

ENGLISH



# KINDERGARTEN FOUNDATIONAL SKILLS UNIT 8

# Teacher Guide

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EDITION 1

Kindergarten

# **Foundational Skills 8**

**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

In this unit, you will introduce fourteen new double-letter spellings for consonant sounds and four new high-frequency Tricky Words.

## DOUBLE-LETTER SPELLINGS FOR CONSONANT SOUNDS

These are the double-letter spellings in this unit:

- 'mm' for /m/ as in *drumming*
- 'nn' for /n/ as in *running*
- 'pp' for /p/ as in *puppets*
- 'bb' for /b/ as in *rabbit*
- 'tt' for /t/ as in *mitt*
- 'dd' for /d/ as in *sledding*
- 'cc' and 'ck' for /k/ as in *hiccup* and *clock*
- 'gg' for /g/ as in *egg*
- 'ff' for /f/ as in *muffin*
- 'ss' for /s/ as in *dress*
- 'zz' for /z/ as in *jazz*
- 'll' for /l/ as in *shell*
- 'rr' for /r/ as in *ferret*

These double-letter spellings most frequently occur after a short-vowel sound.

In this unit, bold print is used to signal the new graphemes. The student Reader contains bold print letters within words to signal letter teams working as single spelling units.

The double-letter spellings for consonant sounds should not cause difficulty for students when they are reading. However, they may cause some confusion when students are spelling. A student writing the word *egg* has to choose between two possible spellings for /g/—'g' and 'gg'. Some students will need a lot of exposure to print before they are able to discern when to write a consonant sound with a single-letter spelling and when to write it with a double-letter spelling. At this point, you should accept any spelling that is a plausible representation of the sounds in the word. Accept *black*, *blac*, and *blak*; *fell* and *fel*; *buzz* and *buz*; etc.

Some of the double-letter spellings introduced in this unit are widely used in one-syllable words [e.g., ‘ff’ (*stuff, puff*), ‘ll’ (*hill, bell*), ‘ss’ (*dress, miss*), and ‘ck’ (*rock, black*)]. At this point in the program, students are generally asked to read one-syllable words. However, it is necessary to make an exception for spellings like ‘mm’, ‘tt’, and ‘cc’, which do not occur frequently in one-syllable words. These spellings are presented in the lessons with two-syllable example words, like *swimming*, however, two-syllable words are not included in the Reader or Activity Book.

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## **WARM-UPS**

In the first part of each Warm-Up, students will practice hearing and producing the subtle differences between the vowel sounds /i/, /e/, /a/, /u/, and /o/. In the second part of each Warm-Up, students will practice letter-sound correspondences for digraphs and other sounds and spellings.

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## **FROM CHAINING TO READING**

Over the next few units, you will notice the emphasis of the program moving from reading individual words to reading connected text. There is a decrease in chaining exercises as more time is given to reading. Beginning with Unit 8, students will no longer use Chaining Folders because of the shift in focus and the lack of space on the folders for the increasing number of spellings. However, you may continue to use the teacher pocket chart to have students practice spelling and reading words with double-letter spellings. You may also use board chaining, in which you write words on the board/ chart paper and ask students to read them.

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## **DECODABLE READER: SAM**

The decodable Reader for this unit is *Sam*. Unlike the Readers for Units 6 and 7, in which all text was completely decodable (i.e., only words with letter-sound correspondences that had been explicitly taught prior to the reading of the stories were included), Tricky Words are interspersed in the Unit 8 Reader stories. Although students have been gradually exposed to Tricky Words (i.e., words with at least one or more nondecodable parts taught) since Unit 3, they have been presented in simple phrases and sentences in a very repetitive, predictable way only in the separate Picture Reader. The inclusion of Tricky Words in the Unit 8 Reader in text with a story line, albeit simple, presents a greater challenge. To facilitate immediate recognition, nondecodable part(s) of each Tricky Word are underlined whenever they appear in the story.

You will begin to model reading of the stories in the first lesson of this unit. As you present the Demonstration Stories, be sure to call attention to the Tricky Words, double-letter spellings, vocabulary, and any other unfamiliar content. Discussion questions are provided for each Demonstration Story. Be sure to present these questions only orally since they frequently contain nondecodable words.

In addition, punctuation marks become increasingly important as part of the reading process. Periods, commas, question marks, and exclamation points have been identified and the learning process is ongoing. The apostrophe is used in this unit to denote ownership (i.e., possessive) and it is also used in contractions. At this point in Kindergarten, it is sufficient to identify the apostrophe used in a contraction in simple terms. Students need to be aware of the linguistic capability to shorten two words into one word using the apostrophe.

After you present Demonstration Stories, students will have the opportunity to practice reading the stories with partners or in small groups. Please continue to observe student performance, monitoring as many reading pairs as possible and recording anecdotal notes using the Anecdotal Reading Record provided in Teacher Resources at the end of this Teacher Guide.

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### **SELF-SELECTING TEXT**

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 in the digital version provided with the online materials. **TEKS K.4**

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### **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.

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### **TRICKY AND HIGH-FREQUENCY WORDS**

Four new Tricky Words (i.e., words that are either not decodable at all or words that have at least some part that are not yet decodable based on students' current code knowledge) are introduced



in the Unit 8 Picture Reader and Activity Book: *funny, all, was, and from*. As noted in the previous section on the Unit 8 decodable Reader *Sam*, Tricky Words will now also start to be included in the stories of the decodable Reader.

While students will be introduced to new Tricky Words in Units 9 and 10, they will learn them in the context of the decodable unit Reader. The Unit 8 Tricky Word lessons will be the last lessons to make explicit use of the Picture Reader. You may find, however, that some students may enjoy returning to and reading the Picture Reader on their own or with a partner.

If you have a Tricky Word Wall in your classroom, you may want to write each of these words on a yellow index card and add it to the Tricky Word Wall as it is 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 8.

As of the beginning of this unit, students should be able to read **66 words** from the **Dolch Sight Word List** (Preprimer–Grade 2) and **67 words** from **Fry's Instant Words List** (first 300 words), as follows:

#### At the beginning of Unit 8:

	Dolch Words	Fry Words
<b>Tricky Words</b>	a, are, blue, down, I, little, look, of, one, out, the, three, two, yellow	a, are, down, I, little, look, of, one, out, the, three, two
<b>Decodable Words</b>	am, an, and, as, ask, at, best, big, bring, but, can, cut, did, fast, get, had, has, help, him, his, hot, if, in, is, it, its, jump, just, let, long, much, must, not, on, ran, red, run, sing, sit, six, stop, ten, that, them, then, this, up, us, went, wish, with, yes	an, and, as, ask, at, big, but, can, cut, did, end, get, got, had, hand, has, help, him, his, if, in, is, it, its, just, land, last, left, let, list, long, man, men, much, must, nest, not, on, plant, run, set, sit, song, stop, such, than, that, them, then, thing, this, up, us, went, with

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 77 Dolch Words** and **81 Fry Words**.

#### By the end of Unit 8:

	New Dolch Words	New Fry Words
<b>Tricky Words</b>	all, from, funny, was	all, from, funny, was
<b>Decodable Words</b>	black, off, pick, small, tell, well, will	add, back, miss, off, small, spell, still, tell, well, will

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.

## READING PRACTICE

There are many ways to set up reading practice, and most are consistent with the program's philosophy of instruction. Partner reading, in which students sit together and take turns reading aloud to one another, is particularly recommended.

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 a large group, in which an individual student might only be reading 1/20th of the time.

Partner reading is recommended, but 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 and hear you model reading.
- Students should have a lot of time to practice reading by themselves.
- Students should read aloud.
- Make time for stories to be read more than once.

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## RHYMING WORDS

Rhyming words are reviewed in this unit.

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## FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

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

- letter sounds and names (Warm-Up: Sound/Spelling Review)
- rhyming word review
- story comprehension of discussion questions (Demonstration Story Reading)
- oral reading of decodable stories (Small Group and Partner Reading)


Observation records for recording student performance are included in Teacher Resources for letter sounds and names, rhyming word review, and story comprehension of discussion questions. A blank Anecdotal Reading Record for making notes on each student's oral reading of decodable stories is also located in Teacher Resources.

Teachers may want to have two separate clipboards—one with the class observation records for the Letter Name and Letter Sound Observation Record, Lesson 9 Rhyming Word Record, and Discussion Questions Observation Record. A second clipboard may 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.

Quick “Checks for Understanding” are also designated in various lessons.

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

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. (4) **TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii**



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**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.

## STUDENT PERFORMANCE ASSESSMENT

The Unit 8 Student Performance Assessment is a comprehensive, multipart assessment of all letter-sound correspondences, Tricky Words, and letter names taught in Units 1–8 of the program. With just several months of Kindergarten instruction remaining, it is imperative that you clearly identify any individual student weaknesses. To be successful in Grade 1, students must have mastered the basic code for the short vowel and consonant sounds, and be able to apply this knowledge to blend and read words of three to five sounds.

### Administering the Student Performance Assessment

You will give this multipart assessment to all students beginning in Lesson 15 of Unit 8. The results will allow you to determine which students need additional review and reinforcement and/or differentiated instruction.

There are whole group, as well as individual, assessments given to all students over the course of four days.

### Whole Group Assessments

**Word Recognition Assessment:** This group assessment is administered first to all students as a screening tool designed to quickly differentiate students who have or have not mastered the basic code knowledge that has been taught. For each item, you say a spoken word as students see a choice of four written words. Distractors for each item have been carefully selected to represent frequent code errors and confusion. Students must mark the written word corresponding to your spoken word.

**Lowercase Letter Names Assessment:** This next group assessment is also administered to all students to determine whether they have learned the letter names. For each item, you name a letter as students see four written letters. Students must mark the correct written letter corresponding to the letter you name.

**Tricky Word Assessment:** This final group assessment, also administered to all students, is similar to the Word Recognition Assessment. The difference being that students are asked to select the correct Tricky Word (i.e., which cannot be sounded out), corresponding to your spoken word.

### Individual Assessments

**Pseudoword Reading Assessment:** This individually administered assessment is given only to those students whose performance on the Word Recognition Assessment is questionable. Asking students to decode and blend nonsense words is a very pure test of whether a student has mastered individual letter-sound correspondences and is able to successfully blend them to “read a word.” There is no chance students have previously encountered and possibly memorized the word, nor can they rely on meaning or context to decipher the word.

**Real Word Reading Assessment:** Occasionally, some students experience difficulty grasping the concept of nonsense words. If you suspect this may be the case with any student to whom you start to administer the Pseudoword Reading Assessment, discontinue the Pseudoword Reading Assessment and administer the Real Word Reading Assessment.

**Code Knowledge Diagnostic Assessment:** This individually administered assessment is given only to those students whose performance on either the Pseudoword Reading or Real Word Reading Assessment raises doubts as to whether they have mastered the individual letter-sound correspondences taught thus far in the Kindergarten units. Students are asked to provide the isolated sound or phoneme for each letter they are shown.

**Story Reading Assessment:** This individually administered assessment in which students are asked to read an unfamiliar story aloud provides you with an opportunity to complete a running record of student performance when asked to read continuous text, not just isolated words. By asking oral comprehension questions after students finish reading, you can also gauge whether students understand what they are reading.

This assessment is given to students who score 90% or above on the Word Recognition Assessment. At your discretion, it may also be administered to students who score less than 90% on the Word Recognition Assessment but then score 90% or above on either the Pseudoword or Real Word Reading Assessment. This assessment is not administered to students who take the Code Knowledge Diagnostic Assessment. This is the most demanding test of the Unit 8 multipart assessment.

## **Managing the Student Performance Assessment**

Beginning with Lesson 16 in this unit, you are asked to assess students individually while other students work independently. The following is a suggestion for managing your classroom during this process. Please be mindful this is only a suggestion; you are the professional responsible for your classroom and your expertise is respected.

In each of the Lesson at a Glance charts for Lessons 16–18, you will notice activities titled for “Individual Student Performance Assessment.” Directly above this activity is another activity titled, “Independent Practice.” The intention is for you to explain the activity pages provided for independent work to all students and have them work independently while you assess students on an individual basis. Each individual assessment will last less than 10 minutes. This will allow you to revisit those students who are working independently at frequent intervals so as to redirect them or provide additional materials.

## **Recording and Analyzing Results**

Guidelines are provided to help you calculate and analyze the results for each of the Student Performance Assessments. Charts are also provided for you to use to compile class results.

Activity Page 15.1 is provided as a recording sheet for each individual student. This sheet should be placed in the student’s literacy folder along with the actual Student Performance Assessment

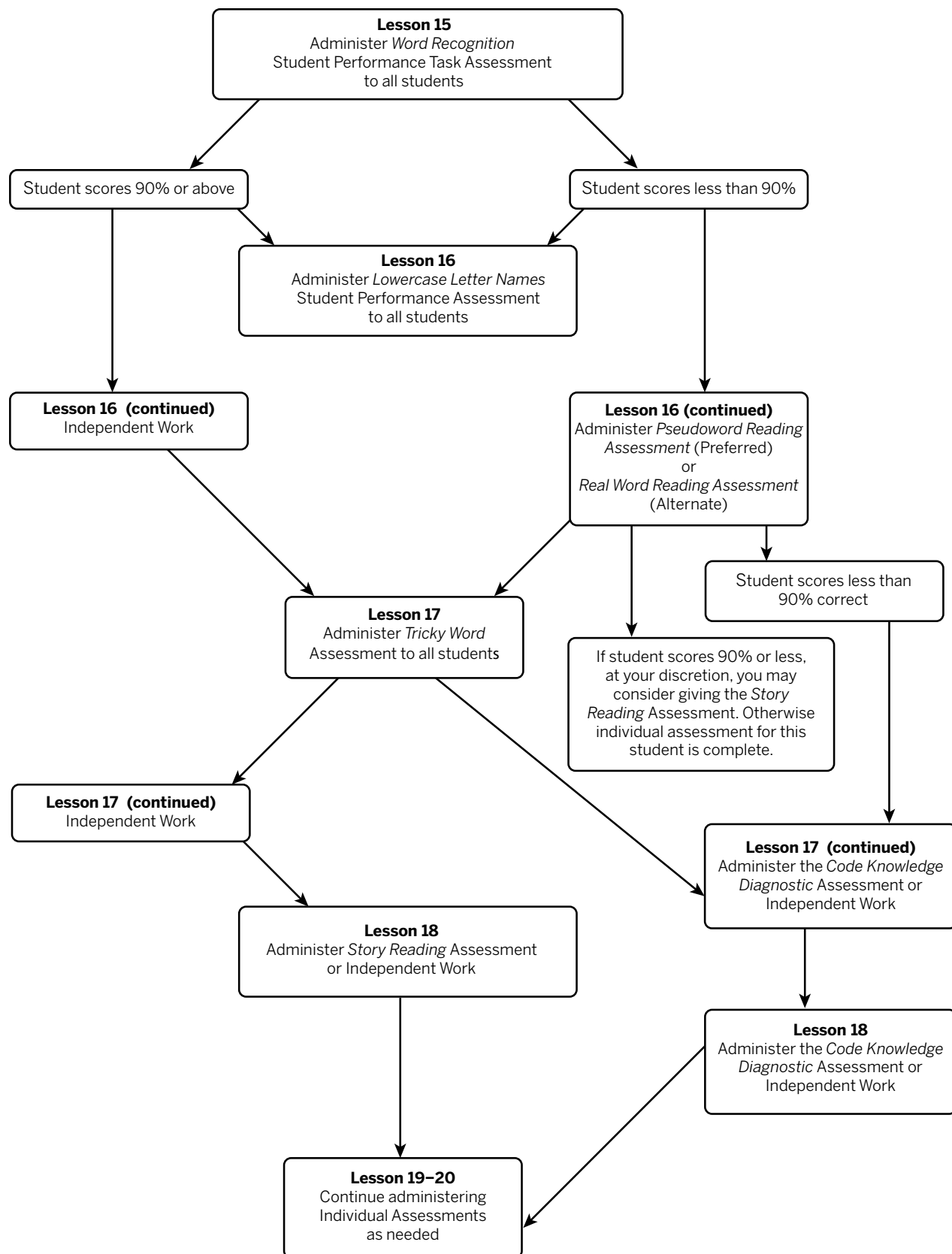
activity pages completed by each student. You may need this documentation for family member conferences or for Response to Intervention (RtI).

After giving these assessments and recording the results, you should be able to identify students in your class who need the most assistance with the code knowledge presented thus far. You should also be able to pinpoint specific weaknesses. For example, you should be able to identify specific letter-sound correspondences a student has not mastered. Please use this information to determine remediation strategies.

Closely examine the performance of each student in your class and tailor your instruction and remediation to the specific needs of students. The assessment scores, combined with your daily observations of student performance, should provide you with enough information to group students according to their instructional needs. The effectiveness of your remediation will depend upon the ongoing monitoring of individual student progress. These groupings should be flexible and should allow for movement between groups as students meet their goals and as their specific needs change. However, it is strongly recommended that you seriously consider placing students who are not successful on the assessments in a remedial group in lieu of having them proceed to Units 9 and 10.

The skills taught in Units 9 and 10 of Kindergarten will be taught anew in Grade 1, not simply reviewed.

## OVERVIEW OF UNIT 8 ASSESSMENTS



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## TEACHER RESOURCES

The Unit 8 Pausing Point is critical. At this Pausing Point, you should analyze all of the assessment results for each student and pause for 2 days to allow time for student remediation.

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## TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, you will find assorted forms and charts that may be useful, including:

- Lesson 9 Rhyming Word Record
- Letter Name and Letter Sound Observation Record—Unit 8
- Discussion Questions Observation Record—Unit 8
- Anecdotal Reading Record—Unit 8
- Record Sheet for Unit 8 Word Recognition Assessment
- Pseudoword Reading Assessment
- Real Word Reading Assessment
- Record Sheets for Unit 8 Assessments: Lowercase Letter Names, Pseudoword Reading, Real Word Reading
- Record Sheet for Unit 8 Assessment—Tricky Words
- Code Knowledge Diagnostic Assessment
- Record Sheet for Unit 8 Code Knowledge Diagnostic Assessment
- Remediation Cross-Reference Chart for Code Knowledge Diagnostic Assessment
- Additional Support Activity Pages
- Activity Book Answer Key



## ADDITIONAL MATERIALS FOR UNIT 8

The following additional materials are needed in Unit 8; the number in parentheses indicates the first lesson in which the item is used.

- clipboard(s) for Letter Name and Letter Sound Observation Record, Discussion Questions Observation Record (1), and Anecdotal Reading Record (2)
- yellow and white (or green) unlined index cards (1)
- primary pencils for all students (1)
- 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 materials for this unit. (1)



## 1

## TRICKY WORD

## Introduce Funny

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

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

## Reading

As the teacher reads “Sam and the Fish” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; ask and answer questions about the characters, setting, and main events in the text; and use the illustrations to answer inferential and evaluative questions.

✚ **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.2.D.iv; TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.10.D.viii**

## FORMATIVE ASSESSMENT

## Observation

## Letter Name and Letter Sound

## Observation Record

✚ **TEKS K.2.B.i**

## Observation

## Discussion Questions Observation Record

✚ **TEKS K.5.B; TEKS K.7.B; TEKS K.7.C**

✚ **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; **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; (iv) recognizing the difference between a letter and a printed word; **TEKS K.5.B** Generate questions about 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** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other spellings
Review Tricky Words: Tricky Word Wall (Word Recognition)	Whole Group	10 min.	❑ Tricky Word Wall (Digital Components)
Introduce Tricky Word: <i>Funny</i> (Word Recognition)	Whole Group	20 min.	❑ yellow index card ❑ Picture Reader ❑ Activity Page 1.1 ❑ Activity Page 1.1 (Digital Components)
Reading			
Introduce the Reader	Whole Group	20 min.	❑ <i>Sam</i> Big Book and Reader ❑ Activity Pages 1.2, 1.3 (optional) ❑ Preview Spellings Chart (Digital Components)
Introduce the Story			
Teacher Demonstration: Read “Sam and the Fish”			
Take-Home Material			
Tricky Word: <i>Funny</i>			❑ Activity Page 1.4

## ADVANCE PREPARATION

### Note to Teacher

The Warm-Up exercise for Unit 8 consists of two parts. The goal of Short Vowel Sounds is to review the five short vowel sounds: /i/, /e/, /a/, /u/, and /o/. In Lessons 1–4 and Lesson 6, the sounds /i/, /a/, and /o/ are practiced. In Lesson 7 and Lessons 9–11, the /e/ sound is added between /i/ and /a/. In Lessons 13 and Lessons 18–20, the entire sequence /i/, /e/, /a/, /u/, and /o/ is practiced.

In Sound/Spelling Review, you will review the digraphs and other spellings taught using Large Letter Cards. Choose cards for spellings students need to practice. The ability to quickly decode letter-sound correspondences is essential for fluent reading. Any students who are not able to quickly provide the sounds associated with specific letters should be given opportunities for additional practice.

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select other spellings students need to practice.

#### ➤ Digital Component 1.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Review Tricky Words (Digital Component 1.1) on the board/chart paper or display the digital version.
- Prepare to load pages 111–112 from “Skills 8” in the digital Picture Reader provided in the online materials.

#### ➤ Digital Component 1.2

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

### Reading

- You may wish to start a word wall specific to the *Sam* Reader. Add words to it throughout Unit 8.
- Load the story “Sam and the Fish” from the *Sam* Reprovided in the online materials, or prepare to display the *Sam* Big Book.

### ➤ **Digital Component 1.3**

- Create a blank version of the chart for Preview Spellings (Digital Component 1.3) on the board/chart paper, or use the digital version.
- You will find some optional vocabulary activity pages throughout the unit such as Activity Pages 1.2 and 1.3, in the Activity Book. You may choose how you would like to use these, if at all. They are designed to reinforce the vocabulary presented by asking students to practice writing the word and then drawing a picture showing the meaning of the word. You may consider telling students this is much like the multiple-meaning word posters they have seen in the Knowledge Strand. These activity pages could be easily compiled into a little booklet for students to take home, or you may wish to display them in the room.

### **Universal Access**

- Bring in pictures of hands knitting fabric, a gnat, and a rope knot to use for Short Vowel Sounds.

## Lesson 1: Tricky Word: Funny

## Foundational Skills

40M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

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

## Large Letter Cards



## Support

You may adopt other gestures for the sounds if you find them more effective. You may omit the gestures once students are making the sounds accurately and confidently.




## Challenge

Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o' in order, from left to right, so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.

 <p>/i/</p> <p>place finger below lips</p>	 <p>/a/</p> <p>pretend to cry</p>	 <p>/o/</p> <p>circle open mouth with finger</p>
---	---	---

✚ **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.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Point to each spelling, asking students to provide the sound first and then the letter name. Alternatively you may direct the students to say “Letter \_\_\_\_\_ (name) stands for \_\_\_\_\_ (sound).”
- When you come to the digraph ‘th’, be sure students name both possible sounds (voiceless /th/ and voiced /th/).



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students performance in the Letter Name and Letter Sound Observation Record.

## REVIEW TRICKY WORDS (10 MIN.)

### Tricky Word Wall

- Remind students most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called *Tricky Words*.
- Remind students that, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures. Be sure to point out that the tricky parts of each word are underlined.

### ➤ Digital Component 1.1

- |                  |                   |
|------------------|-------------------|
| 1. <u>one</u>    | 8. <u>look</u>    |
| 2. <u>two</u>    | 9. <u>I</u>       |
| 3. <u>three</u>  | 10. <u>are</u>    |
| 4. <u>the</u>    | 11. <u>little</u> |
| 5. <u>a</u>      | 12. <u>down</u>   |
| 6. <u>blue</u>   | 13. <u>out</u>    |
| 7. <u>yellow</u> | 14. <u>of</u>     |



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

### Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person’s hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**



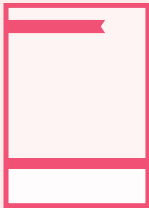
## INTRODUCE TRICKY WORD: FUNNY (20 MIN.)

- Write the Tricky Word *funny* on the board/chart paper and ask students how they would pronounce it by blending. (They may say /f/ /u/ /n/ /n/ /y/.)
- Tell students we actually pronounce this word /f/ /u/ /n/ /ee/ as in, “That is a funny joke.”
- Circle the letter ‘f’ and explain it is pronounced just as one would expect, as /f/.
- Circle the letter ‘u’ and explain it is also pronounced just as one would expect, as /u/.
- Circle the first ‘n’ and explain that it is pronounced just as one would expect, as /n/.
- Underline the second ‘n’ and the ‘y’ and explain that these letters make up the tricky part of the word. Students would probably expect these letters to be pronounced separately as /n/ /y/, but the two ‘n’s work together to stand for the /n/ sound, and the ‘y’ stands for the /ee/ sound.
- Tell students when reading *funny*, they have to remember to pronounce the double ‘n’ as /n/ and the ‘y’ as /ee/.
- Tell students when writing *funny*, they have to remember to spell the /n/ sound with the double ‘n’ and the /ee/ sound with the letter ‘y.’
- Point to the word *funny* as you say the following sentence, “I laugh at the funny clown.” Ask students to **Turn and Talk**, using the word *funny* in oral sentences.
- Write the Tricky Word *funny* on a yellow card and add it to the Tricky Word Wall.

### Picture Reader and Activity Page 1.1

- Display page 111 of the digital Picture Reader, and ask students to turn to the same page in their own copies of the Picture Reader.
- Point to the new picture explaining that students should “read” this picture as follows:

#### Picture Reader



Page 111

#### Activity Page 1.1





**clown**

- Point to *funny* 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 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.

### ➤ **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 *funny* in the blank space to complete the sentence.

## Lesson 1: “Sam and the Fish”

# Reading

20M

**Primary Focus:** As the teacher reads “Sam and the Fish” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; ask and answer questions about the characters, setting, and main events in the text; and use the illustrations to answer inferential and evaluative questions.



**TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.2.D.iv; TEKS K.5.B; TEKS K.7.B; TEKS K.7.C; TEKS K.10.D.viii**

### INTRODUCE THE READER (5 MIN.)

- Load the digital version of “Sam and the Fish” or use the *Sam* Big Book.
- Using the Big Book, point out the title of the book, printed on the cover. Remind students that a book’s title tells what the book is about. Ask students to read the title of the book; the book is about a boy named Sam.
- Review the parts of the Big Book (cover page, title page, back cover, page numbers). Invite volunteers to point out words and individual letters within the sentences of the Big Book.

**Note:** In this Reader, the parts of the Tricky Words that cannot be decoded with students’ current code knowledge are underlined. The first 20 instances of each Tricky Word will be marked.

### INTRODUCE THE STORY (5 MIN.)

#### Preview Spellings

- Write the following headings on the board/chart paper and ask students to provide the sounds represented by each of these digraphs: ‘th’, ‘sh’, and ‘ng’.
- Write the following words under the appropriate heading and ask students to read these words that appear in the story, “Sam and the Fish.”

#### ➤ Digital Component 1.3

‘th’	‘sh’	‘ng’
this	fish	brings
then		swings



**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; (iv) recognizing the difference between a letter and a printed word; **TEKS K.5.B** Generate questions about 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** Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Big Book



Page 2

## Preview Core Vocabulary

- Before reading the story, preview the following vocabulary with students. Write the words on the board/chart paper for students to read. Use the words in oral sentences.

**pond**—*n.*, a small lake (4)

Example: I go to the pond to swim on hot days.

**rod**—*n.*, a pole used for fishing (4)

Example: I will use my new rod for the fishing trip.

**Vocabulary Chart for “Sam and the Fish”**

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

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).
- Now also write the following Tricky Words, which are included in the story, on the board for review: *a*, *the*. Underline the tricky part of each word, as you read the words aloud with students and use them in oral sentences.

## Purpose for Reading

- Tell students they will read a story about Sam and his dad going fishing. Ask students to pay special attention to the story so they can tell you where Sam and his dad go fishing.

## TEACHER DEMONSTRATION (10 MIN.)

### Read “Sam and the Fish”

- Load the digital version of “Sam and the Fish” or use the *Sam* Big Book.
- Distribute student Readers so students can follow along as you read.
- Have students read the title of the story.

Reader



Page 2



## Reading

### Exchanging Information and Ideas

#### Beginning

Ask yes/no questions  
using simple phrases:

“Does Sam bring  
a rod?” “Are Sam and  
his dad happy?”

#### Intermediate

When asking each  
question, provide students  
with a specific sentence  
frame: “Sam’s dad brings  
a . . .” “Sam and his dad  
fish in a . . .”

#### Advanced/ Advanced High

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

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

- Read the story “Sam and the Fish” once without interruption, running a finger beneath the words as you read them.
- Explain that the parts of the Tricky Words that cannot be sounded out are underlined. The word *a* is underlined because the whole word is tricky; in the word *the*, only the letter ‘e’ is underlined because it is not decoded /e/ as you would expect.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again, having students read aloud.

## Wrap-Up

### Discussion Questions for “Sam and the Fish”

**Note:** Please remember to discuss these questions orally.

**1. Literal.** Who are the main characters in the story?

- » Sam and his dad are the main characters in the story.

**2. Literal.** What is the setting of this story? Look at the story and illustrations to answer this question.

- » The setting of this story is outside at a pond.

Challenge: What things in the story or illustrations help you know what the setting is?

- » The illustration on pages 2–3 shows Sam and his dad outside. The story says they are at a pond.

Support: Where do Sam and his dad go fishing?

- » Sam and his dad fish in a pond.

**3. Literal.** Who brings a rod to the pond?

- » Sam’s dad brings a rod.

**4. Literal.** What does Sam bring to the pond?

- » Sam brings a net.

**5. Inferential.** What do you think the word *grin* means? Look at the illustration on page 9.

- » *Grin* is another word for *smile*.

Challenge: What things in the illustration help you know what *grin* means?

- » Sam and his dad are both smiling.

**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

## TRICKY WORD: FUNNY

- Have students give Activity Page 1.4 to a family member.

Activity Page 1.4



### Lesson 1: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH LETTER NAMES AND SOUNDS

### Sound Dictation

- Distribute paper and pencils.
- Give each student a different **Large Letter Card** for a spelling that has been taught: 'a', 'i', 'o', 'ch', 'sh', 'ng', 'qu', 'b', 'd', 'f', 'g', 'h', 'j', 'l', 'm', 'n', 'p', 'r', 's', 't', 'v', 'w', and 'z'.
- Say a sound, and ask the student with the Large Letter Card for that sound to stand up and give the letter name.
- Remind students how to print the spelling, and encourage them to write the spelling in the air. Have students print the spelling on paper, saying the sound as they write.
- Repeat for the remaining sounds.

## MORE HELP WITH TRICKY WORDS

### Making Phrases

- Make one copy of **Activity Pages TR 1.1 and 1.2** (Tricky Word Cards and Picture Reader Cards) for each pair of students. Copy on card stock and laminate the cards for future use.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

### Practice Tricky Words

- Make one copy of **Activity Page TR 1.3** for each student.
- Have students read each sentence and underline the Tricky Words and write the Tricky Words on the lines.

### Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 230 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 338 of those words would be completely decodable.

The word *the* is the most common word in English.

The word *a* is the 5<sup>th</sup> most common word in English.

In both words, the vowel is reduced to /u/ or schwa.


## TRICKY WORD

# Introduce All

### PRIMARY FOCUS OF LESSON

#### Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.


 **TEKS K.2.B.i; TEKS K.2.D.v**

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

#### Reading

Group 1: As the teacher reads “Sam and the Fish” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and read aloud with purpose and understanding.

 **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.4; TEKS K.9.C; TEKS K.10.D.viii**

 Group 2: Students will read “Sam and the Fish” independently with purpose and understanding. **TEKS K.4**

### FORMATIVE ASSESSMENT

#### Observation

#### Letter Name and Letter Sound

#### Observation Record


 **TEKS K.2.B.i**

#### Observation

#### “Sam and the Fish”

#### Anecdotal Reading Record

 **TEKS K.4**

 **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; **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.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.9.C** Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other spellings
Review Tricky Words: Tricky Word Wall (Word Recognition)	Whole Group	10 min.	❑ Tricky Word Wall (Digital Components)
Introduce Tricky Word: <i>All</i> (Word Recognition)	Whole Group	20 min.	❑ yellow index card ❑ Picture Reader ❑ Activity Page 2.1 ❑ Activity Page 2.1 (Digital Components)
<b>Reading</b>			
Reread "Sam and the Fish"	Small Group/ Partner	20 min.	❑ <i>Sam</i> Big Book and Reader ❑ Preview Spellings Chart (Digital Components)
<b>Take-Home Material</b>			
Tricky Word: <i>All</i>			❑ Activity Page 2.2

## ADVANCE PREPARATION

### Foundational Skills

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

### ➤ Digital Component 2.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Review Tricky Words (Digital Component 2.1) on the board/chart paper or display the digital version.
- Prepare to load pages 113–115 from “Skills 8” in the digital Picture Reader provided in the online materials.

### ➤ Digital Component 2.2

- Create an enlarged version of Activity Page 2.1 (Digital Component 2.2) to display for Picture Reader and Activity Page 2.1, or use the digital version.

### Reading

- Load the story “Sam and the Fish” from the *Sam* Big Book provided in the online materials or prepare to display the *Sam* Big Book.

### ➤ Digital Component 2.3

- Create the Preview Spellings chart (Digital Component 2.3) for Introduce the Story on the board/chart paper, or use the digital version.
- Prepare to assign students to small groups. Group 1 is for students who are experiencing some challenges. Group 2 is for those students who are able to work more independently. These groups are flexible and should change to meet the needs of students.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, and a rope knot to use for Short Vowel Sounds.

## Lesson 2: Tricky Word: All

## Foundational Skills

40M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

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

## Large Letter Cards



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STUDENTS**



## Foundational Skills

## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

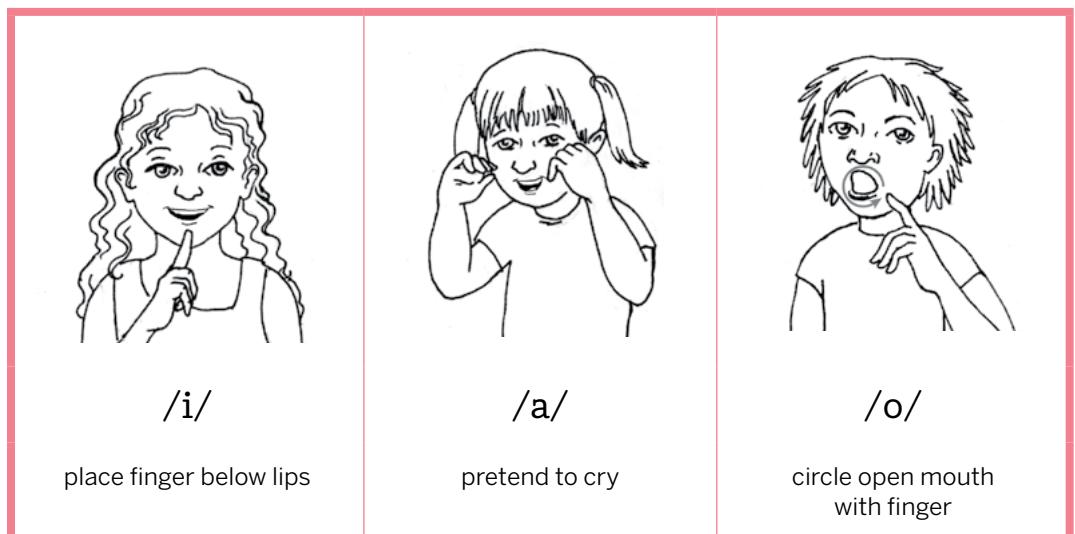
**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o' in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



✚ **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.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Use the same procedure described in Lesson 1. (When you come to the digraph 'th', be sure students name both possible sounds: voiceless /th/ and voiced /th/).



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## REVIEW TRICKY WORDS (10 MIN.)

### Tricky Word Wall

- Remind students most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called *Tricky Words*.
- Remind students that, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures. Be sure to point out that the tricky parts of each word are underlined.

### ➤ Digital Component 2.1

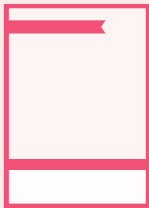
- |                  |                   |
|------------------|-------------------|
| 1. <u>one</u>    | 9. <u>l</u>       |
| 2. <u>two</u>    | 10. <u>are</u>    |
| 3. <u>three</u>  | 11. <u>little</u> |
| 4. <u>the</u>    | 12. <u>down</u>   |
| 5. <u>a</u>      | 13. <u>out</u>    |
| 6. <u>blue</u>   | 14. <u>of</u>     |
| 7. <u>yellow</u> | 15. <u>funny</u>  |
| 8. <u>look</u>   |                   |

## INTRODUCE TRICKY WORD: ALL (20 MIN.)

**Note:** The word *all* is pronounced differently in different parts of the country. Some speakers pronounce it /awl/, others pronounce it /ol/. This last pronunciation is the one referred to in this exercise. If you pronounce *all* as /awl/, tell students 'a' is pronounced with a sound they have not yet learned about (/aw/). There is no need to dwell on the sound /aw/. The relationship between /aw/ and /o/ will be discussed in Grade 1.

- Write the Tricky Word *all* on the board/chart paper and ask students how they would pronounce it by blending. (They might say /a/ /l/, like the name *Al*.)
- Explain it is actually pronounced /o/ /l/ as in, "They all went outside."
- Underline the letter 'a' and explain that they would probably expect this letter to be pronounced /a/, but it is pronounced /o/.
- Tell students when reading *all*, they have to remember to pronounce the letter 'a' as /o/.
- Underline the spelling 'll' and explain that they will learn later in this unit that 'll' is a spelling for the /l/ sound, so 'll' is pronounced as /l/.
- Tell students when writing *all*, they have to remember to spell the /o/ sound with the letter 'a' and the /l/ sound with 'll'.
- Point to the word *all* as you say the following sentence, "I ate all my pancakes." Ask students to **Turn and Talk**, using the word *all* in oral sentences.
- Write the Tricky Word *all* on a yellow card and add it to the Tricky Word Wall.

### Picture Reader



Page 113

### Activity Page 2.1



### Picture Reader and Activity Page 2.1

- Display page 113 of the digital Picture Reader and ask students to turn to the same page in their own copies of the Picture Reader.
- Point to *all* 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 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 to the end of page 115.

## ➤ Digital Component 2.2

- Distribute and display Activity Page 2.1 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 *all* in the blank space to complete the sentence.

