.D.v**
- Students will recognize and produce rhyming words. **TEKS K.2.A.i**
- Students will read the Tricky Words *I*, *are*, and *little*. **TEKS K.2.B.iv**
- Students will write and edit words with adult assistance, including articles. **TEKS K.10.D.iv**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/p/	/e/	/n/	pen

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students the next set of words to be blended are all names of sea animals. Show the picture of each sea animal and name the animal. Direct students to repeat the name of each animal. Proceed with the blending of the last five words.

ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 3.J

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.10.D.iv** Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

(3) /p/ /e/ /n/ > pen	(3) /f/ /i/ /sh/ > fish
(3) /e/ /n/ /d/ > end	(3) /w/ /ae/ /l/ > whale
(4) /l/ /e/ /n/ /d/ > lend	(4) /k/ /r/ /a/ /b/ > crab
(4) /f/ /e/ /n/ /d/ > fend	(5) /s/ /k/ /w/ /i/ /d/ > squid
(5) /s/ /p/ /e/ /n/ /d/ > spend	(5) /sh/ /r/ /i/ /m/ /p/ > shrimp

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Point to a letter and ask students to provide the sound and letter name.

REVIEW RHYMING WORDS (15 MIN.)

Do They Rhyme?

- Remind students that two words rhyme when they end with the same sounds.
- Give students oral examples of rhyming words (e.g., *cake—take*, *pen—ten*, *big—pig*, *hug—bug*, etc.).
- Say a pair of words and ask if they rhyme. For contrast, say a pair of words that do not rhyme and ask if they rhyme.
- Complete the remaining word pairs in the same fashion.

1. lip—sip	6. bet—set
2. top—sun	7. bit—bat
3. pin—ten	8. log—lob
4. tag—bag	9. sun—bun
5. fog—dog	10. tan—tin

Large Letter Cards

Challenge

If a pair of words rhymes, ask students to provide additional rhyming words.

INTRODUCE TRICKY WORD: LITTLE (20 MIN.)

Note: The word *big* is included in this Tricky Word lesson and the Picture Reader even though students can read *big* as a decodable word. Contrast *big* with the new Tricky Word *little*, presenting *big* and *little* as opposites.

- Remind students that Tricky Words have parts that are not pronounced as we would expect them to be pronounced. These parts do not "follow the rules," so students must simply memorize how to pronounce and read these parts of the words.
- Review the previously taught Tricky Words on the Tricky Word Wall or use the digital version using established procedures.
- As a class, read through the list of Tricky Words students already know.
- Point out that two words on the list have an unusual job. They tell about things. They tell which thing you are talking about, and they tell how many things.
- Say, "What is the difference between a cat and *the* cat?" Guide students to recognize that a cat could be any cat, but *the* cat means a specific cat.
- Say, "Would you ever say *a cats*?" (No) "Would you ever say *the cats*?" (Yes) Guide students to recognize that *a* can only ever mean one of something, but *the* can mean one or more depending on the word that follows it. **TEKS K.10.D.iv**

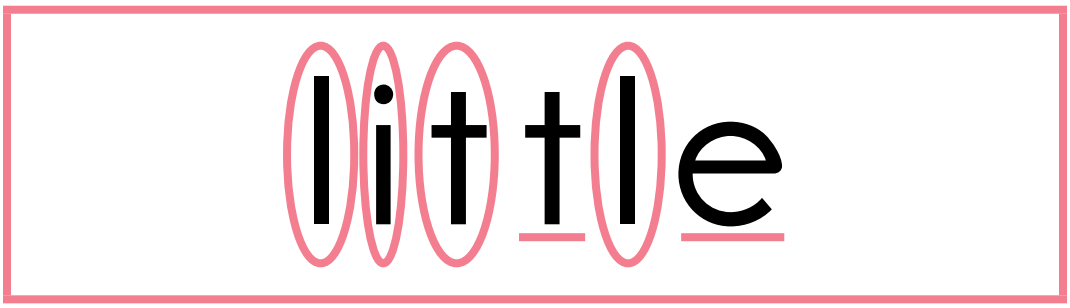
Digital Component 11.1

11. are	16. blue
12. a	17. yellow
13. look	18. one
14. the	19. two
15. I	20. three

- Write the word *little* on the board/chart paper and ask students how they might sound out or pronounce this word. (Based on their current code knowledge, students may say "/l/ /i/ /t/ /t/ /l/ /e/," which is not a recognizable or real word.)
- Tell students that they can sound out some parts of this word. The beginning sounds as they would expect, but the ending is tricky. Read the word for students and then guide them in noticing that they can sound out the beginning (i.e., /l/ /i/ /t/), but that the ending is just /l/.

TEKS K.10.D.iv Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

- Circle the two 'l's, 'i', and the first 't' to indicate that these parts of the word are sounded as you would expect. Underline the second 't' and 'e' to indicate these parts are tricky.



- Point to the word *little* as you say the following sentence, "The ant is little." Ask students to **Turn and Talk**, using the word *little* to tell their partner about something else that is little.
- Now write *little* on the yellow index card and place it on the Tricky Word Wall.
- Now write the word *big* on the board/chart paper and ask students to read this word, pointing out that they can sound out and read this word on their own.
- Point to *big* as you say the following sentence, "The elephant is big." Ask students to **Turn and Talk**, using the word *big* to tell their partner about something else that is big.
- Tell students that the words *big* and *little* are called opposites, meaning that they are completely different.

Picture Reader and Activity Page 11.1

- Display page 69 of the Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to *big* at the top of the page, asking all students to read the word aloud.
- Now point to the first sentence on the next page. Ask students how they can tell that this is a complete sentence. *(It starts with an uppercase letter and ends with a period.)*
- Call on individual students to read the sentences on pages 70–77 aloud.
- As students read sentences that use the words *is* and *are*, ask them to notice whether only one or more than one thing is being talked about in each sentence to reinforce their understanding that the word *is* is used when talking about one thing and *are* is used when talking about more than one thing.

EMERGENT BILINGUAL STUDENTS

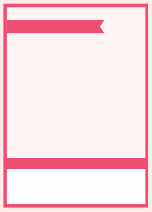
Foundational Skills

Foundational Literacy Skills

Something that is little in size, like an ant, is teensy-tiny (gesture pinching thumb and forefinger together); something that is big in size, like an elephant, is huge (gesture with arms far apart). So the words *big* and *little* are opposites.

ELPS 1.D; ELPS 4.C

Picture Reader



Page 69

Activity Page 11.1

Digital Component 11.2

- Distribute and display Activity Page 11.1 and complete each item as a class. Ask one student to read each sentence aloud and direct all students to then say and write either the word *big* or *little*, as appropriate, in the blank space to complete the sentence.
- Model misspelling the word *little* by leaving out a *t*. Say, "Oops! I need to fix this. Here's how I will edit it." Draw an insertion carat and a *t*. Explain that all writers make mistakes, and editing is the way to fix them. As the activity proceeds, have students edit errors they recognize. **TEKS K.10.D.iv**

Lesson 11: Spelling

Language

15M

Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC).
TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii

CHAIN AND COPY (15 MIN.) TEKS K.2.B.iii

Pocket Chart Setup

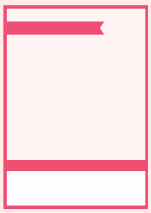
- Ask each student to take out their Chaining Folder, a pencil, and a piece of paper.
- Collect the 'l' and 'n' cards.
- Give each student one Small Letter Card each for the */r/* sound ('r') and the */k/* sound ('k').
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folder: 'm' (2), 't' (2), 'd' (2), 'k', 's' (2), 'p' (2), 'b' (2), 'r'.
- Review letter-sound correspondences by pointing to a letter on the pocket chart and having students say the sound.
- Assign student pairs.

TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when words are changed, added, or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC and CCVC; (ii) spelling words using sound-spelling patterns.

- Tell students you are going to say some words. For each word you say, you want one person to spell the word using their Chaining Folder and the other person to copy the word.
- Ask students to spell *rip* in the middle of their Chaining Folders while partners copy the word on paper. While students are arranging cards, look over as many Chaining Folders and papers as you can.
- Ask a student to come up to the pocket chart and spell *rip*.
- If necessary, encourage students to correct what they have spelled on their Chaining Folders and papers.
- Once students have chained and copied the word, say, "If that is *rip*, show me *trip*."
- After students have chained and copied some of the words, have students switch roles.
- From time to time, choose an individual student to touch and say the individual sounds in a chained word and then read the word with the sounds blended together.

1. rip > trip > trap > tap > tab > stab > stub > tub > tubs > rubs
2. risk > disk > desk > dusk > dust > bust > best > rest > rust > must

Chaining Folder



Check for Understanding

Monitor students' performance as they move from one word to the next, especially with regard to the consonant clusters.

End Lesson

Take-Home Material

TRICKY WORD: LITTLE

- Tell students to take home Activity Page 11.2 to practice their Tricky Words with a family member.

Activity Page 11.2

Lesson 11: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. lift hands
2. jump up
3. clap hands
4. bend legs
5. lift left leg
6. grin at pal
7. spin fast
8. swim fast

BLENDING CONSONANT CLUSTERS PROGRESS MONITORING (OPTIONAL)

Note: You may wish to administer this assessment to students whose performance was questionable on early Oral Blending Formative Assessments.

- Give each student a copy of **Activity Page TR 11.1**.
- Review the names of all pictures first.
- Tell students you are going to say groups of sounds and they should blend those sounds in their heads to make a word. Then they should circle the matching picture on the activity page.
- First, model with the sample word.
- Ask students to look at the first row marked with the ☆.
- Say *frog* in a segmented fashion, pausing slightly between each phoneme (/f/ /r/ /o/ /g/). Tell students to circle the picture of the frog.
- Work through the remaining rows.

1. crib
2. scoop
3. clam
4. mask
5. plant

MORE HELP SPELLING CONSONANT CLUSTERS

Student Chaining

- Make sure students have **Small Letter Cards** for the following vowel spellings along the top of the Chaining Folders: **'i', 'e', 'a', 'u', 'o'**.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the Chaining Folders: **'m', 's', 't', 'f', 'l', 'd', 'k', 'b', 'r', 'n'**.

1. mast > mat > fat > fast > fist > list > lift > lit > lot > lost > last
2. dust > dusk > tusk > task > mask > mast > must
3. melt > belt > bet > best > rest > nest > net > met

MORE HELP WITH RHYMING WORDS

Stand Up for Rhymes

- Recite familiar poems, songs, nursery rhymes, or rhyming stories with students. Several poems, songs, and nursery rhymes are provided on **Activity Page TR 11.2**.
- Play one of the following games:
  - **Recognize Rhymes:** As you recite the text selection, ask students to stand up when they hear a rhyme and repeat the rhyming pair. For example, "We'll catch a fox, and put him in a box . . ." Students stand if they recognize the rhyme and when prompted say "fox/box."
  - **Produce Rhymes:** As you recite the text selection, emphasize the first word in a rhyming pair, and pause before the second word, allowing students to stand up if they know the rhyme completing the line. For example, "We'll catch a fox, and put him in a (pause) . . ." Students stand if they know the rhyme to complete the line and when prompted say "box."

Challenge

Ask students to provide additional rhyming words beyond those used in the text. For example, with *fox/box* students may say *ox, docks, knocks, locks, pox, rocks,* or *socks*.

LESSON

12

BASIC CODE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name lowercase letters. **TEKS K.2.D.v**

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC. CVCC). **TEKS K.2.C.i; TEKS K.2.C.ii**

Reading

As the teacher reads "Kit is Sick" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; identify *can't* as a shortened form of *can* and *not*; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Students will read "Kit is Sick" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**
Observation	"Kit is Sick" Anecdotal Reading Record **TEKS K.5.A**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic awareness by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; **TEKS K.2.D.ii** Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (10 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Print Concepts)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'd', 'k', 'g', 'f', 'v', 'z', 'b', 'y', 'x', 'i', 'e', 'a', 'u', 'o'
Language (Spelling) (20 min.)			
Tap and Spell	Whole Group	20 min.	❑ Large Letter Cards for 'a', 'e', 'i', 'o', 'u', 'c', 'l', 'n', 'p', 'r', 's', 't', 'w'
Reading (30 min.)			
Introduce the Story	Whole Group	15 min.	❑ *Kit* Big Book
Teacher Demonstration: Read "Kit is Sick"			
Read "Kit is Sick"	Small Group/ Partner	15 min.	❑ *Kit* Reader
Take-Home Material			
Take-Home Story; Letter Names; Tricky Words			❑ Activity Pages 12.1, 12.2

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Language

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Reading

- Prepare to display the story "Kit is Sick" from the *Kit* Big Book or the program's online materials.
- Plan to assign student pairs for Group 2.

Universal Access

- Bring in pictures of cheese, bread, chips, grapes, and shrimp to use with the last five words of Oral Blending.

Lesson 12: Spelling

Foundational Skills

10M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name lowercase letters. **TEKS K.2.D.v**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/f/	/r/	/ee/	free

Note: There is no /sh/ sound in Spanish. Remind students what you taught them about the /sh/ sound in Lesson 1. Demonstrate how to make the /sh/ sound in *shrimp*. Point out to the class that you can stretch it out (unlike the /ch/ sound).

1. (3) /f/ /r/ /ee/ > free
2. (3) /t/ /r/ /ee/ > tree
3. (4) /t/ /r/ /ee/ /z/ > trees
4. (4) /b/ /r/ /ee/ /z/ > breeze
5. (3) /b/ /ee/ /z/ > bees
6. (3) /ch/ /ee/ /z/ > cheese
7. (4) /b/ /r/ /e/ /d/ > bread
8. (4) /ch/ /i/ /p/ /s/ > chips
9. (5) /g/ /r/ /ae/ /p/ /s/ > grapes
10. (5) /sh/ /r/ /i/ /m/ /p/ > shrimp

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic awareness by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of food. Show the picture of each food and name the food, asking students to repeat the word after you. Proceed with blending the last five words.

ELPS 1.C; ELPS 2.A; ELPS 3.A; ELPS 3.J

Observation: Oral Blending Observation Record

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

Large Letter Cards

Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Point to a letter and have students provide the sound first, then the letter name.

Lesson 12: Spelling

Language

20M

Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.C.i; TEKS K.2.C.ii**

TAP AND SPELL (20 MIN.)

- Arrange the spellings on the floor or on the board/chart paper to resemble the setup on a pocket chart or Chaining Folder—vowel spellings on top, consonant spellings below.
- Choose a student to review the vowel spellings by tapping each one with their foot or a yardstick and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *rip* for the student to "tap spell." The student should use their foot or a yardstick to tap each letter in the word to spell it, saying the sound of each spelling as they tap it.
- Repeat with the remaining words.

TEKS K.2.C Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

1.	rip	4.	rust	7.	slip	10.	crust
2.	nut	5.	spot	8.	went	11.	slept
3.	set	6.	twin	9.	spent	12.	spins

Lesson 12: "Kit is Sick"

Reading

30M

Primary Focus

As the teacher reads "Kit is Sick" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; identify *can't* as a shortened form of *can* and *not*; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Students will read "Kit is Sick" with purpose and understanding. **TEKS K.5.A**

INTRODUCE THE STORY (5 MIN.)

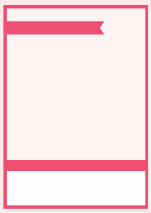
Note: In this story, the uppercase letters 'M' and 'K', the spelling 's' for the sound /z/, and the contraction *can't* are used.

Preview Core Vocabulary

- Before reading today's story, preview the word *mumps,* writing it on the board/chart paper, sounding it out with students, and explaining what it means.

mumps—*n.*, an illness with a fever and swelling in the cheeks and neck (57)
Example: When I had the mumps, I felt really sick.

Big Book



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TEKS K.2.D.ii Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

Vocabulary Chart for "Kit is Sick"			
Vocabulary Type	**Tier 3 Unit-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			mumps
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students they are going to read a story about Kit being sick. Ask students to pay special attention to the story so they can tell you what illness Kit has.

TEACHER DEMONSTRATION (10 MIN.)

Read "Kit is Sick"

- Load the story "Kit is Sick" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Kit is Sick" once without interruption, running a finger beneath the words as you read them.
- Point to *can't* in the story and remind students the apostrophe in *can't* signals a contraction. The words *can* and *not* have been contracted, or shortened, into the single word *can't*.
- Read the story a second time, pausing to point out periods at the end of sentences, the apostrophe in the contraction *can't*, the spelling 's' pronounced /z/, and words with consonant clusters.
- If you have time, read the story again, having students read aloud.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Discussion Questions for "Kit is Sick"

1. **Literal.** Why is Kit in bed?
   - » Kit can't get up.
2. **Literal.** What illness does Kit have?
   - » Kit has mumps.
3. **Literal.** What things can't Kit do because she has mumps?
   - » Kit can't run and jump. Kit can't skip and hop.
4. **Literal.** How does this make Kit feel?
   - » Kit is sad.
5. **Literal.** Who is the main character in this story?
   - » The main character in this story is Kit.
6. **Inferential.** What is the setting of the story? Look at the illustrations.
   - » The setting of the story is Kit's house/bed.
7. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Is Kit sick?" "Does Kit have mumps?"

Intermediate
After asking each question, provide students with a specific sentence frame: "When she has the mumps, Kit can't . . ."

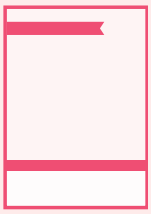
Advanced/Advanced High
Encourage students to expand and/or build from other students' responses.

ELPS 2.G; ELPS 4.F; ELPS 4.I

READ "KIT IS SICK" (15 MIN.)

Small Group

Reader



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Group 2: Have students take out their Readers, sit with their partners, and take turns reading "Kit is Sick" aloud to one another. Students who finish early should reread the stories "Kit's Pants" and "Kit's Mom." They should not read ahead.

Group 1: Before reading the story, "Kit is Sick," write each of the words in the box on the board/chart paper, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word; have one or more students use the word in an oral sentence.

Note: When students sound out and read the words *has* and *is*, be sure to point out that the 's' at the end of these words stands for the /z/ sound. Also point out the use of the apostrophe in *can't*, explaining the word *can't* means *can not*.

1. has	3. mumps	5. jump
2. is	4. can't	6. skip

- Ask students to turn to the table of contents and locate the title "Kit is Sick," indicating the page on which this story starts (page 57). Have students turn to this page and read the title of the story.
- Let students know that as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit* on the board/chart paper, explaining that, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Students should run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, continue having students read "Kit's Pants" and "Kit's Mom" in the same fashion.

Observation: "Kit is Sick" Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TAKE-HOME STORY; LETTER NAMES; TRICKY WORDS

Activity Pages 12.1, 12.2

- Have students give Activity Pages 12.1 and 12.2 to a family member.

Lesson 12: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. hit drums	6. snap at hand
2. set traps	7. dog jumps up
3. red belts	8. snug in bed
4. red flags	9. dad pumps gas
5. scrub it	10. kids swim in ponds

READING CONSONANT CLUSTERS PROGRESS MONITORING (OPTIONAL)

- Make one copy of **Activity Page TR 12.1** and cut the word cards apart.
- Make one copy of **Activity Page TR 12.2** for each student you are assessing.
- Tell students you are going to ask them to read eight words.
- First, model with the sample word.

- Show the cards to the student one at a time.
- Use the Record Sheet to record each word as the student reads.

MORE HELP READING AND SPELLING CONSONANT CLUSTERS

Sentence Strips

- Choose sentences from the *Kit* 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.

Unscramble the Words

- Write a number of the decodable words containing consonant clusters on **large cards**.
- Hand two or three cards needed to make a phrase to two or three students in random order.
- Have each student say their word.
- Have students arrange the cards to make a phrase (e.g., *frogs swim fast*).
- Continue with other words.

1. frogs	4. belts	7. snug	10. hands
2. flat	5. slap	8. jump	11. fast
3. swim	6. left	9. lands	12. went

Large Card Chaining

- Distribute the following **Large Letter Cards**, reviewing each card's sound: **'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 's', 'p', 'l', 'r', 'w'.**

1. pan > span > stan > stag > snag > snug > snub > sub > sob > slob
2. run > runt > hunt > hint > hints > hits > sits > wits > pits

Dictation with Words

- Give each student a copy of **Activity Page TR 12.3**.
- Tell students you are going to say a number of words for them to write on Activity Page TR 12.3.

- Say the word *hut*.
- Then segment the word, raising one finger for each sound: "/h/ (raise thumb) . . . /u/ (raise pointer finger) . . . /t/ (raise middle finger)."
- Ask students how many sounds are in the word *hut*.
- Direct students' attention to the first three lines on Activity Page TR 12.3. Have students write an 'h' on the first line, pausing to see that each student has completed it correctly.
- Repeat for the remaining two sounds and spellings in *hut*.
- Model reading the word sound by sound to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.
- Remind students to refer to the Sound Posters as a reference.

1. hut (3)
2. gift (4)
3. just (4)
4. nest (4)
5. next (4)
6. stamp (5)
7. test (4)
8. west (4)
9. band (4)
10. drum (4)

LESSON

13

BASIC CODE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

- Students will recognize and name lowercase letters. **TEKS K.2.D.v**
- Students will recognize and produce rhyming words. **TEKS K.2.A.i**

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

Reading

- Students will read "Kit is Sick" with purpose and understanding. **TEKS K.4**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	"Kit is Sick" Anecdotal Reading Record **TEKS K.4**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (20 min.)			
Warm-Up: - Oral Blending - Alphabet Review (Phonological Awareness, Print Concepts)	Whole Group	10 min.	❏ display-size lowercase letter strip
Review Rhyming Words (Phonological Awareness)	Whole Group	10 min.	
Language (Spelling) (20 min.)			
Chain and Copy	Whole Group	20 min.	❏ Chaining Folders ❏ pocket chart ❏ Small Letter Cards and pocket chart cards for 'i', 'e', 'a', 'u', 'o', 'm' (2), 't' (2), 'd' (2), 'c', 's' (2), 'p' (2), 'b' (2), 'l'
Reading (20 min.)			
Reread "Kit is Sick"	Small Group/ Partner	20 min.	❏ *Kit* Reader
Take-Home Material			
Tricky Words			❏ Activity Page 13.1

ADVANCE PREPARATION

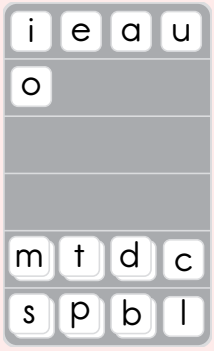
Foundational Skills

- Display a lowercase alphabet strip or write the lowercase letters on the board/chart paper.

Language

- Assign student pairs for Chain and Copy.
- Prepare pocket chart as shown.

Pocket Chart Setup



Reading

- Plan for students who read "Kit is Sick" as partners in the previous lesson (Group 2) to work with the teacher today. Group 1 students will partner read today.

Universal Access

- Bring in pieces of red, blue, green, black, and brown paper to use with the last five words in Oral Blending.

Lesson 13: Basic Code

Foundational Skills

20M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name lowercase letters. **TEKS K.2.D.v**

Students will recognize and produce rhyming words. **TEKS K.2.A.i**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/e/	/n/	/d/	end

(3) /e/ /n/ /d/ > end	(3) /r/ /e/ /d/ > red
(4) /b/ /e/ /n/ /d/ > bend	(3) /b/ /l/ /oo/ > blue
(5) /b/ /l/ /e/ /n/ /d/ > blend	(4) /g/ /r/ /ee/ /n/ > green
(4) /l/ /e/ /n/ /d/ > lend	(4) /b/ /l/ /a/ /k/ > black
(4) /s/ /e/ /n/ /d/ > send	(4) /b/ /r/ /ou/ /n/ > brown

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of colors. Show each piece of paper and name the color, directing students to repeat the names. Proceed with blending the last five words.

ELPS 2.A; ELPS 2.E; ELPS 3.A

Observation: Oral Blending Observation Record

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

Alphabet Review

- Refer to the lowercase alphabet strip or the lowercase letters written in alphabetical order on the board/chart paper. Remind students these are all the letters of the English alphabet and when they are written in this order, the letters are in "alphabetical order."
- Following your established procedures, sing "The Alphabet Song" with students as you point to each letter.
- Repeat at least one more time.
- If time permits, point to each letter in order, calling on students to name each letter as you review the entire alphabet.

Check for Understanding

Write the word *mud* on the board/chart paper. Point to 'm'; choose a student and ask them to provide the sound for 'm'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'm'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word. Then have students read the word.

REVIEW RHYMING WORDS (10 MIN.)

Make a Rhyme

- Remind students that two words rhyme when they end with the same sound.
- Give students some examples of rhyming words (e.g., *rain/train*, *look/book*, *note/goat*, etc.).
- Write the word *man* on the board/chart paper and ask students to read it.
- Write the word *can* on the board/chart paper and ask students to read it.
- Point out that both words end with the same sound. Read the words again slowly, emphasizing the end sound /an/ so students can hear it. Point out that not only do the words end with the same sound, but they end with the same letters.
- Ask students for other words rhyming with *man*. Help students identify the ending sound /an/, pointing out the need to substitute different beginning sounds to create rhyming words.
- Complete the remaining words in the same fashion. **TEKS K.2.A.i**

1.	man (can, pan, ran, tan)	4.	wet (bet, let, met, net)
2.	bug (rug, hug, mug, snug)	5.	sad (mad, dad, glad, bad)
3.	pop (hop, mop, stop, drop)	6.	kit (bit, fit, hit, sit)

Check for Understanding

Call on different students for each item to monitor understanding of rhyming words.

TEKS K.2.A.i Demonstrate and apply phonological awareness by identifying and producing rhyming words.

Lesson 13: Spelling

Language

20M

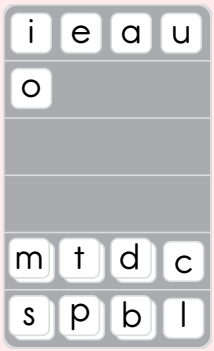
Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

CHAIN AND COPY (20 MIN.)

- Ask students to take out their Chaining Folders, a pencil, and a piece of paper.
- Collect the 'k' and 'r' Small Letter Cards.
- Give each student one Small Letter Card for the /k/ sound ('c') and the /l/ sound ('l').
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folder: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folder: 'm' (2), 't' (2), 'd' (2), 'c', 's' (2), 'p' (2), 'b' (2), 'l'.
- Proceed with established "Chain and Copy" procedures.
- Start by asking students to spell *lob* in the middle of their Chaining Folders while partners copy on paper.
- Ask a student to come up to the pocket chart and spell *lob*, encouraging students to correct what they have spelled on their Chaining Folders and papers, if necessary.
- After students have chained and copied some of the words, have students switch roles.
- From time to time, choose an individual student to touch and say the individual sounds in a chained word and then read the word with the sounds blended together.

1. lob > lot > dot > cot > cat > sat > slat > slap > slam > clam
2. slop > clop > clap > clip > slip > lip > lips > tips > tops > cops > caps

Pocket Chart Setup



TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

Lesson 13: "Kit is Sick"

Reading

20M

Primary Focus: Students will read "Kit is Sick" with purpose and understanding.

TEKS K.4

REREAD "KIT IS SICK" (20 MIN.)

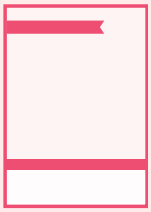
Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Kit is Sick" aloud. Students who finish early should reread the stories "Kit's Pants" and "Kit's Mom." They should not read ahead.

Group 2: Students in Group 2 should read aloud with the teacher today. Before reading the story, "Kit is Sick," write *can't* on the board/chart paper and point out the use of the apostrophe. Explain that *can't* means *can not*.

- Ask students to turn to the table of contents and locate the title, "Kit is Sick," indicating the page on which this story starts (page 57). Have students turn to this page and read the title of the story.
- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit* on the board/chart paper, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If time permits, continue having students read "Kit's Pants" and "Kit's Mom" in the same fashion.

Reader



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TEKS K.4 Self-select text and interact independently with text for increasing periods of time.

Observation: "Kit is Sick" Anecdotal Reading Record

As you listen to each student read "Kit is Sick," make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Take-Home Material

TRICKY WORDS

Activity Page 13.1

- Have students give Activity Page 13.1 to a family member.

Lesson 13: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. dad is glad	6. big plant
2. mom has milk	7. felt bad
3. stamp it	8. stand in tub
4. rest in bed	9. damp hat
5. flip flops	10. must get up

MORE HELP WITH RHYMING WORDS

Connect the Rhyming Words

- Have students complete **Activity Page TR 13.1** by drawing a line from each word on the left to a rhyming word on the right.

LESSON

14

REVIEW

Letter Names/ Rhyming

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

- Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**
- Students will recognize and produce rhyming words. **TEKS K.2.A.i**

Reading

As the teacher reads "Up" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

- Students will read "Up" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.D.ii** Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (30 min.)			
Warm-Up: Oral Blending (Phonological Awareness)	Whole Group	5 min.	
Review Letter Names (Print Concepts)	Whole Group	15 min.	❏ Small Letter Cards ❏ container ❏ lowercase alphabet strip
Review Rhyming Words (Phonological Awareness)	Whole Group	10 min.	
Reading (30 min.)			
Introduce the Story	Whole Group	10 min.	❏ *Kit* Big Book
Teacher Demonstration: Read "Up"			
Read "Up"	Whole Group	20 min.	❏ *Kit* Reader
Take-Home Material			
Take-Home Story; Letter Names			❏ Activity Page 14.1

ADVANCE PREPARATION

Foundational Skills

- Select Small Letter Cards for each letter of the alphabet for the Alphabet Soup activity.

Reading

- Prepare to display the story "Up" from the *Kit* Big Book or the program's online materials.

Universal Access

- Bring in two cups, forks, knives, spoons, and plates to use with the last five words in Oral Blending.

Lesson 14: Review Letter Names/Rhyming

Foundational Skills

30M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Students will recognize and produce rhyming words. **TEKS K.2.A.i**

WARM-UP (5 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/l/	/i/	/d/	lid

(3) /l/ /i/ /d/ > lid	(4) /k/ /u/ /p/ /s/ > cups
(4) /l/ /i/ /d/ /s/ > lids	(4) /f/ /or/ /k/ /s/ > forks
(4) /b/ /i/ /d/ /s/ > bids	(4) /n/ /ie/ /v/ /z/ > knives
(4) /k/ /i/ /d/ /s/ > kids	(5) /s/ /p/ /oo/ /n/ /z/ > spoons
(5) /s/ /k/ /i/ /d/ /s/ > skids	(5) /p/ /l/ /ae/ /t/ /s/ > plates

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are things that you use when you eat. Show each item and name it, directing students to repeat the name. Proceed with blending the last five words.

ELPS 2.A; ELPS 2.E; ELPS 3.A; ELPS 3.J

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words.

Observation: Oral Blending Observation Record

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

REVIEW LETTER NAMES (15 MIN.)

Alphabet Soup

- Place Small Letter Cards for the 26 letters of the alphabet in a container.
- Have a student select a card, show it to the class, and say the name of the letter printed on the card and the sound or sounds the letter represents.
- Repeat with all of the remaining cards.
- If time permits, have students sing "The Alphabet Song" as you point to each letter on the alphabet strip.

Check for Understanding

Write the word *job* on the board/chart paper. Point to 'j'; choose a student and ask them to provide the sound for 'j'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'j'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word.

REVIEW RHYMING WORDS (10 MIN.)

Make a Rhyme

- Remind students that two words rhyme when they end with the same sound.
- Give students some examples of rhyming words (e.g., *wreck/deck*, *seem/team*, *shine/nine*, *make/take*, etc.).
- Write the word *tag* on the board/chart paper and ask students to read it.
- Write the word *bag* on the board/chart paper and ask students to read it.
- Point out that both words end with the same sound and the same letters. Read the words again slowly, emphasizing the end sound /ag/ so students can hear it.
- Ask students for other words rhyming with *tag*. Help students identify the ending sound /ag/, pointing out the need to substitute different beginning sounds to create rhyming words.
- Complete the remaining words in the same fashion.

1. tag (bag, rag, drag, brag)
2. wig (big, dig, jig, twig)
3. get (jet, pet, set, wet)
4. den (hen, men, pen, ten)
5. hat (bat, cat, mat, sat)
6. must (dust, just, rust, crust)

Check for Understanding

Call on different students for each item to monitor understanding of rhyming words.

Lesson 14: "Up"

Reading

30M

Primary Focus: As the teacher reads "Up" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and answer questions about characters, setting, and main events.

TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

Students will read "Up" with purpose and understanding. **TEKS K.5.A**

INTRODUCE THE STORY (5 MIN.)

Note: In this story, the uppercase letters 'U', 'K', 'M', 'J', 'T', and 'P' are used.

Purpose for Reading

- Tell students they will read a story about Kit climbing something with her friends. Ask students to pay special attention to the story so they can tell you what Kit and her friends are doing.

TEACHER DEMONSTRATION (5 MIN.)

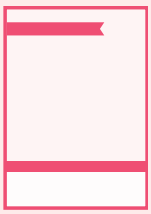
Read "Up"

- Load or display the story "Up" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Up" once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out words with consonant clusters.
- If you have time, read the story again, having students read aloud.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Big Book



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TEKS K.2.D.ii Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions: "Is Kit at the playground?" "Do Kit and her friends help each other get up the wall?"

Intermediate
After asking each question, provide students with a specific sentence frame: "The setting of this story is outside, in a . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Discussion Questions for "Up"

1. **Literal.** Who are the characters in the story?
   - » The characters in the story are Kit, Max, Jen, Kent, Ted, and Peg.
2. **Inferential.** What are the characters doing in the story? Look at the illustrations.
   - » The characters are climbing up a rock wall.
3. **Literal.** Who did Kit help get up first?
   - » Kit helps Max get up first.
4. **Inferential.** What is the setting of the story? Look at the illustrations.
   - » The setting of the story is at the playground.
5. Do you have questions you would like to ask to clarify your understanding of the story?

Observation: Discussion Questions Observation Record

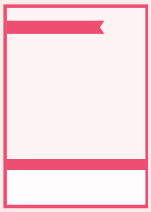
Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "UP" (20 MIN.)

Whole Group

- Give each student a *Kit* Reader.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- Have students reread the story, if time permits.
- If you finish early, read the stories "Kit is Sick" and "Kit's Pants" in the same fashion.

Reader



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End Lesson

Take-Home Material

TAKE-HOME STORY; LETTER NAMES

- Have students give Activity Page 14.1 to a family member.

Activity Page 14.1

Lesson 14: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. blond kid	6. sit on stump
2. mud clump	7. melt in hand
3. plump hens	8. twigs in nest
4. desk lamps	9. hands and fists
5. big tests	10. cat rests on bed

MORE HELP READING CONSONANT CLUSTERS

Fishing Pond

- Copy the template on **Activity Page TR 2.1** on card stock or construction paper.
- Follow the Fishing Pond directions in Lesson 2.

1. scrap	4. plump	7. desks	10. strap
2. stump	5. melts	8. clump	11. slips
3. spins	6. fists	9. blend	12. scrub

MORE HELP SPELLING CONSONANT CLUSTERS

Dictation With Phrases

- Ask students to take out **a pencil and a piece of paper.**
- Tell students you are going to say a number of phrases for them to write. (Select phrases from the box.)

1. ant and bug	8. wet frog	15. rust on bus
2. damp fog	9. drops and drips	16. snug in bed
3. rat in nest	10. bulb in lamp	17. belt and pants
4. dad naps	11. big flag	18. red stamp
5. plump hen	12. dust on rug	19. slid on sled
6. mom in pants	13. lost hat	20. soft plum
7. jump in pond	14. jump and jog	

- Say a phrase (e.g., *ant and bug*). Then repeat the phrase, raising one finger for each word: "*ant* (raise thumb) . . . *and* (raise pointer finger) . . . *bug* (raise middle finger)."
- Ask students how many words are in the phrase *ant and bug*.
- Draw three lines on the board/chart paper—one for each word in the phrase. Have students do the same on their paper.
- Ask students for the first word in the phrase. Fill in the first line on the board/chart paper with the word *ant*, completing the word sound by sound. Have students do the same on their paper.
- Model reading the word as a strategy for double-checking spelling accuracy.
- Repeat for the remaining two words in the phrase.
- Demonstrate this process with at least one or two additional phrases before having students complete the steps independently.
- Remind students to refer to the Sound Posters.

Making Words

Students reinforce phonics knowledge by making words with initial and final consonant clusters and adding 's'.

- Give each student a copy of **Activity Page TR 14.1**.

- Model how to use the letters surrounding the center box to make words.
- Surrounding letters may be single beginning or ending sound/spellings; build initial or final consonant clusters; or serve as final 's' to make nouns plural (e.g., *flags*) or verbs active (e.g., *grabs*).
- Tracing the path of letters may support students as they attempt sound/spelling combinations.
- Students write the words they make on the lines provided.
- Ensure comprehension by asking students to identify the real words and use them in an oral sentence or sketch a picture.

Note: Adding final –*s* to some words will create a six-phoneme word.

Support

If students struggle to make words using the 3x3 boxes, the boxes may be cut out and used as letter cards for building words.

MORE HELP WITH RHYMING WORDS

Give Me a Word

- Gather a collection of **blocks (e.g., unit blocks or locking cubes)**.
- Tell students you will provide a word and want them to say a rhyming word. For example: "Give me a word that rhymes with *pig*."
- As students provide rhyming words, give them a block. With each block, students get a turn to place it, building a collective structure as the game continues.

1. drum	4. snap	7. sled	10. camp
2. frost	5. drip	8. snap	11. plug
3. scab	6. stand	9. pink	12. frog

Support

If students struggle to think of a word, you may provide an alphabet strip and prompt them to try different beginning sounds to find a rhyme.