### Lesson 2: “Sam and the Fish”

# Reading



#### Primary Focus

Group 1: As the teacher reads “Sam and the Fish” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and read aloud with purpose and understanding.

🇹🇽 **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.4; TEKS K.9.C; TEKS K.10.D.viii**

Group 2: Students will read “Sam and the Fish” independently with purpose and understanding. **TEKS K.4**

#### REREAD “SAM AND THE FISH” (20 MIN.)

#### Small Group

- Distribute a copy of the Reader, *Sam*, to each student and ask students to show you the various parts of the book (e.g., the cover, the title page, the spine, and the table of contents). Have students hold the book right side up, turn pages correctly, and read from top to bottom and left to right with a return sweep. **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.9.C**
- Ask students to look at the table of contents and tell you how many stories are included in the Reader. (*thirteen*) Then ask students to locate the page on which the story “Sam and the Fish” begins (page 2). **TEKS K.9.C**
- Have students locate a printed word on the page and distinguish letters from words within sentences.
- Read with Group 1 students during this lesson (while Group 2 students partner read). Remember these groupings are flexible and may change as students make progress and others experience a temporary difficulty.

**Group 2:** Have students sit with their partners and take turns reading “Sam and the Fish.” If they finish early, they may reread the story or complete a vocabulary activity page.

🇹🇽 **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.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.9.C** Discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

#### Reader



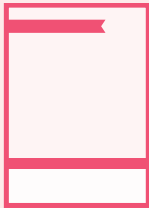
#### Page 2

**Group 1:** Refer to the Preview Spellings chart. Help students blend and read each word in a column, pointing out the pattern of each column (e.g., all of the words have the /a/ sound, all of the words end with the /ng/ sound, etc.)

### ➤ Digital Component 2.3

/a/ > 'a'	/i/ > 'i'	/o/ > 'o'	/e/ > 'e'	/u/ > 'u'	/ng/ > 'ng'	/th/ > 'th'
Sam	is	rod	net	tugs	brings	this
and	his	pond	gets	jumps	swings	the
dad	in					
past	sit					
	fish					
	twists					
	swims					
	lifts					
	grins					

#### Big Book



#### Page 2

- Load or display the story “Sam and the Fish” from the *Sam* Big Book.
- Have students follow along in their Readers as you use the *Sam* Big Book to read “Sam and the Fish” without interruption. Read the story a second time, having students read aloud.
- If time permits, ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.



#### Observation: “Sam and the Fish” Anecdotal Reading Record

As you listen to each student read “Sam and the Fish,” make notes about the student’s reading ability in the Anecdotal Reading Record.

# Take-Home Material

## TRICKY WORD: ALL

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

Activity Page 2.2



## Lesson 2: Foundational Skills Remediation

# Additional Support

## MORE HELP SEGMENTING

### Push & Say

- Provide each student with a copy of **Activity Page TR 2.1** (Sound Boxes) and the following **Small Letter Cards**: 'b', 'f', 'n', 'ng', 'r', 's', 'sh', 'th', 'w', 'e', and 'i'.
- Students should line up the Small Letter Cards below the Sound Boxes page.
- Say a word, such as *this*.
- Students echo the word and then individually work to select the Small Letter Cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the Small Letter Cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the sound boxes (e.g., four-phoneme words).
- Once you see a student is ready, ask them to push the cards into the boxes from left to right and say the sound as they push each card.
- Immediately, students should run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.
- Have students build the words in the box.



- |         |           |
|---------|-----------|
| 1. this | 4. brings |
| 2. fish | 5. swing  |
| 3. then | 6. sing   |

- If additional support is needed, first practice by asking students to flip their Small Letter Cards over to the blank side and Push & Say for a few practice words using the blank side of the cards. This removes the component of identifying the correct sound/spelling, allowing students to start with a focus on the sounds and their positions before adding in the task of connecting the sounds to spellings.

### MORE HELP WITH TRICKY WORDS

#### Race to the Top

- Make one copy of the ladder and word cards (**Activity Pages TR 2.2 and TR 2.3**) for each pair of students.
- Word cards should be concealed and drawn from a **container**, such as a brown bag, or placed face down in a pile.
- As cards are drawn, students show them to the opposing player to be spelled (e.g., on a **dry-erase board**).
- For correct answers students move up a rung; for incorrect answers students fall down a rung. First one who gets to the top wins.

#### Tricky Word Phrases

- Write the following phrases with Tricky Words on index cards and have students read them aloud.

- |                                 |                         |  |
|---------------------------------|-------------------------|--|
| 1. <u>a</u> box <u>of</u> pens  | 5. <u>all</u> red pants | 9. <u>all</u> <u>of</u> them             |
| 2. <u>the</u> can <u>of</u> ham | 6. <u>all</u> tots      | 10. <u>all</u> <u>of</u> it              |
| 3. lots <u>of</u> fun           | 7. <u>all</u> things    | 11. <u>the</u> best <u>of</u> <u>all</u> |
| 4. <u>a</u> bag <u>of</u> fish  | 8. <u>all</u> set       | 12. <u>a</u> pot <u>of</u> crabs         |

## Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 338 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 375 of those words would be completely decodable.

The word *of* is the 2<sup>nd</sup> most common word in English.

The word *all* is the 33<sup>rd</sup> most common word in English.

There are many other words that follow the pattern seen in *all*, e.g., *tall*, *small*, *ball*, and *wall*. In each case, an 'a' followed by 'll' is pronounced /ol/ or /awl/ (depending on regional accent). The 'a' spelling for /o/ (especially before /l/) will be taught in Grade 1. For now, we do not view words like *tall* and *ball* as decodable and do not include them in exercises and stories. However, students who encounter them may be able to read them by analogy with *all*.

## 3

## REVIEW

## Tricky Words

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

✚ Students will read and spell the Tricky Words *funny*, *all*, *the*, and *of*. **TEKS K.2.B.iv**

## Reading

As the teacher reads “Fun at the Pond” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; ask and answer questions about key details in the text; and use the illustrations to answer inferential and evaluative questions.

✚ **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.2.D.iv; TEKS K.3.B; TEKS K.5.B; TEKS K.10.D.viii**

Group 1: Students will read aloud together “Fun at the Pond” with purpose and understanding. **TEKS K.4**

Group 2: Students will read “Fun at the Pond” independently with purpose and understanding. **TEKS K.4**

## FORMATIVE ASSESSMENT

## Observation

## Letter Name and Letter Sound

## Observation Record

✚ **TEKS K.2.B.i**

## Observation

## Discussion Questions Observation Record

✚ **TEKS K.3.B; TEKS K.5.B**

## Observation

## “Fun at the Pond” Anecdotal Reading Record

✚ **TEKS K.4**

✚ **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; **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; (iv) recognizing the difference between a letter and a printed word; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other spellings
Review Tricky Words: Tricky Word Practice (Word Recognition)	Whole Group	15 min.	❑ Activity Page 3.1
<b>Reading</b>			
Introduce the Story	Whole Group	15 min.	❑ <i>Sam</i> Big Book and Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "Fun at the Pond"			
Read "Fun at the Pond"	Small Group/ Partner	20 min.	❑ <i>Sam</i> Reader ❑ Activity Page 3.2 (optional)
<b>Take-Home Material</b>			
Phrasemaker			❑ Activity Page 3.3

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select cards for fifteen other spellings for which students need more practice.

### Reading

- Load the story “Fun at the Pond” provided in the online materials or prepare to display the *Sam Big Book*.

### ➤ Digital Component 3.1

- Create the Preview Spellings chart (Digital Component 3.1) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, and a rope knot to use for Short Vowel Sounds.

## Lesson 3: Review Tricky Words

## Foundational Skills

25M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

✚ Students will read and spell the Tricky Words *funny*, *all*, *the*, and *of*. **TEKS K.2.B.iv**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



/i/

place finger below lips



/a/

pretend to cry



/o/

circle open mouth  
with finger

## Large Letter Cards



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

✚ **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.

## Large Letter Cards



### Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Use the same procedure described in Lesson 1.
- If students are ready for an extra challenge, ask them to provide a word starting with the sound represented by the spelling.



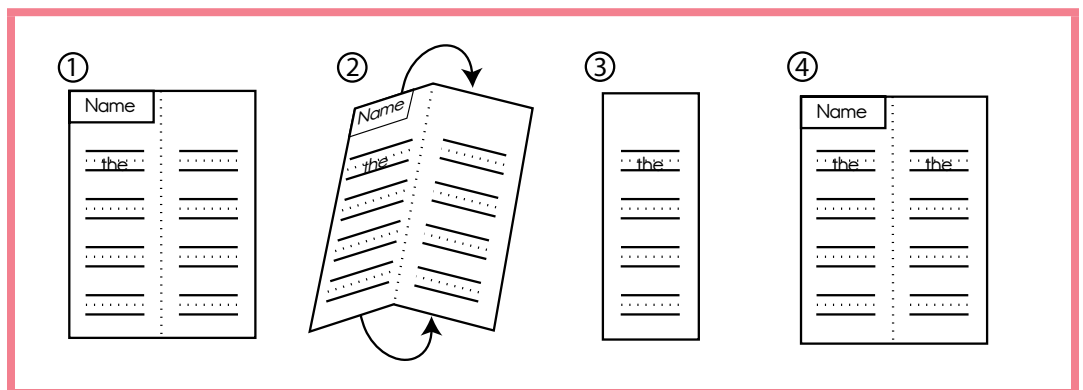
### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## REVIEW TRICKY WORDS (15 MIN.)

### Tricky Word Practice

- Distribute Activity Page 3.1.
- Tell students they will practice writing Tricky Words.
- Write *all* on the board/chart paper and have students read it.
- Have students copy *all* on the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.



- Erase the word *all* from the board/chart paper.

## Activity Page 3.1



- Have students fold their activity page along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *all* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Tell students to unfold their activity pages and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if they misspelled it.
- Have students repeat these steps with the remaining Tricky Words on separate pieces of paper. Write the word on the board/chart paper for students to read, and use it in an oral sentence.

1. all

3. the

2. of

4. funny

## Support

For some students, it might be helpful to say the sounds in the Tricky Words instead of the letter names. For example, while writing the word *all*, they could say /o/ /l/ instead of 'a' 'l' 'l'.



### Lesson 3: “Fun at the Pond”


# Reading


35M

## Primary Focus

As the teacher reads “Fun at the Pond” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; ask and answer questions about key details in the text; and use the illustrations to answer inferential and evaluative questions.

 **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.2.D.iv; TEKS K.3.B; TEKS K.5.B; TEKS K.10.D.viii**

 Group 1: Students will read aloud together “Fun at the Pond” with purpose and understanding. **TEKS K.4**

 Group 2: Students will read “Fun at the Pond” independently with purpose and understanding. **TEKS K.4**

## INTRODUCE THE STORY (5 MIN.)

### Preview Spellings


- Refer to the previously made chart. Help students blend and read the words in each column. Point out the pattern of each column (e.g., all of the words have the /a/ sound, all of the words have the /o/ sound, etc.).

### ➤ Digital Component 3.1

/a/ > ‘a’	/o/ > ‘o’	/i/ > ‘i’	/e/ > ‘e’	/u/ > ‘u’
mad	hop	digs	wet	up
Chad	drops	with	legs	mud
flap	frog			fun
hand	log			bugs
sand	long			

### Preview Core Vocabulary

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

 **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; (iv) recognizing the difference between a letter and a printed word; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

**flap—v.**, to move quickly up and down (12)

Example: A bird will flap its wings to fly.

- Now also write the following Tricky Words, which are included in the story, on the board for review: *the*, *a*, *of*. Underline the tricky part of each word, as you read the words aloud with students and use them in oral sentences.
- Review the use of the apostrophe as an indication of ownership (e.g., possessive).

**Vocabulary Chart for “Fun at the Pond”**

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

### Purpose for Reading

- Tell students they will read a story about Sam spending time with his friends at a pond. Ask students to pay special attention to the story so they can tell you who is at the pond with Sam.

### TEACHER DEMONSTRATION (10 MIN.)

#### Read “Fun at the Pond”

- Load the digital version of “Fun at the Pond” or use the *Sam* Big Book.
- Ask students to follow along in their Reader.
- Have students read the title of the story.
- Read the story “Fun at the Pond” once without interruption, running a finger beneath the words as you read them.
- Remind students that the parts of Tricky Words that cannot be decoded are underlined. The words *a* and *of* are underlined because the whole word is tricky. In the word *the*, only the letter ‘e’ is underlined because it is not sounded /e/.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again, having students read aloud.

Big Book



Page 10

Reader



Page 10



## Reading

### Exchanging Information and Ideas

#### Beginning

Ask yes/no questions using simple phrases: "Is the bug green?" "Does the bug have wings?"

#### Intermediate

When asking each question, provide students with a specific sentence frame: "Chad digs up a . . ."

#### Advanced/ Advanced High

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

ELPS 1.E; ELPS 4.G

## Reader



## Wrap-Up

### Discussion Questions for "Fun at the Pond"

**Note:** Please remember to discuss these questions only orally.

1. **Literal.** Who is at the pond with Sam?
  - » Sam is at the pond with his pals; Sam is at the pond with Jen and Chad.
2. **Literal.** What does Sam's pal, Chad, find?
  - » Sam's pal, Chad, finds a bat.
3. **Literal.** Who spots a bug?
  - » Jen spots a bug.
4. **Inferential.** Describe the bug Jen spots. Look at the illustration on page 15.
  - » Accept reasonable answers based on the illustration.
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 "FUN AT THE POND" (20 MIN.)

### Small Group

Both this lesson and the following lesson have time designated to read "Fun at the Pond" in small groups. We recommend you read with Group 1 during this lesson (while Group 2 students partner read).

**Group 2:** Have students take out their Reader, sit with partners, and take turns reading "Fun at the Pond" aloud. Students who finish early should reread the story "Sam and the Fish." They should not read ahead. You may consider assigning an optional vocabulary sheet.

**Group 1:** Ask students to look at the table of contents and locate the page on which the story “Fun at the Pond” starts (page 10).

- Load the digital version of “Fun at the Pond” or use the *Sam* Big Book.
- Have students follow along in their Readers as you use the *Sam* Big Book to read “Fun at the Pond” without interruption. Complete the story a second time, having students read aloud.
- If time permits, ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.



#### Observation: “Fun at the Pond” Anecdotal Reading Record

As you listen to each student read “Fun at the Pond,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Take-Home Material

### PHRASEMAKER

- Have students give Activity Page 3.3 to a family member.

Activity Page 3.3



### Lesson 3: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH TRICKY WORDS

#### Bingo

- Make enough copies of **Activity Page TR 3.1** for each student to have a Bingo board.
- Any collection of **tokens** can be used for students to cover spaces on their game boards (e.g., cubes, beans, tiles, etc.).

- Copy and cut apart the word cards (**Activity Page TR 3.2**).
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct, ask, “How did you know that was \_\_\_\_\_?” (This verbalization of knowledge or strategies used is powerful for reinforcing learning.)
- The game may be played until one or all students get three spaces covered in a row, or until one or all students get “blackout” (covering the entire board).

### **Trace and Copy Tricky Words**

- Distribute **Activity Page PP.14** to students.
- Have students trace each letter of the Tricky Words and copy the words on the adjacent lines.
- Remind students to start tracing at the dot on each letter.

### **Circle and Write the Tricky Word**

- Make one copy of **Activity Page TR 3.3** for each student.
- Have students read each sentence, circle the Tricky Word(s), and write the Tricky Word(s) on the lines.
- At the end of the activity page, lines are provided for students to write an original sentence containing the Tricky Words *of*, *all*, or both words.

## REVIEW

# Tricky Words and Rhyming Words

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

 **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii; TEKS K.2.D.v**

Students will make and read phrases with the Tricky Words *a*, *the*, and *of*.

 **TEKS K.2.B.iv**

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

## Reading

Students will read "Fun at the Pond" independently with purpose and understanding. **TEKS K.4**



## FORMATIVE ASSESSMENT

## Observation

## Letter Name and Letter Sound


## Observation Record

 **TEKS K.2.B.i**

## Observation

## "Fun at the Pond" Anecdotal Reading Record

 **TEKS K.4**

 **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; **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; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Dictation Journal (Print Concepts, Phonics)	Whole Group	10 min.	❑ Dictation Journal
Review Tricky Words: Making Phrases with Tricky Words (Word Recognition)	Whole Group	15 min.	❑ marker ❑ yellow and green paper ❑ Tricky Words <i>a</i> and <i>of</i> (Digital Components) ❑ Tricky Word Phrase <i>all of the</i> Chart (Digital Components)
Review Rhyming Words: Do They Rhyme? (Phonics and Word Recognition)	Whole Group	15 min.	
<b>Reading</b>			
Reread “Fun at the Pond”	Small Group/ Partner	20 min.	❑ <i>Sam</i> Reader

## ADVANCE PREPARATION

### Foundational Skills

#### ➤ Digital Component 4.1

- Create the four-column chart with Tricky Words *a* and *of* (Digital Component 4.1) found in Making Phrases with Tricky Words on the board/chart paper or use the digital version.

#### ➤ Digital Component 4.2

- Create the two-column chart with the Tricky Word phrase *all of the* (Digital Component 4.2) found in Making Phrases with Tricky Words on the board/chart paper or use the digital version.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, and a rope knot to use for Short Vowel Sounds.



## Lesson 4: Tricky Words and Rhyming Words

## Foundational Skills

40M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii; TEKS K.2.D.v**

✚ Students will make and read phrases with the Tricky Words *a*, *the*, and *of*. **TEKS K.2.B.iv**

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

## Large Letter Cards



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STUDENTS**



## Foundational Skills

## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



/i/

place finger below lips



/a/

pretend to cry



/o/

circle open mouth  
with finger

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

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance.
- Use the procedure described in Lesson 1.
- When you come to the digraph 'th', be sure students name both possible sounds (voiceless /th/ and voiced /th/).

## Dictation Journal

- Direct students to their Dictation Journals. Tell them you will dictate five words and one sentence that they will spell correctly in their Journal: *jam*, *chip*, *got*, *quit*, *bed*, and *The little chick is out of the pen*.



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## REVIEW TRICKY WORDS (15 MIN.)

### Making Phrases with Tricky Words

- Display the four-column chart with Tricky Words *a* and *of* and decodable words (Digital Component 4.1) on the floor or on the board/chart paper so students can tap them to construct phrases such as *a lot of cash* or *a cup of milk*.
- Show students how to make a phrase such as *a bag of nuts* by tapping on each word in the phrase with your foot or a yardstick.
- Invite students to make different phrases.

### > Digital Component 4.1

a	lot	of	cash
	bag		milk
	box		trash
	cup		sand
	can		nuts
			chips
			flags
			bugs
			gifts
			rag
			stamps

### Challenge

Invite students to add words orally to the phrases to make sentences (e.g., "All of the dogs chased the squirrel.").

- When students have practiced several phrases beginning with *a*, display the two-column chart (Digital Component 4.2) to make phrases beginning with the Tricky Words *all of the*.
- Show students how to make a phrase such as *all of the dogs* by tapping on each word in the phrase with your foot or a yardstick.

## ➤ Digital Component 4.2

all of the	cats
	dogs
	pigs
	fish
	crabs
	rats
	bugs
	frogs

## REVIEW RHYMING WORDS (15 MIN.)

### Do They Rhyme?

- Remind students two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words (e.g., *gum—yum*, *spot—hot*, *slip—trip*, *spend—send*, etc.), as well as examples of words that do not rhyme (e.g., *gum—cup*, *spill—spot* etc.).
- Tell students you are going to ask them whether or not some words rhyme.
- Ask students if *of* and *love* rhyme. (Yes, *they rhyme*.)
- Complete the remaining word pairs.

### Challenge

If students are ready for an extra challenge, ask them to also provide an additional rhyming word when the words presented rhyme.

1. of—love	6. all—hall
2. friend—bend	7. clean—mean
3. trees—tries	8. heart—start
4. the—a	9. dress—dream
5. pond—lake	10. kittens—mittens



### Check for Understanding

Have students close their eyes and listen as you read the words in the chart. Ask them to raise their hands when they hear a pair of words that rhyme.

## Lesson 4: “Fun at the Pond”

# Reading



**Primary Focus:** Students will read “Fun at the Pond” independently with purpose and understanding. **TEKS K.4**

### REREAD “FUN AT THE POND” (20 MIN.)

#### Small Group

**Note:** If you read with Group 1 students during the previous lesson, read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding students’ reading progress.

**Group 2:** Ask students to look at the Table of Contents and locate the page on which the story “Fun at the Pond” starts (page 10).

- Have students read aloud.
- If time permits, ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.

**Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Fun at the Pond” aloud. Students who finish early should reread the story “Sam and the Fish.” They should not read ahead. You may consider assigning students an optional vocabulary activity page (Activity Page 3.2) if you have not already done so.

Reader



Page 10

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



### Observation: “Fun at the Pond” Anecdotal Reading Record

As you listen to each student read “Fun at the Pond,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Lesson 4: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH TRICKY WORDS

#### Green Light, Yellow Light

- Copy and cut apart **Activity Page TR 4.1** on **green cardstock**, one for each student.
- Copy and cut apart **Activity Page TR 4.2** on **yellow cardstock**, one for each student.
- Explain that the words printed on green paper follow the rules and can be read by blending. Green means go.
- Explain that the words printed on yellow paper are Tricky Words. Yellow means proceed with caution!
- Shuffle the cards and have students read them one at a time.
  - When students select a green card they may say “Green, go!” before reading the word.
  - When students select a yellow card they may say “Yellow, slow!” before reading the word.

## Making Phrases

- Copy and distribute the word cards (**Activity Page TR 4.3**).
- Have students cut the words apart.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.
- Example phrases may include:
  - ten mad pigs
  - the fish was glad
  - cash from milk

## MORE HELP WITH RHYMING WORDS

### Connect the Rhyming Words

- Make one copy of **Activity Page TR 4.4** for each student.
- Have students read and say the first word, *one*.
- Have students read and say the words in the second column.
- Ask, “Which of these words rhymes with *one*?”
- If necessary have students repeat each word several times.
- Continue with the remainder of the words in the first column.

## 5

## TRICKY WORD

## Introduce From


## PRIMARY FOCUS OF LESSON

## Foundational Skills

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

## Reading


As the teacher reads “Sam’s Pets” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; ask and answer questions about key details in the text; and use the illustrations to answer inferential and evaluative questions.

-  **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.3.B; TEKS K.4; TEKS K.5.B; TEKS K.10.D.viii**

## FORMATIVE ASSESSMENT

## Observation


## Discussion Questions Observation Record

-  **TEKS K.3.B; TEKS K.5.B**

## Observation

## “Sam’s Pets” Anecdotal Reading Record

-  **TEKS K.4**

-  **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.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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Tricky Word: <i>From</i> (Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> yellow index card <input type="checkbox"/> Picture Reader <input type="checkbox"/> Tricky Word Wall (Digital Components)
Review Tricky Words: Complete the Sentences (Phonics and Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.1 (Digital Components)
<b>Reading</b>			
Introduce the Story	Whole Group	15 min.	<input type="checkbox"/> <i>Sam</i> Big Book and Reader <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read “Sam’s Pets”			
Read “Sam’s Pets”	Partner	20 min.	<input type="checkbox"/> <i>Sam</i> Reader <input type="checkbox"/> Activity Pages 5.2, 5.3 (optional)
<b>Take-Home Material</b>			
Take-Home Story: “Sam and the Fish”			<input type="checkbox"/> Activity Page 5.4



## ADVANCE PREPARATION

### Foundational Skills

#### ➤ Digital Component 5.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Introduce Tricky Word: *From* (Digital Component 5.1) on the board/chart paper or display the digital version.
- Load pages 117 and 118 from the digital version of the Picture Reader provided in the online materials.

#### ➤ Digital Component 5.2

- Create an enlarged version of Activity Page 5.1 (Digital Component 5.2) to display for Review Tricky Words, or use the digital version.

### Reading

- Load the story “Sam’s Pets” provided in the online materials, or prepare to display the *Sam Big Book*.


#### ➤ Digital Component 5.3

- Create the Preview Spellings chart (Digital Component 5.3) for Introduce the Story on the board/chart paper, or use the digital version.

## Lesson 5: Tricky Word: From

## Foundational Skills



 **Primary Focus:** Students will read the Tricky Word *from*. **TEKS K.2.B.iv**

**INTRODUCE TRICKY WORD: FROM (15 MIN.)**


- Remind students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called *Tricky Words*.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures.

**➤ Digital Component 5.1**

- |                  |                   |
|------------------|-------------------|
| 1. <u>one</u>    | 8. <u>look</u>    |
| 2. <u>two</u>    | 9. <u>I</u>       |
| 3. <u>three</u>  | 10. <u>are</u>    |
| 4. <u>the</u>    | 11. <u>little</u> |
| 5. <u>a</u>      | 12. <u>down</u>   |
| 6. <u>blue</u>   | 13. <u>out</u>    |
| 7. <u>yellow</u> | 14. <u>of</u>     |

**Tricky Word: From**

- Write the Tricky Word *from* on the board/chart paper and ask students how they would pronounce it by blending. (They might respond /f/ /r/ /o/ /m/.)
- Tell students this word is pronounced /f/ /r/ /u/ /m/ as in, “from here to there.”
- Circle the letter ‘f’ and explain it is pronounced just as one would expect, as /f/.
- Circle the letter ‘r’ and explain it is also pronounced just as one would expect, as /r/.

 **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.

- Circle the letter 'm' and explain it is also pronounced just as one would expect, as /m/.
- Underline the letter 'o' and explain it is the tricky part of the word. Students would probably expect this letter to be pronounced /o/, but it is pronounced /u/.
- Tell students when reading *from*, they have to remember to pronounce the letter 'o' as /u/.
- Tell students when writing *from*, they have to remember to spell the /u/ sound with the letter 'o'.
- Point to the word *from* as you say the following sentence, "The book is from my teacher." Ask students to **Turn and Talk**, using the word *from* in oral sentences.
- Write the Tricky Word *from* on a yellow card and add it to the Tricky Word Wall.

### Picture Reader

- Display page 117 of the digital Picture Reader and ask students to turn to the same page in their own copies of the Picture Reader.
- Point to *from* 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 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 the end of page 118.

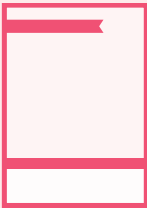
### REVIEW TRICKY WORDS (10 MIN.)

#### Complete the Sentences

#### ➤ Digital Component 5.2

- Distribute and display Activity Page 5.1 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 correct word in the blank space to complete the sentence.

#### Picture Reader



Page 117

#### Activity Page 5.1



## Lesson 5: “Sam’s Pets”

# Reading



**Primary Focus:** As the teacher reads “Sam’s Pets” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; ask and answer questions about key details in the text; and use the illustrations to answer inferential and evaluative questions. **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.3.B; TEKS K.4**

**TEKS K.5.B; TEKS K.10.D.viii**

### INTRODUCE THE STORY (5 MIN.)

#### Preview Spellings

- Direct students’ attention to the chart you prepared in advance. Help students blend and read each word in a column. Point out the pattern of each column (e.g., all of the words have the /u/ sound, etc.).

#### ➤ Digital Component 5.3

/u/ > ‘u’	/sh/ > ‘sh’	/ng/ > ‘ng’
bug	dish	king
runs		
rubs		
jumps		
Tut		

#### Preview Vocabulary

- Before reading today’s story, preview the following vocabulary with students. Write the words on the board/chart paper for students to read and explain the meaning of the words, using them in an oral sentence.

**yelp—v.**, to cry out sharply and quickly (18)

Example: My dog will yelp if you step on his tail.

**chomp—v.**, to bite or chew something (22)

Big Book



Page 16

**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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Vocabulary Chart for “Sam’s Pets”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			yelp chomp
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Now also write the following Tricky Words, which are included in the story, on the board/chart paper for review: *from*, one, of, a, the. Underline the tricky part of each word, as you read the words aloud with students and use them in oral sentences.
- Finally, write the word to on the board/chart paper; tell students that this is a new Tricky Word that is included on the last page of the story. Read the word and use it in a sentence.
- Review the use of the apostrophe as an indication of ownership (e.g., possessive).

### Purpose for Reading

- Tell students they will read a story about Sam’s pets. Ask students to pay special attention to the story so they can tell you what types of pets Sam has.

### TEACHER DEMONSTRATION (10 MIN.)

#### Read “Sam’s Pets”

- Load the digital version of “Sam’s Pets” or use the *Sam* Big Book.
- Ask students to follow along in their own Reader.
- Have students read the title of the story.
- Read the story “Sam’s Pets” once without interruption, running a finger beneath the words as you read them.
- Remind students the parts of the Tricky Words that cannot be sounded out are underlined. The words *a*, *of*, and *one* are underlined because each whole word is tricky; in the words *from*, *the*, and *to*, only parts of the words are tricky and underlined.

Big Book



Page 16

Reader



Page 16

- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again.

## Wrap-Up

### Discussion Questions for “Sam’s Pets”

**Note:** Please remember to discuss these questions orally.

- 1. Literal.** What pets does Sam have?
  - » Sam has a dog, a cat, and a bug.
- 2. Literal.** What are some things Sam’s dog, Max, does?
  - » Max runs and jumps; Max digs in the mud; Max yelps at the cat.
- 3. Literal.** What are some things Sam’s cat, Tim, does?
  - » Tim sips milk from a dish; Tim naps on Sam’s bed; Tim runs from Max.
- 4. Literal.** Which one of Sam’s pets chomps on bugs?
  - » Sam’s bug, King Tut, chomps on bugs.

Support: Chomps means to bite or chew something.
- 5. Inferential.** Why does King Tut run from Tim? Look at the illustration on page 23.
  - » Accept reasonable answers.
- 6.** Do you have questions you would like to ask to clarify your understanding of the story?



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BILINGUAL  
STUDENTS**

## Reading

### Exchanging Information and Ideas

#### Beginning

Ask yes/no questions using simple phrases: “Is King Tut bigger than Tim?” “Do cats eat bugs?”

#### Intermediate

When asking each question, provide students with a specific sentence frame: “Max has a dog, a cat, and a . . .” “Max digs in the . . .”

#### Advanced/

#### Advanced High

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

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



### Observation: Discussion Questions Observation Record

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



## READ “SAM’S PETS” (20 MIN.)

### Partner Reading

- Give each student a *Sam Reader*.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading “Sam’s Pets.”
- Encourage students who finish early to reread the stories “Fun at the Pond” and “Sam and the Fish.” Students should not read ahead.



### Observation: “Sam’s Pets” Anecdotal Reading Record

As you listen to each student read “Sam’s Pets,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

# Take-Home Material

## TAKE-HOME STORY: “SAM AND THE FISH”

- Have students give Activity Page 5.4 to a family member.



### Lesson 5: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY WORDS

### Match Maker

This game is best played in small groups or at work stations.

- Make two copies of **Activity Page TR 5.1** (Tricky Word Cards) for each student. Cut the word cards apart.
- Shuffle the cards and lay them face down on the table.
- Have students turn over two cards at a time, attempting to find matching cards.

- If a student finds a match, they can call out “Match!” and keep the cards for the duration of the game.
- Continue until all matches have been found.

### Circle and Write the Tricky Word

- Make one copy of **Activity Page TR 5.2** for each student.
- Tell students four Tricky Words are printed at the top of the page. Each of these Tricky Words appear in the sentences printed below.
- Ask students to read the words in the box.
- Have a student read the first sentence.
- Ask students which Tricky Words are used in the first sentence.
- Have students print the Tricky Words *all*, *of*, *a*, and *the* on the lines provided, following your example.
- Have students read the remaining sentences and write the Tricky Words on the lines below each sentence.

### Color the Tricky Word

- Make copies of **Activity Page TR 5.3**, one for each student.
- Have students color the Tricky Word letters using green for letters matching learned sound/spellings, and yellow for letters pronounced differently than we would expect.
- Then have students use the Tricky Words to fill in the blanks.

### Code Knowledge

Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average 375 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 385 of those words would be completely decodable.

The word *from* is the 23rd most common word in the English language.

The word *one* is the 32nd most common word in the English language.



## 6

## REVIEW

## Spelling

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✦ **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs. **TEKS K.2.B.i; TEKS K.2.B.iii**

## Reading

As the teacher reads "Tasks" aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.2.D.iv; TEKS K.4; TEKS K.5.G; TEKS K.10.D.viii**

Students will read "Tasks" independently with purpose and understanding.

✦ **TEKS K.4**

## FORMATIVE ASSESSMENT

## Observation

## Letter Name and Letter Sound

## Observation Record

✦ **TEKS K.2.B.i**

## Observation

## Discussion Questions Observation Record

✦ **TEKS K.5.G**

## Observation

## "Tasks" Anecdotal Reading Record

✦ **TEKS K.4**

✦ **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.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; (iv) recognizing the difference between a letter and a printed word; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other spellings
Teacher Chaining (Phonics and Word Recognition)	Whole Group	15 min.	
<b>Reading</b>			
Introduce the Story	Whole Group	15 min.	❑ <i>Sam</i> Big Book and Reader ❑ Preview Spellings Chart (Small Group 1) (Digital Components)
Teacher Demonstration: Read "Tasks"			
Read "Tasks"	Small Group/ Partner	20 min.	❑ <i>Sam</i> Reader ❑ Activity Pages 6.1, 6.2 (optional)
<b>Take-Home Material</b>			
Take-Home Story: "Fun at the Pond"; Tricky Word Practice			❑ Activity Page 6.3

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in of the Lesson at a Glance. Select fifteen additional spellings students need to practice.

### Reading

- Load the story “Tasks” provided in the online materials, or prepare to display the *Sam Big Book*.

### ➤ Digital Component 6.1

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

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, and a rope knot to use for Short Vowel Sounds.

## Lesson 6: Basic Code

## Foundational Skills

25M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs. **TEKS K.2.B.i; TEKS K.2.B.iii**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'a', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all three sounds from front to back: /i/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /i/.



/i/

place finger below lips



/a/

pretend to cry



/o/

circle open mouth  
with finger

## Large Letter Cards



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## Foundational Skills

## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

✚ **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*.



## Foundational Skills

### Foundational Literacy Skills

Model for students how to segment sounds for the word *hot* 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**

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance and 15 other spellings already taught.
- Use the procedure described in Lesson 1.



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## TEACHER CHAINING (15 MIN.)

- Write *hot* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove 'h' and add 'p' to create *pot*.
- As you make this change, say, "If that is *hot*, what is this?"
- Continue this process with the remaining words.
- Complete the chaining.

1. hot > pot > spot > slot > slit > sling > slings > sings > things > wings
2. chop > chip > chips > ships > quips > quits > quints > hints > hunts



### Check for Understanding

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

## Lesson 6: “Tasks”

# Reading



### Primary Focus

As the teacher reads “Tasks” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

**TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.2.D.iv; TEKS K.4; TEKS K.5.G; TEKS K.10.D.viii**

Students will read “Tasks” independently with purpose and understanding.

**TEKS K.4**

### INTRODUCE THE STORY (5 MIN.)

#### Preview Vocabulary

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

**tasks—n.**, chores (24)

Example: The tasks took me all day to finish.

**trim—v.**, to cut or clip (24)

Example: I asked the barber to trim my hair.

**shrubs—n.**, small, woody plants that have several stems (24)

Example: The shrubs turn green in the spring.

Big Book



Page 24

### Vocabulary Chart for “Tasks”

Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			tasks shrubs
Multiple-Meaning Core Vocabulary Words			trim
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; (iv) recognizing the difference between a letter and a printed word; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time. **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

- Now also write the following Tricky Words, which are included in the story, on the board for review: *a*, *of*, *all*, *the*. Underline the tricky part of each word as you read the words aloud with students and use them in oral sentences.
- Review the use of the apostrophe as an indication of ownership (e.g., possessive).

**Note:** You may also want to point out that the word *trim* can have other meanings such as in being physically fit, or being in healthy physical shape. In today's story it has the meaning noted above.

### Purpose for Reading

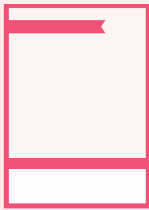
- Tell students they will read a story about some tasks Sam must do. Ask students to pay special attention to the story so they can tell you Sam's tasks.

### TEACHER DEMONSTRATION (10 MIN.)

#### Read "Tasks"

- Load the digital version of "Tasks" or use the *Sam Big Book*.
- Ask students to follow along in their Reader.
- Have students read the title of the story.
- Read the story "Tasks" once without interruption, running a finger beneath the words as you read them.
- Remind students that the parts of the Tricky Words that cannot be sounded out are underlined. The words *a*, *all* and *of* are underlined because the whole word is tricky.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again.

Reader



Page 24

## Wrap-Up

### Discussion Questions for “Tasks”

**1. Literal.** What tasks must Sam do?

- » Sam must scrub a bunch of cups; Sam must help his dad trim shrubs; Sam must mop the steps.

**2. Literal.** What task does Sam do first?

- » *Sam scrubs all of the cups.*

**3. Inferential.** Why does Sam flop on the rug?

- » Accept reasonable answers.

Support: What happened when Sam helps his dad trim shrubs? Look at the illustration on page 29 and the story on page 28.

- » Sam gets hot.

What does Sam do next?

- » Sam spots a fan on the rug.

Then, what does Sam do?

- » Sam flops on the rug and naps.

**4. Literal.** What does Sam’s mom do when she spots Sam?

- » Sam’s mom taps him with the mop.

**Inferential.** Do you think Sam ever mops the steps? What things in the story make you think that?

- » Accept reasonable answers. For example: Yes, because Sam jumps up and picks up the mop.

**5.** Do you have any questions?



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## Reading

### Exchanging Information and Ideas

#### Beginning

Ask yes/no questions using simple phrases: “Did Sam fall asleep?” “Did Sam’s mom wake him up?”

#### Intermediate

When asking each question, provide students with a specific sentence frame: “The sun was hot and that made Sam . . .” “Sam flops on the rug because . . .”

#### Advanced/

#### Advanced High

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

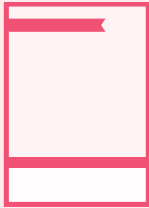
**ELPS 1.E; ELPS 4.G**



### Observation: Discussion Questions Observation Record

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





## READ “TASKS” (20 MIN.)

### Small Group

Both this lesson and the following lesson have time designated to read “Tasks” in small groups. Read with Group 1 students during this lesson (while Group 2 students partner read). Be sure to record anecdotal notes regarding students’ reading progress.

**Group 2:** Have students take out their Readers, sit with their partners, and take turns reading “Tasks” aloud. Students who finish early should reread the stories “Sam’s Pets” and “Fun at the Pond.” They should not read ahead. You may wish to assign a vocabulary activity page.