LESSON

15

BASIC CODE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

Foundational Skills

Students will read one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Activity Page 15.1	Word Box (CVC, CCVC, CVCC Words) **TEKS K.2.B.i**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (25 min.)			
Warm-Up: Oral Blending (Phonological Awareness)	Whole Group	10 min.	
Review Letter Names (Print Concepts)	Whole Group	15 min.	❏ two cards for each of the letters of the alphabet
Language (Spelling) (20 min.)			
Large Card Chaining	Whole Group	20 min.	❏ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'k', 'f', 's', 'p', 'b', 'l'
Foundational Skills (15 min.)			
Word Box (Phonics, Word Recognition)	Independent	15 min.	❏ Activity Page 15.1 ❏ Activity Page 15.1 (Digital Components)
Take-Home Material			
Take-Home Story; Letter Names			❏ Activity Page 15.2

ADVANCE PREPARATION

Foundational Skills

- Prepare the cards for Letter Name Sprints by writing each letter of the alphabet on a large card or piece of paper. You will need two sets.

Language

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Foundational Skills

Digital Component 15.1

- Create an enlarged version of Activity Page 15.1 (Digital Component 15.1) to display for Word Box, or use the online materials.

Universal Access

- Bring in pictures of a tail, wings, fins, claws, and fish or reptile scales to use with the last five words in Oral Blending.

Lesson 15: Spelling

Foundational Skills

25M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and will orally blend sounds to form single-syllable words. **TEKS K 2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/l/	/u/	/g/	lug

(3) /l/ /u/ /g/ > lug	(3) /t/ /ae/ /l/ > tail
(4) /p/ /l/ /u/ /g/ > plug	(4) /w/ /i/ /ng/ /z/ > wings
(4) /s/ /l/ /u/ /g/ > slug	(4) /f/ /i/ /n/ /z/ > fins
(4) /s/ /l/ /u/ /m/ > slum	(4) /k/ /l/ /aw/ /z/ > claws
(5) /s/ /l/ /u/ /m/ /p/ > slump	(5) /s/ /k/ /ae/ /l/ /z/ > scales

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of animal body parts. Show each picture and name the body part, asking students to repeat each word. Proceed with blending the last five words.

ELPS 2.A; ELPS 3.A; ELPS 3.F; ELPS 3.J

Observation: Oral Blending Observation Record

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

REVIEW LETTER NAMES (15 MIN.)

Letter Name Sprints

- Place two sets of letter cards at the far end of the classroom, the gym, or the playground.
- Select two students to race.
- Call out a letter name.
- Have students race to grab a corresponding letter card and bring it back.
- The first student to return with the correct letter is the winner.
- Repeat with additional letter names.

Lesson 15: Spelling

Language

20M

Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.C.ii**

LARGE CARD CHAINING (20 MIN.)

Large Letter Cards

- Distribute the following Large Letter Cards listed in the Lesson at a Glance, reviewing each letter's sound as you do.
- Tell students if they are holding a card with a picture of a sound or letter in *pan*, they should go to the front of the room and stand in the order that spells *pan*. If necessary, help students with correct order.
- Once students are standing in place, ask a seated student to sound out the letters in the order they are arranged to verify that students at the front have spelled *pan* correctly.

TEKS K.2.B Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

- Say, "If that is *pan*, show me *span*."
- Students should rearrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Proceed to the next chain.
- Have any students without Large Letter Cards write the chained words on the board/chart paper or in a notebook.

1. pan > span > spat > sat > sap > lap > flap > flaps > flips > flops
2. mud > bud > bed > led > fled > sled > slid > skid > kid > kids

Lesson 15: Spelling

Foundational Skills

15M

Primary Focus: Students will read one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i**

WORD BOX (15 MIN.)

Digital Component 15.1

- Distribute and display Activity Page 15.1.
- Ask students to read the first word.
- Ask which of the pictures matches the word *milk*.
- Have students write *milk* under the picture of milk, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 15.1

Activity Page 15.1: Word Box (CVC, CCVC, CVCC Words)

Collect Activity Page 15.1 to monitor student progress.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

Take-Home Material

TAKE-HOME STORY; LETTER NAMES

Activity Page 15.2

- Have students give Activity Page 15.2 to a family member.

Lesson 15: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. big hands	6. stems and buds
2. frogs flip	7. cat jumps up
3. red pants	8. hands and fists
4. scrub dog	9. camp in tents
5. get help	10. mom helps dad

MORE HELP BLENDING CONSONANT CLUSTERS

Find My Word

- Make one copy of **Activity Page TR 15.1** for each student.
- Review the names of the depicted items.
- Pronounce the name of an object by saying the phonemes with a pause in between each sound (e.g., "/d/ [pause] /e/ [pause] /s/ [pause] /k/").
- Students blend the phonemes and point to the picture of the object.
- Repeat until all the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Manipulatives can be used to cover pictures as they are identified.

1. desk	4. mask	7. grass
2. raft	5. gift	8. milk
3. crust	6. blocks	9. tusk

1. lamp	4. sand	7. wink
2. drink	5. plant	8. front
3. swamp	6. bump	9. jump

MORE HELP READING CONSONANT CLUSTERS

Race to the Top

- Give each student a copy of **Activity Page TR 3.2 (Ladder Game Board)** and **a game piece**. Make one set of game cards using **Activity Page TR 3.3** and/or **Activity Page TR 9.1**.

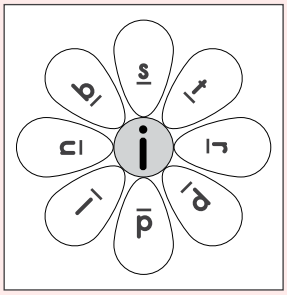
Note: Copy and cutting the game cards onto card stock to allow for reuse.

- Follow Race to the Top directions in Lesson 3 of this Teacher Guide to play either "Read It" or "Spell It."

MORE HELP SPELLING CONSONANT CLUSTERS

Spelling Hopscotch

- Write the vowel spellings 'i', 'e', 'a', 'u', and 'o' on **circular sheets of paper**, underlining each spelling. (You may wish to use gray paper so the sheets match the cards on the student Chaining Folders, but this is not essential.)
- Write the consonant spellings 's', 't', 'r', 'p', 'd', 'l', 'n', and 'b' on **oval or petal-shaped white sheets of paper**, underlining each spelling.
- Follow Spelling Hopscotch directions in Lesson 2 of this Teacher Guide.



Letter Find

- Give each student a copy of **Activity Page TR 1.3 (Lowercase Alphabet Board).**
- Say, "Show me (letter name)" or "Which one is (letter name)?" asking students to point to the correct letter.

LESSON

16

LANGUAGE

Spelling

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

Language (Spelling)

Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii**

Reading

As the teacher reads "Fast Fred" aloud, students will track print from top to bottom and left to right; identify periods and exclamation points at the end of sentences; and answer questions about characters, setting, and main events. **TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**

Students will read "Fast Fred" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Activity Page 16.1	Dictation with Words (CVC, CCVC, CVCC Words) **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii**
Observation	Discussion Questions Observation Record **TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D**
Observation	"Fast Fred" Anecdotal Reading Record **TEKS K.5.A**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic awareness by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; **TEKS K.2.D.ii** Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills (10 min.)			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness)	Whole Group	10 min.	❑ Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'k', 'g', 'f', 'v', 's', 'z', 'p', 'b', 'j', 'y', 'i', 'e', 'a', 'u', 'o'
Language (Spelling) (20 min.)			
Dictation with Words	Independent	20 min.	❑ display-size lowercase alphabet strip ❑ Activity Page 16.1 ❑ Activity Page 16.1 (Digital Components)
Reading (30 min.)			
Introduce the Story	Whole Group	15 min.	❑ *Kit* Big Book
Teacher Demonstration: Read "Fast Fred"			
Read "Fast Fred"	Small Group/ Partner	15 min.	❑ *Kit* Reader
Take-Home Material			
Consonant Cluster Practice			❑ Activity Page 16.2

a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance.

Language

Digital Component 16.1

- Create an enlarged version of Activity Page 16.1 (Digital Component 16.1) to display for Dictation with Words, or use the digital version.

Reading

- Prepare to display the story "Fast Fred" from the *Kit* Big Book or the program's online materials.

Universal Access

- Bring in pictures of rain, wind, a storm, and clouds to use with the last five words in Oral Blending.

Lesson 16: Spelling

Foundational Skills

10M

Primary Focus

Students will demonstrate knowledge of letter-sound correspondences and orally blend sounds to form single-syllable words. **TEKS K.2.A.viii; TEKS K.2.B.i**

Students will recognize and name the lowercase letters of the alphabet. **TEKS K.2.D.v**

WARM-UP (10 MIN.)

Oral Blending

- Use the established oral blending procedures. The first five words are in a chain. The last five words belong to the same conceptual category. Have students tell you the category.

/t/	/a/	/p/	tap

Note: There is no /th/ sound in South American Spanish. Demonstrate to students how to make the sound. Open your teeth just a little bit, stick the tip of your tongue between your teeth and push the air out. Point out that this sound is different from the /sh/ sound because of the placement of the tongue. Then have students practice saying *thunder* and *this* and note the difference in sounds.

(3) /t/ /a/ /p/ > tap	(3) /r/ /ae/ /n/ > rain
(3) /m/ /a/ /p/ > map	(4) /w/ /i/ /n/ /d/ > wind
(3) /k/ /a/ /p/ > cap	(4) /s/ /t/ /or/ /m/ > storm
(4) /k/ /l/ /a/ /p/ > clap	(5) /k/ /l/ /ou/ /d/ /z/ > clouds
(5) /k/ /l/ /a/ /s/ /p/ > clasp	(5) /th/ /u/ /n/ /d/ /er/ > thunder

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Prior to blending the last five words, tell students that the next set of words to be blended are all names of things to do with weather. Show each picture and name the weather item, asking students to repeat the word. Proceed with blending the last five words. Prior to *thunder*, tell students that this word has to do with weather, but you will not show them a picture. This word is the name of a sound.

ELPS 2.A; ELPS 3.A; ELPS 3.D; ELPS 3.J

Observation: Oral Blending Observation Record

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

Sound/Spelling Review

Large Letter Cards

- Review the Large Letter Cards listed in the Lesson at a Glance chart.
- Ask students to give the sound first and then the letter name.

Check for Understanding

Write the word *dots* on the board/chart paper. Point to 'd'; choose a student and ask them to provide the sound for 'd'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the student's response. Select a second student to provide the letter name for 'd'. Have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the letter name provided. Repeat the same process with the rest of the letters in the word.

Lesson 16: Spelling

Language

20M

Primary Focus: Students will read and spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC). **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii**

DICTATION WITH WORDS (20 MIN.)

Digital Component 16.1

- Distribute and display Activity Page 16.1.
- Tell students that they are going to practice listening to and writing some of the words that they have learned.
- Say the word *vet*. Then segment the word, raising one finger for each sound: "/v/ (raise thumb) . . . /e/ (raise pointer finger) . . . /t/ (raise middle finger)."
- Ask students how many sounds are in the word *vet*.
- Draw three lines on the board/chart paper—one for each sound in *vet*.
- Ask students for the first sound in *vet*. Fill in the first line on the board/chart paper with the letter 'v'. Have students do the same on the activity page.
- Repeat for the remaining two sounds and spellings in *vet*.
- Model reading the word letter sound by letter sound to check for spelling accuracy.
- Demonstrate this process with at least one or two additional words before having students write the words independently.

1. vet	6. drum
2. zip	7. cost
3. wet	8. plums
4. yes	9. clamp
5. jug	10. plant

Activity Page 16.1

Support

Make sure students can refer to a lowercase alphabet strip and Sound Posters.

TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.C** Demonstrate and apply spelling knowledge by (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns.

Activity Page 16.1: Dictation with Words (CVC, CCVC, CVCC Words)

Collect Activity Page 16.1 to review and monitor student progress in spelling CVC, CCVC, and CVCC words.

Lesson 16: "Fast Fred"

Reading

30M

Primary Focus

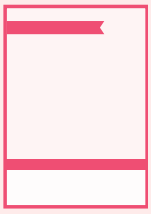
As the teacher reads "Fast Fred" aloud, students will track print from top to bottom and left to right; identify periods and exclamation points at the end of sentences; and answer questions about characters, setting, and main events.

TEKS K.2.D.ii; TEKS K.5.B; TEKS K.5.G; TEKS K.7.B; TEKS K.7.C; TEKS K.7.D

Students will read "Fast Fred" with purpose and understanding. **TEKS K.5.A**

INTRODUCE THE STORY (5 MIN.)

Big Book



Page 71

Note: In this story, the uppercase letters 'K', 'F', and 'S'; quotation marks; a comma; and an exclamation point are used.

Preview Core Vocabulary

- Before reading today's story, preview the following vocabulary with students. Write the words on the board/chart paper, help students sound them out, and explain their meaning.

gulp—*v.*, to swallow in a hurried or greedy fashion (72)
Example: I gulp down water after running.

pal—*n.*, a friend (72)
Example: My pal shares his toys with me.

TEKS K.2.D.ii Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Identify the elements of plot development including main events, the problem, and the solution for texts read aloud with adult assistance; **TEKS K.7.D** Describe the setting; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

Vocabulary Chart for "Fast Fred"			
Vocabulary Type	**Tier 3 Units-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			gulp pal
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students they will read a story about Kit's pal Fred. Ask students to pay special attention to the story so they can tell you what Fred is doing.

TEACHER DEMONSTRATION (10 MIN.)

Read "Fast Fred"

- Load or display the story "Fast Fred" from the *Kit* Big Book.
- Have students read the title of the story.
- Read the story "Fast Fred" once without interruption, running a finger beneath the words as you read them.
- Point to the last sentence of the story and tell students it is enclosed in quotation marks. Have the students say *quotation marks*.
- Tell students quotation marks are used to indicate a person's words. In this case, the quotation marks indicate Fred is saying, "Kit, I am glad!"
- Point to the comma in the last sentence. Tell students a comma signals the person reading to pause briefly.
- Point to the exclamation point at the end of the last sentence and explain that it is another punctuation mark (like a period). Have students say *exclamation point*.
- Tell students an exclamation point indicates something is being shouted out (exclaimed) because the speaker is very excited.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Spanish-speaking Emergent Bilingual Students may be confused by the use of quotation marks since they aren't used in Spanish text. Explain that in English, when a character is speaking, what they say goes between two sets of two quotes.

ELPS 4.C; ELPS 4.F

- Read the story a second time, pausing to point out the quotation marks, the comma, the exclamation point, and words with consonant clusters.
- If you have time, read the story again.

Wrap-Up

- Discuss the following questions as a class. Students should respond in complete sentences. Ask a student to come to the Big Book and read the sentence/point to the illustration that answers the question.

Discussion Questions for "Fast Fred"

1. **Literal.** Who is Kit's pal?
   - » Kit's pal is Fred.
2. **Literal.** What does Fred gulp?
   - » Fred gulps his milk.
3. **Literal.** Why does Kit get a rag?
   - » Kit helps Fred clean up the milk.
4. **Literal.** What does Fred say to Kit?
   - » Fred says, "Kit, I am glad!"
5. **Literal.** Who are the main characters in this story?
   - » The main characters are Kit and Fred.
6. **Inferential.** What is the setting of this story? Look at the illustrations.
   - » The setting is inside at a desk.
7. What questions would you ask Kate, if you could?

EMERGENT BILINGUAL STUDENTS

Reading

Exchanging Information and Ideas

Beginning
Reframe questions as simple yes/no questions. "Is Fred Kit's pal?" "Does Fred gulp juice?"

Intermediate
After asking each question, provide students with a specific sentence frame: "Fred gets milk on his . . ."

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

ELPS 2.G; ELPS 4.F; ELPS 4.I

Observation: Discussion Questions Observation Record

Call on a different student to answer each question. Note students' performance in the Discussion Questions Observation Record.

READ "FAST FRED" (15 MIN.)

Small Group

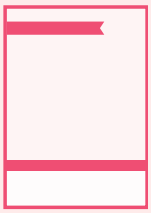
Group 2: Have students take out their Readers, sit with their partners, and take turns reading "Fast Fred" aloud. Students who finish early should reread the stories "Up" and "Kit is Sick." They should not read ahead.

Group 1: Before reading the story, "Fast Fred," write each of the words in the box below on the board/chart paper, letter by letter, asking students to provide the sound of each letter as you write it. Ask students to blend and read the word after you have finished writing the complete word. Have one or more students use the word in an oral sentence. Be sure to explicitly teach the meaning of *pal* and *gulps*, as these are likely to be unfamiliar words for many students.

fast	pal	milk	pants
Fred	gulps	desk	glad

- Let students know as they practice reading these stories, they may start to recognize words they have read before. Write the word *Kit* on the board/chart paper, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- On the next to the last page of the story (page 74), be sure to call students' attention to the new punctuation in the last sentence, "Kit, I am glad!" explaining that quotation marks signal these are exact words someone (Fred) said. Also point out the exclamation point is a signal that the words were said with emphasis. Provide students with other oral examples of sentences one might punctuate with an exclamation point.
- Have students read the story a second time.
- If time permits, continue having students read "Up" and "Kit is Sick" in the same fashion.

Reader



Page 71

Observation: "Fast Fred" Anecdotal Reading Record

As you listen to each student read, make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Take-Home Material

CONSONANT CLUSTER PRACTICE

Activity Page 16.2

- Have students give Activity Page 16.2 to a family member.

Lesson 16: Foundational Skills Remediation

Additional Support

PHRASES AND WIGGLE CARDS

- Follow the Phrases and Wiggle Cards instructions in Lesson 1.

1. twig snaps
2. fast sleds
3. it skips
4. leg cramp
5. drops drip
6. clots in milk
7. clasp on belt
8. claps hands
9. casts on legs
10. gulps it up

MORE HELP WITH TRICKY WORDS

Tricky Word Bingo

- Copy and cut out **one set of Tricky Words (Activity Page TR 16.2)** and place them in a **bag**.
- Give each student a copy of a Bingo board from **Activity Page TR 16.1** and **markers (buttons, beans, etc.).**
- Tell students you will pull and read one Tricky Word from the bag. Students put a marker on top of that word if it is on their bingo board.
- Students should say, "Bingo!" once all of the Tricky Words are covered.

LESSON

17

Unit Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will read "Fast Fred" with purpose and understanding. **TEKS K.5.A**

FORMATIVE ASSESSMENT

Activity Page 17.1	**Part A:** Letter Names **TEKS K.2.B.i**
Activity Page 17.2	**Part B:** Rhyming Words **TEKS K.2.A.i**
Observation	"Fast Fred" Anecdotal Reading Record **TEKS K.5.A**
Activity Page 17.4	**Part C:** Reading Consonant Clusters **TEKS K.2.B.ii**

TEKS K.5.A Establish a purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.B.** (i) Identify and match the common sounds that the letters represent; (ii) Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Unit Assessment (20 min.)			
Part A: Letter Names	Whole Group	10 min.	❑ Activity Page 17.1
Part B: Rhyming Words	Whole Group	10 min.	❑ Activity Page 17.2 ❑ Unit 6 Assessment Record Sheet (in Teacher Resources)
Reading (20 min.)			
Reread "Fast Fred"	Small Group/ Partner	20 min.	❑ *Kit* Reader
Unit Assessment (20 min.)			
Reading Consonant Clusters: Part C, Part 1	Whole Group	10 min.	❑ Activity Page 17.4 ❑ Activity Page 17.4 (Digital Components)
Practice: Label the Pictures	Independent	10 min.	❑ Activity Pages 17.5, 17.6
Reading Consonant Clusters: Part C, Part 2	One-on-One		❑ Part C, Part 2 word cards ❑ Activity Page 17.3 ❑ Unit 6 Assessment Record Sheet

ADVANCE PREPARATION

Note to Teacher

This is the final lesson of Unit 6. During this lesson, you will assess students to ascertain their understanding of the material presented in Unit 6. The Part A and Part B assessments included on Activity Pages 17.1 and 17.2 may be administered as group assessments.