**Group 1:** Ask students to look at the table of contents and locate the page on which the story “Tasks” starts (page 24).

- Refer to the prepared chart. Help students blend and read each word. Point out the pattern in each column (e.g., all of the words have the /a/ sound, all of the words have the /o/ sound, etc.).

### ➤ Digital Component 6.1

/a/ > ‘a’	/o/ > ‘o’	/i/ > ‘i’	/e/ > ‘e’	/u/ > ‘u’
task	mop	list	then	cups
taps	spots	trim	step	bunch
grabs		snip	helps	scrubs
				shrubs

- Choose an appropriate oral reading activity for this group and have them read the story aloud.
- Ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share the questions and answers they discussed.
- If time permits, reread “Sam’s Pets” using the same format.



### Observation: “Tasks” Anecdotal Reading Record

As you listen to each student read “Tasks,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Take-Home Material

### TAKE-HOME STORY: “FUN AT THE POND”; TRICKY WORD PRACTICE

- Have students give Activity Page 6.3 to a family member.

Activity Page 6.3



### Lesson 6: Foundational Skills Remediation

## Additional Support

### MORE HELP READING CONSONANT CLUSTERS AND DIGRAPHS

#### Grab the Bacon

- Make **large cards with words** from the box, one word per card.

1. shut	5. fish	9. quit	13. bring
2. ring	6. king	10. sing	14. math
3. quilt	7. path	11. shrub	15. stung
4. that	8. wish	12. gong	16. staff

- Form two teams of students.
- Have team members stand in two lines facing each other.
- Place **an object to represent “the bacon”** on the floor in between the two teams (e.g., a small stuffed pig, block, etc.).
- Write the following spellings on the board/chart paper: ‘ch’, ‘sh’, ‘th’, ‘ng’, and ‘qu’ and tell students you will be holding up words with these sounds on large cards for them to see, one at a time.

- Students raise their hands when they can read the word and provide the sound the cluster or digraph represents.
- Call on a student whose hand is raised from one of the teams to respond.
- If the response is correct, the student goes to the middle and “grabs the bacon.” The team receives a point, and the student places the bacon back on the floor. If the response is incorrect, the bacon stays in the middle.
- Show the next word and call on a student from the other team.
- Repeat play until all words have been shown.

## **MORE HELP SPELLING CONSONANT CLUSTERS AND DIGRAPHS**

### **Dictation with Words**

- Have students take out a pencil and a piece of paper.
- Tell students you are going to say a number of words for them to write. Say the word *dog*. Then segment the word, raising one finger for each sound: /d/ (raise thumb) . . . /o/ (raise pointer finger) . . . /g/ (raise middle finger).
- Ask students how many sounds are in the word *dog*.
- Draw three horizontal lines on the board/chart paper—one for each sound in *dog*. Have students do the same on their paper.
- Ask students for the first sound in *dog*. Fill in the first line on the board/chart paper with the letter ‘d’. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *dog*.
- Model reading the word letter by letter as a strategy for double-checking its spelling.
- Make sure students draw the same amount of lines as there are sounds in the word before attempting to write the word.
- Remind students to refer to the Sound Posters as they write the spellings.
- Use the words in the box.

- |          |          |
|----------|----------|
| 1. dog   | 5. chip  |
| 2. spot  | 6. hints |
| 3. sling | 7. wings |
| 4. quit  | 8. ships |

## MORE HELP WITH ORAL READING

### Two Voices

- Make one copy of **Activity Page TR 6.1** for each student.
- The story “Sam’s Pets” from the *Sam Reader* has been recreated to be read for two voices. One student reads down column 1 while the other student reads down column 2, together completing the story. The lines in bold are read chorally (voices together).


## 7

## REVIEW

## Basic Code

**Foundational Skills**

Students will provide the sound and letter name when shown the following lowercase letters: 'a', 'i', 'o', 'e', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

 **TEKS K.2.B.i; TEKS K.2.D.v**

**Language**

Students will spell simple, short-vowel words with single consonants, consonant clusters, and digraphs.

 **Foundational Skills** **TEKS K.2.C.ii**

Students will read single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs.

 **Reading** **TEKS K.2.B.i; TEKS K.2.B.iii**

Students will read "Tasks" independently with purpose and understanding.

**FORMATIVE ASSESSMENT**

Observation

Letter Name and Letter Sound


Observation Record

 **TEKS K.2.B.i**

Observation

"Tasks" Anecdotal Reading Record

 **TEKS K.4**

 **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.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'e', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other spellings
<b>Language</b>			
Dictation with Words	Independent	15 min.	
<b>Foundational Skills</b>			
Label the Picture (Phonological Awareness, Phonics and Word Recognition)	Independent	15 min.	❑ Activity Page 7.1 ❑ Activity Page 7.1 (Digital Components)
<b>Reading</b>			
Reread "Tasks"	Small Group/ Partner	20 min.	❑ <i>Sam</i> Reader

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select fifteen additional spellings that students need to practice.

### Reading

- Load the story “Tasks” provided in the online materials, or prepare to display the *Sam Big Book*.

### Foundational Skills

#### ➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Label the Picture, or use the digital version.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, and something trapped in a net to use for Short Vowel Sounds.

## Lesson 7: Basic Code

## Foundational Skills

10M

**Primary Focus:** Students will provide the sound and letter name when shown the following lowercase letters: 'a', 'i', 'o', 'e', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

**Note:** Today you will include the sound /e/ in the Warm-Up. The sounds /i/ and /e/, and /e/ and /a/ are difficult to distinguish.

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

## Large Letter Cards



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## Foundational Skills





## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

			
/i/	/e/	/a/	/o/
place finger below lips	pretend not to hear	pretend to cry	circle open mouth with finger

**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.



## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance and fifteen other spellings previously taught.
- Use the procedure described in Lesson 1.



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## Lesson 7: Spelling

# Language

15M

**Primary Focus:** Students will spell simple, short-vowel words with single consonants, consonant clusters, and digraphs. **TEKS K.2.C.ii**

### DICTATION WITH WORDS (15 MIN.)

- Ask students to take out a pencil and a piece of paper.
- Tell students you are going to say a number of words for them to write.
- Say the word *job*. Then segment the word, raising one finger for each sound: /j/ (raise thumb) . . . /o/ (raise pointer finger) . . . /b/ (raise middle finger).
- Ask students how many sounds are in the word *job*.
- Draw three horizontal lines on the board/chart paper—one for each sound in *job*. Have students do the same on their paper.
- Ask students for the first sound in *job*. Fill in the first line on the board/chart paper with the letter 'j'. Have students do the same on their paper.
- Repeat for the remaining two sounds and spellings in *job*.
- Model reading the word letter by letter as a strategy for double-checking its spelling.

**TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Demonstrate this process with at least one or two additional words before having students write the dictated words independently.
- Make sure students draw the same number of lines as there are sounds in the words before attempting to write the word.
- For items 7–10, remind students some sounds are represented by digraphs, so they will be writing more than one letter on a line.
- Remind students to refer to the Sound Posters as they write the spellings.

- |          |           |
|----------|-----------|
| 1. job   | 6. grubs  |
| 2. win   | 7. kings  |
| 3. pest  | 8. chin   |
| 4. plum  | 9. shrimp |
| 5. trips | 10. gongs |



### Check for Understanding

Monitor students' performance as they write the words, especially with regard to consonant clusters and digraphs.

## Lesson 7: Word Recognition

# Foundational Skills



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

### LABEL THE PICTURE (15 MIN.)

#### ➤ Digital Component 7.1

- Distribute and display Activity Page 7.1.
- Ask students to read the first phrase.
- Ask students which of the pictures matches the phrase *one can of trash*.

**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*.

### Activity Page 7.1



- Have students circle the matching picture.
- Have students write *one can of trash* on the line provided.
- Continue demonstrating until students are ready to work independently.

## Lesson 7: “Tasks” Reading



**Primary Focus:** Students will read “Tasks” independently with purpose and understanding. **TEKS K.4; TEKS K.5.B**

### REREAD “TASKS” (20 MIN.)

#### Small Group

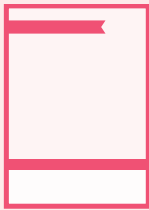
If you read with Group 1 students during the previous lesson, read with Group 2 students while Group 1 students partner read. Be sure to record anecdotal notes regarding students’ reading progress.

**Group 1:** Have students take out their Readers, sit with their partners, and take turns rereading “Tasks” aloud. Students who finish early should reread the stories “Sam’s Pets” and “Fun at the Pond.” They should not read ahead. You may consider assigning a vocabulary activity page.

**Group 2:** Ask students to look at the table of contents and locate the page on which the story “Tasks” starts (page 24).

- Have students read the story aloud using an oral reading activity best suited to the needs of this group.
- Ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.
- If time permits, read “Sam’s Pets” and “Fun at the Pond.”

Reader



Page 24

**TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.B** Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.



### Observation: “Tasks” Anecdotal Reading Record

As you listen to each student read “Tasks,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Lesson 7: Foundational Skills Remediation

# Additional Support

### PHRASES AND WIGGLE CARDS

- |                   |                  |                    |
|-------------------|------------------|--------------------|
| 1. chips in hand  | 4. wings on legs | 7. lips and chin   |
| 2. Spot the fish. | 5. Tap the hand. | 8. wish            |
| 3. Chop the log.  | 6. pot is hot    | 9. Stand and sing. |

### MORE HELP WITH ORAL READING

#### Two Voices

- Follow the procedure in Lesson 6 using **Activity Page TR 7.1**.

### MORE HELP READING CONSONANT CLUSTERS

#### Teacher Chaining

- Follow the procedure in Lesson 6.
- Use the following chains:

- |  |
|--|
| 1. hot > pot > spot > slot > slit > sling > slings > sings > things > wings  |
| 2. wing > wit > wish > fish > dish > dash > lash > gash > mash > flash > ash |

## 8


## TRICKY WORD

## Introduce Was

## PRIMARY FOCUS OF LESSON


## Foundational Skills

Students will read and write the Tricky Words *was*, *from*, *funny*, *all*, *the*, and *of*.

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

## Reading

As the teacher reads “The Van” aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and ask and answer questions about key details in the text.

 **TEKS K.2.D.ii; TEKS K.5.A; TEKS K.5.G; TEKS K.10.D.viii**

Students will read “The Van” independently with purpose and understanding.

 **TEKS K.4**

## FORMATIVE ASSESSMENT

Observation


Discussion Questions Observation Record

 **TEKS K.5.G**

Observation

“The Van” Anecdotal Reading Record

 **TEKS K.4**

 **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.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.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.A** Establish purpose for reading assigned and self-selected texts with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Review Tricky Words: Tricky Word Wall	Whole Group	5 min.	❑ Tricky Word Wall (Digital Components)
Introduce Tricky Word: <i>Was</i> (Word Recognition)	Whole Group	10 min.	❑ yellow index card ❑ Picture Reader
Tricky Word Practice (Word Recognition)	Whole Group	15 min.	❑ Activity Page 8.1 ❑ Activity Page 8.1 (Digital Components)
<b>Reading</b>			
Introduce the Story	Whole Group	15 min.	❑ <i>Sam</i> Big Book and Reader
Teacher Demonstration: Read “The Van”			
Read “The Van”	Partner	15 min.	❑ <i>Sam</i> Reader ❑ Activity Pages 8.2, 8.3 (optional)
<b>Take-Home Material</b>			
Tricky Words			❑ Activity Page 8.4

## ADVANCE PREPARATION

### Note to Teacher

The illustrations in “The Van” show Sam sitting in the front seat. Experts suggest children under the age of thirteen sit in the backseat for safety. State laws require that children of a certain age and height sit in the backseat of a car. If you feel the need to address this, please do so.

### Foundational Skills

#### ➤ Digital Component 8.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Review Tricky Words (Digital Component 8.1) on the board/chart paper or display the digital version.
- Load pages 119–121 from the digital version of the Picture Reader provided in the online materials.

#### ➤ Digital Component 8.2

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.2) to display for Editing, or use the digital version.

### Reading

- Load the story “The Van” provided in the online materials, or prepare to display the *Sam Big Book*.
- Plan to assign student pairs for partner reading.

## Lesson 8: Tricky Word: Was

## Foundational Skills



**Primary Focus:** Students will read and write the Tricky Words *was*, *from*, *funny*, *all*, *the*, and *of*. **TEKS K.2.B.iv; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii**

**REVIEW TRICKY WORDS (5 MIN.)****Tricky Word Wall**

- Remind students most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called *Tricky Words*.
- Remind students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures. Be sure to point out that the tricky parts of each word are underlined.

**➤ Digital Component 8.1**

- |                  |                   |
|------------------|-------------------|
| 1. <u>one</u>    | 9. <u>l</u>       |
| 2. <u>two</u>    | 10. <u>are</u>    |
| 3. <u>three</u>  | 11. <u>little</u> |
| 4. <u>the</u>    | 12. <u>down</u>   |
| 5. <u>a</u>      | 13. <u>out</u>    |
| 6. <u>blue</u>   | 14. <u>of</u>     |
| 7. <u>yellow</u> | 15. <u>funny</u>  |
| 8. <u>look</u>   | 16. <u>all</u>    |

**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.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.

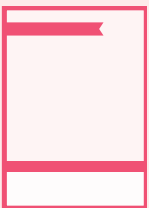


## INTRODUCE TRICKY WORD: WAS (10 MIN.)

**Note:** Students have learned the spelling 's' for the sound /z/ in an earlier unit. The only tricky part in the word was is the vowel sound.

- Remind students they have learned the letter 's' is sometimes pronounced /z/, especially at the end of words.
- Write the following common words with this pattern on the board/chart paper: *is, as, has, his*.
- Tell students you are going to introduce them to a Tricky Word ending with the /z/ sound spelled 's'.
- Write the Tricky Word *was* on the board/chart paper and ask students how they would pronounce it by blending. (They should say /w/ /a/ /s/ or /w/ /a/ /z/.)
- Explain the word is actually pronounced /w/ /u/ /z/ as in, "I was happy."
- Circle the letter 'w' and explain it is pronounced just as one would expect, as /w/.
- Underline the letter 'a' and explain it is the tricky part of the word. Students would probably expect this letter to be pronounced /a/, but it is pronounced /u/.
- Circle the letter 's' and explain it is pronounced /z/.
- Tell students that when reading *was*, they have to remember to pronounce the letter 'a' as /u/ and the letter 's' as /z/.
- Tell students that when writing *was*, they have to remember to spell the /u/ sound with the letter 'a' and the /z/ sound with the letter 's'.
- Point to the word *was* as you say the following sentence, "It was raining outside yesterday." Ask students to **Turn and Talk**, using the word *was* in oral sentences.
- Write the Tricky Word *was* on a yellow card and add it to the Tricky Word Wall.

### Picture Reader



Page 119

### Picture Reader

- Display page 119 of the digital Picture Reader and ask students to turn to the same page in their own copies of the Picture Reader.
- Point to *was* 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 words are underlined to remind them that they must pay attention and memorize these word parts, not just sound them out.

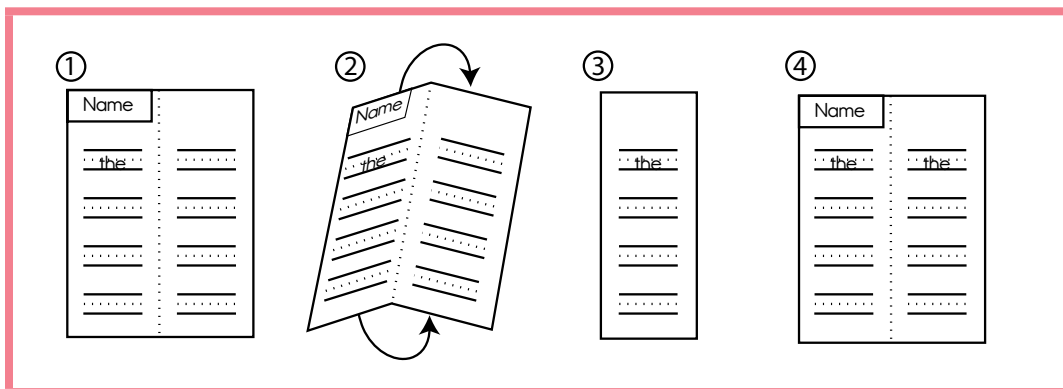
- Have students turn to the next page and follow along in their Picture Reader, as you call on individual students to read each sentence aloud.
- Remind students to run a finger under the text and pictures as they read. Continue reading through page 121.

## TRICKY WORD PRACTICE (15 MIN.)

### ➤ Digital Component 8.2

- Distribute and display Activity Page 8.1.
- Tell students they will practice writing Tricky Words.
- Write *was* on the board/chart paper and have students read it.
- Have students copy *was* on the first handwriting guide on the activity page (see Illustration 1). They should say the name of each letter as they copy the word.

### Activity Page 8.1



- Erase the word *was* from the board/chart paper.
- Have students fold their activity Page along the dotted line and position it so the word they copied is facing the desk and the blank handwriting guides are facing up (see Illustration 2).
- Have students write *was* from memory on the top handwriting guide (see Illustration 3). They should say the name of each letter as they write the word.
- Ask students to unfold their activity pages and compare the word they just wrote with the word they copied earlier (see Illustration 4).
- Have students correct the word if they misspelled it.
- Repeat these steps with the remaining Tricky Words.

- |          |        |
|----------|--------|
| 1. was   | 4. all |
| 2. from  | 5. the |
| 3. funny | 6. of  |

- Then have students turn to the back on Activity Page 8.1. Explain that they will write an entire sentence that you dictate. Read this sentence aloud:  
*The shark was funny.*


## Lesson 8: "The Van"

# Reading



### Primary Focus

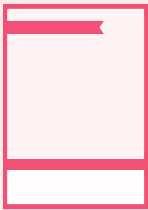
As the teacher reads "The Van" aloud, students will track print from top to bottom and left to right; identify periods at the end of sentences; and ask and answer questions about key details in the text.

 **TEKS K.2.D.ii; TEKS K.5.A; TEKS K.5.G; TEKS K.10.D.viii**

Students will read "The Van" independently with purpose and understanding.

 **TEKS K.4**

Big Book



Page 32

### INTRODUCE THE STORY (5 MIN.)

#### Preview Vocabulary


Before reading the story, preview the following vocabulary with students. Write the words on the board/chart paper for students to blend and read. Explain the meaning and provide an oral sentence.

**dents—n.**, small marks caused by damage to a surface (38)

Example: The acorns fell from the tree and left dents on the car.

**cab—n.**, a car for hire (42)

Example: We took a cab from our house to the park.

 **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.A** Establish purpose for reading assigned and self-selected texts and adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

Sayings and Phrases

**fix-it man**—a man who repairs something broken (40)

**fix-it kit**—a tool box or kit with the things needed to repair something (40)

False Spanish Cognates

**English Word:** van (32)

**False Spanish Cognate:** van

**English Translation of False Spanish Cognate:** they go (third person present of the verb *ir*)

**English Word:** cab (42)

**False Spanish Cognate:** cabo

**English Translation of False Spanish Cognate:** cape (land jutting into the sea)

Vocabulary Chart for “The Van”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			dents
Multiple-Meaning Core Vocabulary Words			cab
Sayings and Phrases	fix-it man fix-it kit		

Purpose for Reading

- Tell students they will read a story about Sam’s mom’s van. Ask students to pay special attention to the story so they can tell you what happened to Sam’s mom’s van.

TEACHER DEMONSTRATION (10 MIN.)

Read “The Van”

- Load the digital version of “The Van” or use the *Sam Big Book*.
- Ask students to follow along in their Reader.
- Have students read the title of the story.
- Read the story “The Van” once without interruption, running a finger beneath the words as you read them.

Reader



Page 32

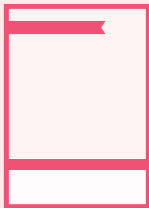
- Remind students the parts of the Tricky Words that cannot be sounded out are underlined. The word of is underlined because the whole word is tricky; in the word was, only the letter 'a' is underlined because it is not sounded /a/.
- Read the story a second time, pausing to point out Tricky Words.
- If you have time, read the story again.

## Wrap-Up

### Discussion Questions for “The Van”

- 1. Literal.** What happened with Sam’s mom’s van?  
» The van hit a big bump and sent it into the air.
- 2. Literal.** What sounds does the van make when it hits the land?  
» Crash! Smash! Crunch! Snap! Pop!
- 3. Literal.** Why does Sam’s mom get a fix-it man?  
» The van was bent; the van had lots of dents; the van did not run.
- 4. Literal.** Does the fix-it man fix the van?  
» No, the fix-it man did not fix the van.
- 5. Literal.** How do Sam and his mom get home?  
» Sam’s mom got a cab to get home.
- 6. Literal.** What does Sam do to make his mom feel better when she is sad?  
» Sam held his mom’s hand. Then Sam sang his mom a song.
- 7.** Do you have questions you would like to ask to clarify your understanding of the story?

Reader



Page 32



### Observation: Discussion Questions Observation Record

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

## READ “THE VAN” (15 MIN.)

### Partner Reading

- Give each student a *Sam* Reader.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading “The Van” aloud.
- Encourage students who finish early to reread the stories “Tasks” and “Sam’s Pets.” They should not read ahead.



### Observation: “The Van” Anecdotal Reading Record

As you listen to each student read “The Van,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Take-Home Material

### TRICKY WORDS

- Have students give Activity Page 8.4 to a family member

Activity Page 8.4



### Lesson 8: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH TRICKY WORDS

#### Match Maker

- Follow the directions in Lesson 5, adding new word cards for the Tricky Words *one* and *from*.

## Making Phrases

- Make one copy of **Activity Page TR 8.1** for each student. Have them cut the word cards apart.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

## Tricky Word Phrases

- Write the phrases in the following box on cards, sentence strips, or the board/chart paper.
- Have students read the phrases aloud.

- |                         |                                       |
|-------------------------|---------------------------------------|
| 1. fix the <u>fan</u>   | 5. gifts <u>from</u> mom              |
| 2. box the <u>gifts</u> | 6. wish <u>from</u> dad               |
| 3. gust <u>of</u> wind  | 7. milk <u>looks</u> <u>funny</u>     |
| 4. bag <u>of</u> chips  | 8. <u>all</u> six <u>of</u> the ships |

## Code Knowledge

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 385 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 395 of those words would be completely decodable.

The word *was* is the 10th most common word in the English language.


## REVIEW

# Tricky Words and Rhyming Words


## PRIMARY FOCUS OF LESSON

### Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'o', 'e', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other single-consonant spellings.

 **TEKS K.2.B.i; TEKS K.2.D.v**

Students will review and read the following Tricky Words: *funny, from, all, was,*

 *down, out, of, are, I, and little.* **TEKS K.2.B.iv**

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

### Reading

Students will read simple phrases and sentences of single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs and match the

 sentences to the correct pictures. **TEKS K.2.B.i; TEKS K.4**


## FORMATIVE ASSESSMENT

### Observation

### Letter Name and Letter Sound

### Observation Record

 **TEKS K.2.B.i**

 **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; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.



## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'e', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', and fifteen other spellings
Review Tricky Words: Tricky Word Wall (Word Recognition)	Whole Group	15 min.	❑ Tricky Word Wall (Digital Components)
Rhyming Words: Make a Rhyme (Phonological Awareness)	Whole Group	15 min.	
<b>Reading</b>			
Differentiated Instruction	Small Group	20 min.	❑ Activity Page 9.1 ❑ Small Group 2 Sentence Chart (Digital Components)
<b>Take-Home Material</b>			
Take-Home Story: "Sam's Pets"			❑ Activity Page 9.2

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select spellings that students need to practice.

#### ➤ Digital Component 9.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Review Tricky Words (Digital Component 9.1) on the board/chart paper or display the digital version.

### Reading

#### ➤ Digital Component 9.2

- Create the chart with sentences (Digital Component 9.2) on the board/chart paper (or use the digital version) so Small Group 2 students can practice sentences with Tricky Words if they finish reading early.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, and something trapped in a net to use for Short Vowel Sounds.

## Lesson 9: Review Tricky Words and Rhyming Words

## Foundational Skills

40M

## Large Letter Cards

EMERGENT  
BILINGUAL  
STUDENTS

## Foundational Skills

## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat. Repeat the process with the other pictures, then have students say the words in order.

ELPS 1.C; ELPS 2.A;

ELPS 2.E; ELPS 3.A;

ELPS 3.J

TEKS K.2.B.i; TEKS K.2.D.v

Students will review and read the following Tricky Words: *funny*, *from*, *all*, *was*,

*down*, *out*, *of*, *are*, *I*, and *little*. TEKS K.2.B.iv

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

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o', in that order, from left to right so students can see them.
- Review sounds and gestures as described in the early lessons of this unit. Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all four sounds from front to back: /i/, /e/, /a/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds from back to front: /o/, /a/, /e/, /i/.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance and fifteen other spellings already taught.
- Follow the same procedure described in Lesson 1.

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



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## REVIEW TRICKY WORDS (15 MIN.)

### Tricky Word Wall

- Remind students most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called *Tricky Words*.
- Remind students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Review previously taught Tricky Words on the Tricky Word Wall, or use the digital version, using established procedures. Be sure to point out that the tricky parts of each word are underlined.

### ➤ Digital Component 9.1

- |                  |                   |
|------------------|-------------------|
| 1. <u>one</u>    | 10. <u>are</u>    |
| 2. <u>two</u>    | 11. <u>little</u> |
| 3. <u>three</u>  | 12. <u>down</u>   |
| 4. <u>the</u>    | 13. <u>out</u>    |
| 5. <u>a</u>      | 14. <u>of</u>     |
| 6. <u>blue</u>   | 15. <u>funny</u>  |
| 7. <u>yellow</u> | 16. <u>all</u>    |
| 8. <u>look</u>   | 17. <u>was</u>    |
| 9. <u>I</u>      | 18. <u>from</u>   |

## RHYMING WORDS (15 MIN.)

### Make a Rhyme

- Remind students that two words rhyme when they end with the same sounds.
- Give students some examples of rhyming words (e.g., *cheese—bees*, *start—art*, *dance—chance*, *spend—bend*), as well as examples of word that do not rhyme (e.g., *cheese—chips*, *start—stop*).
- Tell students you are going to ask them to produce some rhyming words.
- Ask students to suggest some words that rhyme with *sad*.
- Complete the remaining word list.

### Challenge

Ask students to provide their own examples of rhyming words.


- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. sad (glad, mad, bad, had)       | 6. bent (sent, meant, spent, dent) |
| 2. love (glove, dove, of, shove)   | 7. camp (lamp, damp, stamp, ramp)  |
| 3. bride (lied, guide, ride, side) | 8. blue (chew, stew, flew, clue)   |
| 4. flame (same, game, name, aim)   | 9. greed (read, seed, bead, lead)  |
| 5. hand (land, band, sand, brand)  | 10. fox (rocks, socks, locks, box) |

## Lesson 9: Differentiated Instruction

# Reading

20M

**Primary Focus:** Students will read simple phrases and sentences of single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs and match the sentences to the correct pictures.

 **TEKS K.2.B.i; TEKS K.4**


### Activity Page 9.1



## DIFFERENTIATED INSTRUCTION (20 MIN.)

### Small Group 2

- Distribute Activity Page 9.1.
- For each picture, have students independently read the phrases and mark the matching phrase.

 **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

- Refer to the sentences you wrote on the board/chart paper in advance. If students finish early, have them read, copy, and illustrate some of the sentences or suggest they reread previously read stories in *Sam*.

## ➤ Digital Component 9.2

- |                            |                               |
|----------------------------|-------------------------------|
| 1. Sam <u>was</u> sad.     | 3. The <u>book</u> was thin.  |
| 2. The <u>dog</u> was hot. | 4. The <u>chimp</u> was glad. |

### Small Group 1

- Distribute Activity Page 9.1.
- Ask students to read the first phrase.
- Ask students to read the second phrase.
- Ask students which of the first two phrases matches the first picture.
- Have students mark the box next to the phrase *a gift from a kid*.
- Complete the remaining items.
- Alternatively, you may use a different remediation exercise addressing the specific needs of students.

End Lesson

# Take-Home Material

## TAKE-HOME STORY: “SAM’S PETS”

- Have students give Activity Page 9.2 to a family member.

Activity Page 9.2



### Lesson 9: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY WORDS

### Color the Tricky Word

- Make one copy of **Activity Page TR 9.1** for each student.

- Have students color the Tricky Word letters, using green for letters matching taught sound-spellings, and yellow for letters pronounced differently than we would expect.
- Then have students use the Tricky Words to fill in the blanks.
- Remind students to capitalize the first word in a sentence.

### Tricky Word Practice

- Make one copy of **Activity Page TR 9.2** for each student.
- Have students trace and copy the Tricky Words.

### Words with a Friend

**Preparation:** Gather letter tiles from old board games or write **letters on tiles**. You will need the following letters for each pair of students for this activity: **'a', 'e', 'o', 'f', 'h', 'l' (2), 'm', 'n', 'r', 's', 't', 'w'.**

- Make one copy of **Activity Page TR 9.3** for each pair of students. Have them cut the word cards apart.
- The first student shuffles the cards and lays them face down in a pile.
- The same student takes the first word from the pile, reads it, and says it aloud for the second student.
- The second student uses the letter tiles to spell the word.
- The first student checks the spelling against the card for accuracy.
- The second student then draws the next card for the first student to spell.
- If the star card is drawn, the student may challenge the other student to spell any Tricky Word.
- Continue play until all Tricky Words have been spelled correctly.

### Roll and Draw

- Make one copy of **Activity Page TR 9.4** for each student.
- Write and number the phrases in the box on the board/chart paper.

- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1. <u>a</u> red hat                | 4. <u>a</u> frog on <u>a</u> log |
| 2. <u>a</u> gift fr <u>o</u> m dad | 5. kid in <u>a</u> pond          |
| 3. <u>o</u> ne gl <u>a</u> d dog   | 6. <u>a</u> funn <u>y</u> kid    |

- Each student rolls a **die with the numbers 1–6** and reads the phrase from the board/chart paper that corresponds with the number on the die.
- The student locates the box on the activity page that corresponds with the numbered phrase and reads the phrase aloud. Then students illustrate the phrase in the space provided.
- Remind students not to spend more than two to three minutes on each drawing.
- The student should continue to roll the die until all phrases have been illustrated.

## MORE HELP WITH RHYMING WORDS

### Roll and Rhyme

- Group students in pairs.
- Make one copy of **Activity Page TR 9.5** for each pair of students. Have them cut apart the word cards.
- Model the following for students:
  - Mix up the cards, and place them in a pile.
  - Draw the card on top and read the word on the card.
  - Roll a **die with the numbers 1–4** and say the number on the die.
  - Generate the corresponding number of rhyming words for the number on the card.
  - If students have difficulty generating the appropriate number of rhyming words, you may provide an alphabet strip and prompt them to try different beginning sounds to find a rhyme.
- Possible decodable rhyming words include:

- |  |                                      |
|--|--------------------------------------|
| 1. log: bog, dog, fog, hog, jog          | 7. wet: bet, get, jet, let, met, net |
| 2. zip: lip, dip, flip, hip, nip, pip    | 8. hand: band, bland, land, sand     |
| 3. dog: bog, cog, fog, frog, log         | 9. bent: dent, gent, meant, tent     |
| 4. camp: cramp, clamp, damp, ramp        | 10. box: fox, pox, ox, locks, rocks  |
| 5. quilt: kilt, hilt, lilt, tilt, wilt   | 11. ship: dip, flip, grip, slip, tip |
| 6. lick: click, flick, chick, pick, wick | 12. back: black, clack, pack, quack  |



## 10

## SPELLING ALTERNATIVES

# Double-Letter Spellings for Consonant Sounds

## PRIMARY FOCUS OF LESSON


## Foundational Skills

Students will read words with double-letter spellings and will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o'.

 **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.D.v**


## Reading

As the teacher reads "On the Bus" aloud, students will track print from top to bottom and left to right; and ask and answer questions about key details in the text.

 **TEKS K.2.D.ii; TEKS K.2.D.v; TEKS K.5.G; TEKS K.10.D.viii**

## Foundational Skills

Students will read single-syllable, short-vowel words with the following double-


 letter spellings: 'gg', 'dd', 'ff', 'll', 'mm', 'bb', 'cc', and 'ck'. **TEKS K.2.B.i**

## FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

 **TEKS K.2.B.i; TEKS K.2.D.v**

Observation


Discussion Questions Observation Record

 **TEKS K.5.G**

Activity Page 10.2

Word Sort

 **TEKS K.2.B.i**

 **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.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.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Short Vowel Sounds (Print Concepts, Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'i', 'e', 'a', 'o'
Introduce Spelling Alternatives: Double-Letter Spellings for Consonant Sounds (Phonics and Word Recognition)	Whole Group	15 min.	❑ Sound Posters and Sound Cards 33–40
Teacher Chaining (Phonics and Word Recognition)	Whole Group	10 min.	
Reading			
Introduce the Story	Whole Group	15 min.	❑ Sam Big Book and Reader ❑ Activity Page 10.1 (optional) ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: “On the Bus”			
Foundational Skills			
Word Sort (Phonics and Word Recognition)	Independent	15 min.	❑ Activity Page 10.2 ❑ Activity Page 10.2 (Digital Components)
Take-Home Material			
Take-Home Story: “Tasks”			❑ Activity Page 10.3

## ADVANCE PREPARATION

### Note to Teacher

In this program, 'ck' is treated as a double-letter spelling because 'c' and 'k' stand for the same sound, /k/. The double-letter spellings usually follow short vowel sounds and are rarely used at the beginning of words.

For words that contain double-letter spellings for consonants in two syllable words, a divider is placed after the double-letter spelling to help in reading the word. Whereas most dictionaries would print *bat·ter*, *big·ger*, and *traf·fic*, this program prints *batt·er*, *bigg·er*, and *traff·ic*. This is done because the double-letter spellings have been taught as single spelling units in the program and we do not wish to separate units students have been taught to process as whole entities.

### Foundational Skills

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

#### ➤ Digital Component 10.1

- Create an enlarged version of Activity Page 10.2 (Digital Component 10.1) to display for Word Sort, or use the digital version.

### Reading

- Load the story "On the Bus" provided in the online materials, or prepare to display the *Sam Big Book*.

#### ➤ Digital Component 10.2

- Create the Preview Spellings chart (Digital Component 10.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, and something trapped in a net to use for Short Vowel Sounds.

## Lesson 10: Spelling Alternatives

## Foundational Skills

30M

**Primary Focus:** Students will read words with double-letter spellings and will provide the sound and letter name, when shown the following letters: 'a', 'i', 'e', 'o'.

**TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.D.v**

## WARM-UP (5 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o', in that order, from left to right so students can see them.
- Review sounds and gestures several times using established procedures.



## Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## INTRODUCE SPELLING ALTERNATIVES (15 MIN.)

## Double-Letter Spellings for Consonant Sounds

- Remind students that digraphs are letter teams consisting of two letters that represent only a single sound.
- Usually we see these letter teams, which are consonants, after a short vowel sound, especially when the word ends with f, l, or s.
- Tell students they are going to learn about more letter teams today.
- Write 'g' on the board/chart paper and ask students for the letter name first and then for the sound the letter stands for.
- Write 'gg' on the board/chart paper and explain this letter team is another way of writing the /g/ sound; 'gg' stands for /g/ just as single 'g' does.
- Write the word egg on the board/chart paper, circling the 'gg', and ask students to read it.

**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.D.v** Demonstrate print awareness by identifying all uppercase and lowercase letters.

## Large Letter Cards



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

## Foundational Literacy Skills

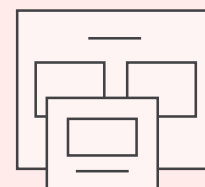
If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

## Sound Posters and Cards





## Foundational Skills

### Foundational Literacy Skills

In Spanish the 'll' spelling makes the /y/ sound. Emphasize that in English 'll' is a team that makes the same sound as a single 'l'.

**ELPS 1.F; ELPS 5.A**

- Do the same for the other spellings listed in the box, giving a sample word for each.
- Explain that items 5–7 are longer words than students are accustomed to reading. Write each of these words broken apart, syllable by syllable. Have students blend each syllable and then blend the entire word.

- |                |                    |
|----------------|--------------------|
| 1. 'gg': egg   | 5. 'mm': swimm•ing |
| 2. 'dd': add   | 6. 'bb': rabb•it   |
| 3. 'ff': stuff | 7. 'cc': hicc•up   |
| 4. 'll': hill  |                    |

- Write 'c' on the board/chart paper and ask for the letter name and the sound.
- Write 'k' on the board/chart paper and ask for the letter name and the sound.
- Write 'ck' on the board/chart paper and explain that both spellings stand for /k/ and both of them together still stand for the sound /k/.
- Write the word *rock* on the board/chart paper, circling the 'ck', and have students read it.
- Tell students the 'ck' spelling for /k/ is never at the beginning of a word, but often at the end of words.
- Summarize by explaining that double-letter spellings stand for the same sounds as the single-letter spellings and they are rarely used at the beginning of a word. Students will see them mostly at the end of words.
- Tell students that for the next few lessons, when the double-letter spellings (including 'ck') appear on an Activity Page or in a story, they will be printed in darker, bolder ink to remind students that two letters stand for a single sound.
- Remember to place the Sound Cards for 'bb', 'dd', 'ff', 'gg', 'cc', 'ck', 'll', and 'mm' on the appropriate Sound Posters.

### TEACHER CHAINING (10 MIN.)

- Write *dwell* on the board/chart paper.
- Ask a student to read the word, first in a segmented fashion and then blended.

- Remove 'd' to create *well*.
- As you make this change, say, "If that is *dwell*, what is this?"
- Continue with the remaining chains.

1. dwell > well > will > wick > sick > stick
2. cluck > click > cliff > clip > lip > chip



### Check for Understanding

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

## Lesson 10: "On the Bus"

# Reading

15M

**Primary Focus:** As the teacher reads "On the Bus" aloud, students will track print from top to bottom and left to right; and ask and answer questions about key details in the text. **TEKS K.2.D.ii; TEKS K.2.D.v; TEKS K.5.G; TEKS K.10.D.viii**

### INTRODUCE THE STORY (5 MIN.)

**Note:** In this story, the uppercase letter 'B' is used. Uppercase 'B' does not look like lowercase 'b'. Tell students 'B' is another way of writing the letter 'b' (i.e., it is the uppercase version of 'b').

### Preview Spellings

- Before reading the story, refer to words prepared in advance on the board/chart paper, circling the double-letter spellings. Read the words aloud as a class.

### False Spanish Cognates

**English Word:** bell (46)

**False Spanish Cognate:** bella/o

**English Translation of False Spanish Cognate:** beautiful

Big Book



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**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.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

## ➤ Digital Component 10.2

/k/ > 'ck'	/f/ > 'ff'	/l/ > 'll'
back	off	hill
		bell

### Preview Core Vocabulary

**hill**—*n.*, an area or part of land that is taller than the land around it (44)

Example: Sam was tired after he walked up the hill

### Sayings and Phrases

**fix-it shop**—a store where broken things are fixed or repaired (44)

Vocabulary Chart for “On the Bus”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			hill
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases	fix-it shop		

- Review the use of the apostrophe as an indication of ownership (i.e., possessive).

### Purpose for Reading

- Tell students they will read a story about Sam’s mom riding a bus. Ask students to pay special attention to the story so they can tell you why Sam’s mom must take the bus.

## TEACHER DEMONSTRATION (10 MIN.)

### Read “On the Bus”

- Load the digital version of “On the Bus” or use the *Sam* Big Book.
- Ask students to follow along in their Readers.
- Have students read the title of the story.
- Read the story “On the Bus” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

### Wrap-Up

#### Discussion Questions for “On the Bus”

1. **Literal.** Why must Sam’s mom get on the bus?
  - » The van is in the fix-it shop.
2. **Literal.** Where does Sam’s mom sit on the bus?
  - » Sam’s mom gets on and sits by the window.
3. **Inferential.** Why does Sam’s mom ring the bell? Look at the story and the illustrations.
  - » Accept reasonable answers, such as Sam’s mom rings the bell to stop the bus/so she can get off.
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 students’ performance in the Discussion Questions Observation Record.

### Reader



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**EMERGENT  
BILINGUAL  
STUDENTS**

### Reading

Exchanging Information  
and Ideas

#### Beginning

Ask yes/no questions using simple phrases: “Can Sam’s mom drive the van?” “Is the bus bumpy in the back?”

#### Intermediate

When asking each question, provide students with a specific sentence frame: “Sam’s mom rings the bell to . . .”

#### Advanced/

#### Advanced High

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

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



## Lesson 10: Spelling Alternatives

# Foundational Skills

15M

**Primary Focus:** Students will read single-syllable, short-vowel words with the following double-letter spellings: 'gg', 'dd', 'ff', 'll', 'mm', 'bb', 'cc', and 'ck'.



**TEKS K.2.B.i**

### WORD SORT (15 MIN.)

#### ➤ Digital Component 10.1

- Distribute and display Activity Page 10.2.
- Ask students to read all the words in the box aloud.
- Now ask students to look back and read the first word, *rock*. Ask if the /k/ sound in *rock* is spelled 'c', 'k', or 'ck'.
- Have students write *rock* in the third column, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 10.2



#### Activity Page 10.2: Word Sort

Collect Activity Page 10.2 from students to review at a later point to monitor student progress.

End Lesson

## Take-Home Material

### TAKE-HOME STORY: "TASKS"

- Have students give Activity Page 10.3 to a family member.

Activity Page 10.3



**TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

## Lesson 10: Foundational Skills Remediation

# Additional Support

### PHRASES AND WIGGLE CARDS

- |                   |                                      |
|-------------------|--------------------------------------|
| 1. Skip rocks.    | 7. <u>one</u> black cat              |
| 2. Hands off!     | 8. Sell <u>all</u> <u>the</u> stuff. |
| 3. Pick it up.    | 9. Dash up <u>a</u> hill.            |
| 4. Get a snack.   | 10. Tell him that!                   |
| 5. Add it up.     | 11. Sam will get well.               |
| 6. chicks in eggs | 12. Tim fell from his bed.           |

### MORE HELP WITH DOUBLE-LETTER SPELLINGS

#### Making Words

- Make one copy of **Activity Page TR 10.1** for each student.
- Model how to use the letters surrounding the vowel for beginning or ending sound/spellings. Students may move left, right, up, down, or diagonally for new spellings as they make words. Encourage students to make words with double-letter spellings.
- 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 words read and use them in an oral sentence or sketch a picture.
- More words can be created than the number of lines provided.
- The following words with double-letter spellings are possible: *dull, mull, duck, tuck, mud, and rut*.

#### Match Maker

- Make a copy of **Activity Page TR 10.2** (Word/Picture Cards). Copy onto card stock or darker colored paper, otherwise students may see the images through the paper when they are turned over.

- For this activity, have students cut the word cards on the dotted folding line to separate the pictures and words, rather than folding them as usual.
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match the word with its corresponding image.

### **Code Knowledge**

Before today's lesson: If students attempted to read 1,000 words in a trade book, on average 395 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 409 of those words would be completely decodable.

Of the double-letter spellings taught in this lesson, 'll', 'ck', and 'ff' are the ones most frequently used.

## REVIEW

# Double-Letter Spellings and Tricky Words

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', and twelve other consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read words with the following double-letter spellings: 'dd', 'ff', 'll',

✚ and 'ck'. **TEKS K.2.B.i; TEKS K.2.B.iii**

## Language (Spelling)

Students will spell the Tricky Words *the*, *one*, *from*, *was* and simple, short-vowel words with single consonants, consonant clusters, and digraphs.

✚ **TEKS K.2.B.iv; TEKS K.2.C.ii**

## Reading

Students will read "On the Bus" independently with purpose and understanding.

✚ **TEKS K.4**

## FORMATIVE ASSESSMENT

## Observation

## Letter Name and Letter Sound

## Observation Record

✚ **TEKS K.2.B.i**

## Activity Page 11.1

## Tricky Word Dictation

✚ **TEKS K.2.B.iv; TEKS K.2.C.ii**

## Observation

## "On the Bus" Anecdotal Reading Record

✚ **TEKS K.4**

✚ **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** Demonstrate and apply phonetic knowledge by (iii) recognizing that new words are created when letters are changed, added or deleted such as *it – pit – tip – tap*; (iv) demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research based list; **TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by 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
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'e', 'a', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', and twelve other spellings
Teacher Chaining (Phonics and Word Recognition)	Whole Group	15 min.	
<b>Language</b>			
Review Tricky Words: Tricky Word Dictation (Spelling)	Whole Group	15 min.	❑ Activity Page 11.1
<b>Reading</b>			
Reread "On the Bus"	Partner	20 min.	❑ <i>Sam Reader</i>
<b>Take-Home Material</b>			
Tricky Words			❑ Activity Page 11.2

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select twelve additional spellings that students need to practice.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, and something trapped in a net to use for Short Vowel Sounds.

Start Lesson


## Lesson 11: Basic Code and Tricky Words

# Foundational Skills




### Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', and twelve other consonant spellings.

 **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read words with the following double-letter spellings: 'dd', 'ff', 'll', and 'ck'.

 **TEKS K.2.B.i; TEKS K.2.B.iii**

## WARM-UP (10 MIN.)


### Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', and 'o', in that order, from left to right so students can see them.
- Review sounds and gestures several times, using established procedures.

### Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance, and twelve other spellings already taught.
- Follow the procedures described in Lesson 1.

**Note:** The Large Letter Cards set includes only four double-letter spellings. These are the spellings that are found in 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*.

## Large Letter Cards



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

### Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

### TEACHER CHAINING (15 MIN.)

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

1. fill > bill > pill > pick > sick > slick > stick > stuck > stuff > stiff
2. odd > add > at > it > ill > chill > chick > kick
3. sell > swell > well > will > wick > pick > puck > puff



### Check for Understanding

As students move from word to word, monitor their performance, especially with regard to the double-letter spellings.

## Lesson 11: Spelling

# Language

15M

**Primary Focus:** Students will spell the Tricky Words *the*, *one*, *from*, *was* and simple, short-vowel words with single consonants, consonant clusters, and digraphs.



**TEKS K.2.B.iv; TEKS K.2.C.ii**

### REVIEW TRICKY WORDS (15 MIN.)

#### Tricky Word Dictation

- Distribute Activity Page 11.1.
- Tell students you are going to say a number of phrases.
- The phrases are written on the activity page, but each phrase is missing one word. The missing word is a Tricky Word.
- Say the phrase *funny kids* and ask students which word is missing from the activity page.
- Ask students for the first sound in *funny*.
- Have students write 'f' on the line, following your example.
- Have students write 'u' on the line, following your example.
- Complete the remaining sounds and spellings in *funny* in the same fashion so the word *funny* is written in its entirety on the line.

**Note:** Spelling and writing Tricky Words from memory is much more challenging than reading Tricky Words. Students who write *fune* instead of *funny* are demonstrating that they are making good use of their code knowledge.

- Model reading and double-checking the word you have just written sound by sound. As you sound /f/ and /u/, circle the corresponding letters to indicate that they are spelled exactly as you would expect. As you sound /n/, circle the double-letter 'nn' spelling, pointing out that this is a new double-letter spelling alternative they will learn in the next lesson. As you sound out the final /ee/, underline the 'y' to indicate that this is the tricky part that students must try to remember.
- Continue demonstrating until students are ready to write the words independently.

#### Activity Page 11.1



**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.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.



- |                         |                         |
|-------------------------|-------------------------|
| 1. <i>funny</i> kids    | 5. hug <i>from</i> mom  |
| 2. <i>the</i> thin man  | 6. lots <i>of</i> fish  |
| 3. gift <i>from</i> Sam | 7. Dad <i>was</i> glad. |
| 4. Sun <i>was</i> hot.  | 8. <i>All</i> dogs run. |



### Activity Page 11.1: Tricky Word Dictation

Collect Activity Page 11.1 to review at a later point to monitor student progress.

## Lesson 11: “On the Bus” Reading



**Primary Focus:** Students will read “On the Bus” independently with purpose and understanding. **TEKS K.4**

### REREAD “ON THE BUS” (20 MIN.)

#### Partner Reading

- Give each student a *Sam* Reader.
- Ask students to sit with their partners and take turns reading “On the Bus” aloud.
- Encourage students who finish early to reread the stories “The Van” and “Tasks.” They should not read ahead.

Reader



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### Observation: “On the Bus” Anecdotal Reading Record

As you listen to each student read “On the Bus,” make notes about the student’s reading ability in the Anecdotal Reading Record.



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

# Take-Home Material

## TRICKY WORDS

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

Activity Page 11.2



## Lesson 11: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH LETTER NAMES AND SOUNDS

### Word Tag

- Make one copy of **Activity Page TR 11.1** and cut the words apart.
- Choose ten students to come to the front of the room and stand in a line facing the other students. Provide each of the students with a word card and ask them to hold the cards up for the seated students to see.
- Tell the other students you are going to ask them some questions. They can find the answers on the cards that the students are holding.
- Ask the following questions and tell the seated students to raise their hands when they see the answer to the question on one of the cards.

1. Which word names something you wear on your foot? (*sock*)
2. Which word names an animal that swims? (*duck*)
3. Which word names something that a girl might have? (*doll*)
4. Which word means something you do in math? (*add*)
5. Which word names a body part? (*neck*)
6. Which word names something a hen lays? (*egg*)
7. Which word names a toy for building? (*block*)
8. Which word describes what a bird does with its beak? (*peck*)

- Call on one of the seated students and say, "You're It."

- The student goes to the front of the room and gently tags the student who is holding the answer card. Both students return to their seats.
- Continue asking questions until all have been answered and all students are seated.
- Repeat play if time allows by having seated students provide a rhyming word for each of the words on the cards.

## MORE HELP READING DOUBLE-LETTER SPELLINGS

### Teacher Chaining

- Follow the directions in this lesson for teacher chaining.
- Use the following chains.

1. snip > sniff > stiff > staff > stash > sash > mash > mesh
2. dwell > well > will > pill > fill > fell > sell > swell
3. wick > tick > sick > stick > lick > chick > kick
4. odd > add > at > it > ill > still > swill > swing

## MORE HELP WITH TRICKY WORDS

### Making Phrases

- Make one copy **Activity Page TR 11.2** for each pair of students. Copy on card stock and laminate the cards for future use.
- Follow directions in Lesson 1 for Making Phrases.

### Race to the Top

- Make one copy of the word cards **(Activity Page TR 11.3)** for each pair of students.
- Make one copy of the Race to the Top ladder **(Activity Page TR 2.2)** for each pair of students.
- Follow directions in Lesson 2 for Race to the Top.

## SPELLING ALTERNATIVES

# Double-Letter Spellings for Consonant Sounds

## PRIMARY FOCUS FOR LESSON

**Foundational Skills**

Students will read words with the following double-letter spellings: 'ss', 'tt', 'zz', 'nn',

✚ 'pp', and 'rr'. **TEKS K.2.B.i**

**Reading**

As the teacher reads "Sam in Class" aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession and can also be used in contractions; identify periods at the end of sentences; and ask and answer questions about key details in the text.

✚ **TEKS K.2.D.ii; TEKS K.3.B; TEKS K.5.G; TEKS K.10.D.viii**

Students will read "Sam in Class" independently with purpose and understanding.

✚ **TEKS K.4**

## FORMATIVE ASSESSMENT

Observation

Discussion Questions Observation Record

✚ **TEKS K.3.B; TEKS K.5.G**

Observation

"Sam in Class" Anecdotal Reading Record

✚ **TEKS K.4**

✚ **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Introduce Spelling Alternatives: Double-Letter Spellings for Consonant Sounds (Phonics and Word Recognition)	Whole Group	15 min.	❑ Sound Posters and Sound Cards 41–46
Circle the Sounds (Phonics and Word Recognition)	Whole Group	10 min.	
<b>Reading</b>			
Introduce the Story	Whole Group	15 min.	❑ <i>Sam</i> Big Book and Reader ❑ Activity Page 12.1 (optional)
Teacher Demonstration: Read “Sam in Class”	Whole Group		❑ Preview Spellings Chart (Digital Components)
Read “Sam in Class”	Whole Group	20 min.	❑ <i>Sam</i> Reader
<b>Take-Home Material</b>			
Practice Pack			❑ Activity Page 12.2

## ADVANCE PREPARATION

### Foundational Skills

- Select the Sound Posters and Sound Cards listed in the Lesson at a Glance.

### Reading

- Load the story “Sam in Class” provided in the online materials, or prepare to display the *Sam* Big Book.

### ➤ Digital Component 12.1

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

## Lesson 12: Spelling Alternatives

## Foundational Skills

25M

**Primary Focus:** Students will read words with the following double-letter spellings:

‘ss’, ‘tt’, ‘zz’, ‘nn’, ‘pp’, and ‘rr’. **TEKS K.2.B.i**

## INTRODUCE SPELLING ALTERNATIVES (15 MIN.)

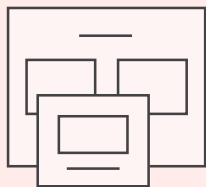
## Double-Letter Spellings for Consonant Sounds

**Note:** In this exercise a few two-syllable words are used because several of the double-letter spellings are not commonly found in one-syllable words.

- Remind students they have learned several double-letter spellings for consonant sounds (e.g., ‘ff’ stands for /f/ and ‘ll’ for /l/).
- Tell students they are going to learn about more letter teams.
- Write ‘s’ on the board/chart paper and ask students for the letter name first and then for the sound of the letter.
- Write ‘ss’ on the board/chart paper and explain this letter team is another way of writing the /s/ sound; ‘ss’ stands for /s/ just as ‘s’ does.
- Write the word *dress* on the board/chart paper, underlining the ‘ss’, and ask students to read it.
- Do the same for the other spellings listed, giving a sample word for each.
- Explain to students these double-letter spellings stand for the same sound as the single-letter spellings.
- Tell students double-letter spellings are rarely used at the beginning of a word. For now, students will see them mostly at the end of words. Later they will see them in the middle of words like *puppet* and *ferret*.
- Tell students whenever the double-letter spellings appear on an Activity Page or in a story for the next few lessons, they will be printed in darker, bolder ink to remind them the two letters stand for a single sound.

**Note:** Explain that items 5 and 6 are longer words. Write each of these words broken apart, syllable by syllable. Have students sound and blend each syllable and then blend the entire word.

Sound Posters  
and Cards



**TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

- |                |               |                  |
|----------------|---------------|------------------|
| 1. 'ss': dress | 3. 'zz': buzz | 5. 'pp': pupp•et |
| 2. 'tt': mitt  | 4. 'nn': inn  | 6. 'rr': ferr•et |

**Note:** In Spanish the 'rr' spelling makes the “rolled r” sound which does not exist in English. Emphasize that in English 'rr' is a team that makes the same sound (/r/) as a single 'r.'

- Place the Sound Cards for 'nn', 'pp', 'rr', 'ss', 'tt', and 'zz' on the appropriate Sound Posters.

### CIRCLE THE SOUNDS (10 MIN.)

- Write the word *glass* on the board/chart paper.
- Have a student come up to the board/chart paper and circle each of the spellings in *glass*.
- Ask students which sounds are written with single letters and which sounds are written with letter teams.
- Repeat these steps with the remaining words.

- |          |          |         |
|----------|----------|---------|
| 1. glass | 4. thing | 7. quiz |
| 2. sock  | 5. egg   | 8. fuzz |
| 3. chest | 6. chill | 9. add  |



### Check for Understanding

Monitor students' performance as they move from one word to the next, especially in regard to the double-letter spellings.



## Lesson 12: “Sam in Class”

# Reading

35M

### Primary Focus

As the teacher reads “Sam in Class” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession and can also be used in contractions; identify periods at the end of sentences; and ask and answer questions about key details in the text.

✚ **TEKS K.2.D.ii; TEKS K.3.B; TEKS K.5.G; TEKS K.10.D.viii**

Students will read “Sam in Class” independently with purpose and understanding.

✚ **TEKS K.4**

### INTRODUCE THE STORY (5 MIN.)

#### Preview Spellings

- Before reading the story, refer to the chart you prepared in advance.  
Read the words aloud as a class.

#### ➤ Digital Component 12.1

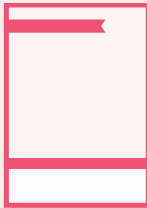
/k/ > ‘ck’	/f/ > ‘ff’	/l/ > ‘ll’	/s/ > ‘ss’
Mack	off	till	Miss
black		bell	class
checks		will	mess
back		tell	
		yells	

#### Preview Vocabulary

- Before reading today’s story, preview the following vocabulary with students.  
Write the words on the board/chart paper for students to read, explain the meanings of the words, and use them in oral sentences.

✚ **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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

Big Book



Page 48

**print—v.**, to write (48)

Example: I print my name at the top of my homework.

**quip—v.**, to say something funny (50)

Example: I made a quip that made my family laugh.

### Vocabulary Chart for “Sam in Class”

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

- Review the use of the apostrophe as an indication of ownership (i.e., possessive). Students will also encounter an apostrophe used for the contractions *that’s* and *can’t*. Explain that another way to say the same thing as *that’s* is *that is*, and likewise for *can’t* and *can not*.

### Purpose for Reading

- Tell students they will read a story about something that happened to Sam at school. Ask students to pay special attention to the story so they can tell you what happened.

### TEACHER DEMONSTRATION (10 MIN.)

#### Read “Sam in Class”

- Load the digital version of “Sam in Class” or use the *Sam* Big Book.
- Have students follow along in their own Readers.
- Have students read the title of the story.
- Read the story “Sam in Class” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

Reader



Page 48



## Reading

### Exchanging Information and Ideas

#### Beginning

Ask yes or *no* questions using simple phrases: "Does Sam do his print neatly?" "Does Sam get to swim when the bell rings?"

#### Intermediate

When asking each question, provide students with a specific sentence frame: "Sam knows Miss Mack will let him swim when she tells him . . ."

#### Advanced/ Advanced High

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

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

## Reader



Page 48

## Wrap-Up

### Discussion Questions for "Sam in Class"

1. **Literal.** Who is Sam's teacher? What sentence in the story helps you know that?
  - » Sam's teacher is Miss Mack. Sam sits in Miss Mack's class.

Support: The apostrophe in *Miss Mack's* tells us that the classroom belongs to Miss Mack.
2. **Inferential.** What do you think Sam wants to do when the bell rings?
  - » Sam wants to run and jump in the pond.
3. **Literal.** What will the kids do till class ends?
  - » The kids will print till class ends.
4. **Inferential.** What do you think the word *print* means? How do the words and illustration on pages 50-51 help you to know?
  - » The word *print* means to write. Accept reasonable answers based on the text and illustration.
5. **Literal.** Why can't Sam go swim when the bell rings?
  - » Accept reasonable answers based on the text.
6. **Inferential.** How does Sam know Miss Mack will let him swim?
  - » Miss Mack tells Sam, "Print one last thing. Print *splash in the pond*."
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.

## READ “SAM IN CLASS” (20 MIN.)

- Give each student a *Sam* Reader.
- Select an appropriate oral reading activity for students.
- If you finish early, read the stories “On the Bus” and “The Van” in the same fashion.



### Observation: “Sam in Class” Anecdotal Reading Record

As you listen to each student read “Sam in Class,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

# Take-Home Material

## PRACTICE PACK

- Have students give Activity Page 12.2 to a family member.

Activity Page 12.2



## Lesson 12: Foundational Skills Remediation

# Additional Support

## PHRASES AND WIGGLE CARDS

- |                    |                         |
|--------------------|-------------------------|
| 1. Kiss mom.       | 7. less than that       |
| 2. Dress well.     | 8. a glass of milk      |
| 3. Buzz in.        | 9. Sit on wet moss.     |
| 4. a big loss      | 10. Stand on wet grass. |
| 5. Cross the legs. | 11. This is a class.    |
| 6. Pass the box.   | 12. This dog is a mutt. |

## MORE HELP SEGMENTING CONSONANT DIGRAPHS

### Construction Time

**Preparation:** Gather a collection of any variety of **blocks** (e.g., unit blocks or locking cubes).

- Provide each student with at least six blocks.
- Tell students you are going to say a word and they should remove one block from their pile for each sound in the word.
- Once all students have the correct number of blocks set out, ask individual students to say each sound for the word as they place each block, building a collective structure as the game continues.
- Supply new blocks to each student for each successive word.
- Use the following words:

- |           |           |
|-----------|-----------|
| 1. lunch  | 6. sloth  |
| 2. branch | 7. then   |
| 3. shop   | 8. quest  |
| 4. smash  | 9. long   |
| 5. bath   | 10. stung |

## MORE HELP READING DOUBLE-LETTER SPELLINGS

### Shop for Spellings

- Write a different double-letter spelling on the outside of a **paper bag**, one for each student (e.g., 'sh', 'ck', 'll', and 'ss').
- Make a set of decodable **word cards** with double-letter spellings and spread them out on the floor.

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. crash | 6. jack   | 11. buck  | 16. spill |
| 2. mash  | 7. tack   | 12. luck  | 17. bliss |
| 3. lash  | 8. lack   | 13. ill   | 18. class |
| 4. flash | 9. cluck  | 14. bill  | 19. mass  |
| 5. smack | 10. pluck | 15. drill | 20. sass  |

- Provide each student with one of the paper bags.
- Review the sound of the spellings.
- Tell students they are going shopping! They should take their bags and fill them with cards containing the same spelling that is written on their bag.
- After students have collected all the cards, they should take turns sharing what they “bought” on the shopping trip, reading the words and providing the double-letter sounds.

## MORE HELP WITH ORAL READING

### Two Voices

- Make one copy of **Activity Page TR 12.1** for each student.
- The story “Sam in Class” from the *Sam* Reader has been recreated to be read by two students. One student reads down column 1 while the other reads down column 2, together completing the story. The lines in bold are read chorally.

## 13

## REVIEW

# Double-Letter Spellings for Consonant Sounds

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant

spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

**Language**

Students will spell single-syllable, short-vowel words with the following

double-letter spellings: 'll', 'ss', and 'ck'. **TEKS K.2.C.ii**

**Foundational Skills**

Students will read simple sentences of single-syllable, short-vowel words with single consonants, consonant clusters, digraphs, and double-letter spellings and

indicate whether the sentences are true or false. **TEKS K.2.B.i; TEKS K.4**

**Reading**

As the teacher reads "The Chills" aloud, students will track print from top to bottom and left to right; and ask and answer questions about key details in the text.

**TEKS K.2.D.ii; TEKS K.3.B; TEKS K.5.G; TEKS K.10.D.viii**

## FORMATIVE ASSESSMENT

**Observation****Letter Name and Letter Sound****Observation Record**

**TEKS K.2.B.i**

**Observation****Discussion Questions Observation Record**

**TEKS K.3.B; TEKS K.5.G**

**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.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.2.D.ii** Demonstrate print awareness by holding a book

## LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i,' 'e,' 'a,' 'u,' 'o,' 'ch,' 'sh,' 'th,' 'ng,' 'qu,' 'ck,' 'ff,' 'ss,' 'll,' and eleven other spellings
Language			
Guess It and Spell It (Spelling)	Whole Group	20 min.	❑ cards for 't,' 's,' 'w,' 'b,' 'k,' 'm,' 'd,' 'e,' 'i,' 'u,' 'll,' 'ck,' 'ss'
Foundational Skills			
True or False (Fluency)	Independent	15 min.	❑ Activity Page 13.1 ❑ Activity Page 13.1 (Digital Components)
Reading			
Introduce the Story	Whole Group	15 min.	❑ Sam Big Book and Reader ❑ Activity Page 13.2 (optional)
Teacher Demonstration: Read “The Chills”	Whole Group		❑ Preview Spellings Chart (Digital Components)
Take-Home Material			
Take-Home Story: “The Van”; Tricky Word Review			❑ Activity Pages 13.3, 13.4

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.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.



## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select eleven additional spellings that students need to practice.

### ➤ Digital Component 13.1

- Create an enlarged version of Activity Page 13.1 (Digital Component 13.1) to display for True or False, or use the digital version.

### Language

- Write the spellings listed in the Lesson at a Glance for Guess It and Spell It on large pieces of paper or on the board/chart paper.

### Reading

- Load the story “The Chills” provided in the online materials, or prepare to display the *Sam Big Book*.

### ➤ Digital Component 13.2

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

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, something trapped in a net, and a nut to use for Short Vowel Sounds.

## Lesson 13: Spelling Alternatives

## Foundational Skills

10M




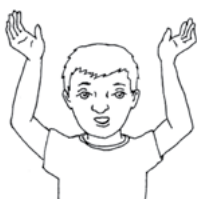

**Primary Focus:** Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

**Note:** Today you will include the last of the five short vowel sounds, /u/. It may be difficult for students to say and hear the difference between /a/ and /u/, and /u/ and /o/.

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Say each sound while making the corresponding gesture. Have students repeat after you.
- Repeat several times.
- Once students are confident in their pronunciation and able to say the sounds clearly, have them say all five sounds front to back: /i/, /e/, /a/, /u/, /o/ (from the front of the mouth /i/ to the back of the mouth /o/). Then have them say the sounds back to front: /o/, /u/, /a/, /e/, /i/.

				
/i/	/e/	/a/	/u/	/o/
place finger below lips	pretend not to hear	pretend to cry	raise arms above head	circle open mouth with finger

## Large Letter Cards



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

## Foundational Literacy Skills

If students are having difficulty pronouncing the vowel sounds accurately, you may have them say the words *knit*, *net*, *gnat*, *nut*, and *knot* in this order and in reverse order before having them say the vowel sounds in isolation. Show a picture of a person's hands knitting and say *knit*, asking students to repeat the word. Repeat the process with the other pictures, then have students say the words in order.

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

**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.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance and eleven other spellings already taught. Select spellings students need to practice.
- Use the procedures described in earlier lessons. (When you come to the digraph 'th', be sure students name both possible sounds (voiceless /th/ and voiced /th/).



### Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## Lesson 13: Spelling

# Language

20M

**Primary Focus:** Students will spell single-syllable, short-vowel words with the following double-letter spellings: 'll', 'ss', and 'ck'. **TEKS K.2.C.ii**

### GUESS IT AND SPELL IT (20 MIN.)

- Arrange the previously prepared spelling letter cards on the floor or on the board/chart paper so the initial consonant spellings are in one column, the medial vowel spellings are in a second column, and the double-letter consonant spellings are in a third column.

Initial Consonant Spellings	Medial Vowel Spellings	Double-Letter Consonant Spellings
t s w b k m d	e i u	ll ck ss

**TEKS K.2.C.ii** Demonstrate and apply spelling knowledge by spelling words using sound-spelling patterns.

- Point out double-letter spellings, located at the end because these spellings are usually used at the end of words, not the beginning.
- Show students how to spell the word *will* by tapping the correct sheets with your foot or a yardstick.
- Say the word *tick* and ask for a volunteer to “tap spell” the word.
- Repeat with the following words: *tell, will, still, miss*.
- Once students understand the game, add a riddle element: use one of the clues in the box and ask students for the answer.
- Ask a student to spell out the answer by tapping the sheets.
- Repeat these steps with additional riddles.

1. The opposite of *buy* is \_\_\_\_\_. (*sell*)
2. If you eat food that has spoiled or become rotten, you may feel \_\_\_\_\_. (*sick/ill*)
3. Some people get their water from a deep hole in the ground called a \_\_\_\_\_. (*well*)
4. In soccer, you can't touch the ball with your hands; you have to \_\_\_\_\_ it. (*kick*)
5. The mother loved her little baby so much, she gave him a big hug and a \_\_\_\_\_. (*kiss*)
6. If your room is not neat, your family member may say, “Clean up this \_\_\_\_\_!” (*mess*)
7. When class is over, you may hear the ringing of a \_\_\_\_\_. (*bell*)
8. A bird that quacks is a \_\_\_\_\_. (*duck*)



### Check for Understanding


Monitor students' performance as they move from one word to the next, especially with regard to the double-letter spellings.

## Lesson 13: Spelling Alternatives

# Foundational Skills

15M

**Primary Focus:** Students will read simple sentences of single-syllable, short-vowel words with single consonants, consonant clusters, digraphs, and double-letter spellings and indicate whether the sentences are true or false.

 **TEKS K.2.B.i; TEKS K.4**

### TRUE OR FALSE (15 MIN.)

#### ➤ Digital Component 13.1

- Distribute and display Activity Page 13.1.
- Ask students to read the first sentence.
- Ask students if the statement is true or false.
- Have students circle the thumbs-down icon if a statement is false or thumbs-up if it is true, following your example.
- Continue demonstrating until students are ready to work independently.

Activity Page 13.1




## Lesson 13: “The Chills”

# Reading

15M


**Primary Focus:** As the teacher reads “The Chills” aloud, students will track print from top to bottom and left to right and ask and answer questions about key details in the text.

 **TEKS K.2.D.ii; TEKS K.3.B; TEKS K.5.G; TEKS K.10.D.viii**

### INTRODUCE THE STORY (5 MIN.)

#### Preview Spellings

- Before reading the story, refer to the chart you prepared in advance, circling the double-letter spellings. Read the words aloud as a class.

 **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Big Book



Page 58

## ➤ Digital Component 13.2

/k/ > 'ck'	/l/ > 'll'	/m/ > 'mm'
rock	chills	swimming
back		

### Preview Vocabulary

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

**chills**—*n.*, a feeling of being cold (58)

Example: I got the chills after walking in the snow.

Vocabulary Chart for “The Chills”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words			chills
Sayings and Phrases			

### Purpose for Reading

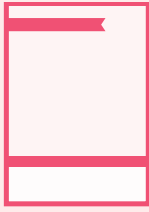
- Tell students the class is going to read a story about Sam and Chad swimming in a pond. Ask students to pay special attention to the story so they can tell you how Sam and Chad keep their clothes dry while they go swimming.

### TEACHER DEMONSTRATION (10 MIN.)

#### Read “The Chills”

- Load the digital version of “The Chills” or use the *Sam Big Book*.
- Have students read the title of the story.

## Reader



Page 58

EMERGENT  
BILINGUAL  
STUDENTS



## Reading

Exchanging Information  
and Ideas

### Beginning

Ask yes/no questions using simple phrases: "Is the water warm?" "Does Sam take Chad's pants?"

### Intermediate

When asking each question, provide students with a specific sentence frame: "Chad left his pants on the . . ." "Max, the dog, had Chad's . . ."

### Advanced/ Advanced High

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

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

- Read the story "The Chills" once without interruption, running a finger beneath the words as you read them. Have students follow along in their own Readers.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

## Wrap-Up

### Discussion Questions for "The Chills"

1. **Literal.** Where do Sam and Chad leave their pants?
  - » Chad left his pants on the sand; Sam left his pants on a big rock.
2. **Inferential.** Why do Sam and Chad leave their clothes on the shore?
  - » They leave their clothes on the shore to keep them dry while they swim in the pond.
3. **Inferential.** How does the water feel? What words or illustrations help you know?
  - » Accept reasonable answers based on the text and images.
  - Support: On page 60 it says "the sun was hot but the pond was not"; what is the opposite of *hot*?
    - » The opposite of *hot* is *cold*.
4. **Inferential.** What do you think the word "chills" means? What words or illustrations help you know? Why do Sam and Chad get the chills?
  - » Accept reasonable answers based on text and images. The water is cold.
  - Support: When someone has the chills, they feel cold.
5. **Literal.** What happens to Chad's pants?
  - » Max, the dog, had Chad's pants.
6. **Literal.** Did Chad get his pants back from Max? What words in the story help you know?
  - » Yes; Chad ran and got his pants back from Max.
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.

End Lesson

## Take-Home Material

### TAKE-HOME STORY: "THE VAN"; TRICKY WORD REVIEW

- Have students give Activity Pages 13.3 and 13.4 to a family member.

Activity Pages  
13.3, 13.4



### Lesson 13: Foundational Skills Remediation

## Additional Support

### MORE HELP WITH DOUBLE-LETTER SPELLINGS

#### Grab the Bacon

- Write the following spellings on the board/chart paper: 'ck', 'll', and 'mm'.
- Write each word in the box on a word card.

- |            |              |              |
|------------|--------------|--------------|
| 1. chill   | 5. clock     | 9. dill      |
| 2. smell   | 6. stack     | 10. fill     |
| 3. humming | 7. strumming | 11. stuck    |
| 4. pluck   | 8. stick     | 12. drumming |

- Follow the directions in Lesson 6 for Grab the Bacon.



## MORE HELP WITH ORAL READING

### Silly Voices

- Copy and cut out the picture cards provided on **Activity Page TR 13.1** and place them in a **paper bag** (or something similar).
- Students pull out a picture card from the bag and reread the story “Sam’s Pet” from the **Sam Reader** independently, with a partner, or to you, using a silly voice matching the character on the card.
- Demonstrate how to use the following voices and gestures to read like the characters on the cards:
  - Cowboy: Straddle your chair like you are riding a horse and use a country accent.
  - Scuba Diver: Vibrate your pointer finger on your lips as you read.
  - Sick Person: Hold your nose to sound all stuffed up.
  - Opera Singer: Use big arm motions and a grand singing voice.
  - Rock Star: Play your guitar while you read.
  - Robot: Move your arms like a robot and use a monotone voice.
  - Ghost: Use a spooky voice.
  - Teacher: Point to the words and use a teacher voice.

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

## MORE HELP WITH TRICKY WORDS

### Circle and Write the Tricky Word

- Make one copy of **Activity Page TR 13.2** for each student.
- Have students read each sentence and underline the Tricky Words and write the Tricky Words on the lines.


## SPELLING ALTERNATIVES

# Double-Letter Spellings for Consonant Sounds


## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will provide the sound and letter name when shown the following letters: 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant spellings.

 **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read simple phrases of single-syllable, short-vowel words with double-letter spellings and match the phrases to the correct pictures.

 **TEKS K.2.B.i; TEKS K.4**

**Reading**

Students will read "The Chills" independently with purpose and understanding.

 **TEKS K.4**

## FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

 **TEKS K.2.B.i**

Activity Page 14.1


Connect It

 **TEKS K.4**

Observation

"The Chills" Anecdotal Reading Record

 **TEKS K.4**

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

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: Sound/Spelling Review (Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and eleven other spellings
Practice: Connect It (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 14.1 <input type="checkbox"/> Activity Page 14.1 (Digital Components)
Differentiated Instruction (Phonics)	Small Group	20 min.	<input type="checkbox"/> Activity Page 14.2 <input type="checkbox"/> Small Group 2 Sentence Chart (Digital Components) <input type="checkbox"/> Preview Spellings Chart (Digital Components)
<b>Reading</b>			
Reread "The Chills"	Partner	20 min.	<input type="checkbox"/> <i>Sam</i> Reader
<b>Take-Home Material</b>			
Take-Home Story: "On the Bus"			<input type="checkbox"/> Activity Page 14.3

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select eleven additional spellings that students need to practice.

#### ➤ Digital Component 14.1

- Create an enlarged version of Activity Page 14.1 (Digital Component 14.1) to display for Connect It, or use the digital version.

#### ➤ Digital Component 14.2

- **Small Group 1:** Create the double-letter spellings chart (Digital Component 14.2) for Small Group 1 on the board/chart paper, or use the digital version.
- Prepare to assign reading partners for partner reading.

#### ➤ Digital Component 14.3

- **Small Group 2:** Create the chart with sentences (Digital Component 14.3) on the board/chart paper (or use the digital version) for Small Group 2 students to read, copy, and illustrate if they finish reading early.

## Lesson 14: Spelling Alternatives

## Foundational Skills

40M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant spellings.

✦ **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read simple phrases of single-syllable, short-vowel words with double-letter spellings and match the phrases to the correct pictures.

✦ **TEKS K.2.B.i; TEKS K.4**

## WARM-UP (5 MIN.)

## Sound/Spelling Review

**Note:** Today you will only review the Large Letter Cards.

- Review the Large Letter Cards listed in the Lesson at a Glance and 11 other spellings that have been taught. [When you come to the digraph 'th', make sure students name both possible sounds (voiceless /th/ and voiced /th/.)]

✦ **TEKS K.2.B.i**

## Large Letter Cards



## Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## PRACTICE (15 MIN.)

## Connect It

## ➤ Digital Component 14.1

- Distribute and display Activity Page 14.1.
- Ask students to read the first phrase.
- Ask which of the pictures match the phrase *trash smells*.

✦ **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.4** Self-select text and interact independently with text for increasing periods of time.

## Activity Page 14.1



- Have students draw a line from the phrase *trash smells* to the matching picture, following your example.
- Continue demonstrating until students are ready to work independently.




### Activity Page 14.1: Connect It

Collect Activity Page 14.1 from students to review at a later point to monitor student progress.