Reading

- Students who partner read "Fast Fred" in the previous lesson (Group 2) will read aloud with the teacher today. Group 1 students will partner read "Fast Fred."
- The Reading segment of the lesson is not a part of the Unit Assessment.

Note: At the end of this lesson, you may consider keeping the *Kit* Readers for use in Unit 7. In Unit 7, the use of the student Reader, *Sam*, does not begin until Lesson 9. You may want students to practice reading in the *Kit* Reader before Lesson 9.

Unit Assessment

- Make one copy of the Unit 6 Assessment Record Sheet located in Teacher Resources.

Digital Component 17.1

- Create an enlarged version of the front and back of Activity Page 17.4 (Digital Component 17.1) to display for Reading Consonant Clusters (Part C, Part 1), or use the digital version.
- Copy and cut out the word cards located in Teacher Resources for Reading Consonant Clusters (Part C, Part 2).

Lesson 17: Letter Names and Rhyming Words

Unit Assessment

20M

PART A: LETTER NAMES (10 MIN.) TEKS K.2.B.i

Activity Page 17.1

- Distribute Activity Page 17.1.
- Direct students' attention to the first row of letters.
- Tell students to circle the letter 'b' ("bee").
- Complete the remaining items using the same format. (There are additional items on the back of the activity page.)
- Assign one point for each item circled correctly.

1. 'b'	4. 'y'	7. 'o'	10. 'u'
2. 'h'	5. 'm'	8. 'j'	11. 'g'
3. 'x'	6. 'c'	9. 'r'	12. 'k'

PART B: RHYMING WORDS (10 MIN.) TEKS K.2.A.i

Activity Page 17.2

- Distribute Activity Page 17.2.
- Tell students you are going to say two words. If the words rhyme, students circle thumbs-up. If the words do not rhyme, students circle thumbs-down.
- Present the rhyming pairs.
- Assign one point for each correct item.

1. sun—fun	3. hat—bat	5. dog—bag
2. bed—big	4. net—pet	6. peach—beach

K.2.B.i Identify and match the common sounds that the letters represent; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words.

Lesson 17: "Fast Fred"

Reading

20M

Primary Focus: Students will read "Fast Fred" with purpose and understanding.

TEKS K.5.A

REREAD "FAST FRED" (20 MIN.)

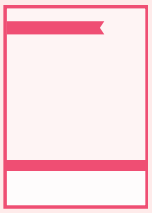
Small Group

Group 1: Have students take out their Readers, sit with their partners, and take turns rereading "Fast Fred" aloud. Students who finish early should reread the stories "Up" and "Kit is Sick."

Group 2: Students from Group 2 should read aloud with the teacher today. Ask students to turn to the table of contents and locate the title, "Fast Fred," indicating the page on which this story starts (page 71). Have students turn to this page and read the title of the story.

- Explain that as students practice reading these stories, they may start to recognize words they have read before. Write the word *Kit* on the board/chart paper, explaining, for example, they will see this word several times in this story. If they know the word, they can say it all at once, without sounding out each letter.
- Using an oral reading method of your choice, have students read the story aloud.
- Remind students to run their finger under each word as they read the story aloud. If they do not immediately recognize a word, they should sound it out letter by letter.
- On the next to the last page of the story (page 74), be sure to call students' attention to the new punctuation in the last sentence, "Kit, I am glad!" explaining that the quotation marks signal that these are exact words someone (Fred) said. Also point out the exclamation point signals the words were spoken with emphasis. Provide students with other oral examples of sentences one might punctuate with an exclamation point.
- Have students read the story a second time.
- If time permits, continue having students read "Up" and "Kit is Sick" in the same fashion.

Reader



Page 71

TEKS K.5.A Establish purpose for reading assigned and self-selected texts with adult assistance.

Observation: "Fast Fred" Anecdotal Reading Record

As you listen to students read "Fast Fred," make notes regarding each student's individual reading ability in the Anecdotal Reading Record.

Lesson 17: Consonant Clusters

Unit Assessment

20M

READING CONSONANT CLUSTERS (10 MIN.)

TEKS K.2.B.ii

The Part C assessment has two parts. Part 1 is a whole-group activity required of all students. They will circle 10 words, one per row, as you pronounce each one-syllable CVC, CCVC, or CVCC word. After scoring Part 1, you will determine which students need to complete Part 2.

Part C, Part 1

Activity Page 17.4

- Distribute and display Activity Page 17.4 and pencils.
- Display the front of Activity Page 17.4 in order to familiarize students with the format.
- Describe the activity to students by telling them that you will say a word for each row; they will be asked to circle the word you say.
- Tell students to find the practice row with the smiley face. Say, "*mat*," and ask students to circle the correct word. Once you are sure students understand the directions, proceed with the assessment.

1. fit	4. plan
2. plum	5. drab
3. step	

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

- Display the back of Activity Page 17.4 and continue.

6. help	9. sad
7. crank	10. spit
8. swig	

ANALYSIS AND INTERPRETATION

Part C, Part 1

- Assign 1 point for each word circled correctly.
- There are ten words making a total score of 10 points possible.
- Interpret scores as follows:
  - 9 or 10 points—excellent
  - 8 points—good
  - 7 points—fair
  - 6 points or less—poor
  - Students scoring 7 or fewer points must complete Part 2 of the assessment.

PRACTICE

Label the Pictures

- Explain the directions for Activity Pages 17.5 and 17.6 and ask students to complete these pages independently, as you administer Part C, Part 2 assessments to individual students.

Activity Pages 17.5, 17.6

READING CONSONANT CLUSTERS (10 MIN.)

Part C, Part 2

Students who scored 7 and below on Part 1 will need to complete Part 2. In Part 2, meet briefly with students individually to administer this ten-word reading assessment, using the word cards in Teacher Resources. The estimated time for each student is two to four minutes.

Activity Page 17.3

ANALYSIS AND INTERPRETATION

Part C, Part 2

Part 2 involves assessing students individually by having them read aloud ten words printed on separate cards. The word cards for the assessment are printed in Teacher Resources. Copy the page and cut out the words. Show the cards to the student one at a time.

Use the Student Record Sheet on Activity Page 17.3 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word which is read correctly, as follows:

1. fist (4)
2. plum (4)
3. step (4)
4. plant (5)
5. drop (4)
6. help (4)
7. crust (5)
8. swim (4)
9. sand (4)
10. spot (4)

Interpret scores as follows:

- 38 or more points—excellent
- 34–37 points—good
- 30–33 points—fair
- Less than 30 points—poor

Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound/spelling at the bottom of the Student Record Sheet (Activity Page 17.3) should facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations that occur more frequently in a given position in words (e.g., does the student read the initial sound correctly, but misread the next sound in a consonant cluster?).

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

End Lesson

Lesson 17: Foundational Skills Remediation

Additional Support

NEWLY DECODABLE WORDS

1. band	4. lift	7. drag	10. flop
2. slump	5. skid	8. bent	11. strict
3. self	6. rest	9. grand	12. mend

CHAINS

1. spent > sent > rent > bent > bend > band > hand > land > sand > stand
2. hop > hip > lip > limp > lamp > lump > slump > stump > stomp > stamp

PHRASES AND WIGGLE CARDS

1. stand on stump	6. crabs and clams
2. swept up dust	7. clasp hands
3. raft in pond	8. belt and pants
4. lumps and bumps	9. grab gift
5. hot sand	10. split plum

Pausing Point

It is strongly recommended that you pause for two days after administering the Unit 6 Assessment before starting Unit 7. Use this time to administer either the Dolch or Fry Word Assessment, located in Teacher Resources, individually to each student to monitor their progress in reading high-frequency words with increasing automaticity. Record each student's results on the Dolch or Fry Word Assessment Individual Record, located in Teacher Resources.

While you work one-on-one to assess a given student, you may assign any of the other activities described below to other students, based on needs identified on the Unit 6 Assessment, as well as your observations during instruction throughout this unit.

You may find that different students need practice with different skills, so you should choose activities accordingly. Please note that of greatest concern are students who still have difficulty blending words (Oral Blending Observation Record), students who have difficulty reading words with the consonant clusters (Part C of the Unit Assessment), and/or students who struggle during oral reading of the Reader, *Kit* (Anecdotal Reading Record).

If you find that you have students with one or more of the above difficulties, you may want to ask them to read aloud individually to you, using the extra stories at the end of the Reader. It may be especially informative to collect a running record of these students' reading, using the Running Records for "Pip's Cats" and "Vic Gets Lost," found in the Activity Book on Activity Pages PP.3 and PP.4.

While it is desirable for students to be making progress in learning letter names and rhyming, it is unlikely that difficulty in these discrete skills will significantly impede students' success in Unit 7, where ongoing practice in both skills will be provided.

Please note that you have a variety of different activities to choose from during the Pausing Point: those listed below as specific Pausing Point activities and the activities in "Additional Support" at the end of each lesson.

Additional progress monitoring assessments for oral blending of consonant clusters are included in the Additional Support sections of Lessons 5 and 11 in this guide. Progress monitoring assessments for reading words with consonant clusters are located in the Additional Support sections of Lessons 6 and 12.

PAUSING POINT TOPIC GUIDE

Blend Three-, Four-, and Five-Sound Words

More Help Blending — Additional Support Lessons 1–3,6,10,15
Relay Blending — Page 207

Tricky Spelling 's' > /s/ and /z/

Tricky Spelling — Additional Support Lessons 3,4
Word Sort by Plural Marker — Page 207
Jump at the Sound — Page 207

Read Four- and Five-Sound Words Containing Consonant Clusters

More Help Reading Consonant Clusters — Additional Support Lessons 2–9,12,14
Teacher Chaining — Page 208
Match Maker — Page 208
Game Board with Consonant Clusters — Page 208
Word Reading Sprints — Page 209

Read Phrases

Phrases and Wiggle Cards — Additional Support Lessons 1–16
Phrase Flip Book — Page 209
Unscramble the Words! — Page 210

Read Sentences

Sentence Strips — Page 210

Independent Reading

Self-Select Text — Page 210

Read Decodable Stories

More Help with Oral Reading — Additional Support Lessons 5,7–9
Read "Pip's Cats" and "Vic Gets Lost" — Page 211
Partner Reading: "Fast Fred," "Pip's Cat," and "Vic Gets Lost" — Page 212
Take-Home Story: "Fast Fred" — Page 212

Spell Up to Five-Sound Words with Cards

More Help Spelling Consonant Clusters — Additional Support Lessons 2–4,6–12,14

Student Chaining — Page 212

Chain and Copy — Page 212

Large Card Chaining — Page 213

Guess the Word and Spell It! — Page 213

Handwriting Practice

Handwriting Practice 1 — Page 214

Handwriting Practice 2 — Page 214

Dictation

Dictation with Words — Page 214

Dictation with Phrases — Page 215

Letter Names

More Help with Letter Names — Additional Support Lessons 1,6

Alphabet Walk — Page 216

Letter Name Pretzel Game — Page 216

Letter Name Bingo — Page 217

Rhyming

More Help Rhyming — Additional Support Lessons 9,11,13,14

Connect the Rhyming Words — Page 217

Tricky and High-Frequency Words

More Help with Tricky Words — Additional Support Lesson 16

Picture Reader — Page 217

Slap — Page 217

BLEND THREE-, FOUR-, AND FIVE-SOUND WORDS

Relay Blending

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

TRICKY SPELLING 'S' → /S/ AND /Z/

Word Sort by Plural Marker

Activity Page PP.1

- Have students complete Activity Page PP.1. This activity page is similar to Activity Page 4.1.
- Make sure students know there are additional items on the back of the activity page.

Jump at the Sound

- Tell students you are going to say some words ending in either /s/ or /z/.
- Tell them to jump up and down and make the /s/ sound if they hear the /s/ sound at the end of the word.
- Tell them to turn around in circles and make the /z/ sound if they hear the /z/ sound at the end of the word.
- Practice this a few times with just the sounds /s/ and /z/.
- Repeat with the following words.

1. /z/ bugs	6. /s/ ships
2. /s/ slips	7. /z/ friends
3. /s/ lights	8. /s/ jumps
4. /z/ moons	9. /s/ tricks
5. /z/ names	10. /z/ grabs

READ FOUR- AND FIVE-SOUND WORDS CONTAINING CONSONANT CLUSTERS

Teacher Chaining

- Write *wig* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'i' and add 'a' to create *wag*.
- As you make this change, say, "If that is *wig*, what is this?"
- Complete the remaining chains.

1. wig > wag > rag > brag > bag > bags > lags > flags > flag > flat
2. hit > fit > flit > flat > slat > slant > plant > pant > pants > punts
3. lap > flap > flaps > flips > flops > plops > pops > mops > maps > mats
4. fist > fit > flit > slit > sit > lit > lot > slot > plot > plots

Match Maker

- Choose seven words and matching pictures (e.g., *twigs*, *flag*, *swim*, *drums*, *stamp*, *plant*, *frogs*).
- Write each word on a small card and glue the corresponding picture on another card of the same size.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find a word/picture match.
- If a student finds a match, they keep the cards.
- Continue the game until all matches have been found.

Game Board with Consonant Clusters

Activity Page PP.2

- Use Activity Page PP.2 as a game board for two students. Provide a die and playing pieces.
- Have students put their playing pieces on the start line.
- Have each student take turns rolling the die and moving their piece.
- The student reads the word they land on.

- If the student reads the word successfully, they may roll again.
- Continue the game until both students have finished.

Note: You can also copy the template we have provided on Activity Page TR PP.1 in Teacher Resources and write other decodable words in the spaces.

Word Reading Sprints

- Make three sets of word cards and matching picture cards (e.g., three cards that have the word *frog* and three matching picture cards that have a picture of a frog, three cards that have the word *desk* and three matching picture cards that have a picture of a desk, etc.).
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into three teams, and have each team form a line.
- Give the first student in each line the same picture card.
- Have students race to identify and return with a matching word card.
- The first student to return with a matching word card earns a point for their team.
- Repeat until each student has had a turn.
- Scoring is optional.

READ PHRASES

Phrase Flip Book

- Cut out 10 slips of paper.
- Write the following decodable nouns on five of the slips of paper, one noun per slip: *kid*, *man*, *dog*, *vet*, *frog*.
- Write the following decodable verbs on five of the slips of paper, one verb per slip: *runs*, *stops*, *jogs*, *claps*, *jumps*.
- Stack the noun slips of paper and staple their top edge to a sheet of card stock.
- Stack the verb slips of paper and staple their top edge to the sheet of card stock to the right of the nouns.
- By flipping the slips of paper, students can make and read up to twenty-five decodable phrases, some of which are silly.

Unscramble the Words!

- Write a number of decodable words containing consonant clusters on large cards.
- Hand two or three cards in random order to make a phrase (e.g., *fast kids run*) to two or three students.
- Have each student say their word.
- Have students arrange the cards to make the phrase.
- Continue with other words.

READ SENTENCES

Sentence Strips

- Choose sentences from the *Kit* 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.

INDEPENDENT READING

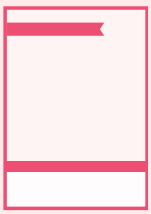
Self-Select Text

- Materials: Classroom Library
- Explain that sometimes students read assigned books in groups, but sometimes they have the opportunity to choose their own reading materials and read on their own. Tell students that they can make good choices about books by thinking carefully about what they are interested in.
- Gather three or four books of different levels and genres from the classroom library. Display the titles, and call students' attention to the pictures on the front. Say, "Some of these books look more interesting to me than others. These two are about _____ and _____. They both sound interesting! I'll look at the words and pictures in both books before I choose one."
- Have students choose a book and tell why they chose it. **TEKS K.4**

TEKS K.4 Self-select text and interact independently with text for increasing periods of time.

READ DECODABLE STORIES

Reader



Pages 77; 85

Read "Pip's Cats" and "Vic Gets Lost"

These are extra stories to use during the Pausing Point. You may use them with the entire class or you may ask individual students to read aloud to you so you can keep a running record.

Note: In "Pip's Cats" the uppercase letters 'P', 'C', and 'K' are used. In "Vic Gets Lost" the uppercase letters 'V', 'P', 'G', and 'K' are used.

Discussion Questions for "Pip's Cats"

1. **Literal.** Who are the characters in the story?
   - » The characters in the story are Pip and his mom.
2. **Literal.** How many cats does Pip have?
   - » Pip has six cats.
3. **Literal.** Why does Pip's mom get mad at the cats?
   - » The cats got mud on the rug.
4. **Literal.** Describe how the cats get mud on the rug.
   - » The cats got in mud and tracked it inside on the rug.
5. **Inferential.** What is the setting of the story? Look at the illustrations to answer this question.
   - » The setting of the story is inside Pip's house.
6. Do you have questions you would like to ask to clarify your understanding of the story?

Discussion Questions for "Vic Gets Lost"

1. **Literal.** Who gets lost in the story?
   - » In this story, Vic gets lost.
2. **Literal.** How does Pip feel when his cat gets lost?
   - » Pip feels sad when Vic gets lost.
3. Do you have questions you would like to ask to clarify your understanding of the story?

Activity Page PP.5

Partner Reading: "Fast Fred," "Pip's Cats," and "Vic Gets Lost"

- Tell students to sit with their partners, take out their Readers, and take turns reading the following stories aloud to one another: "Fast Fred," "Pip's Cats," and "Vic Gets Lost."
- Encourage students who finish early to reread stories from previous lessons.

Take-Home Story: "Fast Fred"

- Distribute Activity Page PP.5.
- Have students take the activity page home and give it to a family member so they may practice reading aloud at home.

SPELL UP TO FIVE-SOUND WORDS WITH CARDS

Student Chaining

- See Lesson 7 directions.
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folders: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folders: 'n' (2), 't' (2), 'f' (2), 's' (2), 'p' (2), 'b' (2), 'r', 'w'.

Note: The last two chains consist of silly words.

1. fun > bun > bus > bust > rust > rest > rent > went > wept > west
2. fans > fan > ban > bat > brat > rat > raft > rift > sift > swift
3. fob > feb > febs > frebs > frubs > fruns > bruns > brins > trins > trint
4. wup > twup > twep > tweps > twefs > twofs > tofs > stofs > stefs > sefs

Chain and Copy

- See Lesson 9 directions.
- Make sure students have Small Letter Cards for the following vowel spellings along the top of the folders: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have Small Letter Cards for the following consonant spellings along the bottom of the folders: 'm' (2), 'n' (2), 'g', 'f' (2), 's' (2), 'p' (2), 'l', 'h'.

Note: The last two chains consist of silly words.

1. hen > hem > hum > hump > pump > pup > pulp > gulp > gulf
2. hogs > hog > fog > fig > figs > pigs > pins > spins > spans > pans
3. hup > lup > slup > flup > flups > fleps > flefs > flef > flen > fleg
4. mif > nif > nilf > gilf > silf > hilf > helf > helfs > nelfs > melfs

Large Card Chaining

- See Lesson 15 directions.
- Distribute the following Large Letter Cards, reviewing each card's sound: 'i', 'e', 'a', 'u', 'o', 'm', 'n', 't', 'd', 'c', 'g', 'f', 's', 'p', 'l', 'r', 'w'.

1. rim > trim > trip > rip > sip > sit > spit > spot > pot > plot > plots
2. sit > sift > soft > loft > left > let > leg > led > sled > fled > fed > fend > end
3. swim > swum > scum > sum > sun > stun > spun > pun > fun > fund
4. ten > tend > ten > tin > tip > tips > lips > flips > clips > claps > clops
5. lump > limp > lip > rip > drip > drop > crop > cop > mop > top

Guess the Word and Spell It!

- Have students take out their Chaining Folders.
- Make sure students have the following vowel spellings along the top: 'i', 'e', 'a', 'u', 'o'.
- Make sure students have the following consonant spellings along the bottom: 'm', 'n', 't' (2), 'k', 's', 'p', 'l'.
- Tell students you will ask them riddles and you want them to spell the answers on their Chaining Folders.
- Have students clear their folder after every answer.

1. Something we drink that comes from cows is called _____. (*milk*)
2. A bird lays its eggs in a _____. (*nest*)
3. The piece of clothing your wear on your legs is called a pair of _____. (*pants*)
4. When you come to a red light, you have to _____. (*stop*)
5. The opposite of first is _____. (*last*)
6. The part of a tree remaining when you cut it down is called the _____. (*stump*)
7. When you go camping, you might sleep in a _____. (*tent*)
8. The part of a plant that supports the leaves and the flower is called the _____. (*stem*).

HANDWRITING PRACTICE

Handwriting Practice 1

- Have students complete Activity Pages PP.6 and PP.7.
- On the back of each activity pages are the same spellings as on the front. The back is more difficult, however, because only starting dots are provided.

Handwriting Practice 2

Activity Pages PP.6–PP.10

Note: On Activity Page PP.8 students practice writing four-sound words with initial consonant clusters. Activity Page PP.9 has four-sound words with final consonant clusters and Activity Page PP.10 has five-sound words with initial and/or final consonant clusters.

- Have students complete Activity Pages PP.8–PP.10.

DICTATION

Dictation with Words

- Have students take out a pencil and a piece of paper. Prior to writing each word, ask students to listen as you say the word and draw a line for each sound in the word. For example, students draw five lines for *swift* and then write one letter per line to spell the word.

Note: Select six to eight words for students to write during any given sitting.

1. swift	14. plants	27. jump	40. blast
2. gift	15. print	28. melt	41. drift
3. just	16. raft	29. pond	42. fast
4. nest	17. rust	30. dots	43. help
5. next	18. sand	31. bump	44. rest
6. stamp	19. grasp	32. hump	45. trust
7. test	20. soft	33. lips	46. grin
8. west	21. split	34. hunt	47. hints
9. band	22. text	35. maps	48. lost
10. drum	23. flint	36. strap	49. pants
11. twist	24. hand	37. went	50. tops
12. frost	25. belts	38. fist	
13. lift	26. huts	39. dust	

Dictation with Phrases

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of phrases for them to write. (Select phrases from the following box.)
- Say a phrase (e.g., *ant and bug*). Then repeat the phrase, raising one finger for each word: "*ant* (raise thumb) . . . *and* (raise pointer finger) . . . *bug* (raise middle finger)."
- Ask students how many words are in the phrase *ant and bug*.
- Draw three lines on the board/chart paper—one for each word in the phrase. Have students do the same on their paper.
- Ask students for the first word in the phrase. Fill in the first line on the board/chart paper with the word *ant*, completing the word sound by sound. Have students do the same on their paper.
- Model reading the word as a strategy for double-checking spelling accuracy.
- Repeat for the remaining two words in the phrase.
- Demonstrate this process with at least one or two additional phrases before having students complete the steps independently.
- Remind students to refer to the Sound Posters.

Note: Select four to six phrases for students to write during any given sitting.

1. ant and bug
2. damp fog
3. rat in nest
4. dad naps
5. plump hen
6. mom in pants
7. jump in pond
8. wet frog
9. drops and drips
10. bulb in lamp
11. big flag
12. dust on rug
13. lost hat
14. jump and jog
15. rust on bus
16. snug in bed
17. belt and pants
18. red stamp
19. slid on sled
20. soft plum

LETTER NAMES

Alphabet Walk

- Write each letter of the alphabet on its own sheet of paper.
- Tape the sheets of paper to the floor in alphabetical order to make a path.
- Have students step from sheet to sheet, saying the letter names as they step on the letters.

Letter Name Pretzel Game

- Gather 16 pieces of card stock and a marker.
- Write one lowercase letter of the alphabet on each piece of card stock. Tape the pieces of card stock on the floor next to each other in a square 4 x 4 pattern.
- Copy the template provided (Activity Page TR PP.2 in Teacher Resources) on card stock and use it as the spinner board. Write the letters from the floor pattern into each of the spaces on the spinner board. Attach the dial to the center of the board with a brass fastener.
- Two to four students can play at a time. Another student can be in charge of the spinner and calling out the directions.
- Students are to use their hands and feet to cover the letters as dictated by the spinner.
- The student in charge of the spinner should flick the spinner for each player in turn and call out to each player the letter and the quadrant in which the spinner has landed. For example, if it is Sally's turn, the student will flick the

spinner and call out the directions, "Sally, place your left foot on the letter 'f'!" Sally will then place her left foot on the letter 'f', while repeating, "Left foot 'f'." The game continues until students become entangled and lose their balance.

Letter Name Bingo

- Make Bingo boards with letters.

Note: You can find free Bingo board generators online.

- Write the twenty-six letters of the alphabet on small paper slips and place them in a box.
- Give each student a Bingo board and playing pieces.
- Tell students you will pull letters from the box and you want students to put a playing piece on top of that letter if it is on their bingo card.
- Students should say, "Bingo!" once all of the spellings are covered.

RHYMING

Activity Page PP.11

Connect the Rhyming Words

- Have students complete Activity Page PP.11 by drawing a line from each word on the left to a rhyming word on the right.

TRICKY AND HIGH-FREQUENCY WORDS

Picture Reader

- Have students reread any previously taught pages from the Picture Reader, particularly those taught during Unit 6 for Tricky Words *I*, *are*, and *little*.

Slap

- Make two copies and cut out flashcards of either the Dolch or Fry Word flash cards located in Teacher Resources. Card stock is recommended to allow for reuse.
- Shuffle both decks of cards separately and give fifteen cards each to two players.
- Players should turn over cards simultaneously. If the words are different, each player must read his word correctly in order to keep it. If they cannot read the word and the other player can, the other player may keep the card.
- If the two cards are the same, the first player to slap the cards and read the words correctly keeps both cards.
- The player with the most cards at the end of the game wins.

Teacher Resources

Kindergarten	Foundational Skills 6

Teacher Guide

Teacher Resources

Dolch Flash Card Family Letter

Fry Flash Card Family Letter

Dolch Word Assessment Individual Record:
Beginning and End of Unit 6

Unit 6 Dolch Sight Word Assessment List

Fry Word Assessment Individual Record:
Beginning and End of Unit 6

Unit 6 Fry's Instant Words Assessment List

Oral Blending Observation Record—Unit 6

Sample Discussion Questions Observation Record

Discussion Questions Observation Record—Unit 6

Sample Anecdotal Reading Record

Anecdotal Reading Record—Unit 6

Unit 6 Assessment Record Sheet

Word Cards for the Unit 6 Assessment, Part C, Part 2

Additional Support Activity Pages

Activity Book Answer Key

Texas Essential Knowledge and Skills Correlation Chart

English Language Proficiency Standards Correlation Chart

DOLCH FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

Your student is being taught to read by sounding out letters in words. Beginning readers tend to read slowly, sounding out each letter in a word. The skill of reading by sounding out letters is essential, but with ever increasing exposure to frequently used words, students should also begin to automatically and quickly recognize certain familiar words without needing to sound out each individual letter. Speed and automaticity will come from frequent and repeated practice.

To help your student build speed and automatic recognition, you have been provided with a bank of flash cards containing words from a list known as the Dolch Sight Word List. These are words that have been identified as being important for young children to recognize due to their high usage rate.

Your student will be taught to read the following new words as "Tricky Words" during this unit: *I* (Lesson 1), *are* (Lesson 6), and *little* (Lesson 11).

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 as quickly as possible several times each week.

Some of the words on the flash cards can be sounded out, but others are Tricky Words [i.e., words that are difficult to read and spell because they have letters which do not follow the letter-sound correspondences your student has been taught to sound out (e.g., *one*)]. The portion of any word that your student will not be able to read by sounding out is underlined.

These words simply must be memorized. If your student misreads a Tricky Word during practice, tell them the correct word and have them repeat the word back to you while running their finger under the word on the card. You might also ask your student to copy any misread word on another piece of paper, while they say the word aloud for additional practice.

Most of the words on these flash cards will not have underlined portions. These words can be read by sounding out each individual letter. If your student misreads one of these words, encourage them to point to each letter on the card as they sound it out. Once they have successfully sounded the word out, have them repeat the whole word.

a	if
big	get
run	the
not	at

Dolch Sight Word List Flash Cards 1

sit	am
let	one
him	but
and	two

Dolch Sight Word List Flash Cards 2

it	cut
an	hot
yes	can
red	look

Dolch Sight Word List Flash Cards 3

us	ran
six	did
on	had
in	up

Dolch Sight Word List Flash Cards 4

blue	ten
three	yellow
went	fast
I	ask

Dolch Sight Word List Flash Cards 5

jump	help
is	must
are	as
his	stop

Dolch Sight Word List Flash Cards 6

just	its
little	has
best	

Dolch Sight Word List Flash Cards 7

FRY FLASH CARD FAMILY LETTER

Name _____

Dear Family Member,

Your student is being taught to read by sounding out letters in words. Beginning readers tend to read slowly, sounding out each letter in a word. The skill of reading by sounding out letters is essential, but with increased exposure to frequently used words, students should also begin to automatically and quickly recognize certain familiar words. This will come from *frequent* and *repeated* practice.

To help your student build speed and automatic recognition, you have been provided with a bank of flash cards containing words from a list known as the Fry Instant Word List. These are words that have been identified as being important for young children to recognize due to their high usage rate.

Your student will be taught to read the following new words as "Tricky Words" during this unit: *I* (Lesson 1), *are* (Lesson 6), and *little* (Lesson 11). They should already be able to read all of the other words on the flash cards successfully at the beginning of this unit.

- Please have your student cut out the flash cards. To help your student practice, show the cards to your student in random order and have them read them as quickly as possible several times each week. Some of the words on the flash cards can be sounded out, but others are Tricky Words. The portion of any word that your student will not be able to read by sounding out is underlined.
- These words must be memorized. If your student misreads a Tricky Word during practice, tell them the correct word and have them repeat the word back to you while running their finger under the word on the card. You might also ask your student to copy any misread word on another piece of paper, while they say the word aloud for additional practice.
- Most of the words on these flash cards will not have underlined portions. These words can be read by sounding out each individual letter. If your student misreads one of these words, encourage them to point to each letter on the card as they sound it out. Once they have successfully sounded the word out, have them repeat the whole word.

on	at
if	an
it	up
sit	us

Fry Instant Word List Flash Cards 1

one	had
a	cut
him	did
can	big

Fry Instant Word List Flash Cards 2

man	two
but	and
let	in
got	the

Fry Instant Word List Flash Cards 3

men	not
look	get
set	three
run	are

Fry Instant Word List Flash Cards 4

has	end
must	his
ask	land
stop	is

Fry Instant Word List Flash Cards 5

hand	its
last	as
went	just
list	help

Fry Instant Word List Flash Cards 6

I	left
nest	plant
little	

Fry Instant Word List Flash Cards 7

DOLCH WORD ASSESSMENT INDIVIDUAL RECORD: BEGINNING AND END OF UNIT 6

Student Name:_____

Instructions: This is an optional assessment of words from the Dolch Sight Word List. At the beginning of Unit 6, show the student the Dolch Word List which follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 5 Dolch Word Assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As they complete a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, 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 in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Repeat this assessment at the end of Unit 6.

Dolch Word	Beginning Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
1. a		
2. if		
3. big		
4. get		
5. run		
6. the		
7. not		
8. at		
9. sit		
10. am		
11. let		
12. one		
13. him		
14. but		
15. and		

Dolch Word	Beginning Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
16. two		
17. it		
18. cut		
19. an		
20. hot		
21. yes		
22. can		
23. red		
24. look		
25. us		
26. ran		
27. six		
28. did		
29. on		
30. had		
31. in		
32. up		
33. blue		
34. ten		
35. three		
36. yellow		
37. went		
38. fast		
39. I		
40. ask		
41. jump		
42. help		
43. is		
44. must		
45. are		
46. as		

Dolch Word	Beginning Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
47. his		
48. stop		
49. just		
50. its		
51. little		
52. best		
53. has		
Subtotal	**_____/53**	**_____/53**

UNIT 6 DOLCH SIGHT WORD ASSESSMENT LIST

1. a	2. if	3. big
4. get	5. run	6. the
7. not	8. at	9. sit
10. am	11. let	12. one
13. him	14. but	15. and
16. two	17. it	18. cut
19. an	20. hot	21. yes
22. can	23. red	24. look
25. us	26. ran	27. six

28. did
29. on
30. had
31. in
32. up
33. blue
34. ten
35. three
36. yellow
37. went
38. fast
39. I
40. ask
41. jump
42. help
43. is
44. must
45. are
46. as
47. his
48. stop
49. just
50. its
51. little
52. best
53. has

FRY WORD ASSESSMENT INDIVIDUAL RECORD: BEGINNING AND END OF UNIT 6

Student Name: _____

Instructions: This is an optional assessment of words from the Fry Instant Word List. At the beginning of Unit 6, show the student the Fry Word List which follows this record. Ask them to read each word from the list, proceeding in order from top to bottom. (Alternatively, you may use information from the end of Unit 5 Fry Word Assessment.)

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row they are reading. As they complete a row, they should slide the paper down just enough to read the next row.

Record the student's performance on each word in the chart below, 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 in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Repeat this assessment at the end of Unit 6.

Fry Word	Beginning Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
1. on		
2. at		
3. if		
4. an		
5. it		
6. up		
7. sit		
8. us		
9. one		
10. had		
11. a		
12. cut		
13. him		
14. did		
15. can		

Fry Word	Beginning Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
16. big		
17. man		
18. two		
19. but		
20. and		
21. let		
22. in		
23. got		
24. the		
25. men		
26. not		
27. look		
28. get		
29. set		
30. three		
31. run		
32. are		
33. has		
34. end		
35. must		
36. his		
37. ask		
38. land		
39. stop		
40. is		
41. hand		
42. its		
43. last		
44. as		
45. went		

Fry Word	Beginning Unit 6 Assessment: Date _____	End of Unit 6 Assessment: Date _____
46. just		
47. list		
48. help		
49. I		
50. left		
51. nest		
52. plant		
53. little		
Subtotal	**_____ /53**	**_____ /53**

UNIT 6 FRY'S INSTANT WORDS ASSESSMENT LIST

1. on	2. at	3. if
4. an	5. it	6. up
7. sit	8. us	9. one
10. had	11. a	12. cut
13. him	14. did	15. can
16. big	17. man	18. two
19. but	20. and	21. let
22. in	23. got	24. the
25. men	26. not	27. look

28. get	29. set	30. three
31. run	32. are	33. has
34. end	35. must	36. his
37. ask	38. land	39. stop
40. is	41. hand	42. its
43. last	44. as	45. went
46. just	47. list	48. help
49. I	50. left	51. nest
52. plant	53. little	

ORAL BLENDING OBSERVATION RECORD—UNIT 6

✓ - Correctly blended

× - Incorrectly Blended (Write the target word and the word said next to it)

Subtotal - Represent as a ratio of the number of correct responses/total responses

	Lesson								
Student	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Subtotal**
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/

ORAL BLENDING OBSERVATION RECORD—UNIT 6 (CONTINUED)

✓ - Correctly blended

× - Incorrectly Blended (Write the target word and the word said next to it)

Subtotal - Represent as a ratio of the number of correct responses/total responses

Student	9	10	11	12	13	14	15	16	Subtotal
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/
									/

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in is found on the next page. The chart is divided into two halves, one for Lessons 1–8 and one for Lessons 9–16. Throughout the unit, as you ask students comprehension questions after reading, record each student's response using the legend below. Be sure to note whether or not the student answered in a complete sentence and whether or not they answered the question correctly. Also denote what type of question (character, setting, or events) the student was answering. At the end of each half of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of questions that may be problematic for certain students.

Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

C ✓ - Answered a question about a character correctly

S ✓ - Answered a question about the setting correctly

E ✓ - Answered a question about events correctly

CS ✗ - Did not answer in a complete sentence

C ✗ - Answered a question about a character incorrectly

S ✗ - Answered a question about the setting incorrectly

E ✗ - Answered a question about events incorrectly

	Lesson								
Student	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Subtotal**
B. Allen	CS ✓ S ✗				CS ✓ C ✓				CS 2/2 1/2 ✓
S. Bishop	CS ✓ S ✓					CS ✓ S ✓			CS 2/2 2/2 ✓
L. Bronson				CS ✗ S ✗	CS ✓ C ✓				CS 1/2 1/2 ✓
J. Chen		CS ✓ E ✓						CS ✓ C ✓	CS 2/2 2/2 ✓
T. Ellis	CS ✓ C ✓							CS ✓ C ✓	CS 2/2 2/2 ✓
B. Finn	CS ✓ S ✓							CS ✗ E ✓	CS 1/2 2/2 ✓
J. Joyce				CS ✓ C ✗			CS ✓ E ✓		CS 2/2 1/2 ✓
R. Little		CS ✓ E ✓				CS ✗ S ✓			CS 1/2 2/2 ✓
K. Miller				CS ✓ C ✗		CS ✓ S ✓			CS 2/2 1/2 ✓
M. Moore	CS ✗ E ✓					CS ✗ S ✓			CS 0/2 2/2 ✓
P. Nuñez			CS ✗ C ✓		CS ✓ C ✓				CS 1/2 2/2 ✓
G. O'Neill				CS ✓ E ✓	CS ✓ C ✓				CS 2/2 2/2 ✓
K. Powell			CS ✓ S ✓				CS ✓ E ✓		CS 2/2 2/2 ✓
T. Smith			CS ✓ S ✗				CS ✓ E ✓		CS 2/2 1/2 ✓
W. Stein		CS ✓ C ✓						CS ✓ S ✓	CS 2/2 2/2 ✓

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD (CONTINUED)

	Lesson								
Student	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**Subtotal**
B. Allen		CS ✓ S ✓					CS ✓ E ✓		CS 2/2 2/2 ✓
S. Bishop	CS ✓ S ✓								CS 1/1 1/1 ✓
L. Bronson		CS ✓ S ✓				CS ✓ E ✓			CS 2/2 2/2 ✓
J. Chen				CS ✓ E ✓			CS ✓ C ✓		CS 2/2 2/2 ✓
T. Ellis			CS ✓ C ✓					CS ✓ E ✓	CS 2/2 2/2 ✓
B. Finn					CS ✓ S ✓			CS ✓ E ✓	CS 2/2 2/2 ✓
J. Joyce	CS ✓ C ✓						CS ✓ S ✓		CS 2/2 2/2 ✓
R. Little	CS ✓ E ✓				CS ✓ C ✗				CS 2/2 1/2 ✓
K. Miller	CS ✓ C ✗								CS 1/1 0/1 ✓
M. Moore			CS ✗ E ✓			CS ✓ E ✓			CS 1/2 2/2 ✓
P. Nuñez	CS ✓ S ✓				CS ✓ C ✗				CS 2/2 1/2 ✓
G. O'Neill		CS ✓ S ✓							CS 1/1 1/1 ✓
K. Powell				CS ✓ C ✓					CS 1/1 1/1 ✓
T. Smith			CS ✓ S ✓					CS ✓ C ✓	CS 2/2 2/2 ✓
W. Stein				CS ✓ C ✓					CS 1/1 1/1 ✓

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 6

Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

C ✓ - Answered a question about a character correctly

S ✓ - Answered a question about the setting correctly

E ✓ - Answered a question about events correctly

CS ✗ - Did not answer in a complete sentence

C ✗ - Answered a question about a character incorrectly

S ✗ - Answered a question about the setting incorrectly

E ✗ - Answered a question about events incorrectly

	Lesson								
Student	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Subtotal**

Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

C ✓ - Answered a question about a character correctly

S ✓ - Answered a question about the setting correctly

E ✓- Answered a question about events correctly

CS ✗ - Did not answer in a complete sentence

C ✗ - Answered a question about a character incorrectly

S ✗ - Answered a question about the setting incorrectly

E ✗ - Answered a question about events incorrectly

	Lesson								
Student	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**Subtotal**

SAMPLE ANECDOTAL READING RECORD

Below is an example of a completed Anecdotal Reading Record. A blank Anecdotal Reading Record is found on the next page. You will need to make a copy of the blank Anecdotal Reading Record for each student. As you listen to each student read, make notes about their reading ability in their respective Reading Record.

Name: T. Ellis

Lesson: 4 (Kit's Hats)

Page 23: T. correctly held the book and turned pages. T. He could identify the front and back covers and the title page. T. scanned text from top to bottom. T. successfully sounded out "has" and "hats". Page 26: T. sounded out the /b/ in "big" but didn't read the whole word. Page 28: He paused after "has" and skipped over "flat" before reading "hats". Page 30: He read the first two words before pausing at the "fun". He sounded out the letters but couldn't blend them.

Lesson: 5 (Kit's Cats)

Page 34: T. read the first sentence pretty quickly; possible reliance on memory/picture clues. Page 36: He dropped the 's at the end of "Kit's". Page 28: Dropped the 's again. Page 40: He sounded out the /j/ in "jump" a couple of times; couldn't decode the whole word. He also skipped over "up". He self-corrected when he misread the 'b' in "bed" as 'd.'

Recommendation: Encourage T. to systematically finger track all text from left to right.

Lesson: 8 (Kit's Mom)

Page 44: T. recognizes/pronounces the 's now. He again omitted the word "up". Page 46: He recognized/read the word "up" (it's at the end of the two sentences on this page). Page 48: Sounded out "pets", otherwise his reading was fluent. He can recognize words based on patterns. When a word complicates the pattern he sounds it out or skips over it.

Lesson: 10 (Kit's Pants)

Page 52: T. misread "had" as "has". He successfully read the 's at the end of "Kit's". Page 54: He took a while to get through the sentence with "can't", "stand", and "pants".

- Recommendation: Provide more practice in reading consonant clusters from Additional Support.

Lesson: 12 (Kit is Sick)

Page 60: T.'s cadence was halting, but he was able to read all of the words. He did very well with both consonant clusters and reading /z/ versus /s/.

ANECDOTAL READING RECORD—UNIT 6

Name:

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

UNIT 6 ASSESSMENT RECORD SHEET

Date _____

Student	Part A	Part B	Part C Part 1	Part C Part 2	Notes

WORD CARDS FOR UNIT 6 ASSESSMENT PART C, PART 2

fist	plum
step	plant
drop	help
crust	swim
sand	spot

Additional Support Activity Pages

Kindergarten	Foundational Skills 6

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Find My Word (Initial r-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent bread, treats, crab, drum, crow, branch, grass, prize, *and* prince.

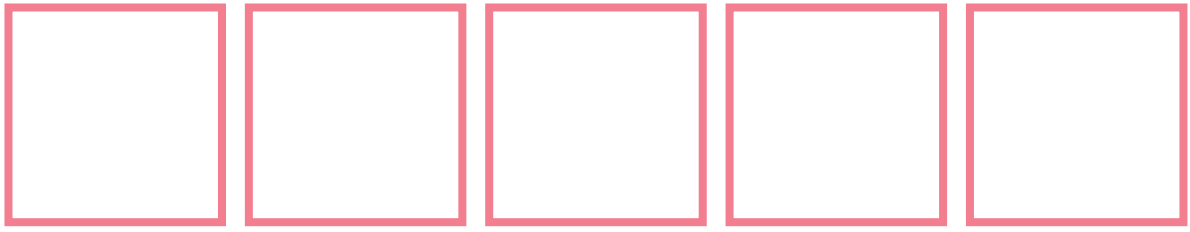
NAME: _____

DATE: _____

TR 1.2

Sound Boxes (Three to five phonemes)

Directions: Say three- to five-phoneme words in segmented fashion. Students repeat the sounds and push an object into the boxes for each phoneme (from left to right). Then students run their finger under the boxes and blend the sounds to say the word.



NAME: _____

DATE: _____

TR 1.3

Lowercase Alphabet Board

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x

y z

NAME: _____

DATE: _____

TR 1.4

Lowercase Letter Cards

Directions: Copy and cut out the letter cards for use with Letter Match.

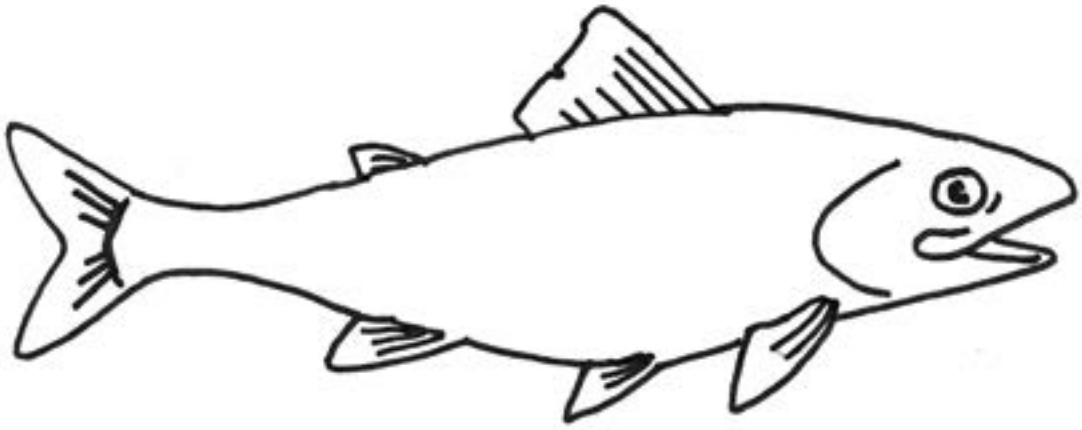
a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

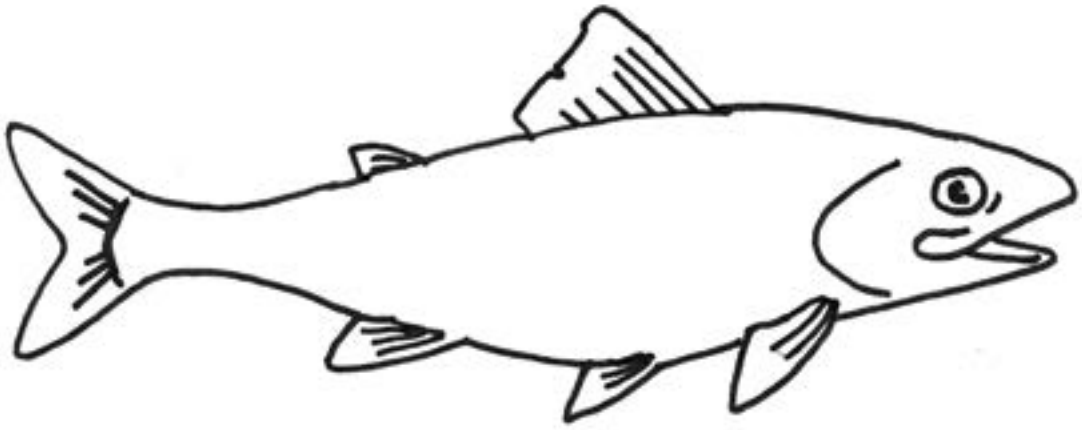
NAME: _____

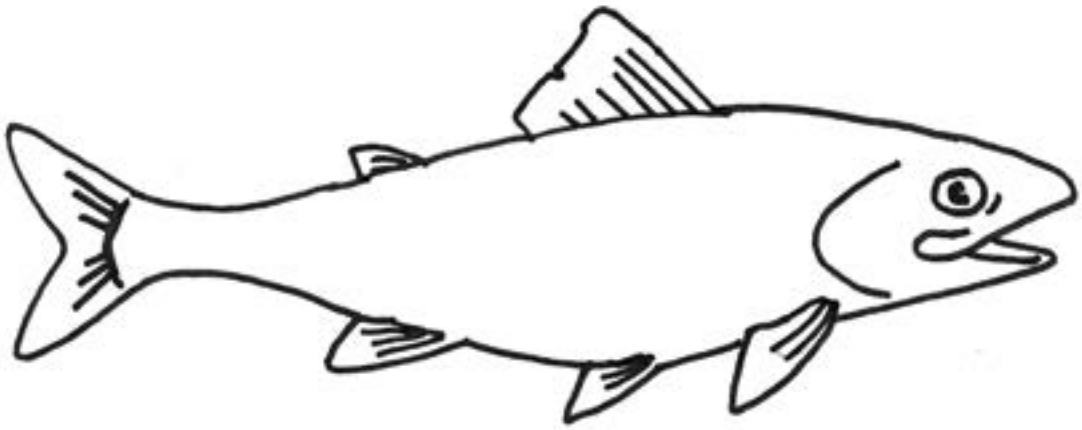
DATE: _____

TR 2.1

Fishing Pond







NAME: _____

DATE: _____

TR 3.1

Find My Word (Initial s-consonant clusters)

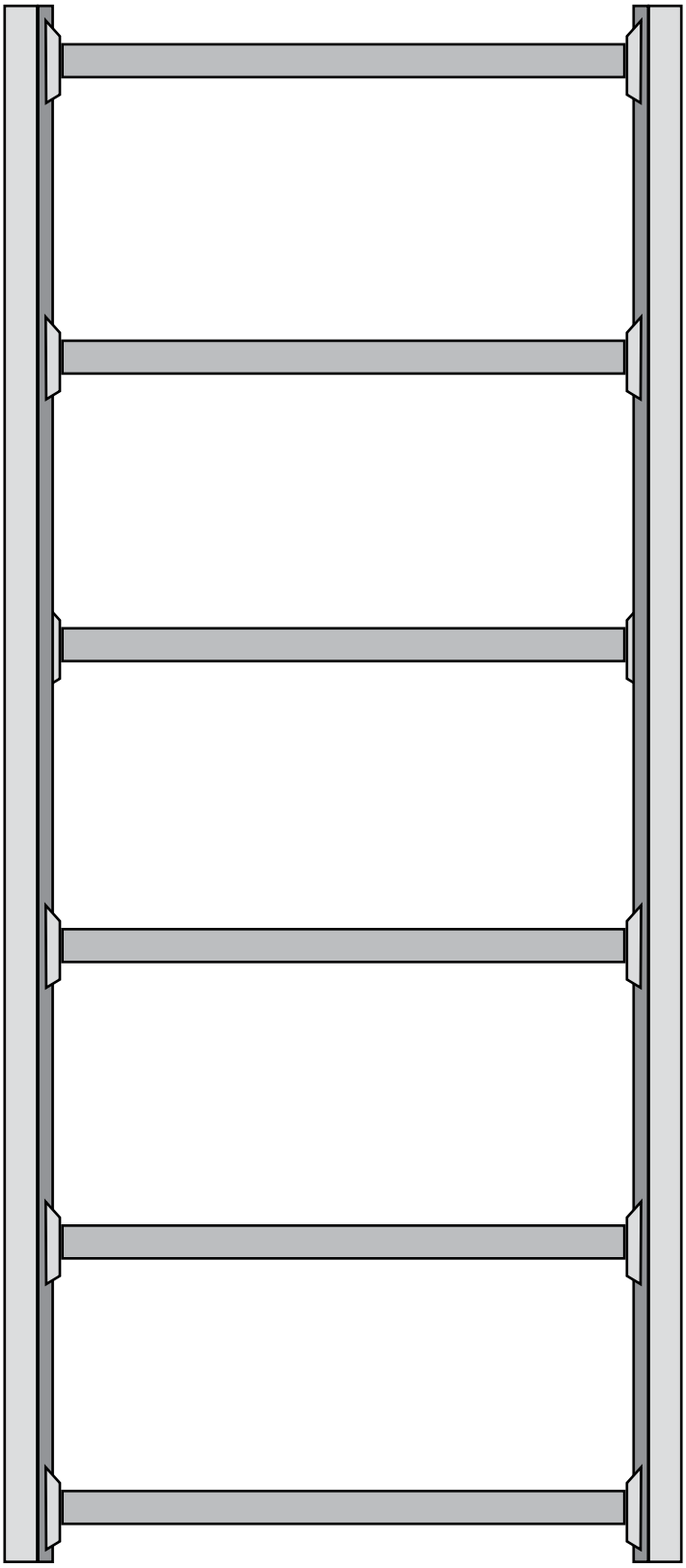
Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent stick, scarf, smiles, sneeze, spots, steps, stems, stars, *and* swims.

NAME: _____

DATE: _____

TR 3.2

Race to the Top



Directions: Copy this page for the game Race to the Top.

NAME: _____

DATE: _____

TR 3.3

Word/Picture Cards 1

Directions: These Word/Picture Cards are provided for use with the Race to the Top game. Copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.

crab

drum

crib

frog

NAME: _____

DATE: _____

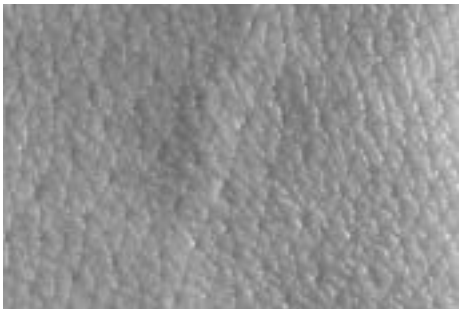
TR 3.3
CONTINUED

Word/Picture Cards 2

crops

grins

scab



skin

NAME: _____

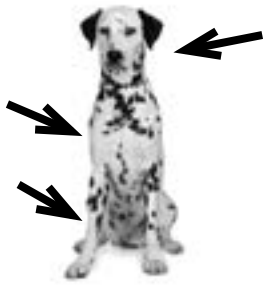
DATE: _____

Word/Picture Cards 3

stems

stop

skips



spots

NAME: _____

DATE: _____

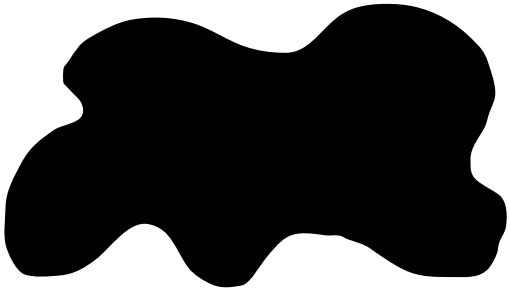
TR 3.3
CONTINUED

Word/Picture Cards 4

steps

swim

flag



blob

NAME: _____

DATE: _____

TR 3.4

Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 's' pronounced /z/ under the /z/ header.

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in cat<u>s</u>

/z/ as in dog<u>s</u>

NAME: _____

DATE: _____

clams	nests	twins	crops
drums	ramps	hands	tents

/s/ as in cat<u>s</u>

/z/ as in dog<u>s</u>

NAME: _____

DATE: _____

TR 5.1

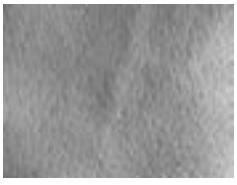
Blending Progress Monitoring 1

Directions: For each segmented word that is said, have students circle the matching picture for each line.

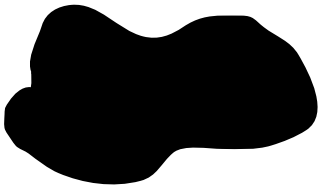
☆

1.

2.



3.



4.

5.

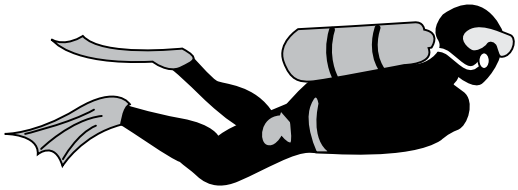
Blending score _____

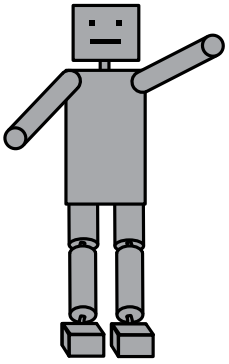
NAME: _____

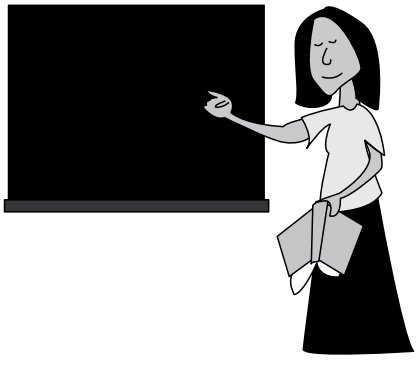
DATE: _____

TR 5.2

Silly Voices







NAME: _____

DATE: _____

TR 6.1

Find My Word (Initial l-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent flag, skirt, glue, clock, sled, flaps, plug, globe, *and* glove.