## DIFFERENTIATED INSTRUCTION (20 MIN.)

### Small Group 2

- Distribute Activity Page 14.2. Tell students to read all of the words in the box  and then choose a word to write under the matching picture. **TEKS K.2.B.i**
- Point out that there are more words than pictures, so they will not use every word.
- If students finish early, have them read, copy, and illustrate some of the sentences you've written on the board/chart paper.

### ➤ Digital Component 14.3


- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. The black hen has six chicks. | 3. Trish fell off the branch.         |
| 2. Ten eggs are in the nest.     | 4. The kid is at the top of the hill. |

### Small Group 1

- Refer to the previously prepared chart on the board/chart paper. Review the sound represented by each spelling and ask students to read the words in each list aloud.

### Activity Page 14.2



 **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

## ➤ Digital Component 14.2

/s/ > 'ss'	/l/ > 'll'	/f/ > 'ff'	/k/ > 'ck'	/g/ > 'gg'	/d/ > 'd'
glass	fill	huff	back	egg	add
grass	pill	puff	tack		odd
kiss	spill	stuff	tick		
hiss	tell	staff	click		
mess	sell	stiff	clock		
less	well	cliff	tock		

- Distribute Activity Page 14.2.
- Have students read each word in the box on the front of the activity page.
- Point to the 'd' in *dress* and ask students for the sound. Repeat with the 'r', then the 'e', and then the 'ss'.
- Have students blend the word.
- Ask students which of the pictures match the word *dress*.
- Have students write *dress* under the picture of the dress.
- Complete the remaining items using the same approach.
- Alternatively, you may use a different remediation exercise addressing the specific needs of students.

## Lesson 14: “The Chills”

# Reading



**Primary Focus:** Students will read “The Chills” independently with purpose and understanding. **TEKS K.4**

### REREAD “THE CHILLS” (20 MIN.)

#### Partner Reading

- Give each student a *Sam* Reader.
- Assign student pairs.
- Ask students to sit with their partners and take turns reading “The Chills” aloud.
- Encourage students who finish early to reread the stories “Sam in Class” and “On the Bus.” Students should not read ahead.

Reader



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#### Observation: “The Chills” Anecdotal Reading Record

As you listen to each student read “The Chills,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Take-Home Material

### TAKE-HOME STORY: “ON THE BUS”

- Have students give Activity Page 14.3 to a family member.

Activity Page 14.3



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



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## Lesson 14: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SHORT VOWEL SPELLINGS

#### Sound Sprints

- Make two copies of the word cards (**Activity Page TR 14.1**) and cut the cards apart. Copy the word cards on card stock for durability.
- Have students form two single file lines.
- Place the sets of word cards at the far end of the classroom, gym, or playground, one set in front of each line of students.
- Tell students you will call out a sound (/a/, /e/, /i/, or /u/).
- The first student in each line will sprint to get a single corresponding word card from the set in front of the student's line and bring it back, and read it, keep the card, and go to the back of the line.
- Call out a sound.
- Repeat with additional sounds until both lines are finished or all words are collected.

### MORE HELP WITH ORAL READING

#### Two Voices

- Make copies of **Activity Page TR 14.2** for each pair of students.
- Follow the directions in Lesson 12 for Two Voices, having pairs of students read the story "The Chick."

### MORE HELP WITH TRICKY WORDS

#### Tricky Word Zap!

- Have students form a line, shoulder to shoulder, facing you.
- Tell students you will be calling out some of the Tricky Words they have learned so far in this unit: *the*, *all*, *one*, *from* and *was*.
- Call out the word *from*.
- The first student in line begins spelling the word by saying the letter name 'f'.

- As each student says a letter, write the letter on the board/chart paper for all to see, and then ask the remaining students to give thumbs-up or thumbs-down as to whether the letter is correct.
- The second student in line continues spelling the word by adding the next letter, saying 'r'.
- Each subsequent student supplies the next letter of the word until the final letter of the word is said, and you have written the entire word for all to see.
- If students have difficulty providing a letter, or provide an incorrect letter, tell them that they may "pass" their turn to the next student.
- The student who supplies the final letter of the word also pronounces the word, then calls "Zap!" The next student in line is "zapped" and is out (allow the student who is out to take your place and call the next word).
- Continue play until all of the Tricky Words have been called and spelled.

# Assessment Overview

## STUDENT PERFORMANCE ASSESSMENT

The Unit 8 Student Performance Assessment is a comprehensive, multipart assessment of all letter-sound correspondences, Tricky Words, and letter names taught in the program. With just several months of Kindergarten instruction remaining, it is imperative that you clearly identify any individual student weaknesses. To be successful in Grade 1, students must have mastered the basic code for the short vowel and consonant sounds and be able to apply this knowledge to blend and read words of three to five sounds.

### Administering the Student Performance Assessment

- Please give this multipart assessment to all students beginning in Lesson 15 of Unit 8. The results will allow you to determine which students need additional review and reinforcement and/or differentiated instruction.

### Lesson 15: Whole Group Assessment

- Administer the **Word Recognition Assessment** to the entire class and score the assessment.
- **Scoring:** Sort students into two groups based on their performance on the **Word Recognition Assessment**. Students who score 90% (18 or more correct out of 20) or better have strong word recognition skills and can be placed in a low-risk category. Students who score below 90% (less than 18 correct) need further assessment using the **Pseudoword Reading Assessment**. An optional **Real Word Reading Assessment** is provided but should only be used if you feel the measurement of the student's ability is somehow compromised by using the **Pseudoword Reading Assessment**.

### Lesson 16: Whole Group Assessment

- Administer the **Lowercase Letter Names Assessment** to all students.

### Managing the Individual Student Performance Assessment and Independent Practice

- To provide a window of time to individually assess students, activity pages are provided for the rest of the class to complete. Explain the activity pages to all students and have them work independently while you assess each student.

## Individual Assessment

- Begin to administer the **Pseudoword Reading Assessment** individually to each student who scored below 90% (less than 18 correct) on the **Word Recognition Assessment**. The optional **Real Word Reading Assessment** should only be used if you feel the accuracy of the results of the **Pseudoword Reading Assessment** is in doubt.
- **Scoring:** Sort the students again. Students who score 90–100% (27 or better correct out of 30) on the **Pseudoword Reading Assessment** have strong word attack skills. Students who score below 90% (less than 27 correct) need further assessment to pinpoint gaps in their knowledge of letter-sound correspondences.

## Lesson 17: Whole Group Assessment

- Administer the **Tricky Word Assessment** to the entire class.

## Individual Assessment

- Administer the **Code Knowledge Diagnostic Assessment** to each student who scored below 90% (less than 27 correct) on the **Pseudoword** or **Real Word Reading Assessment**. This assessment will allow you to pinpoint specific letter-sound correspondences individual students have not yet mastered.

## Recording and Analyzing Results:

- Guidelines are provided to help you calculate and analyze the results for each of the Student Performance Assessments. Charts on which you may compile class results are also provided.
- Activity Page 15.1 is provided as a recording sheet for each individual student. This Student Summary Sheet should be placed in the student's assessment portfolio along with the actual Student Performance Assessment activity pages completed by each student. You may need this documentation for family member conferences or for RtI.
- After giving these assessments and recording the results, you should be able to identify students in your class who need the most assistance with the code knowledge presented thus far. You should also be able to pinpoint specific weaknesses. For example, you should be able to identify specific letter-sound correspondences a student has not mastered. Please use this information to determine remediation strategies.
- Closely examine the performance of each student in your class and to tailor your instruction and remediation to the specific needs of students. The assessment scores, combined with your daily observations of student performance, should provide you with enough information to group students

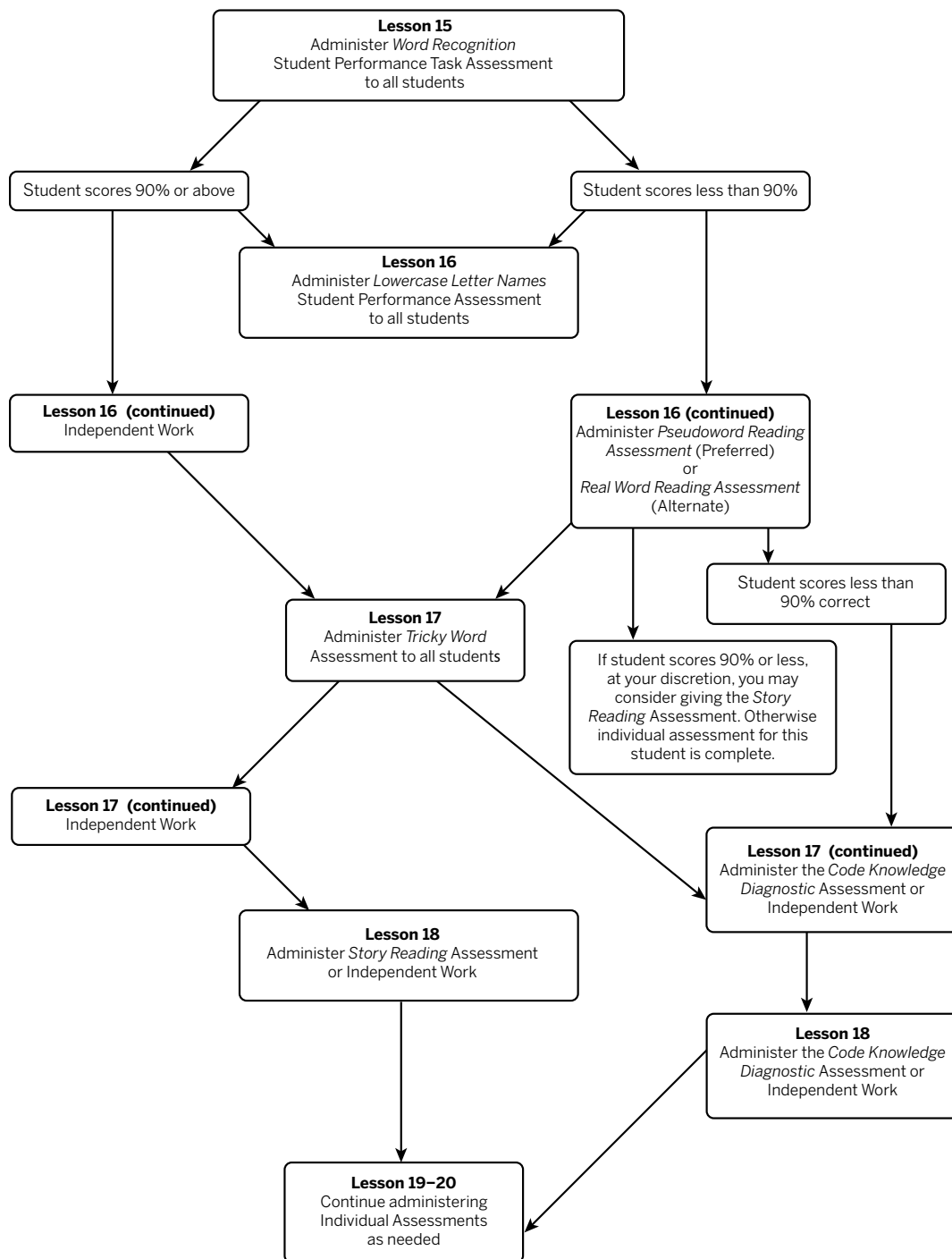
according to their instructional needs. The effectiveness of remediation will depend upon the ongoing monitoring of individual student progress. Therefore, these groupings should be flexible and should allow for movement between groups as students meet their goals and as their specific needs change. It is strongly recommended that you give serious consideration to placing students who are not successful on the assessments in a remedial group rather than proceeding to Units 9 and 10.

- Be assured that students who are placed in intensive remediation groups will not miss instruction on the new skills. The skills taught in Units 9 and 10 of Kindergarten are taught again in Grade 1 as brand new skills.

### **Lesson 18: Individual Assessment**

- Administer the **Story Reading Assessment** to students who score 90% or above on the **Word Recognition Assessment**. At your discretion, it may also be administered to students who score less than 90% on the **Word Recognition Assessment** but then score 90% or above on either the **Pseudoword** or **Real Word Reading Assessment**. This assessment is not administered to students who take the **Code Knowledge Diagnostic Assessment**. This is the most demanding assessment of the Unit 8 multipart assessment.
- The **Story Reading Assessment** is an individually administered assessment in which students are asked to read an unfamiliar story aloud provides the teacher with an opportunity to complete a running record of student performance when asked to read continuous text, not just isolated words. By asking oral comprehension questions after students finish reading, the teacher can also gauge whether students understand what they are reading.

## OVERVIEW OF UNIT 8 ASSESSMENTS



## 15


## STUDENT PERFORMANCE ASSESSMENT

## Word Recognition

## PRIMARY FOCUS OF LESSON

## Reading

As the teacher reads “Stop that Bus!” aloud, students will track print from top to bottom and left to right; identify exclamation points and periods at the end of sentences; and ask and answer questions about key details in the text.

 **TEKS K.2.D.ii; TEKS K.3.B; TEKS K.5.G; TEKS K.10.D.viii**

## Foundational Skills

Students will count the number of phonemes in single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings. **TEKS K.2.B.ii**

## FORMATIVE ASSESSMENT


Activity Pages 15.1, 15.2


Word Recognition Assessment

 **TEKS K.2.B.ii**

Observation

Discussion Questions Observation Record

 **TEKS K.3.B; TEKS K.5.G**

 **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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.2.B.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
Assessment			
Word Recognition Assessment (Word Recognition)	Whole Group	20 min.	❑ Activity Pages 15.1, 15.2
Reading			
Introduce the Story	Whole Group	20 min.	❑ Sam Big Book and Reader ❑ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read “Stop that Bus!”			
Foundational Skills			
How Many Sounds? (Phonological Awareness)	Independent	20 min.	❑ Activity Page 15.3 ❑ Activity Page 15.3 (Digital Components)



## ADVANCE PREPARATION

### Note to Teacher

As noted in the Assessment Overview preceding this lesson and in the Introduction to Unit 8, the Student Performance Assessment at the end of this unit consists of several parts. Some are administered to the group as a whole and some are administered individually based on students' results on the group assessment.

Today you will administer the Word Recognition Assessment to the entire class. During this task, you will ask students to select one word from four choices to match the word you call out to the class. Go slowly between assessment items. Say the words three times. Do not elongate or segment the words. You may find it helpful to have students place a blank sheet of paper under each row of items so they do not lose their place as you move through the assessment.

It is important for you to score students' work today after they complete this assessment. The scores of today's assessment will indicate which students should be assessed during the remainder of the unit with various individual assessments.

Over the course of the next several lessons, you will continue to administer Student Performance Assessments to develop a clear picture of each student's skills at this point in time.

Students who score poorly on the majority of the assessments should be considered for a remediation group in lieu of proceeding to Units 9 and 10.

### Reading

- Load the story "Stop that Bus!" provided in the online materials, or prepare to display the *Sam Big Book*.

#### ➤ Digital Component 15.1

- Create the Preview Spellings chart (Digital Component 15.1) for Introduce the Story on the board/chart paper, or use the digital version.

#### ➤ Digital Component 15.2

- Create an enlarged version of Activity Page 15.3 (Digital Component 15.2) to display for How Many Sounds?, or use the digital version.

## Lesson 15: Student Performance Assessment

## Assessment



## WORD RECOGNITION ASSESSMENT (20 MIN.)

## Administration

- All students will complete this Student Performance Assessment in a whole-group setting.
- Distribute Activity Page 15.2.
- Tell students you will ask them to point to each numbered row and then you will say a word. They should look at all of the words in the row and then draw a circle around the word you say.
- Tell students you will do one for practice. Ask students to put their finger on the row starting with the smiling face, which indicates that this is an example. Say *cat* and ask them to look carefully at all four choices. Repeat the word *cat* two more times. Do not segment or elongate the word or review the correct answer.
- Continue in the same fashion with the actual words on the assessment. Remember to tell students to point to the numbered row before you say the word for that particular row and remember to repeat each word three times.

## Activity Page 15.2



- |        |         |           |           |
|--------|---------|-----------|-----------|
| 1. met | 6. pad  | 11. thin  | 16. egg   |
| 2. rob | 7. sip  | 12. chill | 17. wicks |
| 3. yes | 8. ken  | 13. chips | 18. king  |
| 4. had | 9. fat  | 14. quest | 19. drip  |
| 5. got | 10. fox | 15. buzz  | 20. shot  |

## Scoring and Analysis

Assign one point for each correctly circled word.

Record students' scores on the Record Sheet for Unit 8 Word Recognition Assessment, located in Teacher Resources at the end of this Teacher Guide, making notes about the specific errors students made. Items 1–10 of this test focus on three-letter words in which each sound is written with a single letter. Items 11–20 are more challenging as they include consonant digraphs like 'th', double-letter spellings like 'zz', and consonant clusters like 'st'. You may be able to identify specific problems by carefully observing which items students missed and which word among the choices students selected.

### Activity Page 15.1

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It may be useful to begin to record information on the Student Summary Sheet (Activity Page 15.1) or you may wait until you have completed all assessments.

In Lesson 16, all students will complete the Lowercase Letter Name Assessment in a whole-group setting.

In the next lesson, you will administer the Pseudoword Reading Assessment (or Real Word Reading Assessment) individually to all students who received a score of 17 or less (90% or less) on the Word Recognition Assessment.

Students who scored 90% or above will complete the Story Reading Assessment later in the week.

## Lesson 15: “Stop that Bus!”

# Reading



**Primary Focus:** As the teacher reads “Stop that Bus!” aloud, students will track print from top to bottom and left to right; identify exclamation points and periods at the end of sentences; and ask and answer questions about key details in the text.

**TEKS K.2.D.ii; TEKS K.3.B; TEKS K.5.G; TEKS K.10.D.viii**

### INTRODUCE THE STORY (5 MIN.)

**Note:** In this story, the uppercase letter ‘B’ is used. Uppercase ‘B’ does not look like lowercase ‘b’; remind students ‘B’ is another way of writing the letter ‘b’ (i.e., it is the uppercase version of ‘b’).

### Preview Spellings

- Before reading the story, refer to the chart on the board/chart paper containing Unit 8 spellings, underlining the double-letter spellings. Read the words aloud as a class.

### ➤ Digital Component 15.1

/k/ > ‘ck’	/f/ > ‘ff’	/l/ > ‘ll’
pack	huffs	yells
back	puffs	
luck		

- Also, write the following Tricky Words on the board/chart paper and review: *of, the*
- Review the use of the apostrophe as an indication of ownership (e.g., possessive). Students will also encounter an apostrophe used for the contraction *that’s*.

### Preview Vocabulary

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

**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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Big Book



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**huffs—v.**, takes big breaths (68)

Example: Dad huffs when he carries heavy bags.

**puffs—v.**, breathes quickly (68)

Example: Gia puffs a lot when she runs up a hill.

### Vocabulary Chart for “Stop that Bus!”

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

### Purpose for Reading

- Tell students they will read a story about Sam called “Stop that Bus!” Ask students to pay special attention to the story so they can tell you why the story has that title.

### TEACHER DEMONSTRATION (15 MIN.)

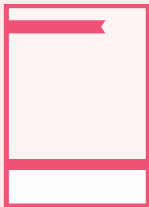
#### Read “Stop that Bus!”

- Load the digital version of “Stop that Bus!” or use the *Sam Big Book*.
- Have students read the title of the story.
- Read the story “Stop that Bus!” once without interruption, running a finger beneath the words as you read them. Have students follow along in their own Readers.

**Note:** Be sure to point out the use of an exclamation point in the title. Tell students that the exclamation point indicates that the sentence is being said loudly or with emphasis.

- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- Read the story again, having students read.

Reader



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## Wrap-Up

### Discussion Questions for “Stop that Bus!”

1. **Literal.** Why did Sam’s mom yell “Sam, get up!”
  - » Sam’s mom yelled “Sam, get up!” because Sam was asleep.
2. **Literal.** What does Sam’s mom hand him?
  - » Sam’s mom hands him his pants; Sam’s mom hands him his pack; Sam’s mom hands him his lunch.
3. **Inferential.** Why do Sam and his mom run fast?
  - » Sam and his mom run fast to catch the bus.
4. **Literal.** Who gets the bus driver to stop?
  - » One of the kids on the bus gets the bus driver to stop.
5. **Evaluative.** Why did Sam and his mom need to hurry?
  - » Accept reasonable answers based on the text and illustrations.

Support: What will happen if Sam doesn’t get on the bus?

  - » He’ll be late for school.

Support: Why can’t Sam’s mom take him to school?

  - » The family van is in the fix-it shop.
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

Ask yes/no questions using simple phrases: “Does Sam get out of the house in time?” “Does Sam have his pack when he gets on the bus?”

#### Intermediate

When asking each question, provide students with a specific sentence frame: “Sam knows he needs to rush to get ready when his mom yells . . .”

#### Advanced/ Advanced High

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

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



### Observation: Discussion Questions Observation Record

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

## Lesson 15: Practice

# Foundational Skills

20M

**Primary Focus:** Students will count the number of phonemes in single-syllable, short-vowel words with consonant clusters, digraphs and double-letter spellings.



**TEKS K.2.B.i**

### HOW MANY SOUNDS? (20 MIN.)

#### ➤ Digital Component 15.2

- Distribute and display Activity Page 15.3.
- Ask students to tell you the first sound in the first word.
- Ask students to identify the /sh/ spelling.
- Have students circle the spelling 'sh', following your example.
- Complete the remaining sounds and spellings in *shock* in the same fashion.
- Ask students how many sounds are in the word *shock*.
- Have students write the number '3' in the box, following your example.
- Have students copy *shock* on the handwriting guide, following your example.
- Continue demonstrating until students are ready to work independently.

End Lesson

## Lesson 15: Foundational Skills Remediation

# Additional Support

### MORE HELP SEGMENTING

#### Push & Say

- Print Sound Boxes (**Activity Page TR 2.1**) for each student.
- Students will need the following **Small Letter Cards**: 'e', 'i', 'o', 'b', 'd', 'h', 'l', 'm', 'n', 'r', 's', 't', 'w', 'ck', 'ff', 'ss'.
- Have students spell the words in the box, following the directions in Lesson 2.



**TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

Activity Page 15.3



- |         |          |          |
|---------|----------|----------|
| 1. hiss | 4. sniff | 7. rock  |
| 2. wick | 5. dwell | 8. block |
| 3. tick | 6. well  | 9. miss  |

## MORE HELP SEGMENTING CONSONANT DIGRAPHS

### How Many Sounds?

- Provide a copy of **Activity Page TR 15.3** for each student.
- Ask students to tell you the first sound in the first word.
- Ask students to identify the /ch/ spelling.
- Have students circle the spelling 'ch', following your example.
- Complete the remaining sounds and spellings in *chips* in the same fashion.
- Ask students how many sounds are in the word *chips*.
- Have students write the number 4 in the box, following your example.
- Have students copy *chips* on the handwriting guide.

## MORE HELP WITH ORAL READING

### Two Voices

- Make one copy of the story "Tasks" (**Activity Page TR 15.4**) for each pair of students.
- Follow directions in Lesson 12 for Two Voices.



## 16

## STUDENT PERFORMANCE ASSESSMENT

# Lowercase Letter Names

## PRIMARY FOCUS OF LESSON

**Reading**

Students will read “Stop that Bus!” independently with purpose and understanding. **TEKS K.4**

**Foundational Skills**

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct pictures. **TEKS K.2.B.ii**

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

## FORMATIVE ASSESSMENT

Activity Page 16.1

Lowercase Letter Name Assessment

**TEKS K.2.B.i**

Observation

“Stop that Bus!” Anecdotal Reading Record

**TEKS K.4**

Activity Page 16.5

Rhyming Words

**TEKS K.2.A.i**

Activity Page 16.2 or 16.3

Pseudoword or Real Word Reading Assessment

**TEKS K.2.B.ii**

**TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Assessment</b>			
Lowercase Letter Name Assessment	Whole Group	20 min.	❑ Activity Page 16.1
<b>Reading</b>			
Reread: "Stop that Bus!"	Small Group/ Partner	20 min.	❑ <i>Sam</i> Reader ❑ Small Group 1 Chart (Digital Components)
<b>Foundational Skills/Assessment</b>			
Practice: Label the Picture and Rhyming Words (Phonological Awareness)	Independent	20 min.	❑ Activity Pages 16.4, 16.5
Pseudoword or Real Word Reading Assessment (Phonological Awareness)	One-on-One		❑ Activity Page 16.2 or 16.3

## ADVANCE PREPARATION

### Reading

- Decide whether to use a small group or partner reading approach.

### ➤ Digital Component 16.1

- **Small Group 1:** If you are using a small group approach, create the chart with short vowel spellings (Digital Component 16.1) for Small Group 1 on the board/chart paper, or use the digital version.

## Lesson 16: Student Performance Assessment

## Assessment



## LOWERCASE LETTER NAME ASSESSMENT (20 MIN.)

## Administration

- All students, regardless of their scores on the Word Recognition Assessment should complete the Lowercase Letter Name Assessment.
- Ask students to remove both pages of Activity Page 16.1 from their Activity Books and write their names on the top of each page.
- Tell students you will ask them to point to a row and listen as you say the name of a letter. Tell students they are to circle the letter you name.
- Ask students to point to row number 1. Say the letter name for 'e' (eeee). Repeat two times, giving students time to circle a letter.
- Continue in the same manner with each of the letters in the box.

## Activity Page 16.1



1. e	8. m	15. c	22. r
2. y	9. u	16. z	23. q
3. o	10. g	17. t	24. f
4. h	11. a	18. j	25. v
5. k	12. n	19. i	26. w
6. b	13. d	20. p	
7. x	14. l	21. s	

## Scoring and Analysis

Assign one point for each correctly circled letter. Interpret scores as follows:

- 26—21 correct      Good
- 20—18 correct      Fair
- 17 or less      Poor

Record students' names, scores, and any letters missed on the Record Sheet for Unit 8 Assessment—Lowercase Letter Names located in the Teacher Resources at the end of this guide.

If students score poorly on this assessment but are successful on the other assessments, they may still move onto Unit 9 while receiving remediation on letter names from the Pausing Point of Unit 6.

If students score in the poor range and also score poorly on other assessments, consideration should be given to placing those students in a remediation group and not continuing to Units 9 and 10. However, for these students a focus on letter-sound associations and blending and segmenting—not on letter names—would likely be the best use of instructional time.

## Lesson 16: “Stop that Bus!”

# Reading

20M

**Primary Focus:** Students will read “Stop that Bus!” independently with purpose and understanding. **TEKS K.4**

### REREAD “STOP THAT BUS!” (20 MIN.)

**Note:** Below are two options for reading in this lesson. Use your discretion to select the one which best meets the needs of students and your need for time to assess students individually.

#### Partner Reading

- Assigning students to partner read will allow you time to assess individual students. In addition to partner reading, you may wish to assign unused optional vocabulary activity pages from previous lessons.

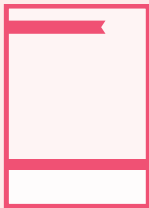
#### Small Group Reading

- If you do not have many Pseudoword/Real Word Assessments to administer, read with Group 1 students while Group 2 students partner read.

**Group 2:** Have students take out their Readers, sit with their partners, and take turns rereading “Stop that Bus!” aloud. Students who finish early should reread the stories “The Chills” and “Sam in Class.” They should not read ahead.

**Group 1:** Refer to the lists of words prepared in advance. Review the sound represented by the spelling at the top of the list and then ask students to read the words in each list aloud, calling attention to various patterns (e.g., all the words in this list have the /a/ sound, etc.).

Reader



Page 64

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

## ➤ Digital Component 16.1

/a/ > 'a'	/u/ > 'u'	/o/ > 'o'	/e/ > 'e'
pack	huff	stop	yells
back	puff	spots	
hands	luck		
pants	lunch		
fast	jumps		
grab			

- Also write the following Tricky Words on the board/chart paper to review: *one, of.*
- Have students turn to the table of contents and identify the page on which the story “Stop that Bus!” begins and turn to that page (page 64).
- Select an appropriate oral reading activity for the group.
- Ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share the questions and answers that they discussed.
- If time permits, read “The Chills” and “Sam in Class” using the same format.



### Observation: “Stop that Bus!” Anecdotal Reading Record

As you listen to each student read “Stop that Bus!” make notes about the student’s reading ability in the Anecdotal Reading Record.

## Lesson 16: Practice/Student Performance Assessment

# Foundational Skills/ Assessment



### Primary Focus

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct

pictures. **TEKS K.2.B.ii**

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

### PRACTICE (20 MIN.)

#### Label the Picture and Rhyming Words

- Briefly explain the directions for Activity Pages 16.4 and 16.5 so most students are able to work independently during this time period.

#### Activity Page 16.4

- Ask students to look at each picture and the two words above the picture. Direct them to circle and then write the correct word on the line to label each picture. Point out the items on the back of the activity page.

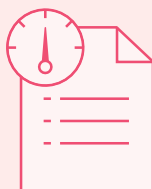
#### Activity Page 16.5

- Tell students they will be working with rhyming words on this activity page. To review the concept of rhyming, say the word *fan* and ask students to come up with oral examples of rhyming words, such as *can*, *man*, *tan*.
- On the front of the activity page, students should draw lines to connect each word with its matching rhyming word. On the back of the activity page, point out that each row has two rhyming words. Students are to write another rhyming word on the line provided in each row. Remind students that rhyming words end with the same sounds. They should pay special attention to the ending sounds and letters in the examples if they are having difficulty thinking of a rhyming word.

#### Activity Page 16.4



#### Activity Page 16.5



**TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.A.i** Demonstrate phonological awareness by identifying and producing rhyming words.



### Activity Page 16.5: Rhyming Words

Collect Activity Page 16.5 from students to review at a later point to monitor student progress.

## PSEUDOWORD OR REAL WORD READING ASSESSMENT

Refer to the Record Sheet for Unit 8 Word Recognition Assessment you completed with students' names and scores from the Word Recognition Assessment administered yesterday.

**You should administer either the Pseudoword or Real Word Reading Assessment to each individual student who scored 17 or fewer (less than 90%).** The Pseudoword Assessment is a solid evaluation of letter-sound knowledge and blending. If at all possible, it should be used instead of the Real Word Reading Assessment. However, if you have any doubt that students understand the Pseudoword Reading Assessment, administer the Real Word Reading Assessment instead.

### Administration

- Place a copy of the **Pseudoword** or **Real Word Reading Assessment** from Teacher Resources in front of the student; collect the corresponding record sheet from the student (Activity Page 16.2 or 16.3). Ask the student to read each row. If you are using the pseudowords, be sure to tell students these are not real words; direct them to sound out each letter using the code knowledge they have learned and then blend the sounds as if they were saying a word. Write any misread words directly above the word on the record sheet.

### Scoring and Analysis

Assign one point for each word read correctly. Students who score 27–30 correct on either the Pseudoword or Real Word Reading Assessment have good decoding skills. If a student scores 26 or fewer points, you should administer the Code Knowledge Diagnostic Assessment on another day. Record students' names and scores on the appropriate record sheet from the Teacher Resources section.

Each line of either the Pseudoword Reading or Real Word Reading Assessment assesses the ability to read different kinds of words:

Activity Page  
16.2 or 16.3





- Lines 1–3 contain three-letter words—without any consonant clusters or digraphs—which were taught in Units 4 and 5. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Points of Units 4 and 5.
- Line 4 contains words with initial or final consonant clusters, which were taught in Unit 6. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Point of Unit 6.
- Line 5 contains words with consonant digraphs, such as ‘ch’, ‘sh’, and ‘ng’, which were taught in Unit 7. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Point of Unit 7.
- Line 6 contains words with double-letter spellings for consonant sounds, such as ‘ss’, ‘ff’, and ‘ck’, which were taught in Unit 8. If students have difficulty reading these words, provide targeted remedial practice using activities from the Pausing Point of Unit 8.

End Lesson

## Lesson 16: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH RHYMING WORDS

#### Roll and Rhyme

- Make one copy of **Activity Page TR 16.1** for each pair of students, and have them cut the words apart.
- Follow the procedure in Lesson 9.
- Possible rhyming words include the following words.

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. hop: shop, flop, chop, slop     | 7. puff: buff, cuff, fluff, gruff |
| 2. met: let, jet, net, pet, set    | 8. can: fan, man, pan, plan       |
| 3. drip: dip, chip, hip, lip, grip | 9. tin: din, fin, kin, pin, win   |
| 4. rust: bust, dust, gust, trust   | 10. yes: dress, guess, less, mess |
| 5. dent: bent, rent, sent, tent    | 11. rim: brim, dim, him, whim     |
| 6. miss: bliss, kiss, hiss, priss  |                                   |

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## MORE HELP READING TRICKY WORDS AND DOUBLE-LETTER SPELLINGS

### Bingo

- Make enough copies of **Activity Page TR 16.2** (Bingo boards) for each student to have a game board.
- Make one copy of **Activity Page TR 16.3** and cut apart the word cards to use to call out words.
- Follow the procedure for Bingo in Lesson 3.

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## MORE HELP WITH ORAL READING

### Two Voices

- Make one copy of **Activity Page TR 16.4** for each pair of students.
- Follow the directions for Two Voices in Lesson 12.

### Silly Voices

- Make one copy of **Activity Page TR 13.1** (Silly Voices) for each pair of students.
- Follow the directions for Silly Voices in Lesson 13.

## 17

## STUDENT PERFORMANCE ASSESSMENT

## Tricky Words

## PRIMARY FOCUS OF LESSON


## Reading

As the teacher reads “Sam and the Duck” aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession and can also be used in contractions; identify periods at the end of sentences; and ask and answer questions about key details in the text.

 **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.G; TEKS K.10.D.viii**

## Foundational Skills

Students will read simple phrases and sentences of single-syllable, short-vowel words with single consonants, consonant clusters, and digraphs and will match

 the sentences to the correct pictures. **TEKS K.2.B.ii; TEKS K.4**

Students will identify and match the common sounds that letters represent.

 **TEKS K.2.B.i**

## FORMATIVE ASSESSMENT

Activity Page 17.1


Tricky Word Assessment

 **TEKS K.2.B.iv**

Observation

Discussion Questions Observation Record

 **TEKS K.5.G**

 **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.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by (i) identifying and matching the common sounds that letters represent, (iv) identifying and reading at least 25 high-frequency words from a research-based list.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Assessment			
Tricky Word Assessment	Whole Group	15 min.	☐ Activity Page 17.1
Reading			
Introduce the Story	Whole Group	15 min.	☐ Sam Big Book and Reader ☐ Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read “Sam and the Duck”	Whole Group		
Foundational Skills/Assessment			
Practice: Draw the Pictures; Mark the Phrase (Fluency)	Independent	30 min.	☐ Activity Pages 17.2, 17.3
Code Knowledge Diagnostic Assessment	One-on-One		☐ Activity Page 17.4
Take-Home Material			
Tricky Words			☐ Activity Page 17.5

## ADVANCE PREPARATION

### Reading

- Load the story “Sam and the Duck” provided in the online materials, or prepare to display the *Sam* Big Book.

### ➤ Digital Component 17.1

- Create the Preview Spellings chart (Digital Component 17.1) for Introduce the Story on the board/chart paper, or use the digital version.

## Lesson 17: Student Performance Assessment

## Assessment

15M

## TRICKY WORD ASSESSMENT (15 MIN.)

**Note:** All students will complete this assessment, regardless of scores on any previous assessment. This is the last whole group assessment to be completed in Unit 8.

- Ask students to remove Activity Page 17.1 from their Activity Books and write their name at the top.
- Tell students to place their finger on row number 1. Explain that you will say a word that is a Tricky Word. They should look at all the words in the row and then circle the word you said.
- Say 'a' (pronounced *uhh*). Repeat the word two more times, directing students to circle the correct word. Continue in the same fashion with the remaining words in the box.

1. a	6. blue	11. one	16. out
2. from	7. I	12. of	17. down
3. the	8. little	13. all	
4. was	9. look	14. two	
5. are	10. three	15. yellow	

**Note:** There is no benchmark for this assessment. The purpose is to identify any Tricky Words students do not recognize. Record student names and errors on the Record Sheet for Unit 8 Assessment—Tricky Words in the Teacher Resources section at the end of this Teacher Guide. Provide targeted remedial practice using the “More Help with Tricky Words” activities in the Additional Support sections in each lesson, Pausing Point activities.

## Activity Page 17.1



## Lesson 17: "Sam and the Duck"

# Reading

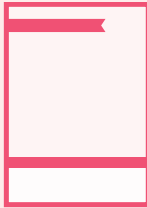
15M

**Primary Focus:** As the teacher reads "Sam and the Duck" aloud, students will track print from top to bottom and left to right; recognize that apostrophes indicate possession and can also be used in contractions; identify periods at the end of sentences; and ask and answer questions about key details in the text.



**TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.5.G; TEKS K.10.D.viii**

Big Book



Page 72

### INTRODUCE THE STORY (5 MIN.)

**Note:** In this story, the uppercase letter 'D' is used. Uppercase 'D' does not look like lowercase 'd'. Tell students that 'D' is another way of writing the letter 'd' (i.e., it is the uppercase version of 'd').

### Preview Spellings

- Referring to the chart you prepared in advance, read the Unit 8 spellings, circling the double-letter spellings. Read the words aloud as a class.

### Digital Component 17.1

/k/ > 'ck'	/f/ > 'ff'	/l/ > 'll'	/s/ > 'ss'
dock	off	tells	class
Mack		yells	Miss
duck			
pecks			

- Also write the following Tricky Words to review: *the, a, one*.

### Preview Core Vocabulary

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

**dock—n.,** a structure (typically wooden), usually near a lake, river, or the ocean, primarily used for loading and unloading boats (72)

Example: We tie the boat to the dock when we arrive.



**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.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

**pecks—v.**, bites or strikes using a beak (74)

Example: The chicken pecks at the dog.

**glints—v.**, shines; reflects light (76)

Example: The sunlight glints off the window at noon.

**Note:** In today’s story, *pecks* has the meaning noted above. You may also want to point out that the word *pecks* can have other meanings.

**Vocabulary Chart for “Sam and the Duck”**

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

- Review the use of the apostrophe as an indication of ownership (e.g., possessive). Students will also encounter an apostrophe used for the contractions *let’s* and *it’s*.

### Purpose for Reading

- Tell students they will read a story about Sam’s class trip. Ask students to pay special attention to the story so they can tell you where Sam’s class goes on their trip.

### TEACHER DEMONSTRATION (10 MIN.)

#### Read “Sam and the Duck”

- Load the digital version of “Sam and the Duck” or use the *Sam* Big Book.
- Have students read the title of the story.
- Read the story “Sam and the Duck” once without interruption, running a finger beneath the words as you read them.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings. Also, point out the contractions *let’s* (page 76) and *it’s* (page 78).
- If you have time, read the story again, having students read aloud.





## Reading

### Exchanging Information and Ideas

#### Beginning

Ask yes/no questions using simple phrases: "Does Sam's class go to the zoo?" "Does the fish man say the kids can dig in the sand?"

#### Intermediate

When asking each question, provide students with a specific sentence frame: "The fish man tells the kids not to . . ." "The duck is a . . ."

#### Advanced/

#### Advanced High

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

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

## Wrap-Up

### Discussion Questions for "Sam and the Duck"

1. **Literal.** Where is Sam's class on a trip in this story?
  - » The class is at the dock.
2. **Literal.** What does Ken the fish man say the kids can do? What does he tell the kids not to do?
  - » The kids can dig in the sand. The kids must not pet the duck.
3. **Literal.** Why can't the kids pet the duck?
  - » That duck is a bad duck; that duck pecks at kids.
4. **Literal.** What does Chad dig up in the sand?
  - » Chad digs up a ring.
5. **Literal.** What does the duck do? There are two things in the story.
  - » The duck runs up and pecks at Sam's hand. Then it runs off with the ring.
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.

## Lesson 17: Practice/Student Performance Assessment

# Foundational Skills/ Assessment



**Primary Focus:** Students will read simple phrases and sentences of single-syllable, short-vowel words with single consonants, consonant clusters, and

digraphs and will match the sentences to the correct pictures. **TEKS K.2.B.ii; TEKS K.4**

Students will identify and match the common sounds that letters represent.

**TEKS K.2.B.i**

### PRACTICE (30 MIN.)

#### Draw the Pictures; Mark the Phrase

- Explain directions for Activity Pages 17.2 and 17.3 so students can complete these activity pages independently while you continue to work with students needing individual evaluation.

### CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

#### Administration

Administer this task to any student who scores 26 or less on the Pseudoword or Real Word Reading Assessment. Provide a copy of the Code Knowledge Diagnostic Assessment (located in Teacher Resources) to the student and remove Activity Page 17.4 from the student's Activity Book. Ask the student to place a finger under each row of the page from Teacher Resources, saying the *sound* of each spelling in the row. If the student provides the letter name instead, remind them that they are to provide the sound, not the name of the letter. Note

any incorrect sounds provided for any spellings on the record sheet. **TEKS K.2.B.i**

#### Scoring and Analysis

##### If a student scored:

- 17 or less on the Word Recognition Assessment AND
- 26 or less on either the Pseudoword or Real Word Reading Assessment AND
- 23 or more on rows 1–5 of the Code Knowledge Diagnostic Assessment

Activity Pages  
17.2, 17.3



Activity Page 17.4



**TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.

These results indicate the student's knowledge of individual letter-sound associations is good. However, the pattern of results on the three different assessments suggests the difficulty this student is experiencing is likely related to a lack of fluency in blending. Remedial instruction should therefore emphasize systematic decoding/blending practice of simple CVC words, including ample use of chaining exercises, from Units 3–7 to make the blending process automatic. Of course, targeted remediation should also be provided for any of the specific letter-sound correspondences the student did not know as indicated by the Diagnostic Assessment.

You may want to review the difference between two approaches to teaching blending: final blending and sequential blending. See the Kindergarten Unit 2 Teacher Guide for more information. This program uses the final blending approach in which the student says each sound in the word and then, when all of the sounds in the word have been spoken in isolation, the student blends the sounds together. If a student has not yet mastered blending based on this approach, the teacher may want to consider trying a sequential approach to blending whereby the student is taught to blend in chunks as they add sounds, rather than waiting until they get to the final sound.

**If a student scored:**

- 17 or less on the Word Recognition Assessment AND
  - 26 or less on either the Pseudoword or Real Word Reading Assessment AND
  - 22 or less on rows 1–5 of the Code Knowledge Diagnostic Assessment (especially if any of the errors in these rows are vowels) AND/OR
  - 25 or less on rows 1–7
- 
- These results indicate the problems this student is encountering in reading simple words is likely due to poor mastery of individual letter-sound correspondences. Remedial instruction should focus on targeted instruction of the specific letter-sound correspondences the student did not know on the Code Knowledge Diagnostic Assessment. One letter-sound correspondence should be taught at a time, until the student can decode and read lists of words that include the targeted letter-sound correspondence with 90% accuracy. Once the targeted letter-sound correspondence is mastered, a new letter-sound correspondence can be introduced and practiced until the student can decode and read words

including this new letter-sound correspondence with 90% accuracy. Before then moving on to another new letter-sound correspondence, the student should practice accurately reading mixed lists of words including previously taught and mastered letter-sound correspondences to ensure the student does not forget what has already been taught.

End Lesson

# Take-Home Material

## TRICKY WORDS

- Have students give Activity Page 17.5 to a family member.

Activity Page 17.5



## Lesson 17: Foundational Skills Remediation

# Additional Support

## MORE HELP WITH TRICKY WORDS

### Green Light, Yellow Light

- Make one copy of the set of decodable words (**Activity Page TR 17. 1**) on **green paper** for each student.
- Make copy of the set of Tricky Words (**Activity Page TR 17. 2**) on **yellow paper** for each student.
- Follow the directions in Lesson 4.

## MORE HELP SPELLING DOUBLE-LETTER SPELLINGS

### Sound Dictation

- Follow directions in Lesson 1.
- Use the following words:

- |          |          |           |
|----------|----------|-----------|
| 1. cliff | 5. shall | 8. dwell  |
| 2. sniff | 6. class | 9. shell  |
| 3. bluff | 7. press | 10. floss |
| 4. gruff |          |           |

## MORE HELP BLENDING

### Making Words

- Make copies of **Activity Page TR 17.3**, one for each student.
- Follow the directions in Lesson 10.
- Possible words include:

- |          |          |          |
|----------|----------|----------|
| 1. block | 5. tock  | 8. gloss |
| 2. clock | 6. boss  | 9. loss  |
| 3. lock  | 7. cross | 10. toss |
| 4. rock  |          |          |

## STUDENT PERFORMANCE ASSESSMENT

# Reading and Code Knowledge

## PRIMARY FOCUS OF LESSON

**Foundational Skills**

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant

spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

**Reading**

Students will read "Sam and the Duck" independently with purpose and

understanding. **TEKS K.4**

**Foundational Skills**

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct

pictures. **TEKS K.2.B.ii**

## FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

**TEKS K.2.B.ii**

Observation

"Sam and the Duck"

Anecdotal Reading Record

**TEKS K.4**

Activity Pages 18.1, 18.2

Story Reading Assessment

**TEKS K.2.B.ii; TEKS K.2.B.iv; TEKS K.2.D.ii**

**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.4** Self-select text and interact independently with text for increasing periods of time; **TEKS K.2.B** Demonstrate and apply phonetic knowledge 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; (iv) identifying and reading at least 25 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.

## LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and eleven other spellings
Reading			
Reread “Sam and the Duck”	Partner	20 min.	❑ <i>Sam</i> Reader
Foundational Skills/Assessment			
Label the Picture (Phonological Awareness)	Independent	30 min.	❑ Activity Page 18.3
Story Reading Assessment and/ or Code Knowledge Diagnostic Assessment	One-on-One		❑ Activity Pages 17.4 and/or 18.1, 18.2
Take-Home Material			
Take-Home Story: “Stop that Bus!”			❑ Activity Page 18.4

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards for the letters listed in the Lesson at a Glance. Select eleven additional spellings that students need to practice.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, something trapped in a net, and a nut to use for Short Vowel Sounds.



## Lesson 18: Basic Code

## Foundational Skills

10M

## Large Letter Cards

EMERGENT  
BILINGUAL  
STUDENTS

## Foundational Skills

## Foundational Literacy Skills

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

ELPS 1.C; ELPS 2.A;

ELPS 2.E; ELPS 3.A;

ELPS 3.J



**Primary Focus:** Students will provide the sound and letter name, when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Review sounds and gestures several times, using established procedures.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance and eleven other spellings already taught. Select spellings students need to practice most.
- Use the procedures described in earlier lessons. (When you come to the digraph 'th', be sure students name both possible sounds: voiceless /th/ and voiced /th/.)



## Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.



**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.

## Lesson 18: “Sam and the Duck”

# Reading



**Primary Focus:** Students will read “Sam and the Duck” independently with purpose and understanding. **TEKS K.4**

### REREAD “SAM AND THE DUCK” (20 MIN.)

#### Partner Reading

- Give each student a *Sam* Reader.
- Tell students to sit with their partners and take turns reading “Sam and the Duck” aloud.
- Encourage students who finish early to reread the story “Stop that Bus!” Students should not read ahead.
- Listen to students read and record anecdotal notes on their progress.

Reader



Page 72



#### Observation: “Sam and the Duck” Anecdotal Reading Record

As you listen to each student read “Sam and the Duck,” make notes about the student’s reading ability in the Anecdotal Reading Record.

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

## Lesson 18: Practice/Student Performance Assessment

# Foundational Skills/ Assessment



**Primary Focus:** Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct pictures. **TEKS K.2.B.ii**

### LABEL THE PICTURE (30 MIN.)

#### Activity Page 18.3



- Explain the Activity Page 18.3 directions so students may complete this activity page independently while you continue to work with students who need individual evaluation.
- Tell students after they have completed the activity page they should choose previously read stories from the Reader to read with a partner.

### STORY READING ASSESSMENT AND/OR CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

#### Administration

- Using Activity Pages 18.1 and 18.2, administer the Story Reading Assessment to any student who scored 90% (27 or more correct) or above on the Word Recognition Assessment; if time permits, you may also administer the Story Reading Assessment to students who scored 90% (27 or more correct) on the Pseudoword or Real Word Reading Assessment.
- Place Activity Page 18.1 in front of the student.
- Remove Activity Page 18.2 from the Activity Book to use as a running record sheet for the student's performance.
- Follow the prompts at the top of Activity Page 18.2 to administer the assessment.

#### Scoring and Analysis

- At a later time you will want to examine the assessment more closely than the initial recording of student performance.

#### Activity Pages 18.1, 18.2



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

## Words Read Correctly

- Examine the student's word accuracy by using the following table below to guide you.

Words Read Correctly	Student Performance
51–54	Very good. The student is decoding easily and fluidly.
48–50	Good. The student is on the way to conquering the code!
47 or below	Concerning. The student may not be processing the code knowledge automatically. This student would benefit from rereading stories.

## Comprehension Questions

- Examine the patterns of errors, if there are any.
- Are the comprehension errors from events or information presented at the beginning of the selection? Was the student reading so slowly they do not recall what happened at the beginning of the story? There may be decoding issues to examine.
- Are the comprehension errors from events or information presented at the end of the selection? If so, is the student able to find the correct answer by looking back?
- If the student read fluently but still did not answer the questions correctly, was the student able to find the answer by looking back in the text? If so, the difficulty may be an over-reliance on the text.

## Code Knowledge Diagnostic Assessment

- Administer the Code Knowledge Diagnostic Assessment (Activity Page 17.4) or any other individually administered assessment to any students needing further assessment.

**Note:** If necessary, continue administering individual assessments as needed during Lessons 19 and 20.

# Take-Home Material

## TAKE-HOME STORY: “STOP THAT BUS!”

Activity Page 18.4



- Have students give Activity Page 18.4 to a family member.

## Lesson 18: Foundational Skills Remediation

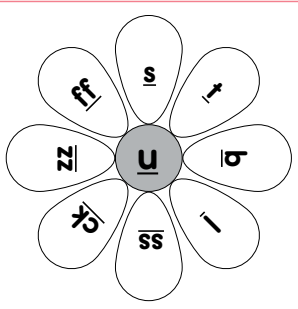
# Additional Support

## MORE HELP WITH DOUBLE-LETTER SPELLINGS

### Word Recognition

- Make one copy of **Activity Page PP.13** for each student.
- Call out the words in the box below.
- Have students choose and circle the correct word from each row on the activity page.

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. add   | 4. grass | 7. press | 10. smell |
| 2. lick  | 5. mitt  | 8. fuzz  | 11. odd   |
| 3. dress | 6. toss  | 9. inn   | 12. egg   |



### Spelling Hopscotch

- Write the vowel spellings 'i', 'e', 'a', 'u', and 'o' on **circular sheets of paper**, underlining each spelling.
- Write the consonant spellings 's', 't', 'b', 'l', 'ss', 'ck', 'zz', and 'ff' on **oval or petal-shaped sheets of white paper**, underlining each spelling.
- Firmly affix 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, and then hopping back to the outside (e.g., /b/ . . . /u/ . . . /z/ (*buzz*). 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., /l/ . . . /u/ . . . /k/) and then blend them to make the real or silly word (e.g., *luck*).
- Ask the class 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.

---

## **MORE HELP WITH RHYMING WORDS**

### **Connecting the Rhyming Words**

- Make one copy of **Activity Page PP.15** for each student.
- Have students draw a line from each word on the left to its rhyming word on the right.

## 19

## REVIEW/ASSESSMENT

## Student Assessment

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant

spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct

pictures. **TEKS K.2.B.ii**

## Reading

As the teacher reads "Max in the Mud" aloud, students will track print from top to bottom and left to right; identify apostrophes to indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

**TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.3.B; TEKS K.5.B; TEKS K.10.D.viii**

Students will read "Max in the Mud" independently with purpose and

understanding. **TEKS K.4**

## FORMATIVE ASSESSMENT

Observation

Letter Name and Letter Sound

Observation Record

**TEKS K.2.B.i**

Observation

Discussion Questions Observation Record

**TEKS K.3.B; TEKS K.5.B**

Observation

"Max in the Mud" Anecdotal Reading Record

**TEKS K.4**

**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 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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **TEKS K.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **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.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and eleven other spellings
Word Box (Phonological Awareness)	Independent	15 min.	<input type="checkbox"/> Activity Page 19.1 <input type="checkbox"/> Activity Page 19.1 (Digital Components)
<b>Reading</b>			
Introduce the Story	Whole Group	15 min.	<input type="checkbox"/> <i>Sam</i> Big Book and Reader <input type="checkbox"/> Activity Page 19.2 (optional) <input type="checkbox"/> Preview Spellings Chart (Digital Components)
Teacher Demonstration: Read "Max in the Mud"			
Read "Max in the Mud"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Sam</i> Reader
<b>Take-Home Material</b>			
Take-Home Story: "Sam and the Duck"			<input type="checkbox"/> Activity Page 19.3



## ADVANCE PREPARATION

### Note to Teacher

If necessary, continue administering one-on-one assessments as needed during Lessons 19 and 20.

### Foundational Skills

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

#### ➤ Digital Component 19.1

- Create an enlarged version of Activity Page 19.1 (Digital Component 19.1) to display for Word Box, or use the digital version.

### Reading

- Load the story “Max in the Mud” provided in the online materials, or prepare to display the *Sam* Big Book.

#### ➤ Digital Component 19.2

- Create the Preview Spellings chart (Digital Component 19.2) for Introduce the Story on the board/chart paper, or use the digital version.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, something trapped in a net, and a nut to use for Short Vowel Sounds.

## Lesson 19: Basic Code

## Foundational Skills

25M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant

spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will read single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings and match the words with the correct

pictures. **TEKS K.2.B.ii**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Review sounds and gestures several times, using established procedures.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance, and 11 other spellings already taught. Choose the spellings students need to practice.
- Use the procedure described in earlier lessons.
- When you come to the digraph 'th', be sure students name both possible sounds (voiceless /th/ and voiced /th/).



## Observation: Letter Name and Letter Sound Observation Record

Call on different students to identify letter names and letter sounds. Record students' performance in the Letter Name and Letter Sound Observation Record.

## Large Letter Cards



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

## Foundational Literacy Skills

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

**ELPS 1.C; ELPS 2.A;**

**ELPS 2.E; ELPS 3.A;**

**ELPS 3.J**

**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 words.

## WORD BOX (15 MIN.)

**Note:** Instead of modeling this activity page, you may prefer to have the students complete the activity page independently while you meet with students to continue individual assessments.

### ► Digital Component 19.1

- Distribute and display Activity Page 19.1.
- Ask students to read the first word.
- Ask which of the pictures match the word egg.
- Have students write egg under the picture of the egg, following your example.
- Continue demonstrating until students are ready to work independently.

## Activity Page 19.1



## Lesson 19: “Max in the Mud”

# Reading

35M

### Primary Focus

As the teacher reads “Max in the Mud” aloud, students will track print from top to bottom and left to right; identify apostrophes to indicate possession; identify periods at the end of sentences; and ask and answer questions about key details in the text.

✦ **TEKS K.2.D.ii; TEKS K.2.D.iii; TEKS K.3.B; TEKS K.5.B; TEKS K.10.D.viii**

Students will read “Max in the Mud” independently with purpose and understanding. **TEKS K.4**

## INTRODUCE THE STORY (5 MIN.)

### Preview Spellings

- Before reading the story, refer to the chart you prepared in advance.
- Circle the double-letter spellings and read the words aloud as a class.

Big Book



Page 82

✦ **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.3.B** Use illustrations and texts the student is able to read or hear to learn or clarify word meanings; **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.10.D.viii** Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## ➤ Digital Component 19.2

/k/ > 'ck'	/l/ > 'll'	/f/ > 'ff'	/th/ > 'th'	/sh/ > 'sh'
tracks	yells	sniffs	bath	fresh
deck	smells			

- Also write the Tricky Words *the* and *a* on the board/chart paper and review.
- Review the use of the apostrophe as an indication of ownership (e.g., possessive).

### Preview Vocabulary

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

**tracks—v.**, leaves marks (82)

*Example:* The dog tracks dirt inside after he is outside playing.

**scrubs—v.**, cleans by rubbing (88)

*Example:* Jonah scrubs his uniform to get the grass stains out.

Vocabulary Chart for “Max in the Mud”			
Vocabulary Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary			scrubs
Multiple-Meaning Core Vocabulary Words			tracks
Sayings and Phrases			

### Purpose for Reading

- Tell students they will read a story about Sam's dog, Max. Ask students to pay special attention to the story so they can tell you what happens when Max walks on the deck.



## Reading

Exchanging Information  
and Ideas

## Beginning

Ask yes/no questions using simple phrases: "Does Max track mud on the deck?" "Does Sam's mom mop up the deck?"

## Intermediate

When asking each question, provide students with a specific sentence frame: "The dog smells . . ." "Sam gets a . . ."

Advanced/  
Advanced High

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

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

**TEACHER DEMONSTRATION (10 MIN.)****Read "Max in the Mud"**

- Load the digital version of "Max in the Mud" or use the *Sam* Big Book.
- Have students read the title of the story.
- Read the story "Max in the Mud" once without interruption, running a finger beneath the words as you read them. Direct students to follow along in their own Reader.
- Read the story a second time, pausing to point out Tricky Words and double-letter spellings.
- If you have time, read the story again, having students read aloud.

**Wrap-Up****Discussion Questions for "Max in the Mud"**

- 1. Literal.** What happens when Max walks on the deck?  
» Max tracks mud on the deck.
- 2. Literal.** What does Sam's mom yell at Max?  
» Sam's mom yells, "Bad dog!"
- 3. Literal.** Who mops up the mud? What words and pictures help you know that? Is Sam happy about mopping the deck? Look at the illustration on page 85.  
» Sam gets a mop and mops up the mud.) (Sam does not look happy in the illustration on page 85.  
  
Support: Does Sam know how to mop?  
» He does; remind students of Sam mopping in "Tasks."
- 4. Literal.** Why does Sam's mom give Max a bath?  
» Accept reasonable answers based on the text and illustrations.
- 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 "MAX IN THE MUD" (20 MIN.)

### Small Group

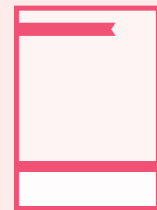
**Note:** Both this lesson and the following lesson have time designated to read "Max in the Mud" in small groups. Read with Group 1 students during this lesson (while Group 2 students partner read) and Group 2 students during the following lesson (while Group 1 students partner read). Be sure to record anecdotal notes regarding students' reading progress.

**Group 2:** Have students take out their Readers, sit with their partners, and take turns reading "Max in the Mud" aloud. Students who finish early should reread the story "Sam and the Duck" or complete an optional vocabulary activity page. They should not read ahead.

**Group 1:** Referring to the chart you prepared in advance, review the sound represented by the spellings at the top of the chart. Ask students to read the words in each list aloud calling attention to various patterns (e.g., all the words in this list have a /k/ sound at the end, etc.).

- Also write the following Tricky Words on the board/chart paper to review: *the* and *a*.
- Have students turn to the table of contents and identify the page on which the story "Max in the Mud" begins (page 82) and turn to that page.
- Select an appropriate oral reading activity for this group and ask them to read the story aloud.
- Ask students to turn to a partner for Think-Pair-Share. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share the questions and answers they discussed.
- If time permits, read "Sam and the Duck" and "Stop That Bus!" using the same format.

Reader



Page 82



### Observation: “Max in the Mud” Anecdotal Reading Record

As you listen to each student read “Max in the Mud,” make notes about the student’s reading ability in the Anecdotal Reading Record.

End Lesson

## Take-Home Material

### TAKE-HOME STORY: “SAM AND THE DUCK”

- Have students give Activity Page 19.3 to a family member.

Activity Page 19.3



### Lesson 19: Foundational Skills Remediation

## Additional Support

### MORE HELP SPELLING DOUBLE-LETTER SPELLINGS

#### Stepping Sounds

- Make **large cards** with the following double-letter spelling words:

- |             |              |
|-------------|--------------|
| 1. moss     | 9. off       |
| 2. grass    | 10. jazz     |
| 3. puff     | 11. sniff    |
| 4. pass     | 12. chill    |
| 5. yell     | 13. swimming |
| 6. gull     | 14. letting  |
| 7. grabbing | 15. slamming |
| 8. fitting  | 16. patting  |

- Firmly affix two rows of five to eight squares on the floor and have a student stand at the head of each row.

- Hold up a double-letter spelling for the first student and ask them to say the sound. If the student says the correct sound, they move one square forward.
- Repeat this process, alternating between the two students.

### Shop for Spellings

- Print the following double consonant digraphs on **paper bags**: 'gg', 'll', 'zz', 'ss', and 'tt'.
- Make word cards for the words with double-consonant final spellings in the box.
- Follow directions in Lesson 12.

1. egg	4. tell	7. quell	10. floss
2. fell	5. well	8. gloss	11. jazz
3. yell	6. pass	9. glass	12. mitt

### MORE HELP WITH ORAL READING

#### Two Voices

- Make one copy of **Activity Page TR 19.1** for each pair of students.
- Follow the directions in Lesson 12.



## 20

## REVIEW/ASSESSMENT

## Unit Assessment

## PRIMARY FOCUS OF LESSON

## Foundational Skills

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant

spellings. **TEKS K.2.B.i; TEKS K.2.D.v**

Students will recognize single-syllable, short-vowel words with the following double-letter spellings: 'll', 'ff', 'ck', 'dd', 'zz', and 'ss'.

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

Students will read and match rhyming words. **TEKS K.2.B.ii**

## Reading

Students will read "The Band" independently with purpose and understanding.

**TEKS K.4**

## FORMATIVE ASSESSMENT

Activity Page 20.1

Word Recognition Assessment

**TEKS K.2.B.i; TEKS K.2.D.v**

Activity Page 20.2

Connect the Rhyming Word

**TEKS K.2.B.ii**

Observation

"The Band" Anecdotal Reading Record

**TEKS K.2.B.i**

**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 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 (iii) spelling high-frequency words from a research-based list; **TEKS K.4** Self-select text and interact independently with text for increasing periods of time.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Foundational Skills</b>			
Warm-Up: - Short Vowel Sounds - Sound/Spelling Review (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'i', 'e', 'a', 'u', 'o', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'ss', 'll', and eleven other spellings
Word Recognition Assessment (Fluency, Phonics and Word Recognition)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.1 <input type="checkbox"/> Activity Page 20.1 (Digital Components)
Connect the Rhyming Words (Phonological Awareness)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 20.2 <input type="checkbox"/> Activity Page 20.2 (Digital Components)
<b>Reading</b>			
Read "The Band"	Small Group/ Partner	20 min.	<input type="checkbox"/> <i>Sam</i> Reader

## ADVANCE PREPARATION

### Foundational Skills

- Select the Large Letter Cards listed in the Lesson at a Glance. Select eleven additional spellings that students need to practice.

### ➤ Digital Component 20.1

- Create an enlarged version of Activity Page 20.1 (Digital Component 20.1) to display for Word Recognition, or use the digital version.

### ➤ Digital Component 20.2

- Create an enlarged version of Activity Page 20.2 (Digital Component 20.2) to display for Connect the Rhyming Words, or use the digital version.

### Universal Access

- Bring in pictures of hands knitting fabric, a gnat, a rope knot, something trapped in a net, and a nut to use for Short Vowel Sounds.

## Lesson 20: Basic Code

## Foundational Skills

40M

## Primary Focus

Students will provide the sound and letter name when shown the following letters: 'a', 'i', 'e', 'o', 'u', 'ch', 'sh', 'th', 'ng', 'qu', 'ck', 'ff', 'll', 'ss', and eleven other consonant spellings.

✚ **TEKS K.2.B.i; TEKS K.2.D.v**

Students will recognize single-syllable, short-vowel words with the following double-letter spellings: 'll', 'ff', 'ck', 'dd', 'zz', and 'ss'.

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

✚ Students will read and match rhyming words. **TEKS K.2.B.ii**

## WARM-UP (10 MIN.)

## Short Vowel Sounds

- Display the Large Letter Cards for 'i', 'e', 'a', 'u', and 'o', in that order, from left to right so students can see them.
- Review sounds and gestures several times using established procedures.

## Sound/Spelling Review

- Review the Large Letter Cards listed in the Lesson at a Glance and eleven other spellings already taught.
- Use the procedures described in earlier lessons. When you come to the digraph 'th', be sure students name both possible sounds (voiceless /th/ and voiced /th/).

## WORD RECOGNITION ASSESSMENT (15 MIN.)

## ➤ Digital Component 20.1

- Distribute and display Activity Page 20.1.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *hill*.
- Ask which of the two words spells *hill*.
- Once the correct response is given, have students circle *hill*, following your example.

✚ **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 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 (iii) spelling high-frequency words from a research-based list.

## Large Letter Cards



**EMERGENT  
BILINGUAL  
STUDENTS**

## Foundational Skills

## Using Foundational Literacy Skills

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

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

## Activity Page 20.1



- Continue demonstrating until students are ready to work independently.
- If time permits, have students copy the circled words on the lines.

1. hill	4. add	7. doll	10. moss
2. fluff	5. fuzz	8. stiff	11. off
3. luck	6. bliss	9. chick	12. fuss

- Then have students turn to the third page of Activity Page 20.1. Explain that they will now practice spelling words in a sentence you dictate. Read this sentence aloud: *The chick had lots of fluff.*



### Activity Page 20.1: Word Recognition

Collect Activity Page 20.1 from students to review at a later point to monitor students' understanding of double-letter spellings.

## CONNECT THE RHYMING WORDS (15 MIN.)

### ➤ Digital Component 20.2

- Distribute and display Activity Page 20.2.
- Tell students you are going to review rhyming words. Remind them rhyming words sound the same at the end of the word. Say the words *back* and *stack*. Ask students to provide oral examples of additional rhyming words.
- Ask students to look at Activity Page 20.2. Ask students to read all the words in the first column and then all of the words in the second column.
- Ask students to read the first word.
- Ask students to identify a word on the right that rhymes with *buzz*.
- Have students draw a line from the word *buzz* to the word *was*, following your example.
- Continue demonstrating until students are ready to work independently.

### Activity Page 20.2





### Activity Page 20.2: Connect the Rhyming Word

Collect Activity Page 20.2 from students to review at a later point to monitor student progress.

## Lesson 20: “The Band”

# Reading



**Primary Focus:** Students will read “The Band” independently with purpose and understanding. **TEKS K.4**

### READ “THE BAND” (20 MIN.)

#### Preview Vocabulary

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

**jazz—n.**, a type of music with a strong rhythm (90)

Example: The jazz band had the whole crowd dancing.

**pluck—v.**, to pick with the fingers (92)

Example: I pluck the strings on the guitar.

Reader



Page 90

### Vocabulary Chart for “The Band”

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



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

- Review the use of the apostrophe as an indication of ownership (e.g., possessive). Students will also encounter an apostrophe used for the contraction that's.

### Small Group

**Note:** If you read with Group 1 students during the previous lesson, read with Group 2 students while Group 1 students partner read. As you listen to each student read, make notes about the student's reading ability in the Anecdotal Reading Record.

**Group 2:** Select an appropriate oral reading method or activity that best suits the needs of this group to read the story aloud.

- Ask students to turn to a partner for *Think-Pair-Share*. Direct them to ask each other a question about the story. After students have had a chance to talk with their partner, ask several students to share their questions and answers.
- If time permits, read "Max in the Mud" and "Sam and the Duck" using the same format.

**Group 1:** Have students take out their Readers, sit with their partners, and take turns reading "The Band" aloud. Students who finish early should reread the stories "Max in the Mud" and "Sam and the Duck." They should not read ahead.



#### Observation: "The Band" Anecdotal Reading Record

As you listen to each student read "The Band," make notes about the student's reading ability in the Anecdotal Reading Record.

End Lesson

## Lesson 20: Foundational Skills Remediation

# Additional Support

### MORE HELP WITH SOUNDS AND LETTERS

#### Progress Monitoring

- Make a copy of the word cards (**Activity Page TR 20.1**) and cut the words apart.
- Make a copy of the record sheet (**Activity Page TR 20.2**), one for each student.
- Follow the directions in Lesson 15 for Progress Monitoring.

### MORE HELP WITH RHYMING WORDS

#### Ring the Rhyme

- Make one copy of the word cards (**Activity Page TR 20.3**). Cut the words apart and, spacing them apart, tape them to the **board/chart paper**.
- Provide each student with a dry-erase marker or marker.
- Number students or place them in a single-file line facing the board/chart paper.
- Tell students that you will read a list of words (from the box below).
- The first student will find a word on the board/chart paper that rhymes with your word and draw a circle (ring) around it.
- Tell students there may be more than one rhyming word, but that they should ring only one per turn.
- Repeat, reading the second word on the list for the second student.
- Continue play until all rhyming words have been rung.

- |          |           |          |          |
|----------|-----------|----------|----------|
| 1. one   | 5. flip   | 9. bliss | 13. cuff |
| 2. stand | 6. buzz   | 10. beg  | 14. from |
| 3. pig   | 7. stamp  | 11. skit | 15. bead |
| 4. sunny | 8. smells | 12. yes  | 16. stew |



Kindergarten | Foundational Skills 8

# Pausing Point

The Unit 8 Pausing Point is critical. At this Pausing Point, you should analyze all of the assessment results for each student.

**Students who do poorly on Word Recognition, Pseudoword/Real Word and/or Diagnostic Assessments should not move on to Units 9 and 10.**

If students spend the remainder of Kindergarten practicing and mastering the skills identified on the Unit 8 Assessments, they will be well-prepared for the Grade 1 Skills instruction, even if they do not complete Kindergarten Units 9 and 10. The early units of the Grade 1 Skills units reteach the skills introduced in Kindergarten Units 9 and 10.

Area of Concern	Pausing Point Activities to consider
Word Recognition Items 12, 15, 16  Pseudoword/Real Word Items on Line 6	Recognize Double-Letter Spellings  Distinguish Spelling Alternatives  Read Words with Double-Letter Spellings
Tricky Words	Read Tricky Words

## Remediation Cross-Reference Chart for Code Knowledge Diagnostic Assessment

Row	Sound	Reteach:	
		Unit	Unit
1.	m	3	1
1.	s	4	3
1.	f	4	4
1.	v	4	6
1.	z	4	7
2.	r	5	3
2.	l	5	2
2.	n	4	1
2.	e	4	9
2.	u	5	4
3.	i	3	9
3.	o	3	6
3.	a	3	2
3.	t	3	3
3.	y	5	8
4.	d	3	4
4.	g	3	8
4.	h	4	2
4.	j	5	7
4.	k	5	10

Row	Sound	Reteach:	
		Unit	Unit
5.	b	5	1
5.	p	4	8
5.	c	3	7
5.	w	5	6
5.	x	5	9
6.	sh	7	1
6.	ch	7	2
6.	th, <u>th</u>	7	4/5
6.	ng	7	8
6.	qu	7	7
7.	ff	8	10
7.	ss	8	12
7.	ll	8	10
7.	gg	8	10
7.	ck	8	10

## PAUSING POINT TOPIC GUIDE

### Distinguish the Short Vowel Sounds

More Help with Short-Vowel Spellings	Additional Support Lesson 14
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### Recognize Double-Letter Spellings

More Help with Double-Letter Spellings	Additional Support Lessons 10, 13, 18
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Circle the Sounds	Page 222
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Spelling Bingo	Page 222
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Stepping Sounds	Page 222
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Sound Sprints	Page 222
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### Distinguish Spelling Alternatives

Word Sort	Page 223
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### Read Words with Double-Letter Spellings

More Help Reading Double-Letter Words	Additional Support Lessons 11, 16, 19
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More Help Reading Digraphs and Double-Letter Spellings	Additional Support Lesson 12
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Teacher Chaining	Additional Support Lessons 7, 11 Page 223
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Large Card Chaining	Page 223
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Choose the Right Word	Page 224
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Phrases and Wiggle Cards	Page 225
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Word Wheel	Page 225
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Shop for Spellings	Page 225
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Match Maker	Additional Support Lesson 10; Page 226
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Word Reading Sprints	Page 226
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### Read Tricky Words

More Help with Tricky Words	Additional Support Lessons 1–5, 8, 9, 11, 13, 14, 17
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Green Light, Yellow Light	Additional Support Lessons 4, 17; Page 227
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Match Maker	Additional Support Lessons 5, 8; Page 227
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## Read Decodable Stories

Two Voices	
Lessons 6,7,12,14–16,19	Additional Support
Silly Voices	
Lessons 13,16	Additional Support
Practice Reading: “The Band”	Page 228
Practice Reading: “The Chick”	Page 228
Take-Home Stories	Page 228

## Independent Reading

Self-Select Text	Page 228
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## Write Double-Letter Spellings

Sound Dictation	Page 229
Handwriting Activity Pages with Double-Letter Spellings	Page 229

## Spell Words with Double-Letter Spellings

More Help Spelling Double-Letter Words	Additional Support Lessons 10, 11, 13, 16, 17
Tap and Spell	Page 229
Spelling Hopscotch	Page 230

## Write Double-Letter Spellings

Label the Picture	Page 230
Circle Spelling	Page 231
Word Recognition	Page 231
Dictation with Words	Page 231
Dictation with Phrases	Page 231

## Write Tricky Words

More Help Spelling Tricky Words	Additional Support
Lessons 1–5, 8, 9, 11,	13, 14, 17
Handwriting Activity Page with Tricky Words	Page 232

## Write Phrases or Sentences

Making Phrases	Page 232
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## Rhyming Words

More Help With Rhyming	Additional Support Lessons 4, 9, 16, 18, 20
Connect the Rhyming Words	Page 233

## RECOGNIZE DOUBLE-LETTER SPELLINGS

### Circle the Sounds

- See instructions for Circle the Sounds in Lesson 12. Adapt the instructions for use with the words below.

1. fluff	5. buzz	9. chick	13. fuzz	17. sniff
2. brick	6. odd	10. ill	14. glass	18. snack
3. bell	7. thick	11. shock	15. toss	19. chick
4. dress	8. mitt	12. still	16. yells	20. egg

### Spelling Bingo

- Make Bingo boards with double-letter spellings and other spellings that have been taught.
- Write the same spellings on slips of paper and put them in a box.
- Give each student a Bingo card and playing pieces.
- Explain that you will draw spellings from the box and you want students to put a playing piece on top of the spelling you announce if it is on their Bingo board.
- Explain that when all spellings are covered on a card students should say, "Bingo!"

### Stepping Sounds

**Note:** This game is best played in small groups or in work stations.

- Firmly affix two rows of five to eight squares on the floor, and have a student stand at the head of each row.
- Hold up a double-letter spelling for the first student and ask them to say the sound. If the student says the correct sound, they move one square forward.
- Repeat this process, alternating between the two students.

### Sound Sprints

- Make two sets of cards with previously-taught spellings.
- Place the two sets of spelling cards at the far end of the classroom, the gym, or the playground.

- Select two students to race.
- Call out a sound.
- Have students race to grab a corresponding spelling card and bring it back.
- The first student to return with the correct spelling is the winner.
- Repeat with additional sounds and spellings.

## DISTINGUISH SPELLING ALTERNATIVES

### Word Sort

- Have students complete Activity Pages PP.1 and PP.2.

**Note:** When students have completed an activity page, ask if they see any patterns. Generally, there will be more words with single-letter spellings than with double-letter spellings because the former are more common. Students will also see that double-letter spellings rarely occur at the beginning of words but are more likely to occur at the end of words.

## READ WORDS WITH DOUBLE-LETTER SPELLINGS

### Teacher Chaining

- See instructions in Lesson 11. Adapt the instructions for use with the chains below.
- These chains contain some silly words with double-letter spellings. They provide students with an opportunity to practice reading the new spellings.

1. ill > fill > chill > chick > pick > lick > slick > slack > smack > smacks
2. odd > off > poff > puff > putt > patt > pass > pagg > pazz > papp
3. fun > fuss > fuzz > buzz > buss > buff > muff > huff > puff > puck
4. ebb > egg > regg > remm > renn > senn > secc > seck > sepp > sebb

### Large Card Chaining

- Distribute the following Large Letter Cards, reviewing each card's sound as you give them out: 'i', 'e', 'a', 'u', 'o', 'm', 't', 'c', 'g', 'f', 's', 'p', 'b', 'l', 'r', 'h', 'w', 'y', 'sh', 'ch', 'ck', 'ff', 'ss', and 'll'.
- Tell students that if they are holding a card with a letter that is in *bell*, they should go to the front of the room and stand in the order that spells *bell*.

Activity Pages  
PP.1, PP.2



Large Letter Cards



- If necessary, help students move into the correct order.
- Once students are standing in place, ask seated students to read the word.
- Once the word has been read, say, “If that is *bell*, show me *yell*.”
- 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.