NAME: _____

DATE: _____

TR 7.1

Word Reading Progress Monitoring 1

skin	brim	spin
dunk	sled	mask
snap	clump	drops

NAME: _____

DATE: _____

TR 7.2

Record Sheet for Word Reading Progress Monitoring 1

Word	Student Pronunciation			
Sample: spin				
1. mask	/m/	/a/	/s/ /k/	_____(1)
2. drops	/d/ /r/	/o/	/p/ /s/	_____(2)
3. brim	/b/ /r/	/i/	/m/	_____(1)
4. sled	/s/ /l/	/e/	/d/	_____(1)
5. clump	/k/ /l/	/u/	/m/ /p/	_____(2)
6. skin	/s/ /k/	/i/	/n/	_____(1)
7. dunk	/d/	/u/	/n/ /k/	_____(1)
8. snap	/s/ /n/	/a/	/p/	_____(1)
Total Correct				_____ /**10**

Note: Highlighted phonemes are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 6 sound/spellings are scored.

initial r-consonant cluster (2, 3) _____ /2

initial l-consonant cluster (4, 5) _____ /2

final nasal (/m/ or /n/)-consonant cluster (5, 7) _____ /2

initial s-consonant cluster (6, 8) _____ /2

final 's' (2) _____ /1

final mixed-consonant cluster (1) _____ /1

NAME: _____

DATE: _____

TR 7.3

Bingo Boards 1

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

crust	print	mask
land	trap	limp
desk	clog	glad

blink	grand	smog
melt	spat	flag
clamp	hunt	drink

NAME: _____

DATE: _____

Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

mask	crust	print
trot	clamp	stem
blast	gift	swam

smog	crib	ramp
trap	swept	hunt
swim	limp	blast

NAME: _____

DATE: _____

Bingo Boards 3

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

blend	trunk	grand
swam	crib	flag
lost	land	gift

lift	swept	bump
grand	trot	glad
blink	ramp	stem

NAME: _____

DATE: _____

Bingo Boards 4

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

clamp	lift	blast
swim	desk	trap
trunk	spat	lost

ramp	drink	bump
melt	swam	mask
glad	clog	blend

NAME: _____

DATE: _____

TR 7.4

Directions: Copy and cut out the word cards for use with Bingo Boards. (Card stock is recommended to allow for reuse.)

trap	glad	crib	trot
grand	blast	print	clog
mask	flag	drink	smog
clamp	stem	swim	lost
ramp	swept	blink	crust
land	blend	gift	trunk
spat	desk	lift	hunt
swam	melt	limp	bump

NAME: _____

DATE: _____

TR 7.5

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines to be read chorally (voices together) are in bold.

Kit's Cats	
1	2
Kit has cats.	
	Kit's cats run
fast,	
	fast,
fast.	
Kit's cats	
lap up milk.	**lap up milk.**
	Kit's cats
jump up	
	on Kit's bed.
Cats, cats, cats!	**Cats, cats, cats!**

NAME: _____

DATE: _____

TR 9.1

Word/Picture Cards 5

Directions: These Word/Picture Cards are provided for use with the Race to the Top game. Copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards.

clap

plug

sled

clams

NAME: _____

DATE: _____

Word/Picture Cards 6

flaps

desk

mask

tusk

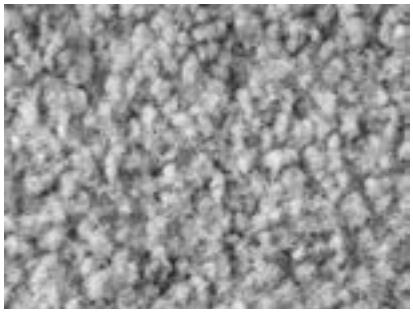
NAME: _____

DATE: _____

Word/Picture Cards 7

raft

gift



soft

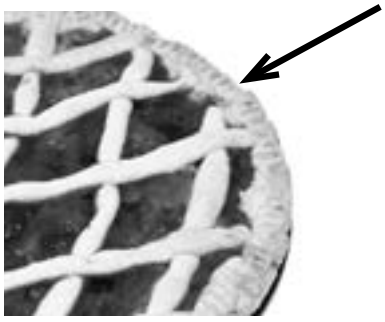
melt

NAME: _____

DATE: _____

Word/Picture Cards 8

milk



crust

blast

grasp

NAME: _____

DATE: _____

TR 9.1
CONTINUED

Word/Picture Cards 9

lamp

bump

land

junk

NAME: _____

DATE: _____

Word/Picture Cards 10

drink

trunk

skunk

plant

NAME: _____

DATE: _____

TR 9.2

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines to be read chorally (voices together) are in bold.

Kit's Mom	
1	2
Kit's mom	
gets up at six.	**gets up at six.**
	Kit's mom
gets dad up.	**gets dad up.**
Kit's mom	
gets Kit up.	**gets Kit up.**
	Kit's mom
gets dad fed.	**gets dad fed.**
Kit's mom	
gets Kit fed.	**gets Kit fed.**
	Kit's mom
gets Kit's pets fed.	**gets Kit's pets fed.**

NAME: _____

DATE: _____

TR 11.1

Blending Progress Monitoring 2

Directions: For each segmented word that is said, have students circle the matching picture for each line.

☆

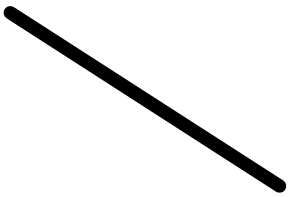
1.

2.

3.

4.

5.



Blending score _____

NAME: _____

DATE: _____

TR 11.2

Rain, Rain, Go Away

Rain, rain, go away,
Come again another day.
Little Johnny wants to play.
Rhymes: away/day/play

Diddle Diddle Dumpling, My Son John

Diddle diddle dumpling, my son John,
Went to bed with his trousers on.
One shoe off and one shoe on.
Diddle diddle dumpling, my son John.
Rhymes: John/on

A-Hunting We Will Go

A-hunting we will go,
A-hunting we will go,
We'll catch a fox
And put him in a box
And then we'll let him go.
Rhymes: fox/box

Hickety Pickety, My Black Hen

Hickety pickety, my black hen,
She lays eggs for gentlemen.
Gentlemen come every day
To see what my black hen doth lay.
Sometimes nine and sometimes ten.
Hickety pickety, my black hen.
Rhymes: hen/gentlemen, day/lay, ten/hen

Peter, Peter, Pumpkin Eater

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.
He put her in a pumpkin shell
And there he kept her very well.
Rhymes: eater/her, shell/well

Once I Saw a Little Bird

Once I saw a little bird
Come hop, hop, hop.
So I cried, Little bird,
Will you stop, stop, stop?
I was going to the window
To say, How do you do?
But he shook his little tail
And away he flew.
Rhymes: hop/stop, do/flew

To Market, To Market

To market, to market,
To buy a fat pig,
Home again, home again,
Jiggety-jig.

To market, to market,
To buy a fat hog,
Home again, home again,
Jiggety-jog.

To market, to market,
To buy a plum bun,
Home again, home again,
Market is done.
Rhymes: pig/jig, hog/jog, bun/done

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.
Rhymes: star/are, high/sky

NAME: _____

DATE: _____

TR 12.1

Word Reading Progress Monitoring 2

grand	best	clogs
flip	spot	snip
spin	drag	lump

NAME: _____

DATE: _____

TR 12.2

Record Sheet for Word Reading Progress Monitoring 2

Word	**Student Pronunciation**			
Sample: spin				
1. flip	/f/ /l/	/i/	/p/	_____(1)
2. grand	/g/ /r/	/a/	/n/ /d/	_____(2)
3. drag	/d/ /r/	/a/	/g/	_____(1)
4. spot	/s/ /p/	/o/	/t/	_____(1)
5. best	/b/	/e/	/s/ /t/	_____(1)
6. lump	/l/	/u/	/m/ /p/	_____(1)
7. snip	/s/ /n/	/i/	/p/	_____(1)
8. clogs	/c/ /l/	/o/	/g/ /z/	_____(2)
Total Correct				_____ /**10**

Note: Highlighted phonemes are single letter sound/spellings from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 6 sound/spellings are scored.

initial r-consonant cluster (2, 3) _____ /2

initial l-consonant cluster (1, 8) _____ /2

final nasal (/m/ or /n/)-consonant cluster (2, 6) _____ /2

initial s-consonant cluster (4, 7) _____ /2

final 's' (8) _____ /1

final mixed-consonant cluster (5) _____ /1

NAME: _____

DATE: _____

TR 12.3

Directions: Have students write the dictated words.

1. _____ _____ _____

2. _____ _____ _____ _____

3. _____ _____ _____ _____

4. _____ _____ _____ _____

5. _____ _____ _____ _____

NAME: _____

DATE: _____

TR 12.3
CONTINUED

6.

7.

8.

9.

10.

NAME: _____

DATE: _____

TR 13.1

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. hot	bug
2. bed	can
3. sit	pot
4. hug	red
5. man	fit

NAME: _____

DATE: _____

6. bump	trip
7. test	land
8. spent	grump
9. stand	tent
10. flip	best

NAME: _____

DATE: _____

TR 14.1

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

c	r	d
g	a	t
b	s	f

NAME: _____

DATE: _____

TR 14.1
CONTINUED

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

b	l	f
s	e	t
p	n	d

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

NAME: _____

DATE: _____

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

t	s	k
p	i	n
w	l	d

NAME: _____

DATE: _____

TR 14.1
CONTINUED

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

f	r	d
p	o	c
g	s	t

NAME: _____

DATE: _____

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with consonant clusters and a final 's' when possible. Students write the words on the lines provided.

p	l	g
s	u	b
n	t	d

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

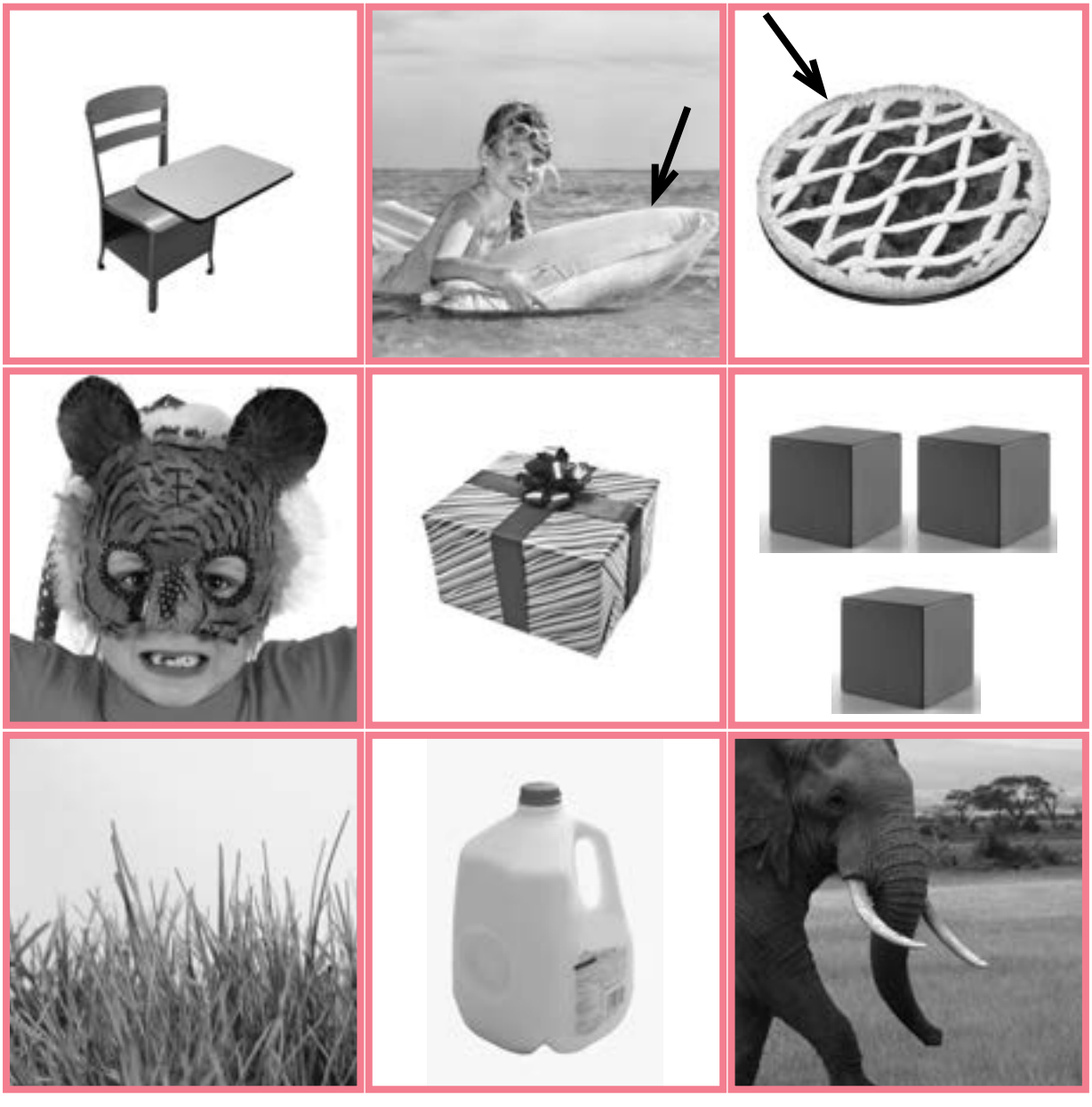
NAME: _____

DATE: _____

TR 15.1

Find My Word (Final mixed-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent desk, raft, crust, mask, gift, blocks, grass, milk, *and* tusk.



NAME: _____

DATE: _____

TR 15.1
CONTINUED

Find My Word (Final nasal-consonant clusters)

Directions: Say the name of the objects in segmented fashion. Students blend the phonemes and point to the object. Images on this page represent lamp, drink, swamp, sand, plant, bump, wink, front, *and* jump.

NAME: _____

DATE: _____

TR 16.1

Tricky Word Bingo Boards 1

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

a	if	big
get	run	the
not	at	sit

am	let	one
him	but	and
two	it	cut

NAME: _____

DATE: _____

Tricky Word Bingo Boards 2

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

an	hot	yes
can	red	look
us	ran	six

did	on	had
in	up	blue
ten	three	yellow

NAME: _____

DATE: _____

Tricky Word Bingo Boards 3

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

went	fast	I
ask	jump	help
is	must	are

as	his	stop
just	its	little
best	has	went

NAME: _____

DATE: _____

TR 16.2

Directions: Copy and cut out the word cards for use with Bingo Boards. (Card stock is recommended to allow for reuse.)

a	if	big	get
run	the	not	at
sit	am	let	one
him	but	and	two
it	cut	an	hot
yes	can	red	look
us	ran	six	did
on	had	in	up

NAME: _____

DATE: _____

TR 16.2
CONTINUED

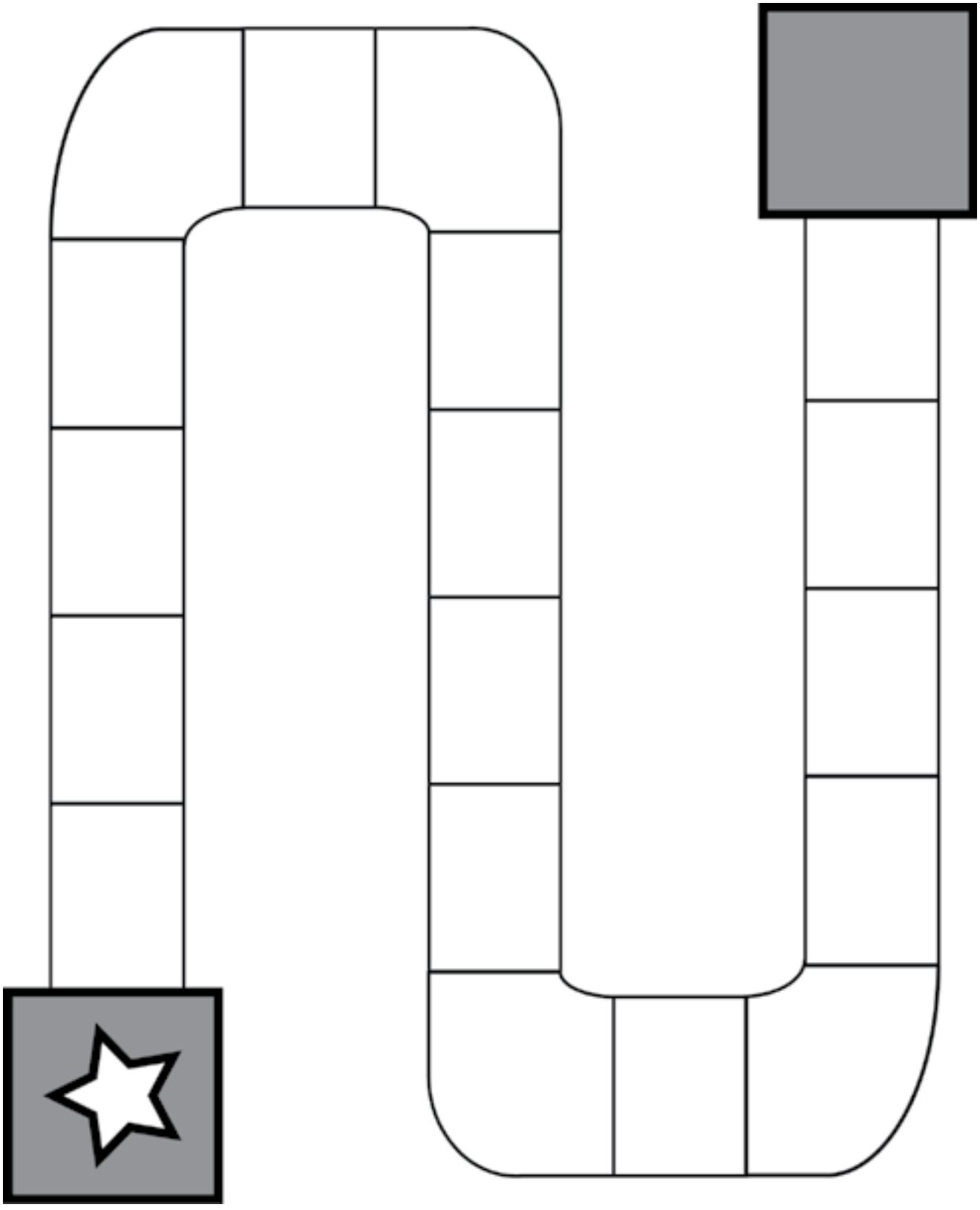
Directions: Copy and cut out the word cards for use with Bingo Boards. (Card stock is recommended to allow for reuse.)

blue	ten	three	yellow
went	fast	I	ask
jump	help	is	must
are	as	his	stop
just	its	little	best
has			