1. bell > yell > sell > shell > fell > fill > fit > fish > wish > wick
2. rest > rust > rut > rot > rock > lock > clock > clack > clash > class
3. loss > gloss > glass > grass > brass > bass > back > black > block
4. off > poff > puff > huff > muff > mush > much > such > suck > sack
5. but > bet > bell > bill > fill > hill > chill > chick > check > chess

### Choose the Right Word

- Write the words *buzz*, *sock*, and *duck* on the board/chart paper and ask students to read each word.
- Tell students you are going to ask them some questions. They can find the answers on the board/chart paper.
- Ask students to identify which word names something you wear on your foot.
- Tell students to find the answer (*sock*) on the board/chart paper and then copy it on a sheet of paper.
- Continue this process with the remaining questions, introducing the words, and writing them on the board/chart paper in groups of three as you go.

- 1a. Which word names something you wear on your foot? (*sock*)
  - 1b. Which word names an animal? (*duck*)
  - 1c. Which word is the sound a bee makes? (*buzz*)
- 
- 2a. Which word names something that can be worn? (*dress*)
  - 2b. Which word means very different or unusual? (*odd*)
  - 2c. Which word names a body part? (*neck*)

- 3a. Which word names something a hen lays? (*egg*)
- 3b. Which word is the sound an angry snake makes? (*hiss*)
- 3c. Which word names a color? (*black*)

### Phrases and Wiggle Cards

- Write the words and phrases from the box below on cards, one word or phrase per card.
- Tell students you are going to show them some cards describing actions; you would like them to read each card and perform the action listed.
- Show students a card, have them read it, and let them perform the action.
- Complete the remaining cards using the same format.
- If you have time, repeat some or all of the cards.

- |          |                    |                           |
|----------|--------------------|---------------------------|
| 1. buzz  | 5. cross the legs  | 9. huff and puff          |
| 2. hiss  | 6. kiss one hand   | 10. lick the lips         |
| 3. quack | 7. ring a bell     | 11. pick it up            |
| 4. sniff | 8. tap on the back | 12. stand stiff and still |

### Word Wheel

- Distribute Activity Pages PP.3 and PP.4.
- **Option 1:** Have students take the activity pages home to a family member so they can practice reading at home.
- **Option 2:** Have students complete the activity pages in small groups or work stations.

### Shop for Spellings

- Provide each student with a paper bag. Bags should have one spelling corresponding single- or double-letter spellings written on the outside.
- Review the sounds of the spellings.

Activity Pages  
PP.3, PP.4





- Spread a set of decodable word cards out on the floor and tell students they are going shopping! They should take their bags and fill them with cards containing the same spelling that is written on their bag.
- After students have collected all the cards, they should take turns sharing what they “bought” on the shopping trip.

### **Match Maker**

**Note:** This game is best played in small groups or in work stations.

- Choose seven words having double-letter spellings and find matching pictures (e.g., *egg, cliff, hill, kiss, bell, rock, mitt*).
- 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 matching cards.
- If a student finds a match, they keep the cards for the duration of the game.
- Continue until all matches have been found.

### **Word Reading Sprints**

- Make three sets of word cards and matching picture cards (e.g., three cards that have the word *duck* and three matching picture cards that have a picture of a duck, three cards that have the word *hill* and three matching picture cards that have a picture of a hill).
- 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 the group of word cards, identify, and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has a turn.

## READ TRICKY WORDS

### Green Light, Yellow Light

- Print the following words on green paper:

- |          |           |
|----------|-----------|
| 1. them  | 6. fuzz   |
| 2. neck  | 7. brass  |
| 3. sell  | 8. jazz   |
| 4. risk  | 9. mess   |
| 5. check | 10. flask |

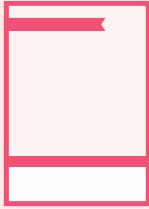
- Print the following words on yellow paper:

- |        |         |
|--------|---------|
| 1. the | 5. one  |
| 2. a   | 6. from |
| 3. of  | 7. was  |
| 4. all |         |

- Explain that the words printed on green paper “follow the rules” and can be read by blending. Green means go!
- Explain to students the words printed on yellow paper are tricky. Yellow means proceed with caution!
- Shuffle the cards and have students read them one at a time.

### Match Maker

- Write the Tricky Words *the*, *a*, *of*, *all*, *one*, *from*, and *was* on small cards, one word per card, two cards for each word.
- Shuffle the cards and lay them facedown on the table.
- Have students turn over two cards at a time, attempting to find matching cards.
- If a student finds a match, they keep the cards for the duration of the game.
- Continue until all matches have been found.



## READ DECODABLE STORIES

### Practice Reading: “The Band”

- Use the story “The Band” as a Demonstration Story, as well as an opportunity for small group or partner reading.

#### Discussion Questions for “The Band”

1. **Literal.** Who is in the band?
  - » Sam’s dad, Chad’s dad, and Chad’s boss are in the band.
2. **Literal.** What instrument does Chad’s dad play?
  - » Chad’s dad plays the drums.
3. **Literal.** What instrument does Sam’s dad play?
  - » Sam’s dad plays the bass.
4. **Literal.** What does the audience think of the band?
  - » The band is a big hit.

### Practice Reading: “The Chick”

- Ask students to sit with their partners, take out their Readers, and take turns reading the following story aloud to one another: “The Chick.”
- Encourage students who finish early to reread stories from previous lessons.

### Take-Home Stories

- Distribute Activity Pages PP.5, PP.6, and PP.7.
- Have students take the activity pages home and give them to a family member so they can practice reading the stories.

## 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 reading materials to 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



cover. 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**

## WRITE DOUBLE-LETTER SPELLINGS (SPELLING ALTERNATIVES)

### Sound Dictation

- Distribute paper and pencils to students. Give each student a Large Letter Card for a spelling that has been taught. (Be sure to include double-letter spellings and give each student a different Large Letter Card.)
- Say a sound, and tell the student with the Large Letter Card for the sound to stand up.
- Remind students how to print the spelling, and encourage them to trace the spelling in the air. Have students print the spelling on paper.
- Repeat for the remaining sounds.

### Handwriting Activity Pages with Double-Letter Spellings

- Have the students complete Activity Pages PP.8, PP.9, and PP.10.
- Making multiple copies of these activity pages and using them for additional practice is recommended.

**Note:** The same spellings are on the front and the back of the activity page. The back, however, is more difficult because only starting dots are provided.

## SPELL WORDS WITH DOUBLE-LETTER SPELLINGS

### Tap and Spell

- Write the vowel spellings ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ on sheets of gray paper.
- Write the consonant spellings ‘h’, ‘s’, ‘m’, ‘b’, ‘t’, ‘ll’, ‘ck’, and ‘ss’ on sheets of white paper.
- Arrange the spellings on the floor or on the board/chart paper to resemble the set-up on a pocket chart or Chaining Folder—vowel spellings on top, consonants below.
- Choose a student to review the vowel spellings by tapping each one with his or her foot or a yardstick and calling out the appropriate sound.

### Large Letter Cards

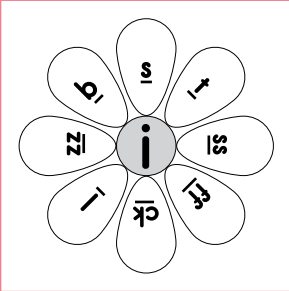


### Activity Pages PP.8, PP.9, PP.10



- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *duck* for the student to “tap spell.” The student should use their foot or a yardstick to tap each spelling in the word to spell it, saying the sound of each spelling as they tap it.
- Repeat with the remaining words in the box.

1. duck	5. back	9. boss
2. hill	6. hiss	10. tack
3. mess	7. tell	11. bill
4. sock	8. sell	12. toss



### Spelling Hopscotch

- Write the vowel spellings ‘i’, ‘e’, ‘a’, ‘u’, and ‘o’ on circular sheets of paper, underlining each spelling.
- Write the consonant spellings ‘s’, ‘t’, ‘b’, ‘l’, ‘ss’, ‘ck’, ‘zz’, and ‘ff’ on oval or petal-shaped sheets of white paper, underlining each spelling.
- Firmly affix 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, and then hopping back to the outside [e.g., /b/ ... /u/ ... /z/ (*buzz*)]. 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., /l/ ... /u/ ... /k/) and then blend them to make the real or silly word (e.g., *luck*).
- Ask the class 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.

Activity Pages  
PP.11, PP.12, PP.13



### WRITE DOUBLE-LETTER SPELLINGS

#### Label the Picture

- Have students complete Activity Page PP.11

## Circle Spelling

- Have students complete Activity Page PP.12.

## Word Recognition

- Have students complete Activity Page PP.13.

1. add	4. grass	7. press	10. smell
2. lick	5. mitt	8. fuzz	11. odd
3. dress	6. toss	9. inn	12. egg

## Dictation with Words

- Follow the procedure in Lesson 6 Additional Support using the words in the box.

1. gull	6. chick	11. bass	16. drill	21. drill	26. mitt
2. chess	7. bluff	12. fluff	17. gloss	22. gloss	27. neck
3. dress	8. fuzz	13. dwell	18. tress	23. stress	28. puff
4. quack	9. doll	14. black	19. kicks	24. kicks	29. fuss
5. glass	10. grill	15. gruff	20. mess	25. mess	30. truck

**Note:** Students are not expected to write all of these words in one sitting. You may complete this exercise on several successive days or you may choose only those words students need to practice.

## 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 box.)
- Say a phrase (e.g., *fix the van*). Then repeat the phrase, raising one finger for each word: *fix* (raise thumb) . . . *the* (raise pointer finger) . . . *van* (raise middle finger).
- Ask students how many words are in the phrase *fix the van*.
- 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 *fix*, spelling the word sound by sound. Have students do the same on their paper.
- Model reading the word as a strategy for double-checking its spelling.
- 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 to write the spellings.

- |                   |                       |                        |
|-------------------|-----------------------|------------------------|
| 1. fix the van    | 10. box of rocks      | 19. milk spills        |
| 2. bag of socks   | 11. dress rips        | 20. the mast of a ship |
| 3. sing six songs | 12. spring has sprung | 21. ducks quack        |
| 4. big shells     | 13. snack stand       | 22. sand crab          |
| 5. grill hot dogs | 14. bed rest          | 23. the silk dress     |
| 6. skip rocks     | 15. bat and mitt      | 24. a gust of wind     |
| 7. bag of chips   | 16. trash smells      | 25. scrub the dish     |
| 8. ten bugs buzz  | 17. one man           | 26. pick up shells     |
| 9. a chess champ  | 18. gift from mom     |                        |

**Note:** Students are not expected to write all of these phrases in one sitting. You may complete this exercise on several successive days or you may choose only those phrases which include words students need to practice.

## WRITE TRICKY WORDS

### Handwriting Activity Page with Tricky Words

- Distribute Activity Page PP.14.
- Have students trace and copy the Tricky Words.
- **Challenge:** Have students underline the tricky part of each Tricky Word.

**Note:** The words on the back of the activity page are the same as on the front. The back is, however, more difficult because only starting dots are provided.

Activity Page PP.14



## WRITE PHRASES OR SENTENCES

### Making Phrases

**Note:** This exercise is best done in small groups or at work stations.

- Write decodable nouns, decodable adjectives, and the Tricky Words *the, a, of, all, one, from, funny*, and *was* on cards, one word per card.
- Have students create phrases or sentences with these cards.
- Have students copy the phrases or sentences on paper.

## RHYMING WORDS

### Connect the Rhyming Words

- Have students complete Activity Page PP.15 by drawing a line from each word on the left to a rhyming word on the right.

Activity Page PP.15







# Teacher Resources

Kindergarten	Foundational Skills 8
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## Teacher Guide

# Teacher Resources

Dolch Flash Card Family Letter and Flash Cards	
Fry Flash Card Family Letter and Flash Cards	
Dolch Word Assessment Record: Beginning and End of Unit 8	
Unit 8 Dolch Sight Word Assessment List	
Fry Word Assessment Record: Beginning and End of Unit 8	
Unit 8 Fry's Instant Words Assessment List	
Sample Lesson 9 Rhyming Word Record	
Blank Lesson 9 Rhyming Word Record	
Letter Name and Letter Sound Observation Record—Unit 8	
Discussion Questions Observation Record—Unit 8	
Anecdotal Reading Record—Unit 8	
Record Sheet for Unit 8 Word Recognition Assessment	
Pseudoword Reading Assessment	
Real Word Reading Assessment	
Record Sheets for Unit 8 Assessments:	
Lowercase Letter Names, Pseudoword Reading, Real Word Reading, Tricky Words	
Code Knowledge Diagnostic Assessment	
Record Sheet for Unit 8 Code Knowledge Diagnostic Assessment	
Remediation Cross-Reference Chart for Code Knowledge Diagnostic Assessment	
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,

In this unit, your student will continue to learn new words from the Dolch Sight Word List. Your student will be taught to read the following new words as “Tricky Words”: *all* (Lesson 2), *from* (Lesson 5), and *was* (Lesson 8). Flash cards are provided that include the new words learned in this unit. 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. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have them read them to you as quickly as possible several times each week.

yellow

fast

best

pick

I

and

help

has

this

a

let

stop

jump

from

of

wish

little

must

on

well

out

just

an

yes

had

ran

us

six

sing

blue

it

run



as

three

went

look

small

much

bring

cut

with

one

hot

down

tell

him

up

get

then

at

red

not

but

the

big

its

two

did

long

his

all

is

in

sit

if

ask

off

are

ten

can

am

was

black

them

will

that

## FRY FLASH CARD FAMILY LETTER

**Name** \_\_\_\_\_

### **Dear Family Member,**

In this unit, your student will continue to learn new words from the Fry's Instant Words List.

Your student will be taught to read the following new words as "Tricky Words": *all* (Lesson 2), *from* (Lesson 5), and *was* (Lesson 8). Flash cards are provided that include the new words learned in this unit. 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. In order to build increasingly rapid, automatic recognition of these words, show the cards to your student in random order and have them read them to you as quickly as possible several times each week.

best

off

ran

thing

on

is

are

its



ask

add

us

up

than

I

three

as

let

will

cut

help

can

such

yes

did

his

at

went

still

song

sit

one

spell

had

long

and

get

miss

must

an

fast

stop

them

down

two

not

if

much

that

out

him

six

but

tell

a

was

red

yellow

run

it

small

of

just

look

big

blue

ten

back

all

well

theu

jump

then



little

hot

in

this

am

from

with

## DOLCH WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 8

**Name** \_\_\_\_\_

Instructions: This is an optional assessment of words from the Dolch Sight Word List. At the beginning of Unit 8, show the student the Dolch Sight Word List that follows this record. (Alternatively, you may use information from the end-of-unit Dolch Word Assessment for Unit 7.)

Ask the student to read each word on the list from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record each student's performance in the 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, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

**Repeat the assessment at the end of Unit 8.**

Dolch Word	Beginning Unit 8 Assessment: Date _____	End of Unit 8 Assessment: Date _____
1. <u>y</u> ellow		
2. fast		
3. best		
4. pick		
5. <u>i</u>		
6. and		
7. help		
8. has		
9. this		
10. <u>a</u>		
11. let		
12. stop		
13. jump		
14. <u>f</u> rom		
15. <u>o</u> f		
16. wish		

<b>Dolch Word</b>	<b>Beginning Unit 8 Assessment: Date _____</b>	<b>End of Unit 8 Assessment: Date _____</b>
17. little		
18. must		
19. on		
20. well		
21. out		
22. just		
23. an		
24. yes		
25. had		
26. ran		
27. us		
28. six		
29. sing		
30. blue		
31. it		
32. run		
33. as		
34. three		
35. went		
36. look		
37. small		
38. much		
39. bring		
40. cut		
41. with		
42. one		
43. hot		
44. down		
45. tell		
46. him		

<b>Dolch Word</b>	<b>Beginning Unit 8 Assessment: Date _____</b>	<b>End of Unit 8 Assessment: Date _____</b>
47. up		
48. get		
49. then		
50. at		
51. red		
52. not		
53. but		
54. the <u>  </u>		
55. big		
56. its		
57. <u>two</u>		
58. did		
59. long		
60. his		
61. <u>all</u>		
62. is		
63. in		
64. sit		
65. if		
66. ask		
67. off		
68. <u>are</u>		
69. ten		
70. can		
71. am		
72. <u>was</u>		
73. black		
74. them		
75. will		
76. that		
<b>Subtotal</b>	<b>_____/76</b>	<b>_____/76</b>

## UNIT 8 DOLCH SIGHT WORD ASSESSMENT LIST

- |                  |                   |                 |
|------------------|-------------------|-----------------|
| 1. <u>yellow</u> | 2. fast           | 3. best         |
| 4. pick          | 5. <u>I</u>       | 6. and          |
| 7. help          | 8. has            | 9. this         |
| 10. <u>a</u>     | 11. let           | 12. stop        |
| 13. jump         | 14. <u>from</u>   | 15. <u>of</u>   |
| 16. wish         | 17. <u>little</u> | 18. must        |
| 19. on           | 20. well          | 21. <u>out</u>  |
| 22. just         | 23. an            | 24. yes         |
| 25. had          | 26. ran           | 27. us          |
| 28. six          | 29. sing          | 30. <u>blue</u> |
| 31. it           | 32. run           | 33. as          |
| 34. <u>three</u> | 35. went          | 36. <u>look</u> |
| 37. <u>small</u> | 38. much          | 39. bring       |
| 40. cut          | 41. with          | 42. <u>one</u>  |
| 43. hot          | 44. <u>down</u>   | 45. tell        |
| 46. him          | 47. up            | 48. get         |
| 49. then         | 50. at            | 51. red         |
| 52. not          | 53. but           | 54. <u>the</u>  |

55. big

58. did

61. all

64. sit

67. off

70. can

73. black

76. that

56. its

59. long

62. is

65. if

68. are

71. am

74. them

57. two

60. his

63. in

66. ask

69. ten

72. was

75. will

## FRY WORD ASSESSMENT RECORD: BEGINNING AND END OF UNIT 8

Name \_\_\_\_\_

Instructions: This is an optional assessment of words from the Fry's Instant Words List. At the beginning of Unit 8, show the student the Fry's Instant Words Assessment List which follows this record. (Alternatively, you may use information from the end of Unit 7 Fry Word Assessment.)

Ask the student to read each word on the list from left to right, top to bottom. Provide students with either a blank sheet of paper or card stock to place on the word list page directly under the row to be read. As students complete a row, they can slide the paper down just enough to read the next row.

Record 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 the assessment at the end of Unit 8.**

Fry Word	Beginning Unit 8 Assessment: Date _____	End of Unit 8 Assessment: Date _____
1. best		
2. off		
3. ran		
4. thing		
5. on		
6. is		
7. <u>are</u>		
8. its		
9. ask		
10. add		
11. us		
12. up		
13. than		
14. <u>I</u>		
15. <u>three</u>		
16. as		

Fry Word	Beginning Unit 8 Assessment: Date _____	End of Unit 8 Assessment: Date _____
17. let		
18. will		
19. cut		
20. help		
21. can		
22. such		
23. yes		
24. did		
25. his		
26. at		
27. went		
28. still		
29. song		
30. sit		
31. <u>one</u>		
32. spell		
33. had		
34. long		
35. and		
36. get		
37. miss		
38. must		
39. an		
40. fast		
41. stop		
42. them		
43. <u>down</u>		
44. <u>two</u>		
45. not		



Fry Word	Beginning Unit 8 Assessment: Date _____	End of Unit 8 Assessment: Date _____
46. if		
47. much		
48. that		
49. <u>out</u>		
50. him		
51. six		
52. but		
53. tell		
54. <u>a</u>		
55. <u>was</u>		
56. red		
57. <u>yellow</u>		
58. run		
59. it		
60. <u>small</u>		
61. <u>of</u>		
62. just		
63. <u>look</u>		
64. big		
65. <u>blue</u>		
66. ten		
67. back		
68. <u>all</u>		
69. well		
70. <u>the</u>		
71. jump		
72. then		
73. <u>little</u>		
74. hot		

<b>Fry Word</b>	<b>Beginning Unit 8 Assessment: Date _____</b>	<b>End of Unit 8 Assessment: Date _____</b>
75. in		
76. this		
77. has		
78. am		
79. from		
80. with		
<b>Subtotal</b>	<b>_____/80</b>	<b>_____/80</b>

## UNIT 8 FRY'S INSTANT WORDS ASSESSMENT LIST

- |                 |                |                  |
|-----------------|----------------|------------------|
| 1. best         | 2. off         | 3. ran           |
| 4. thing        | 5. on          | 6. is            |
| 7. <u>are</u>   | 8. its         | 9. ask           |
| 10. add         | 11. us         | 12. up           |
| 13. than        | 14. <u>I</u>   | 15. <u>three</u> |
| 16. as          | 17. let        | 18. will         |
| 19. cut         | 20. help       | 21. can          |
| 22. such        | 23. yes        | 24. did          |
| 25. his         | 26. at         | 27. went         |
| 28. still       | 29. song       | 30. sit          |
| 31. <u>one</u>  | 32. spell      | 33. had          |
| 34. long        | 35. and        | 36. get          |
| 37. miss        | 38. must       | 39. an           |
| 40. fast        | 41. stop       | 42. them         |
| 43. <u>down</u> | 44. <u>two</u> | 45. not          |
| 46. if          | 47. much       | 48. that         |
| 49. <u>out</u>  | 50. him        | 51. six          |

52. but  
55. was  
58. run  
61. of  
64. big  
67. back  
70. the  
73. little  
76. this  
79. from

53. tell  
56. red  
59. it  
62. just  
65. blue  
68. all  
71. jump  
74. hot  
77. has  
80. with

54. a  
57. yellow  
60. small  
63. look  
66. ten  
69. well  
72. then  
75. in  
78. am

### SAMPLE LESSON 9 RHYMING WORD RECORD

Below is an example of a completed Rhyming Word Record. A blank copy for you to photocopy and fill in can be found on the next page. The chart is designed for use with Rhyming Word Review in Lesson 9. The column headers indicate the initial word you will provide students. As you ask students to produce rhyming words, record each student's performance using the legend below or one that you devise.

- ✓ Correctly Rhymed the Word (write the rhyming word the student produced)
- ✗ Incorrectly Rhymed the Word (Write the non-rhyming word the student produced)

Student	sad	love	bride	flame	hand	bent	camp	blue	greed	fox
B. Allen			✓side			✓sent			✓need	
S. Bishop		✓of				✓dent				
L. Bronson			✓ride				✓stamp			✓locks
J. Chen				✓game				✓boo		
T. Ellis	✓bad							✓flew	✓lead	
B. Finn		✓shove			✓land					
J. Joyce			✗high			✗spend			✓speed	✓rocks
R. Little		✓dove			✓band					
K. Miller				✓name			✓lamp			
M. Moore	✓sad			✓same		✓meant				
P. Nuñez			✓glide		✓sand					
G. O'Neill		✗tough					✗map		✓feed	✓box
K. Powell	✓glad							✓clue		
T. Smith					✓and					
W. Stein				✗say			✓cramp			✓socks
P. Zhang	✓had							✓chew		

## LESSON 9 RHYMING WORD RECORD

The chart is designed for use with Make a Rhyme in Lesson 9. The column headers indicate the initial word you will provide students. As you ask students to produce rhyming words, record each student's performance using the legend below or one that you devise.

- ✓ Correctly Rhymed the Word (write the rhyming word the student produced)
- ✗ Incorrectly Rhymed the Word (write the nonrhyming word the student produced)

[illegible]

LN✘ Gave an incorrect letter name

LS ✕ Gave an incorrect letter sound

Subtotal: Represent as a ratio of the number of correct responses/total responses

[illegible]

## Teacher Resources

CS\* Did not answer in a complete sentence

Lx Answered a literal question incorrectly

✖ Answered an inferential question incorrectly

**Ex** Answered an evaluative question incorrectly

275



## ANECDOTAL READING RECORD—UNIT 8

**Name:**

Lesson:

Lesson:

Lesson:

Lesson:

Lesson:

**RECORD SHEET FOR UNIT 8 WORD RECOGNITION ASSESSMENT**

Directions: In this chart, record student names and scores. If the student scores less than 90% (less than 18 correct) record their name and results. You may also wish to record individual student's scores on the Student Summary Sheet (Activity Page 15.1).

Student	Total Score

PSEUDOWORD READING ASSESSMENT

- |    |      |      |      |       |       |
|----|------|------|------|-------|-------|
| 1. | wug  | rab  | sep  | zat   | het   |
| 2. | kem  | jid  | pog  | lum   | yod   |
| 3. | lin  | fod  | cax  | ved   | mip   |
| 4. | nist | brin | clup | stent | glosp |
| 5. | thog | shup | chim | quib  | ling  |
| 6. | geck | vell | tass | beff  | dagg  |

REAL WORD READING ASSESSMENT

1.	dog	bed	rat	him	but
2.	yes	fax	cup	van	sad
3.	let	rim	jot	zip	wag
4.	step	drop	rust	bend	spent
5.	then	shop	chin	quit	long
6.	puff	back	egg	miss	fell





# RECORD SHEET FOR UNIT 8 ASSESSMENT—REAL WORD READING

[illegible]

**RECORD SHEET FOR UNIT 8 ASSESSMENT—TRICKY WORDS**

down																	
out																	
yellow																	
two																	
all																	
of																	
one																	
three																	
look																	
little																	
I																	
blue																	
are																	
was																	
the																	
from																	
a																	
Student																	



CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT

1. m s f v z

2. r l n e u

3. i o a t y

4. d g h j k

5. b p c w x

6. sh ch th ng qu

7. ff ss ll gg ck



**REMEDIATION CROSS-REFERENCE CHART  
FOR CODE KNOWLEDGE DIAGNOSTIC ASSESSMENT**

Reteach:			
Row	Sound	Unit	Lesson
1.	m	3	1
1.	s	4	3
1.	f	4	4
1.	v	4	6
1.	z	4	7
2.	r	5	3
2.	l	5	2
2.	n	4	1
2.	e	4	9
2.	u	5	4
3.	i	3	9
3.	o	3	6
3.	a	3	2
3.	t	3	3
3.	y	5	8
4.	d	3	4
4.	g	3	8
4.	h	4	2
4.	j	5	7
4.	k	5	10
5.	b	5	1
5.	p	4	8
5.	c	3	7
5.	w	5	6
5.	x	5	9
6.	sh	7	1
6.	ch	7	2
6.	th, <u>th</u>	7	4, 5
6.	ng	7	8
6.	qu	7	7
7.	ff	8	10
7.	ss	8	12
7.	ll	8	10
7.	gg	8	10
7.	ck	8	10

# Additional Support Activity Pages

Kindergarten

Foundational Skills 8

**Teacher Guide**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 1.1

Tricky Word Cards



one

two

three

the,

The

a

blue

yellow

look,

Look

Directions: Make one copy of Tricky Word Cards for Making Phrases. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

CONTINUED  
Tricky Word Cards



I

are

little

down

out

of

funny

all

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

CONTINUED  
Tricky Word Cards



from

was

at

can

is

up

big

but

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.1

CONTINUED  
Tricky Word Cards



in

got

Mom

Dad

.



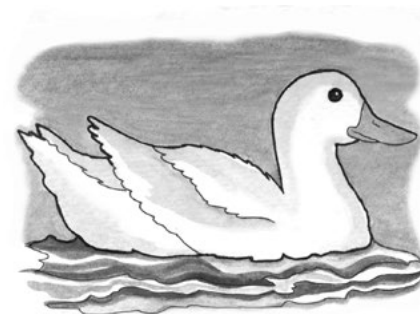
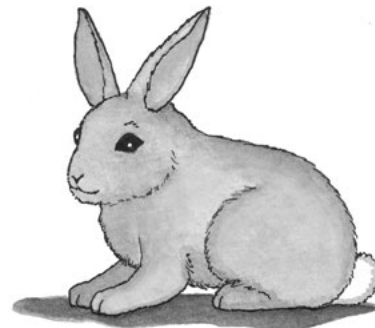
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

Picture Reader Cards

Directions: Make one copy of Picture Reader Cards for Making Phrases. Cut out each picture along dotted lines.

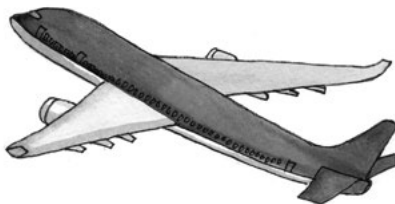
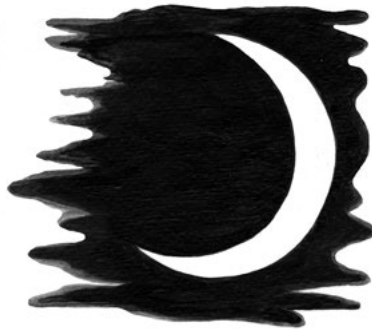
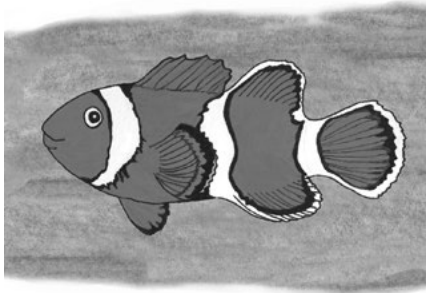


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED  
Picture Reader Cards

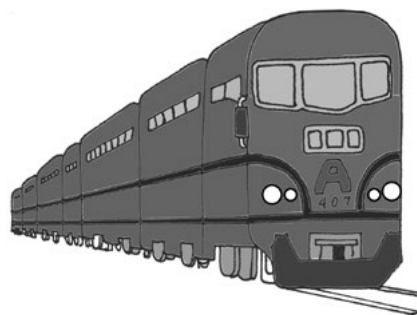


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED  
Picture Reader Cards

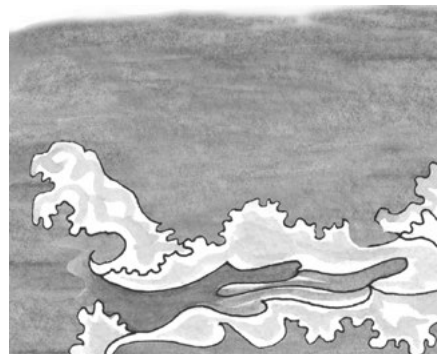
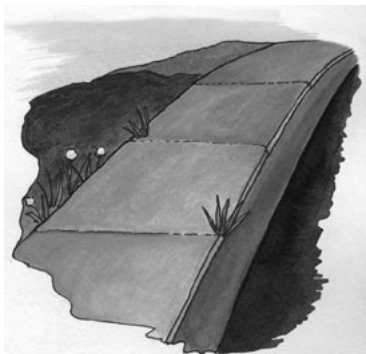


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR1.2

CONTINUED  
Picture Reader Cards



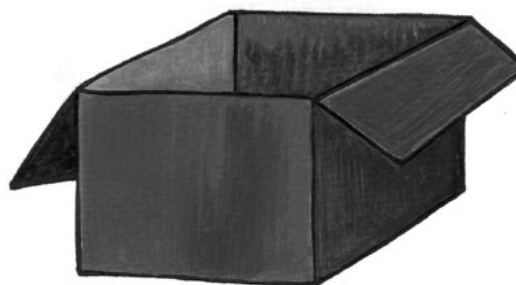


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED  
Picture Reader Cards

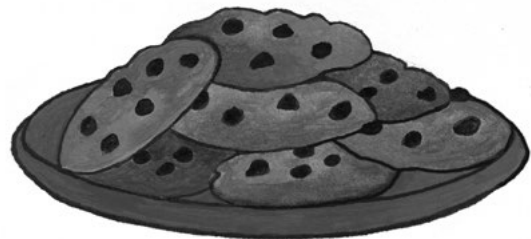
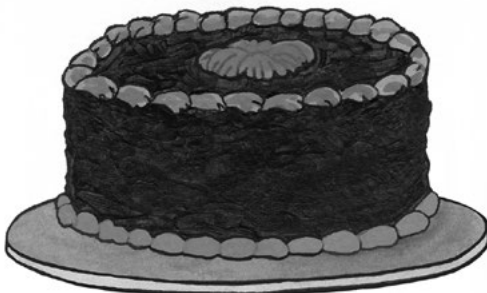


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED  
Picture Reader Cards



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.2

CONTINUED  
Picture Reader Cards



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 1.3

Tricky Words

Directions: Have students read each sentence, underline the Tricky Word(s), and write the Tricky Word(s) on the line(s). On the back of the page, lines are provided for students to write an original sentence containing a, the or both.

1. Mom went in the shop.

---

---

---

2. Seth got the best hug.

---

---

---

3. The kid had a frog.

---

---

---

4. Mom got a quilt.

---

---

---



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 1.3  
CONTINUED  
Tricky Words

5. The man had a ship.

\_\_\_\_\_

-----

\_\_\_\_\_

6. The kid sang a song.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.1

Sound Boxes

*Directions: Say a three-, four-, or five-phoneme word. Students echo the word and segment the sounds, placing corresponding Small Letter Cards below the boxes from left to right. Then students push the Small Letter Cards into the boxes from left to right and say the sound as they push each card. Immediately, students run their finger under the word in one smooth motion and say the whole word blended.*

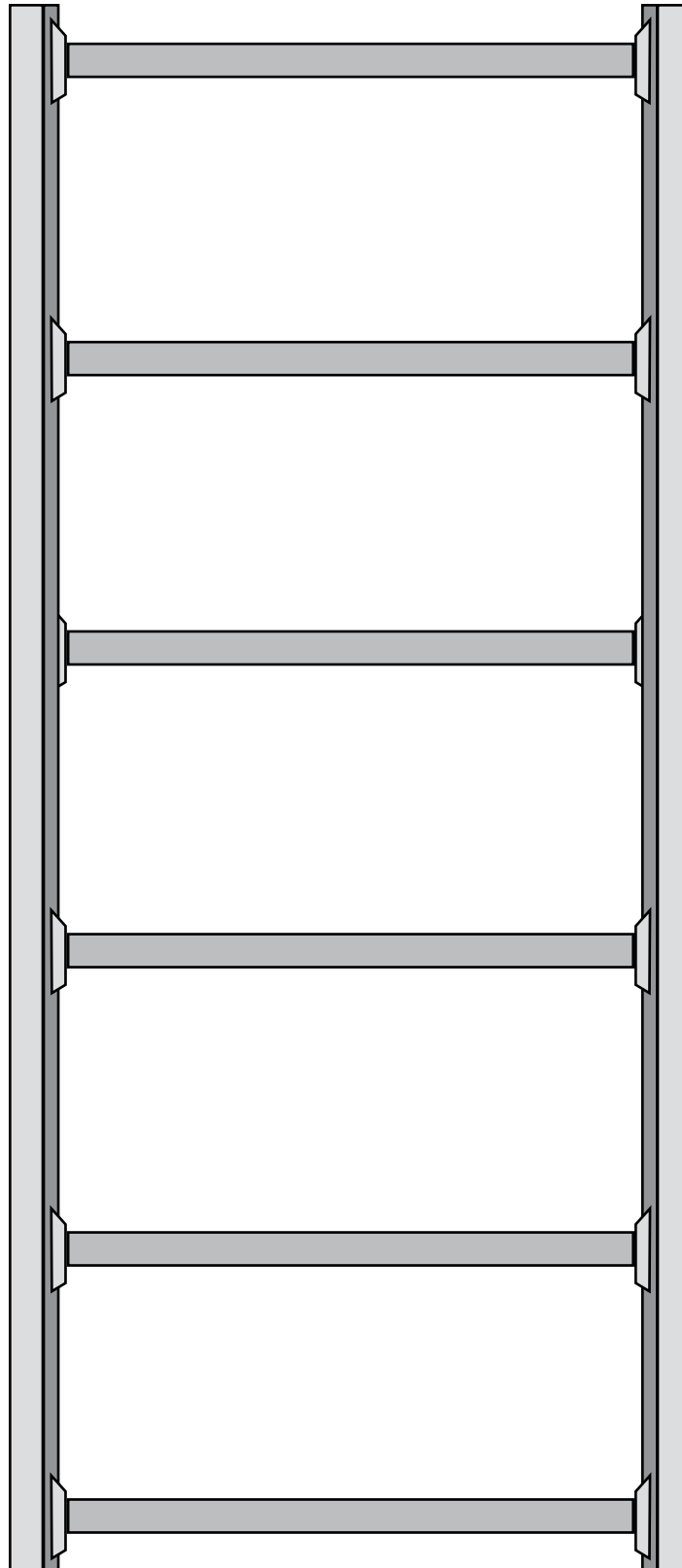

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.2

Race to the Top Ladder

Directions: Copy this page for the game Race to the Top.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 2.3

Race to the Top Word Cards



Directions: Make one copy of Tricky Word Cards for Race to the Top. Cut out each word along dotted lines.

one

two

three

the

a

blue

yellow

look

I

are

little

down

out

of

funny

all

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 3.1

Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

<u>a</u>	<u>ou</u> t	t <u>wo</u>
the <u>u</u>	<u>bl</u> ue	<u>o</u> ne
<u>loo</u> k	ye <u>ll</u> ow	<u>a</u> ll

<u>bl</u> ue	<u>I</u>	ye <u>ll</u> ow
<u>a</u> ll	<u>o</u> f	<u>a</u>
<u>a</u> re	the <u>u</u>	<u>loo</u> k

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 3.1

CONTINUED  
Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge to play the traditional game Bingo.

<u>look</u>	<u>are</u>	<u>blue</u>
<u>funny</u>	<u>three</u>	<u>of</u>
<u>out</u>	<u>I</u>	<u>all</u>

<u>yellow</u>	<u>all</u>	<u>down</u>
<u>one</u>	<u>little</u>	<u>of</u>
<u>the</u>	<u>a</u>	<u>three</u>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 3.1

CONTINUED  
Bingo Boards

<u>are</u>	<u>one</u>	fun <u>ny</u>
<u>three</u>	<u>ou</u> t	<u>a</u> ll
<u>I</u>	<u>o</u> f	litt <u>le</u>

litt <u>le</u>	fun <u>ny</u>	<u>are</u>
down <u>o</u>	<u>o</u> f	<u>ou</u> t
<u>blue</u>	<u>loo</u> k	<u>three</u>


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.2

Bingo Word Cards

Directions: Copy and cut out the words cards for use with Bingo Boards.

<u>a</u>	<u>out</u>	<u>two</u>	<u>the</u> 
<u>blue</u>	<u>one</u>	<u>look</u>	<u>yellow</u>
<u>all</u>	<u>of</u>	<u>are</u>	<u>little</u>
<u>down</u>	<u>three</u>	<u>funny</u>	<u>I</u>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.3

Tricky Words

Directions: Have students read each sentence, circle the Tricky Word(s), and write the Tricky Word(s) on the line(s).  
On the back of the page, lines are provided for students to write an original sentence containing the Tricky Word of,  
the Tricky Word all, or both Tricky Words

1. Max had a pet dog.

\_\_\_\_\_

-----

\_\_\_\_\_

2. The tots all got gifts.

\_\_\_\_\_

-----

\_\_\_\_\_

3. Six of the cats left.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Kim got a bag of chips.

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 3.3

CONTINUED  
Tricky Words

5. That's all of it.

\_\_\_\_\_

-----

\_\_\_\_\_

6. Did all of them get lunch?

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.1

Green Light Word Cards



them

flick

fish

neck

risk

pigs

chick

crabs

risk

cash

thin

check

milk

glad

rash

Directions: Copy on green card stock and cut out the Decodable Word Cards for use with Green Light, Yellow Light.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 4.2

Yellow Light Word Cards

Directions: Copy on yellow card stock and cut out the Tricky Word Cards for use with Green Light, Yellow Light.

the

a

of

all

one

from

was



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.3

Making Phrases Word Cards



cash

milk

trash

pigs

fish

crabs

glad

thin

Directions: Make one copy of Word Cards for Making Phrases. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 4.3

CONTINUED  
Making Phrases Word Cards



ten

mad

the

of

all

one

dog

was

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 4.4

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. one

from

2. still

miss

3. strum

sun

4. fuzz

thrill

5. kiss

was

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 5.1

Tricky Word Cards



the

a

of

all

out

was

down

are

Directions: Copy and cut out Tricky Word Cards for use with Match Maker. Card stock is recommended for reuse.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 5.2

Directions: Have students read each sentence, circle the Tricky Word(s), and write the Tricky Word(s) on the line(s).

1. All of the kids munched chips.

\_\_\_\_\_

-----

\_\_\_\_\_

2. Mom got Sam a gift of red pants.

\_\_\_\_\_

-----

\_\_\_\_\_

3. Sam has all of the things in his box.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Mom, Dad, and Sam all had fish at lunch.

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 5.2  
CONTINUED

5. Chad had a box of hats.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. The ships all got wet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. All of the tots sang.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Dad brings Sam a can of ham.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

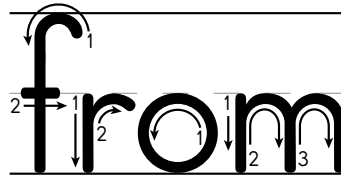
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 5.3

Tricky Word (from)

from



1. Kit had fish \_\_\_\_\_ Dad's  
shop.

2. Chad got a gift  
\_\_\_\_\_ his mom.

3. Ted fell \_\_\_\_\_ his bed  
and got a bump.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and yellow for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 6.1

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines in bold are read chorally (voices together).

Sam's Pets	
1	2
<b>Sam has pets.</b>	<b>Sam has pets.</b>
	One of his pets is a dog.
One of his pets is a cat.	
	One of his pets is a bug.
This is Sam's dog,	
<b>Max.</b>	<b>Max.</b>
	Max runs and jumps.
Max digs in the mud.	
	Max rubs mud on Sam.
Max yelps at the cat.	
	This is Sam's cat,
<b>Tim.</b>	<b>Tim.</b>
Tim sips milk from a dish.	
	Tim naps on Sam's bed.
Tim runs from Max.	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 6.1

CONTINUED  
Two Voices

Sam's Pets	
1	2
	This is Sam's bug,
King Tut.	King Tut.
King Tut hops from plant to plant.	
	King Tut chomps on plants.
King Tut runs from Tim.	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 7.1

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines in bold are read chorally (voices together).

Fun at the Pond	
1	2
Sam is at the pond	
	with his pals.
Six frogs rest in the wet mud.	
	Sam runs at the frogs.
<b>The frogs all hop in the pond.</b>	<b>The frogs all hop in the pond.</b>
Sam's pal, Chad,	
	finds a bat.
The bat gets mad at Chad.	
	The bat flaps at Chad's hands.
<b>Chad drops the bat.</b>	<b>Chad drops the bat.</b>
Jen lifts up a log	
	and spots a bug.
The bug is long with lots of legs.	
	The bug runs and digs in the sand.
<b>The pond is lots of fun.</b>	<b>The pond is lots of fun.</b>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 8.1

Making Phrases Word Cards



red

lots

wet

fresh

blue

pants

sock

shrubs

Directions: Make one copy of Word Cards for Making Phrases. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 8.1

CONTINUED  
Making Phrases Word Cards



scrub

pond

the

of

all

one

from

vest



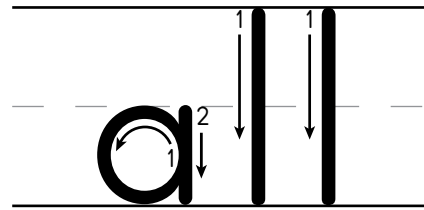
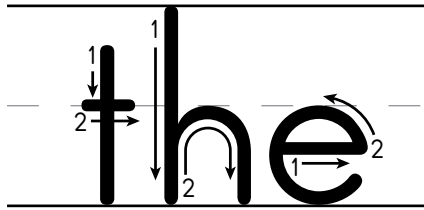
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

Tricky Words (*the* and *all*)

the all



1. His cat is on \_\_\_\_\_ rug.

2. Sam, Chad, and Jen \_\_\_\_\_

splash in \_\_\_\_\_ pond.

3. His kids \_\_\_\_\_ got on

\_\_\_\_\_ bus.

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and yellow for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.1

CONTINUED  
Tricky Words (a and of)

a

of

a

of

Directions: Students color the Tricky Word letters using green for letters matching learned sound-spellings and yellow for letters pronounced differently than we would expect. Then use the Tricky Words to fill in the blanks in the sentences below.

1. Sam got \_\_\_\_\_ fish in his net.

2. Seth got \_\_\_\_\_ bag

\_\_\_\_\_ chips.

3. Did Max get \_\_\_\_\_ lot

\_\_\_\_\_ gifts?

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.2

Directions: Have students trace and copy the words. Encourage students to say the letter names while writing the words.

out

out

out

of

of

of

funny

funny

funny

all

all

all

one

one

one

from

from

from

was

was

was

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 9.2

CONTINUED

out

of

funny

all

one

from

was

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.3

Words with a Friend



the

a

of

all

\*

one

was

from

funny

Directions: Make one copy of the Tricky Word Cards for Words with a Friend. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.4

Roll and Draw

Directions: Make one copy of the phrase cards for Roll and Draw. Cut out each card along the dotted lines.

1. a red hat

2. a gift from Dad 

3. one glad dog

4. a frog on a log

5. kid in a pond

6. a funny kid

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 9.5

Roll and Rhyme Word Cards



log

wet

zip

hand

dog

bent

camp

box

quilt

ship

lick

back

Directions: Make one copy of Word Cards for Roll and Rhyme. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 10.1

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with double letters when possible. Students write the words on the lines provided.

s

m

t

w

u

ll

d

r

ck

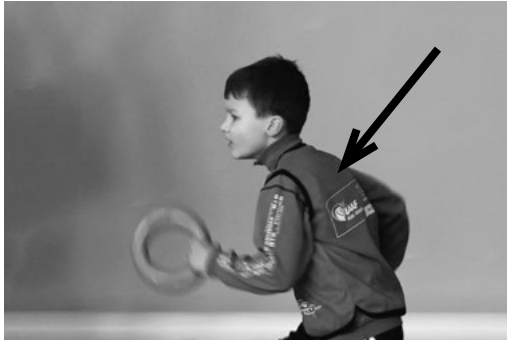


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 10.2

Directions: For Race to the Top, copy and cut out word/picture pairs, fold along the middle line, and tape together providing two-sided cards. For Match Maker, copy and cut out, separating word and picture cards.



back



track



check



neck

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

CONTINUED



kick



lock



duck



truck

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 10.2

CONTINUED



cuff



bell



yell



grill

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.1

Word Tag Word Cards

Directions: Make one copy of Word Cards for Word Tag. Cut out each word along dotted lines.

duck

peck

sock

doll



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.1

CONTINUED  
Word Tag Word Cards



neck

block

add

egg

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 11.1

CONTINUED  
Word Tag Word Cards

block



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.2

Making Phrases Word Cards



ships

chimp

hug

mom

dad

kids

cap

red

Directions: Make one copy of Word Cards for Making Phrases. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.2

CONTINUED  
Making Phrases Word Cards



thin

big

tall

gruff

thick

glad

hot

the



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.2

CONTINUED  
Making Phrases Word Cards

one

from

was

funny

the

a

of

all



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 11.3

Race to the Top Word Cards



the

a

of

all

from

one

was

funny

Directions: Copy and cut out Tricky Word Cards for use with the game Race to the Top. Card stock is recommended for reuse.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Sam in Class	
1	2
Sam sits in Miss Mack's class.	
	The kids will print till class ends.
<b>Then the bell will ring.</b>	<b>Then the bell will ring.</b>
Sam will run and jump in the pond.	
	Miss Mack has the class print.
The kids print, 'black cat.'	
	Miss Mack checks Sam's print.
<b>"That's a mess!"</b>	<b>"That's a mess!"</b>
quips Miss Mack.	
<b>"Fix it!"</b>	<b>"Fix it!"</b>
	The bell rings.
Sam jumps up and grabs his bag.	
	Miss Mack tells Sam,
<b>"Sit and print!"</b>	<b>"Sit and print!"</b>
Sam sits and prints.	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 12.1  
CONTINUED

Sam in Class	
1	2
	Will Miss Mack let him swim?
Sam can't tell.	
	Miss Mack tells Sam,
<b>"Print one last thing. Print, 'splash in the pond.'"</b>	<b>"Print one last thing. Print, 'splash in the pond.'"</b>
Sam grins at Miss Mack.	
	Miss Mack grins back at him.
Sam prints, "splash in the pond."	
	Then Miss Mack sends him off.
Sam yells,	
<b>"Miss Mack is the best!"</b>	<b>"Miss Mack is the best!"</b>

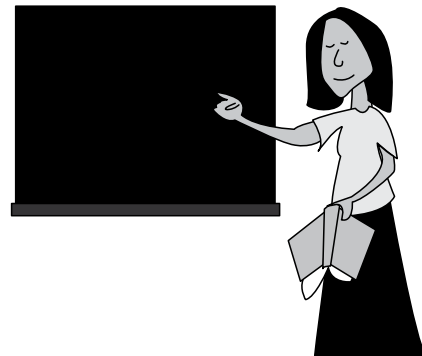
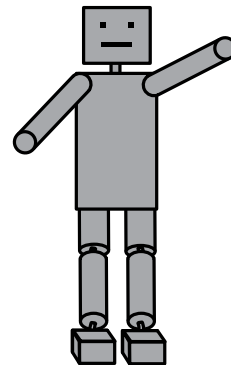
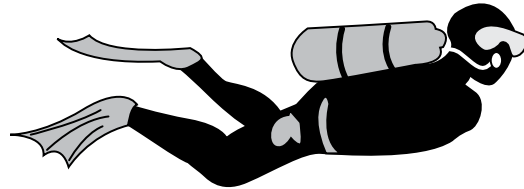
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.1

Silly Voices

Directions: Print and cut out the character cards to pull out of a bag when rereading stories with silly voices.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 13.2

Tricky Words

Directions: Have students read each sentence, underline the Tricky Word(s) and write the Tricky Word(s) on the line(s) below.

1. The cat is on the rug.

\_\_\_\_\_

-----

\_\_\_\_\_

2. A man is on the bus.

\_\_\_\_\_

-----

\_\_\_\_\_

3. The fish is in the pond.

\_\_\_\_\_

-----

\_\_\_\_\_

4. Sam got a fish in the net.

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 13.2  
CONTINUED  
Tricky Words

5. The king is glad he has a quilt.

\_\_\_\_\_

-----

\_\_\_\_\_

6. Sam will bring a bag to shop.

\_\_\_\_\_

-----

\_\_\_\_\_

7. Mom chats with the kids.

\_\_\_\_\_

-----

\_\_\_\_\_

8. Sam sang a song to the kids.

\_\_\_\_\_

-----

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 14.1

Sound Sprints



Directions: Make two enlarged copies of the set of word cards for Sound Sprints. Cut out each word along dotted lines.

glass

staff

bell

humming

back

click

stack

grass

egg

less

pluck

bill

add

stiff

less

puff

mess

cliff

well

dwell



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 14.2

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

The Chick	
1	2
Sam and Chad got up on a rock.	
	On top of the rock was a
<b>gull's nest.</b>	<b>gull's nest.</b>
The gull had a chick.	
	The gull fed the chick a bit of fish.
<b>Then the gull left.</b>	<b>Then the gull left.</b>
The chick fell from its nest.	
<b>Plop!</b>	<b>Plop!</b>
	The chick got stuck in a crack.
Sam and Chad got the chick.	
	Then Chad set it back in its nest.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.3

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

1. chips

---

---

---

2. spell

---

---

---

3. wicks

---

---

---

4. buzz

---

---

---

5. fox

---

---

---

6. fluff

---

---

---

7. truck

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.4

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Tasks	
1	2
<b>Sam has a long list of tasks.</b>	<b>Sam has a long list of tasks.</b>
<b>Sam must</b>	<b>Sam must</b>
scrub a bunch of cups.	
<b>Sam must</b>	<b>Sam must</b>
	help his dad trim shrubs.
<b>Sam must</b>	<b>Sam must</b>
mop the steps.	
	Sam scrubs all of the cups.
<b>Scrub, scrub, scrub.</b>	<b>Scrub, scrub, scrub.</b>
Sam helps his dad trim shrubs.	
<b>Snip, snip, snip.</b>	<b>Snip, snip, snip.</b>
	The sun is hot.
Sam gets hot.	
	Sam spots a fan on the rug.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 15.4

CONTINUED  
Two Voices

Tasks	
1	2
Sam flops on the rug	
and naps.	and naps.
	Then his mom spots him.
Sam's mom taps him with the mop.	
Sam jumps up.	Sam jumps up.
	Sam picks up the mop.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.1

Roll and Rhyme Word Cards 2



hop

met

drip

rust

dent

miss

Directions: Make one copy of Word Cards for Roll and Rhyme. Cut out each word along dotted lines.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.1

CONTINUED  
Roll and Rhyme Word Cards 2



puff

can

tin

yes

rim

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.2

Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

check	toss	<u>a</u>
<u>fr</u> om	block	puff
chill	the <u>e</u>	brass

<u>o</u> f	sell	pluck
fluff	wa <u>s</u>	miss
check	fill	<u>one</u>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.2

CONTINUED  
Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

block	toss	<u>o</u> f
will	brass	brick
chill	the <u>e</u>	miss

press	sell	quack
fluff	fr <u>o</u> m	chess
shock	thick	fell



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.2

CONTINUED  
Bingo Boards

Directions: Copy and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

track	check	was
fill	pluck	truck
<u>all</u>	<u>a</u>	sniff

fuss	tell	<u>one</u>
stuff	sniff	<u>all</u>
fill	pluck	brass

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# TR 16.3

Bingo Word Cards



Directions: Copy and cut out the words cards for use with Bingo Boards.

the	a	of	all
from	one	was	quack
track	check	brick	thick
block	shock	pluck	truck
sniff	fluff	puff	stuff
brass	press	miss	chess
toss	fuss	fell	sell
tell	chill	fill	will

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.4

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines read chorally (voices together) are in bold.

Stop That Bus!	
1	2
	Sam's mom runs in and yells,
<b>"Sam, get up!"</b>	<b>"Sam, get up!"</b>
Sam jumps up.	
	Sam's mom hands him his pants.
<b>Sam jumps in his pants.</b>	<b>Sam jumps in his pants.</b>
Sam's mom hands him his pack.	
<b>Sam slips the pack on his back.</b>	<b>Sam slips the pack on his back.</b>
	Sam's mom hands him his lunch.
<b>Sam grabs it.</b>	<b>Sam grabs it.</b>
Sam and his mom run fast.	
<b>"That's the bus!"</b>	<b>"That's the bus!"</b>
	Sam yells.
Sam's mom huffs and puffs.	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 16.4

CONTINUED  
Two Voices

Stop That Bus!	
1	2
"Stop the bus!"	"Stop the bus!"
	Sam yells.
The kids on the bus spot Sam.	
	One of them yells,
"That's Sam. Stop the bus!"	"That's Sam. Stop the bus!"
The bus stops.	
	Sam is in luck.
Sam gets on the bus.	Sam gets on the bus.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.1

Green Light Word Cards



chick

dock

duck

pecks

chess

mint

brass

jazz

mess

flick

Directions: Copy on green card stock and cut out the Decodable Word Cards for use with Green Light, Yellow Light.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.2

Yellow Light Word Cards



the

a

of

all

one

from

funny

was

Directions: Copy on yellow card stock and cut out the Tricky Word Cards for use with Green Light, Yellow Light.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 17.3

Directions: Students use the letters surrounding the vowel to create words. Encourage making words with double letters when possible. Students write the words on the lines provided.

g

c

r

l

o

t

ss

b

ck

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 19.1

Two Voices

Directions: One student reads down column 1 while the other student reads down column 2, together completing the story. The lines in bold are read chorally (voices together) are in bold.

The Band	
1	2
Sam's dad is in a jazz band.	Sam's dad is in a jazz band.
That's him in the back.	
Chad's dad is in the band with him.	Chad's dad is in the band with him.
	That's him on the drums.
Chad's boss is in the band, as well.	Chad's boss is in the band, as well.
That's him on the left, in the hat.	
	Sam's dad plucks at his strings.
Chad's dad bangs on his drums.	
	The kids clap and yell.
<b>The band is a big hit!</b>	<b>The band is a big hit!</b>



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.1

Word Cards for Progress Monitoring

brass

press

sock



huff

sell

fill

shell

thick

buzz

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## TR 20.2

Record Sheet for Progress Monitoring

Word	Student Pronunciation				
Sample: shell					
1. huff	/h/	/u/	/f/	-	____(1)
2. brass	/b/	/r/	/a/	/s/	____(1)
3. thick	/th/	/i/	/k/	-	____(1)
4. sell	/s/	/e/	/l/	-	____(1)
5. press	/p/	/r/	/e/	/s/	____(1)
6. buzz	/b/	/u/	/z/	-	____(1)
7. fill	/f/	/i/	/l/	-	____(1)
8. sock	/s/	/o/	/k/	-	____(1)
<b>Total Correct</b>					____/8

**Note:** Highlighted phonemes are single-letter sound/spellings or consonant clusters from previous units. Student performance with these phonemes should be noted for evaluation; however, only Unit 8 double-letter consonant sound/spellings are scored.

'ck' &gt; /k/ (3, 8) \_\_\_\_/2

'ff' &gt; /f/ (1) \_\_\_\_/1

'zz' &gt; /z/ (6) \_\_\_\_/1

'ss' &gt; /s/ (2, 5) \_\_\_\_/2

'll' &gt; /l/ (4, 7) \_\_\_\_/2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.3

Ring the Rhyme Word Cards



fun

band

wig

chip

funny

slip

was

sun

Directions: Students use these word cards to match teacher-provided rhyming words.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.3

CONTINUED  
Ring the Rhyme Word Cards



egg

mitt

lamp

seed

yells

plum

fluff

puff

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

TR 20.3

CONTINUED  
Ring the Rhyme Word Cards

camp

kiss







dress

# ACTIVITY BOOK ANSWER KEY





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 1.1 Activity Page

funny

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

- The  is funny.
- The  is funny.
- The  is funny.
- The  is funny.

Skills 8 1






- The  and the  are funny.
- The  and the  are funny.

Skills 8 2





NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ 2.1 Activity Page

all

Directions: Have students write the word from the box to complete each sentence and then read the sentence aloud.

- I can look up at all the .
- I can look down at all the  in the .
- I look at all the  in the .

Skills 8 9

- I look at all the  in the .
- Mom can look at all the  in the .

Skills 8 10

NAME: \_\_\_\_\_ 3.1 Activity Page  
DATE: \_\_\_\_\_

Directions: Have students copy and write each Tricky Word from memory.

1.	all	all
2.	of	of
3.	the	the
4.	funny	funny

Skills 8

13

NAME: \_\_\_\_\_ 5.1 Activity Page  
DATE: \_\_\_\_\_

of	from	all
----	------	-----

- Directions: Have students write a word from the box to complete each sentence.
- Stan got the best gift  
\_\_\_\_\_ his mom.
  - Chad put \_\_\_\_\_  
the frogs in the pond.
  - The man had ham and a bag  
\_\_\_\_\_ chips.

Skills 8

21

of	funny	the
----	-------	-----







- The little kids are \_\_\_\_\_.
- The king slept on a bed  
\_\_\_\_\_ quilts.
- Stan had all \_\_\_\_\_ chips.

22

Skills 8

NAME: \_\_\_\_\_ 7.1 Activity Page  
DATE: \_\_\_\_\_

Directions: For each phrase, have students circle the matching picture and write the phrase on the line.

one can of trash		
one can of trash		
all six of the men		
all six of the men		
a funny kid		
a funny kid		

Skills 8

35

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

8.1 Activity Page

one funny dog

the box of quilts

all of the kids

all of the kids

36 Skills 8

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

8.1 Activity Page

1. was was

2. from from

3. funny funny

4. all all

5. the the


6. of of


Directions: Have students copy and write each Tricky Word from memory.


37 Skills 8


NAME: \_\_\_\_\_ DATE: \_\_\_\_\_


9.1 Activity Page

1.  ☐ a kid with a pig  
☒ a gift from a kid

2.  ☒ one funny fish  
☐ ten funny fish

3.  ☒ I sip from the cup.  
☐ I sip from the can.

4.  ☐ splash from a pond  
☒ splash from a bath


5.  ☒ all of the chips  
☐ all of the plums


Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.

45 Skills 8


NAME: \_\_\_\_\_ DATE: \_\_\_\_\_


9.1 Activity Page

6.  ☒ the kid was mad  
☐ the kids are mad

7.  ☒ out of the bag  
☐ out of the cup

8. 1 + 1 ☐ ten plus ten  
☒ one plus one

9.  ☒ all of the little ants  
☐ all of the plants

10.  ☒ the kid was in bed  
☐ the kids are in bed

46 Skills 8



NAME: \_\_\_\_\_ 10.2 Activity Page

DATE: \_\_\_\_\_

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

rock  
kit  
crab

cup  
duck  
back

as in cat as in kid as in luck

cup kit rock

crab duck

back

Skills 8

51

skin  
cash  
clap

crop  
milk  
lick

as in cat as in kid as in luck

cash skin lick

clap milk

crop

Directions: Have students write the words containing the /k/ sound spelled 'c' under the 'c' header, the words containing /k/ spelled 'k' under the 'k' header, and the words containing the /k/ sound spelled 'ck' under the 'ck' header.

Skills 8

52

NAME: \_\_\_\_\_ 11.1 Activity Page

DATE: \_\_\_\_\_

Directions: Have students fill in the blanks while the phrases are read aloud.

1. funny kids

2. the thin man

3. gift from Sam

4. Sun was hot.

Skills 8

55

5. hug from mom

6. lots of fish

7. Dad was glad.

8. All dogs run.

















Skills 8

56

NAME: \_\_\_\_\_ 13.1 Activity Page

DATE: \_\_\_\_\_

Directions: For each statement, have students circle the thumbs-up icon if the statement is true and the thumbs-down icon if the statement is false.



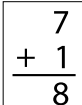


1. One kid in class has wings.  
2. Trash cans smell bad.  
3. Milk is from hens.  
4. The best snack is grass.  
5. All the kids in the class can grin.  
6. Milk is black.  
7. Trucks cost one buck.  
8. This was fun.  

Skills 8 63


NAME: \_\_\_\_\_ 14.1 Activity Page


DATE: \_\_\_\_\_


Directions: Have students draw a line from each phrase to its matching picture.


1. trash smells 
2. one sock 
3. duck quacks 
4. add it up 
5. one shell 


Skills 8 71

6. a bat and a mitt 

7. the sick kid 

8. milk in a glass 

9. the kid yells 

10. one egg in a pan 



Skills 8 72

NAME: \_\_\_\_\_ 14.2 Activity Page



DATE: \_\_\_\_\_

Directions: Have students write each word under its matching picture.

cliff	egg	well
dress	duck	clock

duck clock

dress egg

Skills 8 73

hill	kiss	add
rock	shell	truck



kiss truck

1 + 1



add shell

74

Skills 8

NAME: \_\_\_\_\_ 15.2 Assessment  
DATE: \_\_\_\_\_

😊 run leg cup **cat**

1. med mat **met** net

2. rim rot **rob** rod

3. **yes** yet yez yen

4. hat **had** hid ham

5. gut get cot **got**

6. bad pat pit **pad**

7. **sip** zip sap zap

Skills 8

79

8. hen **ken** kin jen

9. vat vet **fat** rat

10. fax fix box **fox**

11. **thin** fin thick this

12. **chill** jill chin still

13. ships **chips** chops shops

14. chest west **quest** quip

15. boss bus fuzz **buzz**

80

Skills 8

NAME: \_\_\_\_\_ 15.2 Assessment  
DATE: \_\_\_\_\_

CONTINUED

16. ebb edd **egg** odd

17. wick wax whips **wicks**

18. kin **king** kong wing

19. trip **drip** drop drug

20. shop ship **shot** chop

Total Score: \_\_\_\_ / 20

Notes:

Skills 8

81

NAME: \_\_\_\_\_ 15.3 Activity Page

DATE: \_\_\_\_\_

Directions: For each word, have students circle and count the sounds. Have students write the number of sounds in the box and copy the word on the line.

- shock 3 shock
- spell 4 spell
- egg 2 egg
- cliff 4 cliff
- fluff 4 fluff
- splash 5 splash
- pinch 4 pinch

Skills 8 83

- check 3 check
- clips 4 clips
- fuzz 2 fuzz
- dress 4 dress
- kick 4 kick
- plums 5 plums
- grin 4 grin

84 Skills 8

NAME: \_\_\_\_\_ 16.1 Assessment

DATE: \_\_\_\_\_

- a w e i
- t y u w
- o p t m
- f g h n
- k l z c
- c b v d
- d x z j
- n i h m
- u r n m

Skills 8 85

- l y p g
- e a i o
- n h m k
- b d p q
- i l t f
- s t c k
- x s t z
- f t j l
- y i j g

86 Skills 8





NAME: \_\_\_\_\_ 16.1 Assessment  
 DATE: \_\_\_\_\_  
 CONTINUED

19.	(i)	e	u	j
20.	b	(p)	d	q
21.	z	(s)	c	t
22.	n	m	(r)	q
23.	(q)	u	w	d
24.	t	(f)	g	e
25.	c	b	(v)	d
26.	a	(w)	e	i

Total Score: \_\_\_\_ / 26  
 Notes:

Skills 8 87

NAME: \_\_\_\_\_ 16.4 Activity Page  
 DATE: \_\_\_\_\_

sock rock	truck duck
	
sock	truck
mitt kit	lock clock
	
mitt	clock

Directions: For each picture, have students circle and copy the matching word.











Skills 8 93

glass dress drums plums

	
dress	drums
bell bill	egg eggs
	
bell	egg

Skills 8 94

NAME: \_\_\_\_\_ 16.5 Activity Page  
 DATE: \_\_\_\_\_

1.		
2.		
3.		
4.		
5.		

Directions: Have students connect words that rhyme.

Skills 8 95

Directions: Have students write one additional rhyming word for each row.

6. bat rat sat
7. bell sell dell
8. chick trick sick
9. tan van pan
10. met set yet
11. bring thing wing

96

Skills 8

NAME: \_\_\_\_\_ 17.1 Assessment  
DATE: \_\_\_\_\_

1. u up a the
2. off of frame from
3. this the a that
4. waz wet with was
5. r our are air
6. plug blue glue boo
7. I hi ay i
8. ladle litter ladder little
9. like took look loop

Skills 8

97

10. there three thin free
11. wab ib one once
12. from off up of
13. all a tell the
14. two town do tow
15. yell hello low yellow
16. down out our hour
17. loud gown down do

98

Skills 8


NAME: \_\_\_\_\_ 17.3 Activity Page  
DATE: \_\_\_\_\_


Directions: For each picture, have students read the phrases and put a check mark in the box next to the matching phrase.


1.  ☒ one black dog  
☐ ten black dogs
2.  ☒ sit on grass  
☐ stand on grass
3.  ☒ kiss a kid  
☐ kiss a duck
4.  ☐ chick on hand  
☒ chick in a box


Skills 8

101

5.  ☐ sing the u song  
☒ ring the u bell



6.  ☒ dog sniffs  
☐ cat sniffs



7.  ☒ doll with dress  
☐ doll with pants



8.  ☒ a duck flaps wings  
☐ a duck rings bell

102 Skills 8

NAME: \_\_\_\_\_ 18.3 Activity Page  
DATE: \_\_\_\_\_



1. shell    
shell



2. duck    
duck



3. mitt    
mitt

Directions: Have students circle the matching picture and write the word on the line.

113

4. bell    
bell



5. egg    
egg



6. brick    
brick

114 Skills 8

NAME: \_\_\_\_\_ 19.1 Activity Page  
DATE: \_\_\_\_\_

egg sock  
bell chick

   
bell egg


   
sock chick

Directions: Have students write each word under its matching picture.


117

dress	clock
doll	mitt




clock




dress



mitt



doll

118 Skills 8

NAME: \_\_\_\_\_ 20.1 Activity Page

DATE: \_\_\_\_\_

Directions: Have students circle the words read aloud and copy them on the lines.

1. hill chill hill
2. fluff flip fluff
3. sick luck luck
4. add at add
5. buzz fuzz fuzz
6. hiss bliss bliss

123 Skills 8

7. doll dill doll
8. cliff stiff stiff
9. check chick chick
10. moss boss moss
11. odd off off
12. fuzz fuss fuss

124 Skills 8

NAME: \_\_\_\_\_ 20.1 Activity Page

DATE: \_\_\_\_\_

CONTINUED

13. The chick had lots of fluff.

125 Skills 8



NAME: \_\_\_\_\_ 20.2 Activity Page

DATE: \_\_\_\_\_

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

1. buzz	drum
2. from	one
3. crack	leg
4. fun	was
5. egg	stack

Skills 8 127

6. add

press

7. still

sock

8. dress

glad

9. cliff

thrill

10. clock

stiff

Skills 8 128

NAME: \_\_\_\_\_ PP.1 Activity Page

DATE: \_\_\_\_\_

Directions: Have students write the words containing the /f/ sound spelled 'f' under the 'f' header and the words containing the /v/ sound spelled 'ff' under the 'ff' header.

sniff	fresh	fist	frog
soft	stuff	gift	puff

as in fit      as in huff

soft	sniff
fresh	stuff
fist	puff
gift	
frog	

Skills 8 129

Directions: Have students write the words containing the /l/ sound spelled 'l' under the 'l' header and the words containing the /ll/ sound spelled 'll' under the 'll' header.

doll	long	lunch	belt
still	spell	bill	lamp

as in lip      as in hill

long	doll
lunch	still
belt	spell
lamp	bill

Skills 8 130

NAME: \_\_\_\_\_ PP.2 Activity Page

DATE: \_\_\_\_\_

Directions: Have students write the words containing the /s/ sound spelled 's' under the 's' header and the words containing the /z/ sound spelled 'ss' under the 'ss' header.

class	sting	boss	moss
spot	pest	mess	pass

as in stop      as in sstoss

spot      class

sting      boss

pest      mess

\_\_\_\_\_ moss

\_\_\_\_\_ pass

Skills 8 131

Directions: Have students write the words containing the /t/ sound spelled 't' under the 't' header and the words containing the /d/ sound spelled 'tt' under the 'tt' header.

mutt	stamp	tongs	putt
Matt	mitt	Watt	trap

as in top      as in ttutt

stamp      mutt

tongs      Matt

trap      Watt

\_\_\_\_\_ putt



\_\_\_\_\_ mitt

Skills 8 132



NAME: \_\_\_\_\_ PP.11 Activity Page

DATE: \_\_\_\_\_



Directions: Have students write each word under its matching picture.

1. socks  

socks \_\_\_\_\_



2. yell  

yell \_\_\_\_\_



3. cliff  

\_\_\_\_\_ cliff



Skills 8 149

4. grass  

\_\_\_\_\_ grass

5. truck  

truck \_\_\_\_\_

6. bell  

\_\_\_\_\_ bell


Skills 8 150


NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_


PP.12

Activity Page

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.


 b e m  
p u ll bell


 ch a ck  
b i d chick


 b i ll  
h e ff hill

Skills 8

151

 d i tt  
m e l mitt

 m u th  
d o ck duck

 p e f  
y i ll yell

152

Skills 8

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

PP.13

Activity Page

Directions: Have students circle the pronounced word and then copy it on the lines.

1. add odd add

2. lack lick lick

3. chess dress dress

4. glass grass grass

5. mitt mat mitt

6. moss toss toss

Skills 8

153

7. press dress press

8. buzz fuzz fuzz

9. inn chin inn

10. smell fell smell

11. add odd odd

12. egg leg egg

154

Skills 8

NAME: \_\_\_\_\_ PP.15 Activity Page

DATE: \_\_\_\_\_

1. one from
2. still miss
3. strum sun
4. fuzz thrill
5. kiss was

Directions: Have students draw a line from each word on the left to the rhyming word on the right.

Skills 8

157

6. mess puff
7. beg fell
8. stuck egg
9. stuff less
10. shell luck

158

Skills 8

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Foundational Skills 8

### 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. 49, p. 51, p. 99, p. 102, p. 172, p. 178
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	
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. 14, p. 18, p. 27, p. 30, p. 38, p. 41, p. 49, p. 52, p. 68, p. 71, p. 80, p. 83, p. 85, p. 99, p. 102, p. 104, p. 108, p. 111, p. 116, p. 119, p. 121, p. 127, p. 130, p. 138, p. 141, p. 144, p. 149, p. 152, p. 153, p. 170, P.172, p. 182, p. 189, P. 193, p. 196, p. 202, p. 205, p. 212, p. 215
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	P.162, p. 172, p. 178, p. 182, p. 189, p. 193, p. 198, p. 202, p. 205, 212, 215
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. 68, p. 71, P. 80, P. 85, P. 108, P. 111, P. 119, P. 121
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list	p. 14, p. 18, p. 27, p. 30, p. 38, p. 41, p. 49, p. 52, p. 58, p. 61, p. 88, p. 91, p. 99, p. 102, p. 119, p. 123, p. 182, p. 193

## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

### Foundational Skills 8

### Correlation—Teacher's Guide

(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	P. 8, P. 49, P. 52, P. 88, P. 91, P. 212, P. 215
TEKS K.2.C.ii	spelling words using sound-spelling patterns	P. 8, P. 49, P. 52, p. 80, p. 84, P. 88, P. 91, p. 119, p. 123, p. 137, p. 142, P. 212, P. 215
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	P. 8, P. 49, P. 52, p. 88, p. 91, P. 212, P. 215
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	p. 27, p. 33
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. 14, p. 22, p. 27, p. 33, p. 38, p. 44, p. 58, p. 63, p. 68, p. 73, p. 88, p. 94, P. 108, P. 113, P. 177, P. 132, P. 138, P. 144, P. 162, P. 167, p. 182, p. 186, P. 192, p. 202, p. 206
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	p. 14, p. 22, p. 38, p. 44, p. 58, p. 63, p. 68, p. 73, p. 182, p. 186, p. 202, p. 206
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	p. 14, p. 22, p. 38, p. 44, p. 68, p. 73
TEKS K.2.D.v	identifying all uppercase and lowercase letters	p. 14, p. 18, p. 27, p. 29, p. 38, p. 41, p. 49, p. 52, p. 68, p. 71, p. 80, p. 83, p. 99, p. 102, p. 108, p. 111, p. 113, p. 119, p. 121, p. 138, p. 141, p. 149, p. 152, p. 193, p. 196, p. 202, p. 205, p. 212, p. 215
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	p. 38, p. 44, p. 58, p. 63, p. 127, p. 132, p. 138, P. 139, p. 144, p. 162, p. 167, p. 202, p. 206
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	
(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. 5, p. 27, p. 33, p. 38, p. 44, p. 49, p. 55, p. 58, p. 63, p. 68, p. 73, p. 80, p. 86, p. 88, p. 94, p. 99, p. 104, p. 119, p. 124, p. 127, p. 132, p. 138, p. 144, p. 149, p. 152, p. 155, p. 172, p. 176, p. 182, p. 189, p. 193, p. 197, p. 202, p. 206, p. 212, p. 217, P. 231

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(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:

TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	p. 88, p. 94
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	p. 14, p. 22, p. 38, p. 44, P. 58, p. 63, p. 80, p. 86, p. 202, p. 206
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. 68, p. 73, p. 88, p. 94, p. 108, p. 113, p. 127, p. 132, p. 138, P. 139, p. 144, p. 162, p. 167, p. 182, p. 186
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. 14, p. 22
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. 14, p. 22
TEKS K.7.D	describe the setting	

(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	
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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	p. 27, p. 33
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	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
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	p. 14, p. 22, p. 27, p. 33, p. 38, p. 44, p. 58, p. 63, p. 68, p. 73, p. 88, p. 94, p. 108, p. 113, p. 127, p. 132, p. 138, P. 139, p. 144, p. 162, p. 167, p. 182, p. 186, p. 202, p. 206



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TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
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	

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 19, p. 30, p. 41, p. 52, p. 71, p. 83, p. 102, p. 111, p. 121, p. 141, p. 196, p. 205, p. 215
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)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	p. 24, p. 46, p. 65, p. 75, p. 115, p. 134, p. 146, p. 169, p. 188, p. 208
ELPS 1.F	use accessible language and learn new and essential language in the process	p. 112
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. 19, p. 30, p. 41, p. 52, p. 71, p. 83, p. 102, p. 111, p. 121, p. 141, p. 196, p. 205, p. 215
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

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ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 19, p. 30, p. 41, p. 52, p. 71, p. 83, p. 102, p. 111, p. 121, p. 141, p. 196, p. 205, p. 215
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	
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. 19, p. 30, p. 41, p. 52, p. 71, p. 83, p. 102, p. 111, p. 121, p. 141, p. 196, p. 205, p. 215
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
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	

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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. 19, p. 30, p. 41, p. 52, p. 71, p. 83, p. 102, p. 111, p. 121, p. 141, p. 196, p. 205, p. 215
(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. 72
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 24, p. 46, p. 65, p. 75, p. 115, p. 134, p. 146, p. 169, p. 188, p. 208
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	

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ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	p. 112
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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