NAME: _____

DATE: _____

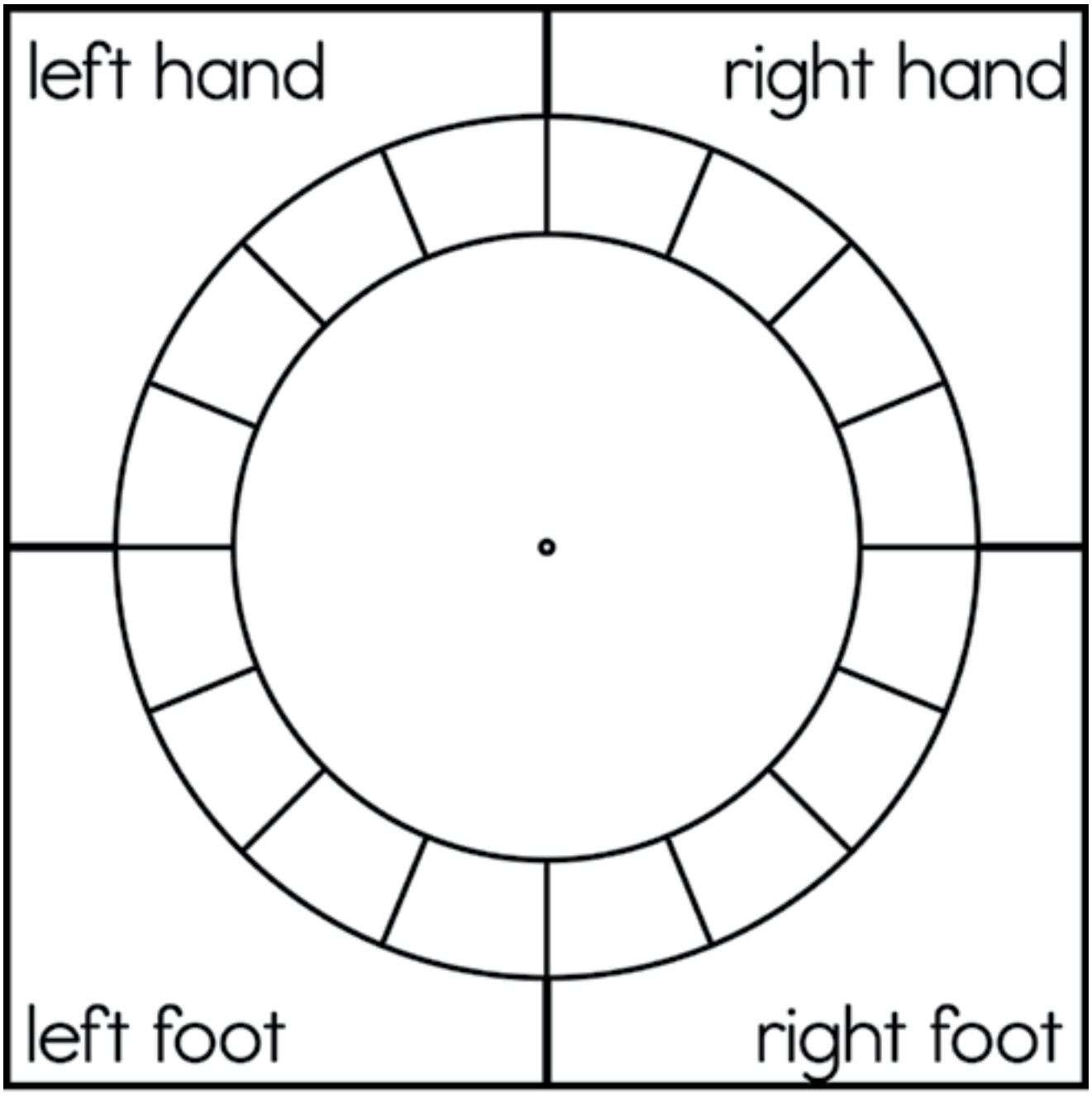
TR PP.1



NAME: _____

DATE: _____

TR PP.2



ACTIVITY BOOK ANSWER KEY

NAME: _____
DATE: _____

1.1 Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

I

1. _ _ can .
2. _ _ can .
3. _ _ can .
4. _ _ can .

Skills 6 1

5. _ _ can and .
6. _ _ can and .
7. _ _ can and .

2 Skills 6

NAME: _____
DATE: _____

2.1 Activity Page

Directions: Have students write each word under its matching picture.

crab	frog
drum	steps

drum crab

steps frog

Skills 6 7

twig	swim
flag	plug

plug swim

flag twig

8 Skills 6

NAME: _____
DATE: _____

2.2 Take-Home

I

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

1. _I_ look at a .
2. _I_ look at a .
3. _I_ look at a .
4. _I_ look at a .

5. _I_ look at the .
6. _I_ look at the .
7. _I_ look at a .
8. _I_ look at a .

NAME: _____
DATE: _____

3.1 Activity Page

as	his
is	has

Directions: Have students complete each sentence.

1. Stan _is_ mad at Fred.
2. Jim _has_ not met Tim.
3. Ted is _his_ dad.
4. Jen is not as sad _as_ Kim.

NAME: _____
DATE: _____

4.1 Activity Page

legs	pots	jets	pens
rats	bags	beds	hats

Directions: Have students write the words that end in 's' pronounced /s/ under the /s/ header and the words that end in 's' pronounced /z/ under the /z/ header.

/s/ as in cats	/z/ as in dogs
rats	legs
pots	bags
jets	beds
hats	pens

rubs	taps	hits	sips
wins	sits	begs	tugs

/s/ as in naps

/z/ as in runs

taps	rubs
sits	wins
hits	begs
sips	tugs

NAME: _____

DATE: _____

6.1 Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

is

1. The is red.
2. The is blue.
3. The is yellow.
4. The is yellow.

5. The is red.
6. The is yellow.
7. The is blue.
8. The is red, yellow, and blue.

NAME: _____

DATE: _____

6.1 CONTINUED Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

are

1. The and the are red.
2. The and the are yellow.

3. The and the

are blue.

NAME: _____

DATE: _____

6.2 Activity Page

Directions: Have students write the dictated words.

1. i n
2. b i n
3. t i n
4. t w i n
5. t w i g

6. w i g
7. b i g
8. b a g
9. b r a g
10. r a g

NAME: _____

DATE: _____

7.2 Take-Home

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

is, are

1. The is red.
2. Two are yellow.
3. The three and the

are blue.

4. The two are yellow,

but the is red.

NAME: _____

DATE: _____

8.1 Activity Page

Directions: Have students write the dictated words.

1. let
2. sit
3. run
4. pot
5. lips

6. slip
7. swim
8. jump
9. flip
10. bend

NAME: _____

DATE: _____

8.3 Take-Home

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

I, is, are

1. I look at the .
2. The are blue.
3. I look at a .
4. The is blue.

5. The and the

are blue.

6. I look at the and the .

7. I look at the .

8. The is yellow.

NAME: _____
DATE: _____

8.3 Take-Home
CONTINUED

9. I look at a .

10. The is yellow.

11. The and the

are yellow.

12. I look at the and the .

NAME: _____
DATE: _____

10.1 Activity Page

Directions: Have students write the dictated words.

1. zip
2. jam
3. west
4. frog
5. fast

6. twig
7. stamp
8. slept
9. pants
10. drums

NAME: _____
DATE: _____

11.1 Activity Page

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

big

1. The is big.
2. The is big.
3. The and the are big.

Skills 6

47

little

1. The is little.
2. The is little.
3. The and the are little.

48

Skills 6

NAME: _____
DATE: _____

12.2 Take-Home

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

I, is, are, little, big

1. I look at the
and the little .
2. I look at the
and the little .

Skills 6

55

3. The two are big,
but the blue is little.
4. The and the
are little, but the is big.

54

Skills 6

NAME: _____
DATE: _____

12.2 CONTINUED **Take-Home**

I, is, are, little, big

5. I look at the blue .

6. I look at the yellow .

7. I look at the

and the big .

3. The is blue

and big .

4. The and the

are big .

NAME: _____
DATE: _____

13.1 **Take-Home**

Dear Family Member: Have your child write the word from the box to complete each sentence and then read each sentence aloud to you.

is, are, big, little

1. The is red and

big .

2. The is blue and

little .

NAME: _____
DATE: _____

15.1 **Activity Page**

Directions: Have students write each word under its matching picture.

milk	fist
stump	tent

milk tent

fist stump

crib	bugs
lamp	stamp

crib bugs

stamp lamp

NAME: _____

DATE: _____

16.1 Activity Page

Directions: Have students write the dictated words.

1. v e t
2. z i p
3. w e t
4. y e s
5. j u g

6. d r u m
7. c o s t
8. p l u m s
9. c l u m p
10. p l a n t

NAME: _____

DATE: _____

17.1 Assessment

Directions: Have students circle the dictated letters.

1.	d	a	(b)
2.	(h)	f	i
3.	(x)	k	q
4.	g	(y)	j
5.	w	n	(m)
6.	e	(c)	o

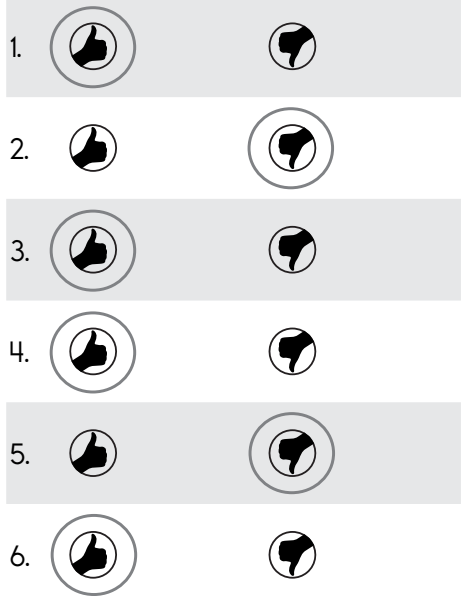
7.	(o)	a	c
8.	(j)	f	y
9.	h	(r)	m
10.	(u)	n	v
11.	p	d	(g)
12.	q	(k)	t

NAME: _____

DATE: _____

17.2 Assessment

Directions: For each pair of words spoken, have students circle the thumbs-up if the words rhyme and the thumbs-down if the words do not rhyme.



NAME: _____

DATE: _____

17.4 Assessment

☺	fat	cat	(mat)	hat
1.	(fit)	hit	mist	fist
2.	glum	(plum)	punt	bum
3.	stop	stub	stab	(step)
4.	(plan)	pant	plant	plug
5.	drop	drip	drug	(drab)

6.	hip	held	(help)	helm
7.	(crank)	rust	crisp	crust
8.	swum	swam	(swig)	swim
9.	stand	sand	stab	(sad)
10.	spot	(spit)	spat	spam

Total Points _____ /10

NAME: _____
DATE: _____

17.5 Activity Page

Directions: Have students draw a line from each word on the left to the matching picture.

1. twig
2. crab
3. pond
4. desk
5. frog

Skills 6

77

NAME: _____
DATE: _____

17.6 Activity Page

Directions: On the front and back of this page, have students copy each word under the matching picture. If necessary, identify the pictures.

1. nest

nest

2. tent

tent

3. lamp

lamp

Skills 6

79

4. plant

plant

5. mask

mask

6. sled

sled

80

Skills 6

NAME: _____
DATE: _____

PP.1 Activity Page

Directions: Have students write the words with the plural marker 's' pronounced /s/ under the /s/ header and the words with the plural marker 's' pronounced /z/ under the /z/ header.

bugs	drops	clips	plums
lamps	sleds	lists	bands

/s/ as in cat**s**

/z/ as in dog**s**

lamps
drops
clips
lists

bugs
sleds
plums
bands

Skills 6

81

clams nests twins crops
drums ramps hands tents

/s/ as in cats

/z/ as in dogs

tents clams
crops twins
ramps drums
nests hands

NAME: _____
DATE: _____

PP.11 Activity Page

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. hot
2. bed
3. sit
4. hug
5. man

bug
can
pot
red
fit

6. bump
7. test
8. spent
9. stand
10. flip

trip
land
grump
tent
best

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

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 K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language	
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	
(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 K.2.A.i	identifying and producing rhyming words	p. 112, p. 115, p. 116, p. 133, p. 136, p. 156, p. 159, p. 161, p. 165, p. 168, p. 195, p. 198
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	p. 13, p. 16, p. 28, p. 31, p. 42, p. 45, p. 54, p. 57, p. 66, p. 69, p. 78, p. 81, p. 88, p. 91, p. 100, p. 103, p. 112, p. 115, p. 122, p. 125, p. 133, p. 136, p. 144, p. 147, p. 156, p. 159, p. 165, p. 168, p. 176, p. 179, p. 184, p. 187
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKs K.2.A.x	segmenting spoken one-syllable words into individual phonemes	
(B) demonstrate and apply phonetic knowledge by:		
TEKS K.2.B.i	identifying and matching the common sounds that letters represent	p. 13, p. 16, p. 28, p. 31, p. 37, p. 42, p. 45, p. 54, p. 57, p. 66, p. 69, p. 78, p. 81, p. 84, p. 88, p. 91, p. 92, p. 100, p. 103, p. 105, p. 112, p. 115, p. 122, p. 125, p. 127, p. 133, p. 136, p. 140, p. 144, p. 147, p. 156, p. 159, p. 162, p. 165, p. 168, p. 176, p. 179, p. 180, p. 181, p. 184, p. 187, p. 189, p. 195, p. 198
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	p. 28, p. 31, p. 37, p. 66, p. 71, p. 74, p. 88, p. 92, p. 195, p. 200
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap	p. 28, p. 31, p. 37, p. 42, p. 45, p. 78, p. 84, p. 112, p. 117, p. 133, p. 140, p. 156, p. 162, p. 176, p. 180

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 6		Correlation—Teacher's Guide
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list	p. 13, p. 16, p. 78, p. 81, p. 82, p. 133, p. 136
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	p. 11, p. 28, p. 31, p. 33, p. 78, p. 84, p. 88, p. 92, p. 100, p. 105, p. 112, p. 117, p. 122, p. 127, p. 133, p. 140, p. 144, p. 148, p. 156, p. 162, p. 176, p. 180, p. 184, p. 189
TEKS K.2.C.ii	spelling words using sound-spelling patterns	p. 11, p. 28, p. 31, p. 37, p. 42, p. 45, p. 78, p. 84, p. 88, p. 92, p. 100, p. 105, p. 112, p. 117, p. 122, p. 127, p. 133, p. 140, p. 144, p. 148, p. 156, p. 162, p. 176, p. 180, p. 184, p. 189
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	p. 11, p. 100, p. 105, p. 122, p. 127
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	p. 13, p. 21, p. 54, p. 59, p. 88, p. 94
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	p. 13, p. 21, p. 28, p. 34, p. 42, p. 49, p. 54, p. 59, p. 66, p. 71, p. 88, p. 94, p. 100, p. 106, p. 122, p. 128, p. 144, p. 149, p. 165, p. 171, p. 184, p. 190
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	p. 13, p. 21, p. 28, p. 34, p. 35, p. 42, p. 49, p. 54, p. 59, p. 66
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	p. 13, p. 16, p. 28, p. 31, p. 35, p. 66, p. 69, p. 78, p. 81, p. 88, p. 91, p. 100, p. 103, p. 122, p. 125, p. 133, p. 136, p. 144, p. 147, p. 156, p. 159, p. 165, p. 168, p. 176, p. 179, p. 184, p. 187
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	p. 66, p. 71, p. 88, p. 94
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	p. 4, p. 156, p. 163, p. 210
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 6		Correlation—Teacher's Guide
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	p. 42, p. 49, p. 54, p. 59, p. 66, p. 71, p. 88, p. 94, p. 100, p. 106, p. 112, p. 118, p. 122, p. 128, p. 144, p. 149, p. 165, p. 171, p. 184, p. 185, p. 190, p. 195, p. 199
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	p. 13, p. 21, p. 28, p. 29, p. 34, p. 42, p. 49, p. 54, p. 59, p. 66, p. 71, p. 88, p. 94, p. 100, p. 106, p. 144, p. 149, p. 165, p. 171, p. 184, p. 190
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	p. 54, p. 59, p. 66, p. 71, p. 88, p. 94, p. 100, p. 106, p. 144, p. 149, p. 165, p. 171, p. 184, p. 185, p. 190
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) 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 K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	
TEKS K.6.C	use text evidence to support an appropriate response	
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	
(7) 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 K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	p. 13, p. 21, p. 28, p. 29, p. 34, p. 42, p. 49, p. 66, p. 122, p. 128, p. 144, p. 149, p. 165, p. 171, p. 184, p. 185, p. 190
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	p. 28, p. 29, p. 34, p. 42, p. 49, p. 66, p. 71, p. 100, p. 106, p. 122, p. 128, p. 144, p. 149, p. 165, p. 171, p. 184, p. 185, p. 190

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 6		Correlation—Teacher's Guide
TEKS K.7.D	describe the setting	p. 13, p. 21, p. 28, p. 29, p. 34, p. 42, p. 49, p. 66, p. 71, p. 100, p. 106, p. 144, p. 149, p. 165, p. 171, p. 184, p. 185, p. 190
(8) 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 K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	
TEKS K.8.C	discuss main characters in drama	
(D) recognize characteristics and structures of informational text, including:		
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance	
TEKS K.8.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 K.8.F	recognize characteristics of multimodal and digital texts	
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS K.9.A	discuss with adult assistance the author's purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose	
TEKS K.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	p. 78, p. 81, p. 84

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 6		Correlation—Teacher's Guide
TEKS K.10.D.iii	singular and plural nouns	p. 54, p. 57, p. 122, p. 127
TEKS K.10.D.iv	adjectives, including articles	p. 133, p. 136, p. 138, p. 140
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	p. 54, p. 57, p. 122, p. 127
TEKS K.10.E	share writing	
(11) 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 K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	
(12) 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 K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

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. 128
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 17, p. 25, p. 31, p. 125, p. 136, p. 147
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	p. 23, p. 81, p. 91, p. 115, p. 139
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	p. 107
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. 17, p. 25, p. 31, p. 45, p. 51, p. 57, p. 69, p. 81, p. 86, p. 91, p. 103, p. 115, p. 125, p. 136, p. 147, p. 159, p. 168, p. 179, p. 187
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	p. 45
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

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. 51, p. 159, p. 168
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	p. 23, p. 36, p. 50, p. 62, p. 73, p. 95, p. 107, p. 130, p. 151, p. 172, p. 192
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	p. 17, p. 25, p. 31, p. 45, p. 51, p. 57, p. 69, p. 81, p. 86, p. 91, p. 103, p. 115, p. 125, p. 136, p. 147, p. 159, p. 168, p. 179, p. 187
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	p. 57, p. 69, p. 86, p. 106
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	p. 187
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	p. 179

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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 grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	p. 17, p. 25, p. 31, p. 45, p. 51, p. 69, p. 86, p. 103, p. 115, p. 125, p. 128, p. 136, p. 147, p. 168, p. 179, p. 187
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	p. 33
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	p. 22
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. 106, p. 139, p. 191
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	p. 128
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	p. 17, p. 36, p. 50, p. 62, p. 69, p. 73, p. 95, p. 130, p. 151, p. 172, p. 191, p. 192
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	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	

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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	p. 23, p. 36, p. 50, p. 62, p. 73, p. 95, p. 107, p. 130, p. 151, p. 172, p. 192
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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